

University of Reading



Area of Work Report

Delivering quality survey,
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School of the Built Environment

Employee Survey 2017
Project Number: 8046

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Delivering outstanding survey
and research services
CAPITA SURVEYS AND RESEARCH

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University of Reading - School of the Built Environment

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 51% i.e. 40 of the 78 employees in School of the Built Environment responded to the survey.

Presentation of results

This report presents a summary of the results for School of the Built Environment 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 the Built Environment

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:	40
Question		AOW	%
B3	My work is varied and interesting to me	100	
I9	I feel my Department / School / Function delivers good quality service to students / internal customers	100	
I17	To what extent do you agree or disagree the following people in the University demonstrate our Values and Professional Behaviours at work: Your team colleagues ^	100	
L2	I feel safe and secure in my working environment	100	
M1	I can decide on my own how to go about doing my work	100	
N1	I'm not currently being harassed or bullied at work? *	100	
O6b	The University of Reading respects people equally regardless of their nationality / race	100	
O6e	The University of Reading respects people equally regardless of their sexual orientation	100	
O6f	The University of Reading respects people equally regardless of their religion or beliefs	100	
B2	Generally, I enjoy my work	98	
B4	My work gives me a sense of personal achievement	98	
B12	I'm interested in the University of Reading, to me it's not just a job *	98	
I12	Would you recommend the University of Reading to a friend as a place to study?	98	
K3	My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) is approachable	98	
K5	My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) respects and values me	98	
L1	I am satisfied that my personal safety is treated seriously at work	98	
M3	I am satisfied with the support I get from my work colleagues	98	
O1	I believe the University of Reading is committed to equality of opportunity for all of its staff	98	
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	98	

^ 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 the Built Environment

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: 40

Question	AOW %
F7 If you didn't have a Performance Development Review (PDR) in the last 12 months would you have liked to have one? ^	13
R2 In my opinion the recent PAS changes were well planned	14
R3 In my opinion the recent PAS changes were well explained	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 *	20
M11 I never feel stressed at work *	20
R6d Generally, I don't feel more could be done to help staff prepare for and cope with change *	22
N6 Are you aware of the Health Advocacy Respect and Care Advisors?	30
R1 The current pace of change in the University of Reading is about right	30
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	33
L7 Are you aware of the Employee Assistance Programme?	35
N7 Are you aware of the University's Harassment Advisors?	35
D8 I don't worry about work outside my working hours *	38
R6b Generally, change within the University of Reading is managed well	41
P7 On the whole, the different parts of the University of Reading communicate effectively with each other	42
Q6 I feel the University genuinely listens to staff views during consultations	42
C3 I think my pay adequately reflects my performance	44
R6c Generally, the process of change does not cause me concern and worry *	44
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	48
M8 I'm not required to do unimportant tasks which prevent me completing more important ones *	48
H1 The UEB (Vice Chancellor, Deputy Vice Chancellor, Pro Vice Chancellors, Chief Financial Officer, and Chief Strategy Officer) manage and lead the University well	49
P6 Communication between senior management and staff is effective	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 +/-8%, and UoR has a confidence interval of +/-1%. Therefore as a guide there would need to be a difference of more than nine percentage points for this to be considered a real difference between the scores.

Part C - Strength report by section for School of the Built Environment 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:	106
	51% - 74% = Opportunity for improvement	No difference:	5
	50% or lower = Needs improvement	Negative difference:	43

Total number of responses:		40	2673	
Question	AOW %	UoR %	+/-	
Section A: Work-Life Balance				
A4 I believe that if I requested flexible working arrangements, my request would be considered fairly	95	82	13	
A5 I am able to take advantage of flexible working on an informal basis	93	80	13	
A3 I am aware of the formal flexible working arrangements at the University (e.g. part time working, condensed hours etc)	80	77	3	
A1 The University of Reading provides good support to help me balance my work and personal commitments	74	74	0	
A2 I feel I have a good work-life balance	65	70	-5	
Section B: Job Satisfaction				
B3 My work is varied and interesting to me	100	91	9	
B2 Generally, I enjoy my work	98	92	6	
B12 I'm interested in the University of Reading, to me it's not just a job *	98	91	7	
B4 My work gives me a sense of personal achievement	98	86	12	
B9 I feel valued by my colleagues	95	88	7	
B1 The University of Reading is a good place to work	95	87	8	
B6 I feel I belong to a team	95	81	14	
B7 I feel part of the University of Reading	95	76	19	
B10 I feel valued by students / internal customers	90	85	5	
B5 I feel inspired to do my best work every day	88	80	8	
B11 I feel my job security at the University of Reading is good	85	70	15	

^ 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: 106
 No difference: 5
 Negative difference: 43

Total number of responses:		40	2673	
Question	AOW %	UoR %	+/-	
Section B: Job Satisfaction				
B8 I feel valued by the University of Reading	65	59	6	
Section C: Pay and Benefits				
C5 I am aware of the benefits offered by the University	69	71	-2	
C4 I am aware of the University's arrangements for recognising and rewarding good performance	65	69	-4	
C1 Overall, I feel the University of Reading offers a good pay and benefits package	63	68	-5	
C2 I feel fairly paid for the work I do	58	60	-2	
C3 I think my pay adequately reflects my performance	44	52	-8	
Section D: Your Role				
D1d I have a clear understanding about expected standards of behaviour	95	96	-1	
D1c I have a clear understanding about expected standards of performance	95	91	4	
D1a I have a clear understanding about my role within the University of Reading	95	90	5	
D3 I am trusted to do my job	90	93	-3	
D2 I am satisfied with my current role and level of responsibility	90	76	14	
D1b I have a clear understanding about what I am expected to achieve in my job	88	89	-1	
D6 People are willing to help each other even if it means doing something outside their usual activities	85	82	3	
D4 The division of responsibilities between staff in my work area feels fair	85	68	17	
D5 I have enough freedom to do what is necessary to put students / internal customers first every time	78	77	1	
D10 I have adequate resources to complete my work	64	67	-3	
D11 I don't feel priorities are changed too frequently for me to work efficiently *	63	63	0	
D9 I don't find my current workload too much and I am not struggling to cope *	58	61	-3	
D8 I don't worry about work outside my working hours *	38	39	-1	
D7 I don't feel I've had to put in a lot of extra time in the last 12 months to meet the demands of my workload *	20	33	-13	
Section E: Considering Leaving				
E2 I'm not actively seeking to leave my job here at the University *	92	82	10	
E1 I don't think about leaving the University *	72	65	7	
Section F: Performance Development Review (PDR)				
F4 Did you agree clear objectives as part of your Performance Development Review (PDR)? ^	81	85	-4	
F6 As part of your Performance Development Review (PDR), did you agree a plan for your personal development needs? ^	81	74	7	
F2 Have you had an individual Performance Development Review (PDR) in the last 12 months? ^	76	75	1	
F3 Was your Performance Development Review (PDR) useful for you? ^	73	68	5	

^ 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:	106
No difference:	5
Negative difference:	43

Total number of responses:		40	2673	
Question	AOW %	UoR %	+/-	
Section F: Performance Development Review (PDR)				
F5 Did the Performance Development Review (PDR) leave you feeling your work is valued by the University of Reading? ^	69	64	5	
F7 If you didn't have a Performance Development Review (PDR) in the last 12 months would you have liked to have one? ^	13	43	-30	
Section G: Learning and Development				
G1 I feel that I am given the same opportunities to develop as other staff	93	78	15	
G4 Overall, I feel that the University of Reading provides appropriate development opportunities	90	77	13	
G2 I am satisfied with my current level of learning and development	90	75	15	
G3 I have received sufficient training to enable me to do my job well	85	80	5	
Section H: University Executive Board (UEB)				
H6 The UEB (Vice Chancellor, Deputy Vice Chancellor, Pro Vice Chancellors, Chief Financial Officer, and Chief Strategy Officer) build strong, co-operative links with other organisations	68	76	-8	
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	58	69	-11	
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	55	69	-14	
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	54	69	-15	
H1 The UEB (Vice Chancellor, Deputy Vice Chancellor, Pro Vice Chancellors, Chief Financial Officer, and Chief Strategy Officer) manage and lead the University well	49	61	-12	
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	33	43	-10	
Section I: Culture and Values				
I9 I feel my Department / School / Function delivers good quality service to students / internal customers	100	92	8	
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 ^	100	92	8	
I12 Would you recommend the University of Reading to a friend as a place to study?	98	89	9	
I16 To what extent do you agree or disagree the following people in the University demonstrate our Values and Professional Behaviours at work: Managers in your School / Function ^	96	88	8	
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 ^	96	85	11	
I10 I feel proud to work for the University of Reading	90	85	5	
I8 I feel the University of Reading delivers good quality service to students / internal customers	90	83	7	
I11 Would you recommend the University of Reading to a friend as a place to work?	90	81	9	
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 ^	83	81	2	

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

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

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

Positive difference: 106
 No difference: 5
 Negative difference: 43

Total number of responses:		40	2673	
Question	AOW %	UoR %	+/-	
Section I: Culture and Values				
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 ^	75	63	12	
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 ^	74	64	10	
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 ^	70	69	1	
I13 Are you aware of the University Values for Working Together and Professional Behaviours?	68	63	5	
I1 How much do you feel you know about the University's strategic objectives i.e. Vision 2026?	67	70	-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 ^	65	76	-11	
I3 To what extent do you agree or disagree with the following statements in relation to the University's strategic objectives i.e. Vision 2026? I am able to identify with them ^	63	64	-1	
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	48	64	-16	
Section J: Your School or Function Leadership				
J2 My School / Function Leadership Team set out a clear vision of the future for our School / Function	95	76	19	
J3 My School / Function Leadership Team support new ideas for improving services for students / internal customers	93	85	8	
J1 My School / Function Leadership Team manage and lead our School / Function well	93	83	10	
J5 My School / Function Leadership Team build strong, positive relationships with other Schools and Functions	93	81	12	
J4 My School / Function Leadership Team listen to and respond to the views of staff	90	75	15	
Section K: Your Manager / Supervisor				
K3 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) is approachable	98	93	5	
K5 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) respects and values me	98	90	8	
K4 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) would be supportive in a personal crisis	95	93	2	
K2 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) is available when needed	93	88	5	
K1 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) ensures I have the skills to be able to do my job well	93	86	7	
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	93	81	12	
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	90	84	6	

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

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

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

Positive difference: **106**
 No difference: **5**
 Negative difference: **43**

Total number of responses:		40	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	90	79	11	
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	90	74	16	
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	88	81	7	
K10 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) deals with poor performance effectively	82	72	10	
K12 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) understands the technical aspects of my work	78	79	-1	
Section L: Health, Safety and Wellbeing				
L2 I feel safe and secure in my working environment	100	96	4	
L1 I am satisfied that my personal safety is treated seriously at work	98	95	3	
L6 The University provides a satisfying work environment	90	79	11	
L3 I feel the University is interested in my physical wellbeing	75	78	-3	
L4 I feel the University is interested in my mental wellbeing	73	68	5	
L5 The University provides support to help me maintain a healthy lifestyle and feeling of wellbeing	67	62	5	
L7 Are you aware of the Employee Assistance Programme?	35	40	-5	
Section M: Working at the University				
M1 I can decide on my own how to go about doing my work	100	93	7	
M3 I am satisfied with the support I get from my work colleagues	98	90	8	
M2 I am satisfied with the support I get from my immediate manager	90	86	4	
M7 I have the right equipment to do my job	90	83	7	
M5 Relationships at work are not strained *	88	75	13	
M10 I have a place I can go to take a break at work	77	78	-1	
M9 I am able to take regular breaks on most days	70	69	1	
M6 I am able to handle all the conflicting demands on my time at work *	65	66	-1	
M12 Overall, I don't feel unduly stressed at work * ^	59	69	-10	
M4 There are usually sufficient people in the team I am working in to handle our workload	55	61	-6	
M8 I'm not required to do unimportant tasks which prevent me completing more important ones *	48	54	-6	
M11 I never feel stressed at work *	20	9	11	
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?	35	35	0	

^ 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:	106
No difference:	5
Negative difference:	43

Total number of responses:		40	2673	
Question	AOW %	UoR %	+/-	
Section N: Harassment and Bullying				
N6 Are you aware of the Health Advocacy Respect and Care Advisors?	30	23	7	
Section O: Diversity and Inclusion				
O6e The University of Reading respects people equally regardless of their sexual orientation	100	98	2	
O6f The University of Reading respects people equally regardless of their religion or beliefs	100	98	2	
O6b The University of Reading respects people equally regardless of their nationality / race	100	95	5	
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	98	94	4	
O1 I believe the University of Reading is committed to equality of opportunity for all of its staff	98	91	7	
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 *	97	96	1	
O6c The University of Reading respects people equally regardless of their disability status	97	96	1	
O3 I am satisfied with my level of awareness of diversity issues and how to react appropriately with colleagues and students	95	95	0	
O6d The University of Reading respects people equally regardless of their age	95	92	3	
O6a The University of Reading respects people equally regardless of their gender	93	92	1	
O5a In the last 12 months I have not been made to feel uncomfortable whilst working for the University because of my race, gender, religion, sexual orientation, pregnancy / maternity / paternity, disability or age by another member of staff *	92	90	2	
O2 I am aware of the University's priorities for Diversity and Inclusion	90	91	-1	
O4b I feel the University of Reading acts fairly, regardless of race, gender, religion, sexual orientation, pregnancy / maternity / paternity, disability or age with regard to career progression / promotion	88	82	6	
O7 I have not felt discriminated against at work in the last 12 months? *	85	92	-7	
Section P: Communication				
P2a The information I receive is straightforward and I understand it in regard to local issues in my area of work	97	89	8	
P1a I receive information in a timely way in regard to local issues in my area of work	90	81	9	
P2b The information I receive is straightforward and I understand it in regard to wider University issues	82	80	2	
P1b I receive information in a timely way in regard to wider University issues	70	76	-6	
P4 I know where to find information about important decisions made at the University of Reading	58	56	2	
P3 There are opportunities for me to feed my views upwards in the University of Reading	56	57	-1	
P5 On the whole, communication in the University of Reading is effective	51	60	-9	
P6 Communication between senior management and staff is effective	49	54	-5	
P7 On the whole, the different parts of the University of Reading communicate effectively with each other	42	42	0	

^ 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: 106
 No difference: 5
 Negative difference: 43

Total number of responses:		40	2673	
Question	AOW %	UoR %	+/-	
Section Q: Staff Involvement				
Q8a I feel there is good co-operation between teams in my department	88	83	5	
Q2 I feel able to voice my opinions	83	71	12	
Q3 If I want to put forward new ideas or suggestions for improvement, I know how to do so	78	72	6	
Q4 I am personally encouraged to look for ways to improve the way we do things	78	69	9	
Q1 I feel there are adequate opportunities to raise points of concern	69	64	5	
Q8b I feel there is good co-operation between different departments	63	62	1	
Q5 I am confident my ideas or suggestions will be listened to	63	60	3	
Q7 I am confident I will get feedback on my ideas or suggestions	54	51	3	
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	92	72	20	
R6e Generally, I have seen some positive changes in the last 12 months	66	55	11	
R6f Generally, I think things will improve in the next 12 months	65	61	4	
R7 I feel action will be taken as a result of this survey	62	54	8	
R4 In my opinion other recent changes (not PAS) have been well planned	54	38	16	
R5 In my opinion other recent changes (not PAS) have been well explained	51	39	12	
R6c Generally, the process of change does not cause me concern and worry *	44	49	-5	
R6b Generally, change within the University of Reading is managed well	41	36	5	
R1 The current pace of change in the University of Reading is about right	30	27	3	
R6d Generally, I don't feel more could be done to help staff prepare for and cope with change *	22	18	4	
R3 In my opinion the recent PAS changes were well explained	14	25	-11	
R2 In my opinion the recent PAS changes were well planned	14	17	-3	

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

Part D - Frequency Charts for School of the Built Environment

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 the Built Environment

Section A: Work-Life Balance

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



Total
Responses:
39

Positive %:
74

A2 I feel I have a good work-life balance



Total
Responses:
40

Positive %:
65

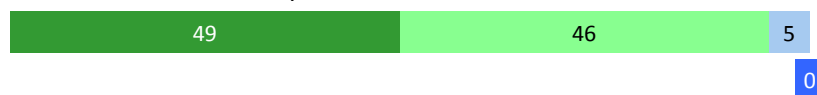
A3 I am aware of the formal flexible working arrangements at the University (e.g. part time working, condensed hours etc)



Total
Responses:
40

Positive %:
80

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



Total
Responses:
39

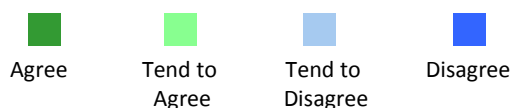
Positive %:
95

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



Total
Responses:
40

Positive %:
93



Part D - Frequency Charts for School of the Built Environment

Section B: Job Satisfaction

B1 The University of Reading is a good place to work



Total
Responses:
40

Positive %:
95

B2 Generally, I enjoy my work



Total
Responses:
40

Positive %:
98

B3 My work is varied and interesting to me



Total
Responses:
40

Positive %:
100

B4 My work gives me a sense of personal achievement



Total
Responses:
40

Positive %:
98

B5 I feel inspired to do my best work every day



Total
Responses:
40

Positive %:
88

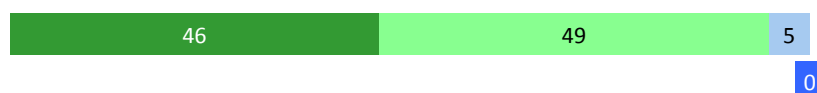
B6 I feel I belong to a team



Total
Responses:
40

Positive %:
95

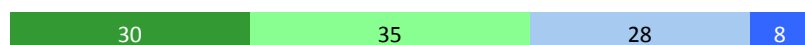
B7 I feel part of the University of Reading



Total
Responses:
39

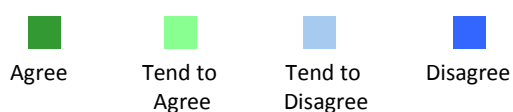
Positive %:
95

B8 I feel valued by the University of Reading



Total
Responses:
40

Positive %:
65



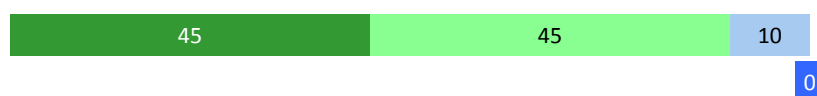
Part D - Frequency Charts for School of the Built Environment

Section B: Job Satisfaction

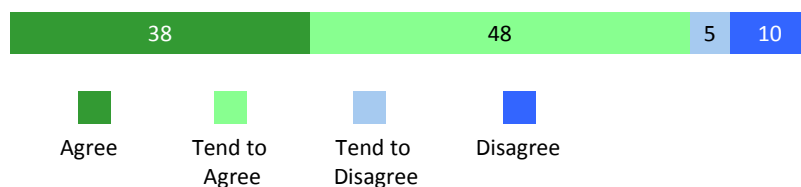
B9 I feel valued by my colleagues

Total
Responses:
39Positive %:
95

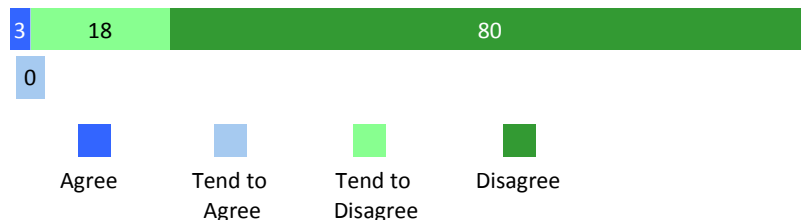
B10 I feel valued by students / internal customers

Total
Responses:
40Positive %:
90

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

Total
Responses:
40Positive %:
85

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

Total
Responses:
40Positive %:
98

Part D - Frequency Charts for School of the Built Environment

Section C: Pay and Benefits

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



Total
Responses:
40

Positive %:
63

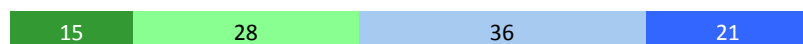
C2 I feel fairly paid for the work I do



Total
Responses:
40

Positive %:
58

C3 I think my pay adequately reflects my performance



Total
Responses:
39

Positive %:
44

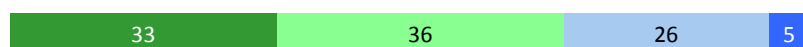
C4 I am aware of the University's arrangements for recognising and rewarding good performance



Total
Responses:
40

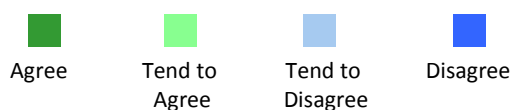
Positive %:
65

C5 I am aware of the benefits offered by the University



Total
Responses:
39

Positive %:
69



Part D - Frequency Charts for School of the Built Environment

Section D: Your Role

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



Total
Responses:
40

Positive %:
95

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



Total
Responses:
40

Positive %:
88

D1c I have a clear understanding about expected standards of performance



Total
Responses:
40

Positive %:
95

D1d I have a clear understanding about expected standards of behaviour



Total
Responses:
40

Positive %:
95

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



Total
Responses:
40

Positive %:
90

D3 I am trusted to do my job



Total
Responses:
40

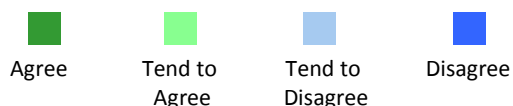
Positive %:
90

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



Total
Responses:
39

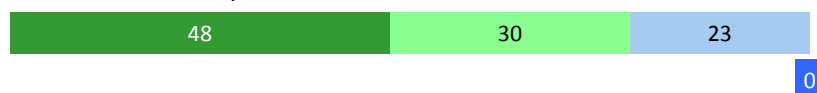
Positive %:
85



Part D - Frequency Charts for School of the Built Environment

Section D: Your Role

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



Total
Responses:
40

Positive %:
78

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



Total
Responses:
40

Positive %:
85

 Agree

 Tend to
Agree

 Tend to
Disagree

 Disagree

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



Total
Responses:
40

Positive %:
20

D8 I often worry about work outside my working hours



Total
Responses:
40

Positive %:
38

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




Total
Responses:
40

Positive %:
58

 Agree

 Tend to
Agree

 Tend to
Disagree

 Disagree

D10 I have adequate resources to complete my work



Total
Responses:
39

Positive %:
64

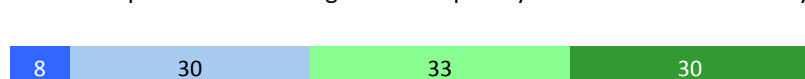
 Agree

 Tend to
Agree

 Tend to
Disagree

 Disagree

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




Total
Responses:
40

Positive %:
63

 Agree

 Tend to
Agree

 Tend to
Disagree

 Disagree

Part D - Frequency Charts for School of the Built Environment

Section E: Considering Leaving

E1 I often think about leaving the University

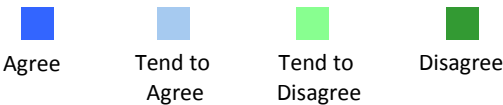


Total Responses: 39
Positive %: 72

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



Total Responses: 39
Positive %: 92



Part D - Frequency Charts for School of the Built Environment

Section F: Performance Development Review (PDR)

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



Total
Responses:
40

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



Total
Responses:
34

Positive %:
76

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

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



Total
Responses:
26

Positive %:
73

(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:
26

Positive %:
81

(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:
26

Positive %:
69

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

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



Total
Responses:
26

Positive %:
81

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



Yes



No

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



Total
Responses:
8

Positive %:
13

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



Yes



No



Not Sure

Part D - Frequency Charts for School of the Built Environment

Section G: Learning and Development

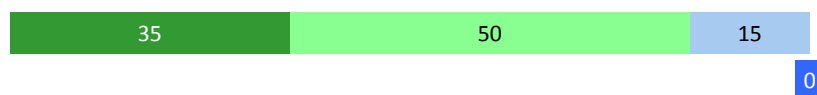
G1 I feel that I am given the same opportunities to develop as other staff

Total
Responses:
40Positive %:
93

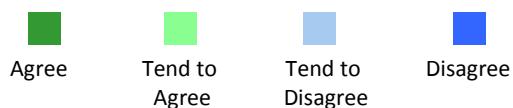
G2 I am satisfied with my current level of learning and development

Total
Responses:
40Positive %:
90

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

Total
Responses:
40Positive %:
85

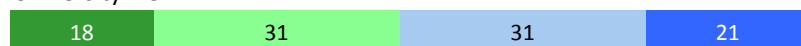
G4 Overall, I feel that the University of Reading provides appropriate development opportunities

Total
Responses:
40Positive %:
90

Part D - Frequency Charts for School of the Built Environment

Section H: University Executive Board (UEB)

H1 The UEB (Vice Chancellor, Deputy Vice Chancellor, Pro Vice Chancellors, Chief Financial Officer, and Chief Strategy Officer) manage and lead the University well



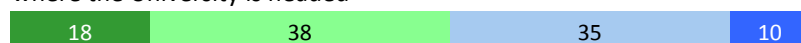
Total
Responses:

39

Positive %:

49

H2 The UEB (Vice Chancellor, Deputy Vice Chancellor, Pro Vice Chancellors, Chief Financial Officer, and Chief Strategy Officer) set out a clear vision of where the University is headed



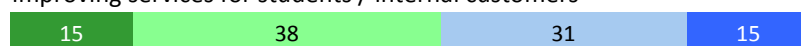
Total
Responses:

40

Positive %:

55

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



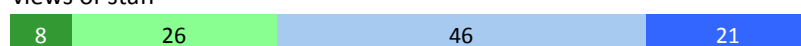
Total
Responses:

39

Positive %:

54

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



Total
Responses:

39

Positive %:

33

H5 The UEB (Vice Chancellor, Deputy Vice Chancellor, Pro Vice Chancellors, Chief Financial Officer, and Chief Strategy Officer) build strong, positive relationships with the community



Total
Responses:

38

Positive %:

58

H6 The UEB (Vice Chancellor, Deputy Vice Chancellor, Pro Vice Chancellors, Chief Financial Officer, and Chief Strategy Officer) build strong, co-operative links with other organisations

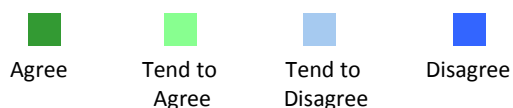


Total
Responses:

38

Positive %:

68



Part D - Frequency Charts for School of the Built Environment

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:
39

Positive %:
67

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:
24

Positive %:
83

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

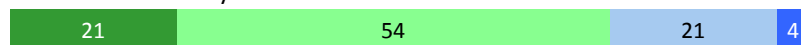


(based on the number of respondents answering 'A Lot' or 'A Little' to I1)

Total
Responses:
24

Positive %:
63

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:
24

Positive %:
75

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



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

Total
Responses:
23

Positive %:
74





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:
23

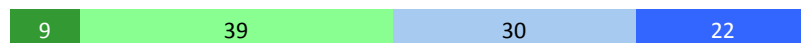
Positive %:
70

 Agree
  Tend to Agree
  Tend to Disagree
  Disagree

Part D - Frequency Charts for School of the Built Environment

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 %:
23	48

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



Total Responses:	Positive %:
40	90

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



Total Responses:	Positive %:
40	100

I10 I feel proud to work for the University of Reading



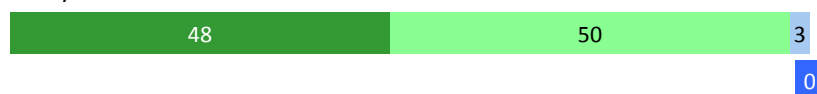
Total Responses:	Positive %:
40	90

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

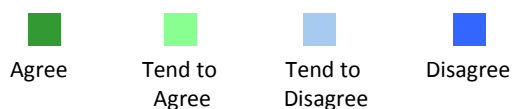


Total Responses:	Positive %:
39	90

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



Total Responses:	Positive %:
40	98



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



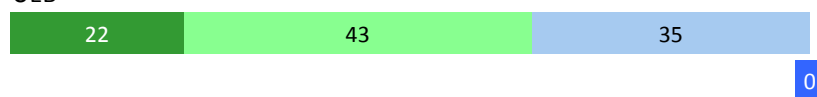
Total Responses:	Positive %:
40	68



Part D - Frequency Charts for School of the Built Environment

Section I: Culture and Values

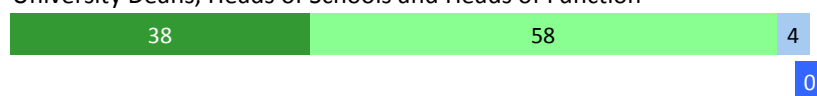
I14 To what extent do you agree or disagree the following people in the University demonstrate our Values and Professional Behaviours at work: The UEB



Total Responses:	Positive %:
23	65

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

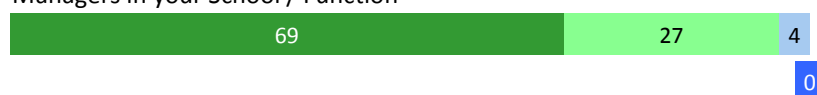
I15 To what extent do you agree or disagree the following people in the University demonstrate our Values and Professional Behaviours at work: University Deans, Heads of Schools and Heads of Function



Total Responses:	Positive %:
24	96

(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 %:
26	96

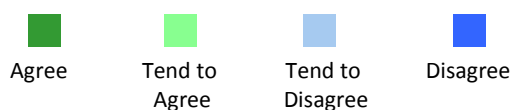
(based on the number of respondents answering 'Yes' to I13)

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 %:
26	100

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



Part D - Frequency Charts for School of the Built Environment

Section J: Your School or Function Leadership

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



Total
Responses:
40

Positive %:
93

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



Total
Responses:
39

Positive %:
95

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



Total
Responses:
40

Positive %:
93

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



Total
Responses:
40

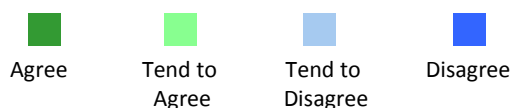
Positive %:
90

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



Total
Responses:
40

Positive %:
93



Part D - Frequency Charts for School of the Built Environment

Section K: Your Manager / Supervisor



Part D - Frequency Charts for School of the Built Environment

Section K: Your Manager / Supervisor

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



Total
Responses:

Positive %:

40

93

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



Total
Responses:

Positive %:

39

82

K11 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) involves me in decisions that affect me in my own area of work



Total
Responses:

Positive %:

40

88

K12 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) understands the technical aspects of my work

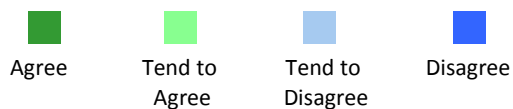


Total
Responses:

Positive %:

40

78



Part D - Frequency Charts for School of the Built Environment

Section L: Health, Safety and Wellbeing

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



Total
Responses:
40

Positive %:
98

L2 I feel safe and secure in my working environment



Total
Responses:
40

Positive %:
100

L3 I feel the University is interested in my physical wellbeing



Total
Responses:
40

Positive %:
75

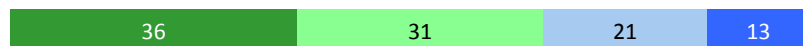
L4 I feel the University is interested in my mental wellbeing



Total
Responses:
40

Positive %:
73

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



Total
Responses:
39





Positive %:
67

L6 The University provides a satisfying work environment



Total
Responses:
39

Positive %:
90

 Agree
  Tend to Agree
  Tend to Disagree
  Disagree

L7 Are you aware of the Employee Assistance Programme?



Total
Responses:
40

Positive %:
35

 Yes
  No

Part D - Frequency Charts for School of the Built Environment

Section M: Working at the University

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



Total
Responses:
40

Positive %:
100

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



Total
Responses:
40

Positive %:
90

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



Total
Responses:
40





Positive %:
98

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



Total
Responses:
40

Positive %:
55

 Agree
  Tend to Agree
  Tend to Disagree
  Disagree

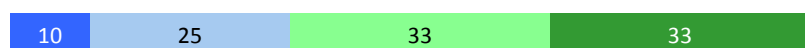
M5 Relationships at work are strained



Total
Responses:
40





Positive %:
88

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



Total
Responses:
40

Positive %:
65





 Agree
  Tend to Agree
  Tend to Disagree
  Disagree

M7 I have the right equipment to do my job



Total
Responses:
39

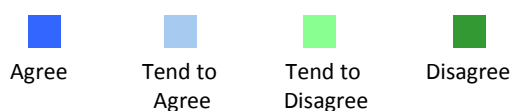
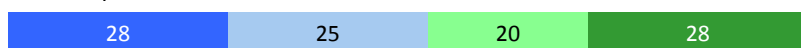
Positive %:
90

 Agree
  Tend to Agree
  Tend to Disagree
  Disagree

Part D - Frequency Charts for School of the Built Environment

Section M: Working at the University

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



Total
Responses:
40

Positive %:
48

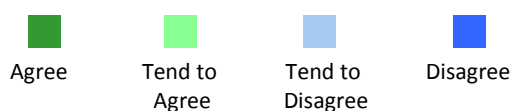
M9 I am able to take regular breaks on most days



Total
Responses:
40

Positive %:
70

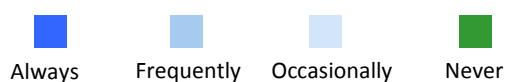
M10 I have a place I can go to take a break at work



Total
Responses:
39

Positive %:
77

M11 I feel stressed at work



Total
Responses:
40

Positive %:
20

M12 Overall, I feel unduly stressed at work



Total
Responses:
32

Positive %:
59

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



Part D - Frequency Charts for School of the Built Environment

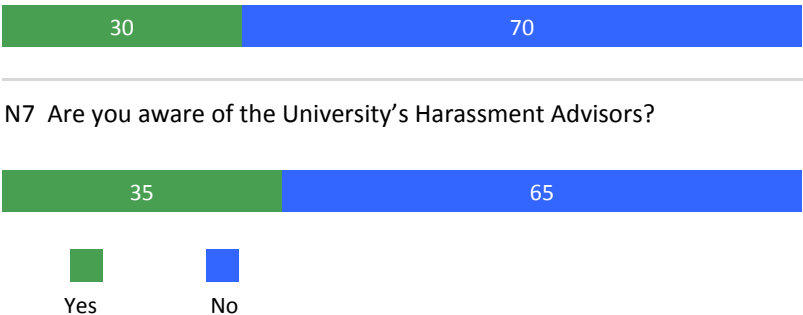
Section N: Harassment and Bullying

N1 Are you currently being harassed or bullied at work?



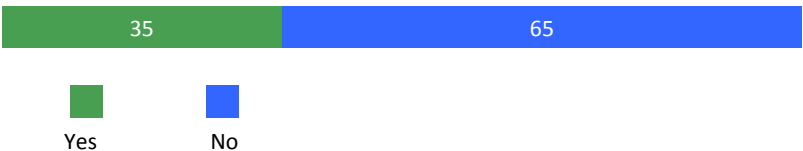
Total Responses: 39
Positive %: 100

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



Total Responses: 40
Positive %: 30

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



Total Responses: 40
Positive %: 35

Part D - Frequency Charts for School of the Built Environment

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:
40

Positive %:
98

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



Total
Responses:
40

Positive %:
90

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



Total
Responses:
40

Positive %:
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



Total
Responses:
40

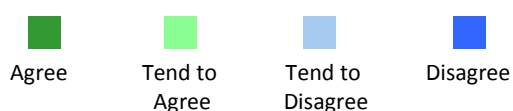
Positive %:
98

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



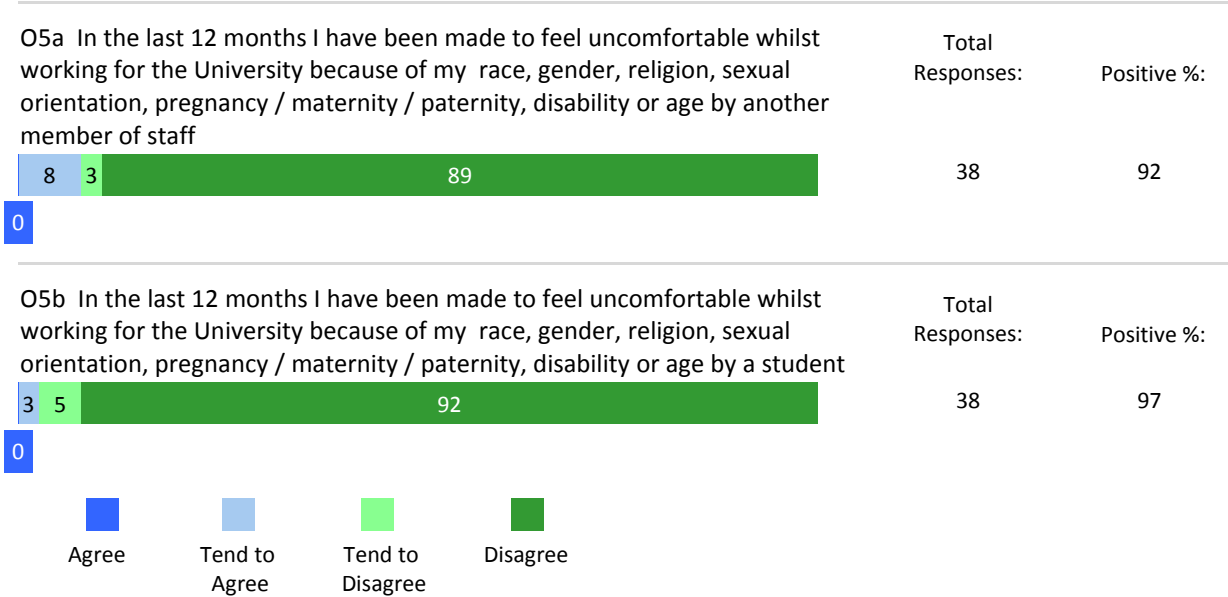
Total
Responses:
40

Positive %:
88



Part D - Frequency Charts for School of the Built Environment

Section O: Diversity and Inclusion



Part D - Frequency Charts for School of the Built Environment

Section O: Diversity and Inclusion

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



Total
Responses:
40

Positive %:
93

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



Total
Responses:
39

Positive %:
100

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



Total
Responses:
39

Positive %:
97

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



Total
Responses:
40

Positive %:
95

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



Total
Responses:
39





Positive %:
100

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



Total
Responses:
39

Positive %:
100

 Agree
  Tend to Agree
  Tend to Disagree
  Disagree

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



Total
Responses:
40

Positive %:
85

 Yes
  No

Part D - Frequency Charts for School of the Built Environment

Section P: Communication

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



Total
Responses:
40

Positive %:
90

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



Total
Responses:
40

Positive %:
70

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



Total
Responses:
38

Positive %:
97

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



Total
Responses:
38

Positive %:
82

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



Total
Responses:
39

Positive %:
56

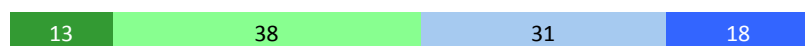
P4 I know where to find information about important decisions made at the University of Reading



Total
Responses:
38

Positive %:
58

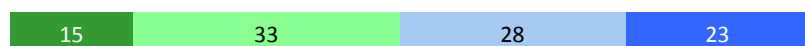
P5 On the whole, communication in the University of Reading is effective



Total
Responses:
39

Positive %:
51

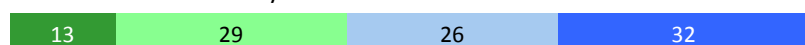
P6 Communication between senior management and staff is effective



Total
Responses:
39

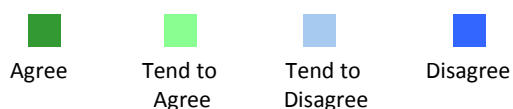
Positive %:
49

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



Total
Responses:
38

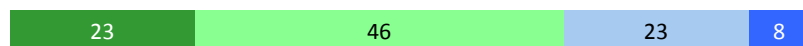
Positive %:
42



Part D - Frequency Charts for School of the Built Environment

Section Q: Staff Involvement

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



Total
Responses:
39

Positive %:
69

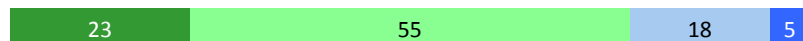
Q2 I feel able to voice my opinions



Total
Responses:
40

Positive %:
83

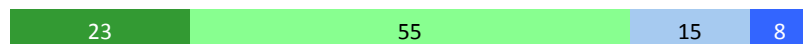
Q3 If I want to put forward new ideas or suggestions for improvement, I know how to do so



Total
Responses:
40

Positive %:
78

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



Total
Responses:
40

Positive %:
78

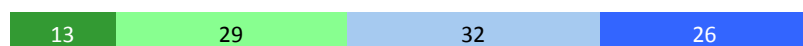
Q5 I am confident my ideas or suggestions will be listened to



Total
Responses:
40

Positive %:
63

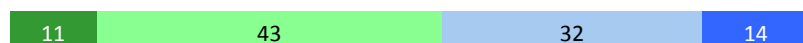
Q6 I feel the University genuinely listens to staff views during consultations



Total
Responses:
38

Positive %:
42

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



Total
Responses:
37

Positive %:
54

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



Total
Responses:
40

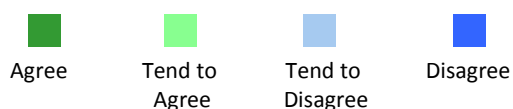
Positive %:
88

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



Total
Responses:
40

Positive %:
63







Part D - Frequency Charts for School of the Built Environment

Section R: Managing Change

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



 About Right
  Too Fast
  Too Slow
  No Opinion

Total
Responses:
40

Positive %:
30

R2 In my opinion the recent PAS changes were well planned



0

Total
Responses:
36

Positive %:
14

R3 In my opinion the recent PAS changes were well explained

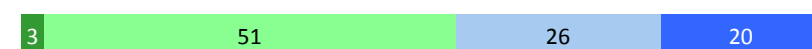


0

Total
Responses:
36

Positive %:
14

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



Total
Responses:
35

Positive %:
54

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



Total
Responses:
35

Positive %:
51

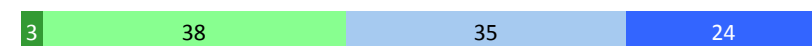
R6a Generally, change within my department is managed well



Total
Responses:
37





Positive %:
92

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



Total
Responses:
37

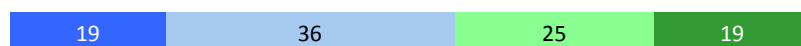
Positive %:
41

 Agree
  Tend to Agree
  Tend to Disagree
  Disagree

Part D - Frequency Charts for School of the Built Environment

Section R: Managing Change

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



Total
Responses:
36

Positive %:
44

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



Total
Responses:
36

Positive %:
22





 Agree
  Tend to Agree
  Tend to Disagree
  Disagree

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



Total
Responses:
35

Positive %:
66

 Agree
  Tend to Agree
  Tend to Disagree
  Disagree

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



Total
Responses:
34





Positive %:
65

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



Total
Responses:
39

Positive %:
62

 Agree
  Tend to Agree
  Tend to Disagree
  Disagree

Part E - Comment Themes for School of the Built Environment

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	2
Communication	1
Facilities / Environment	2
Feeling Valued / Supported	2
Health and Wellbeing	1
Job Satisfaction	2
PAS / Re-organisation	5
Role & Responsibilities	3
Senior Management	2
Systems / Processes	3
Training, Development & Progression	1
Other	2

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	3
Facilities / Environment	4
Feeling Valued / Supported	3
Health and Wellbeing	1
Job Satisfaction	4
Job Security	1
Managing Change	1
Management – Immediate / Local	2
Relationships / Co-operation	8
Role & Responsibilities	1
Senior Management	1
Other	1

Part F - Survey Results Ranked By Degree of Importance to Respondents for School of the Built Environment

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

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

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

Rank -ing	Qn No.	Question	Number of staff expressing an opinion	Average question score
1	R2	In my opinion the recent PAS changes were well planned	36	1.39
2	R3	In my opinion the recent PAS changes were well explained	36	1.47
3	D7	I feel I have had to put in a lot of extra time in the last 12 months to meet the demands of my workload	40	1.70
4	R6d	Generally, more could be done to help staff prepare for and cope with change	36	1.94
5	D8	I often worry about work outside my working hours	40	2.13
6	R6b	Generally, change within the University of Reading is managed well	37	2.19
7	H4	The UEB (Vice Chancellor, Deputy Vice Chancellor, Pro Vice Chancellors, Chief Financial Officer, and Chief Strategy Officer) listen to and respond to the views of staff	39	2.21
8	P7	On the whole, the different parts of the University of Reading communicate effectively with each other	38	2.24
9	Q6	I feel the University genuinely listens to staff views during consultations	38	2.29
10	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	23	2.35
11	R4	In my opinion other recent changes (not PAS) have been well planned	35	2.37
12	R5	In my opinion other recent changes (not PAS) have been well explained	35	2.37
13	C3	I think my pay adequately reflects my performance	39	2.38
14	P6	Communication between senior management and staff is effective	39	2.41
15	R6c	Generally, the process of change causes me concern and worry	36	2.44
16	H1	The UEB (Vice Chancellor, Deputy Vice Chancellor, Pro Vice Chancellors, Chief Financial Officer, and Chief Strategy Officer) manage and lead the University well	39	2.46
17	P5	On the whole, communication in the University of Reading is effective	39	2.46
18	M8	I am required to do unimportant tasks which prevent me completing more important ones	40	2.48
19	Q7	I am confident I will get feedback on my ideas or suggestions	37	2.51
20	H3	The UEB (Vice Chancellor, Deputy Vice Chancellor, Pro Vice Chancellors, Chief Financial Officer, and Chief Strategy Officer) support new ideas for improving services for students / internal customers	39	2.54
21	P3	There are opportunities for me to feed my views upwards in the University of Reading	39	2.54
22	D9	I find my current workload too much and I am struggling to cope	40	2.55

Rank -ing	Qn No.	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	24	2.58
24	R7	I feel action will be taken as a result of this survey	39	2.59
25	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	40	2.63
26	C2	I feel fairly paid for the work I do	40	2.65
27	H5	The UEB (Vice Chancellor, Deputy Vice Chancellor, Pro Vice Chancellors, Chief Financial Officer, and Chief Strategy Officer) build strong, positive relationships with the community	38	2.66
28	C1	Overall, I feel the University of Reading offers a good pay and benefits package	40	2.68
29	M4	There are usually sufficient people in the team I am working in to handle our workload	40	2.68
30	P4	I know where to find information about important decisions made at the University of Reading	38	2.68
31	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	23	2.70
32	Q5	I am confident my ideas or suggestions will be listened to	40	2.70
33	R6e	Generally, I have seen some positive changes in the last 12 months	35	2.71
34	Q8b	I feel there is good co-operation between different departments	40	2.73
35	R6f	Generally, I think things will improve in the next 12 months	34	2.74
36	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	38	2.79
37	D10	I have adequate resources to complete my work	39	2.79
38	Q1	I feel there are adequate opportunities to raise points of concern	39	2.85
39	D11	I feel priorities are changed too frequently for me to work efficiently	40	2.85
40	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	23	2.87
41	B8	I feel valued by the University of Reading	40	2.88
42	M6	I am unable to handle all the conflicting demands on my time at work	40	2.88
43	L5	The University provides support to help me maintain a healthy lifestyle and feeling of wellbeing	39	2.90
44	A2	I feel I have a good work-life balance	40	2.90
45	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	24	2.92
46	M9	I am able to take regular breaks on most days	40	2.93
47	Q4	I am personally encouraged to look for ways to improve the way we do things	40	2.93
48	Q3	If I want to put forward new ideas or suggestions for improvement, I know how to do so	40	2.95
49	C5	I am aware of the benefits offered by the University	39	2.97
50	C4	I am aware of the University's arrangements for recognising and rewarding good performance	40	2.98
51	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	23	3.00
52	Q2	I feel able to voice my opinions	40	3.00
53	L4	I feel the University is interested in my mental wellbeing	40	3.08

Rank -ing	Qn No.	Question	Number of staff expressing an opinion	Average question score
54	P1b	I receive information in a timely way in regard to wider University issues	40	3.08
55	E1	I often think about leaving the University	39	3.08
56	B11	I feel my job security at the University of Reading is good	40	3.13
57	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	39	3.13
58	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	40	3.15
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	24	3.17
60	A1	The University of Reading provides good support to help me balance my work and personal commitments	39	3.18
61	M10	I have a place I can go to take a break at work	39	3.18
62	P2b	The information I receive is straightforward and I understand it in regard to wider University issues	38	3.18
63	A3	I am aware of the formal flexible working arrangements at the University (e.g. part time working, condensed hours etc)	40	3.20
64	G3	I have received sufficient training to enable me to do my job well	40	3.20
65	I8	I feel the University of Reading delivers good quality service to students / internal customers	40	3.20
66	D6	People are willing to help each other even if it means doing something outside their usual activities	40	3.23
67	D5	I have enough freedom to do what is necessary to put students / internal customers first every time	40	3.25
68	L3	I feel the University is interested in my physical wellbeing	40	3.25
69	M5	Relationships at work are strained	40	3.25
70	M7	I have the right equipment to do my job	39	3.26
71	R6a	Generally, change within my department is managed well	37	3.27
72	B5	I feel inspired to do my best work every day	40	3.30
73	G4	Overall, I feel that the University of Reading provides appropriate development opportunities	40	3.30
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	24	3.33
75	B10	I feel valued by students / internal customers	40	3.35
76	J5	My School / Function Leadership Team build strong, positive relationships with other Schools and Functions	40	3.35
77	D4	The division of responsibilities between staff in my work area feels fair	39	3.36
78	I11	Would you recommend the University of Reading to a friend as a place to work?	39	3.36
79	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	40	3.38
80	L6	The University provides a satisfying work environment	39	3.38
81	G2	I am satisfied with my current level of learning and development	40	3.40
82	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	40	3.40
83	P1a	I receive information in a timely way in regard to local issues in my area of work	40	3.40
84	B7	I feel part of the University of Reading	39	3.41
85	A5	I am able to take advantage of flexible working on an informal basis	40	3.43

Rank -ing	Qn No.	Question	Number of staff expressing an opinion	Average question score
86	D2	I am satisfied with my current role and level of responsibility	40	3.43
87	G1	I feel that I am given the same opportunities to develop as other staff	40	3.43
88	I10	I feel proud to work for the University of Reading	40	3.43
89	J4	My School / Function Leadership Team listen to and respond to the views of staff	40	3.43
90	K7	My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) provides me with feedback about my performance	40	3.43
91	Q8a	I feel there is good co-operation between teams in my department	40	3.43
92	A4	I believe that if I requested flexible working arrangements, my request would be considered fairly	39	3.44
93	I12	Would you recommend the University of Reading to a friend as a place to study?	40	3.45
94	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	40	3.45
95	D1b	I have a clear understanding about what I am expected to achieve in my job	40	3.48
96	O2	I am aware of the University's priorities for Diversity and Inclusion	40	3.48
97	B1	The University of Reading is a good place to work	40	3.50
98	B6	I feel I belong to a team	40	3.50
99	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	40	3.50
100	M3	I am satisfied with the support I get from my work colleagues	40	3.50
101	D1a	I have a clear understanding about my role within the University of Reading	40	3.53
102	I9	I feel my Department / School / Function delivers good quality service to students / internal customers	40	3.55
103	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	40	3.55
104	O3	I am satisfied with my level of awareness of diversity issues and how to react appropriately with colleagues and students	40	3.55
105	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	40	3.58
106	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	40	3.58
107	B2	Generally, I enjoy my work	40	3.60
108	D1c	I have a clear understanding about expected standards of performance	40	3.60
109	J3	My School / Function Leadership Team support new ideas for improving services for students / internal customers	40	3.60
110	P2a	The information I receive is straightforward and I understand it in regard to local issues in my area of work	38	3.61
111	B9	I feel valued by my colleagues	39	3.62
112	E2	I am actively seeking to leave my job here at the University	39	3.62
113	J1	My School / Function Leadership Team manage and lead our School / Function well	40	3.65
114	M1	I can decide on my own how to go about doing my work	40	3.65
115	O4a	I feel the University of Reading acts fairly, regardless of race, gender, religion, sexual orientation, pregnancy / maternity / paternity, disability or age with regard to recruitment	40	3.65

Rank -ing	Qn No.	Question	Number of staff expressing an opinion	Average question score
116	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	26	3.65
117	B4	My work gives me a sense of personal achievement	40	3.68
118	D3	I am trusted to do my job	40	3.68
119	M2	I am satisfied with the support I get from my immediate manager	40	3.68
120	O1	I believe the University of Reading is committed to equality of opportunity for all of its staff	40	3.68
121	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	26	3.69
122	J2	My School / Function Leadership Team set out a clear vision of the future for our School / Function	39	3.69
123	D1d	I have a clear understanding about expected standards of behaviour	40	3.70
124	O6a	The University of Reading respects people equally regardless of their gender	40	3.70
125	O6d	The University of Reading respects people equally regardless of their age	40	3.70
126	O6f	The University of Reading respects people equally regardless of their religion or beliefs	39	3.74
127	B3	My work is varied and interesting to me	40	3.75
128	B12	I'm not interested in the University of Reading, to me it's just a job	40	3.75
129	K3	My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) is approachable	40	3.75
130	O6b	The University of Reading respects people equally regardless of their nationality / race	39	3.77
131	O6c	The University of Reading respects people equally regardless of their disability status	39	3.77
132	O6e	The University of Reading respects people equally regardless of their sexual orientation	39	3.77
133	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	40	3.78
134	L1	I am satisfied that my personal safety is treated seriously at work	40	3.80
135	O5a	In the last 12 months I have been made to feel uncomfortable whilst working for the University because of my race, gender, religion, sexual orientation, pregnancy / maternity / paternity, disability or age by another member of staff	38	3.82
136	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	40	3.83
137	L2	I feel safe and secure in my working environment	40	3.85
138	O5b	In the last 12 months I have been made to feel uncomfortable whilst working for the University because of my race, gender, religion, sexual orientation, pregnancy / maternity / paternity, disability or age by a student	38	3.89
			<u>Average:</u>	<u>3.14</u>

Part G - Internal benchmarking for School of the Built Environment

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 the Built Environment

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	21	21		
		Total Greens	84	79	91	94		
		Total number of respondents	2673	1280	40	<10	29	<10
Section	Question	University of Reading	Academic School	School of the Built Environment	Architecture	Construction Management & Engineering	All other SBE	
Work-Life Balance	A1 The University of Reading provides good support to help me balance my work and personal commitments	74	65	74		83		
	A2 I feel I have a good work-life balance	70	59	65		72		
	A3 I am aware of the formal flexible working arrangements at the University (e.g. part time working, condensed hours etc)	77	77	80		79		
	A4 I believe that if I requested flexible working arrangements, my request would be considered fairly	82	84	95		97		
	A5 I am able to take advantage of flexible working on an informal basis	80	83	93		97		
Job Satisfaction	B1 The University of Reading is a good place to work	87	84	95		93		
	B2 Generally, I enjoy my work	92	92	98		100		
	B3 My work is varied and interesting to me	91	92	100		100		
	B4 My work gives me a sense of personal achievement	86	87	98		97		
	B5 I feel inspired to do my best work every day	80	79	88		90		
	B6 I feel I belong to a team	81	78	95		97		
	B7 I feel part of the University of Reading	76	73	95		93		
	B8 I feel valued by the University of Reading	59	55	65		69		
	B9 I feel valued by my colleagues	88	87	95		97		
	B10 I feel valued by students / internal customers	85	87	90		90		
	B11 I feel my job security at the University of Reading is good	70	65	85		86		
	B12 I'm interested in the University of Reading, to me it's not just a job *	91	92	98		97		
Pay and Benefits	C1 Overall, I feel the University of Reading offers a good pay and benefits package	68	65	63		59		
	C2 I feel fairly paid for the work I do	60	57	58		59		
	C3 I think my pay adequately reflects my performance	52	50	44		50		
	C4 I am aware of the University's arrangements for recognising and rewarding good performance	69	67	65		62		
	C5 I am aware of the benefits offered by the University	71	67	69		61		

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

Internal benchmarking for School of the Built Environment

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 the Built Environment	Architecture	Construction Management & Engineering	All other SBE	
Your Role	D1a I have a clear understanding about my role within the University of Reading	90	89	95		93		
	D1b I have a clear understanding about what I am expected to achieve in my job	89	88	88		93		
	D1c I have a clear understanding about expected standards of performance	91	90	95		97		
	D1d I have a clear understanding about expected standards of behaviour	96	95	95		93		
	D2 I am satisfied with my current role and level of responsibility	76	76	90		93		
	D3 I am trusted to do my job	93	92	90		93		
	D4 The division of responsibilities between staff in my work area feels fair	68	65	85		86		
	D5 I have enough freedom to do what is necessary to put students / internal customers first every time	77	71	78		83		
	D6 People are willing to help each other even if it means doing something outside their usual activities	82	81	85		90		
	D7 I don't feel I've had to put in a lot of extra time in the last 12 months to meet the demands of my workload *	33	24	20		21		
	D8 I don't worry about work outside my working hours *	39	29	38		45		
	D9 I don't find my current workload too much and I am not struggling to cope *	61	53	58		66		
D10 I have adequate resources to complete my work	67	61	64		64			
D11 I don't feel priorities are changed too frequently for me to work efficiently *	63	61	63		72			
Considering Leaving	E1 I don't think about leaving the University *	65	63	72		71		
	E2 I'm not actively seeking to leave my job here at the University *	82	82	92		96		
Performance Development Review (PDR)	F1 Have you been employed by the University of Reading for over a year?	83	85	85		86		
	F2 Have you had an individual Performance Development Review (PDR) in the last 12 months? ^	75	80	76		72		
	F3 Was your Performance Development Review (PDR) useful for you? ^	68	67	73		78		
	F4 Did you agree clear objectives as part of your Performance Development Review (PDR)? ^	85	85	81		89		
	F5 Did the Performance Development Review (PDR) leave you feeling your work is valued by the University of Reading? ^	64	59	69		72		
	F6 As part of your Performance Development Review (PDR), did you agree a plan for your personal development needs? ^	74	73	81		89		
	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	13		14		

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

Prepared by Capita Surveys and Research

Internal benchmarking for School of the Built Environment

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 the Built Environment	Architecture	Construction Management & Engineering	All other SBE
Learning and Development	G1 I feel that I am given the same opportunities to develop as other staff	78	78	93		93	
	G2 I am satisfied with my current level of learning and development	75	78	90		97	
	G3 I have received sufficient training to enable me to do my job well	80	79	85		86	
	G4 Overall, I feel that the University of Reading provides appropriate development opportunities	77	78	90		90	
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	49		50	
	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	55		52	
	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	54		50	
	H4 The UEB (Vice Chancellor, Deputy Vice Chancellor, Pro Vice Chancellors, Chief Financial Officer, and Chief Strategy Officer) listen to and respond to the views of staff	43	36	33		39	
	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	58		63	
	H6 The UEB (Vice Chancellor, Deputy Vice Chancellor, Pro Vice Chancellors, Chief Financial Officer, and Chief Strategy Officer) build strong, co-operative links with other organisations	76	71	68		70	

Internal benchmarking for School of the Built Environment

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Section	Question	University of Reading	Academic School	School of the Built Environment	Architecture	Construction Management & Engineering	All other SBE	
Culture and Values	I1 How much do you feel you know about the University's strategic objectives i.e. Vision 2026?	70	67	67		64		
	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	83		81		
	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	63		63		
	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	75		75		
	I5 To what extent do you agree or disagree with the following statements in relation to the University's strategic objectives i.e. Vision 2026? I understand how my role contributes to them ^	64	62	74		69		
	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	70		73		
	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	48		50		
	I8 I feel the University of Reading delivers good quality service to students / internal customers	83	81	90		86		
	I9 I feel my Department / School / Function delivers good quality service to students / internal customers	92	92	100		100		
	I10 I feel proud to work for the University of Reading	85	81	90		86		
	I11 Would you recommend the University of Reading to a friend as a place to work?	81	78	90		93		
	I12 Would you recommend the University of Reading to a friend as a place to study?	89	86	98		97		
	I13 Are you aware of the University Values for Working Together and Professional Behaviours?	63	60	68		66		
	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	65		73		
	I15 To what extent do you agree or disagree the following people in the University demonstrate our Values and Professional Behaviours at work: University Deans, Heads of Schools and Heads of Function ^	85	85	96		100		
	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	96		100		
	I17 To what extent do you agree or disagree the following people in the University demonstrate our Values and Professional Behaviours at work: Your team colleagues ^	92	91	100		100		

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

Internal benchmarking for School of the Built Environment

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Section	Question	University of Reading	Academic School	School of the Built Environment	Architecture	Construction Management & Engineering	All other SBE	
Your School or Function Leadership	J1 My School / Function Leadership Team manage and lead our School / Function well	83	85	93		97		
	J2 My School / Function Leadership Team set out a clear vision of the future for our School / Function	76	78	95		100		
	J3 My School / Function Leadership Team support new ideas for improving services for students / internal customers	85	86	93		93		
	J4 My School / Function Leadership Team listen to and respond to the views of staff	75	76	90		93		
	J5 My School / Function Leadership Team build strong, positive relationships with other Schools and Functions	81	80	93		97		
Your Manager / Supervisor	K1 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) ensures I have the skills to be able to do my job well	86	84	93		97		
	K2 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) is available when needed	88	88	93		93		
	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	98		100		
	K4 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) would be supportive in a personal crisis	93	93	95		97		
	K5 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) respects and values me	90	90	98		100		
	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	90		93		
	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	90		93		
	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	90		93		
	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	93		97		
	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	82		86		
	K11 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) involves me in decisions that affect me in my own area of work	81	80	88		90		
	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		83		
Health, Safety and Wellbeing	L1 I am satisfied that my personal safety is treated seriously at work	95	95	98		97		
	L2 I feel safe and secure in my working environment	96	95	100		100		
	L3 I feel the University is interested in my physical wellbeing	78	74	75		76		
	L4 I feel the University is interested in my mental wellbeing	68	62	73		72		
	L5 The University provides support to help me maintain a healthy lifestyle and feeling of wellbeing	62	56	67		66		
	L6 The University provides a satisfying work environment	79	77	90		89		
	L7 Are you aware of the Employee Assistance Programme?	40	34	35		31		

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Section	Question	University of Reading	Academic School	School of the Built Environment	Architecture	Construction Management & Engineering	All other SBE	
Working at the University	M1 I can decide on my own how to go about doing my work	93	94	100		100		
	M2 I am satisfied with the support I get from my immediate manager	86	86	90		93		
	M3 I am satisfied with the support I get from my work colleagues	90	90	98		97		
	M4 There are usually sufficient people in the team I am working in to handle our workload	61	55	55		55		
	M5 Relationships at work are not strained *	75	75	88		90		
	M6 I am able to handle all the conflicting demands on my time at work *	66	62	65		72		
	M7 I have the right equipment to do my job	83	80	90		89		
	M8 I'm not required to do unimportant tasks which prevent me completing more important ones *	54	44	48		48		
	M9 I am able to take regular breaks on most days	69	64	70		76		
	M10 I have a place I can go to take a break at work	78	81	77		79		
	M11 I never feel stressed at work *	9	6	20		21		
	M12 Overall, I don't feel unduly stressed at work * ^	69	64	59		65		
Harassment and Bullying	N1 I'm not currently being harassed or bullied at work? *	97	97	100		100		
	N6 Are you aware of the Health Advocacy Respect and Care Advisors?	23	19	30		34		
	N7 Are you aware of the University's Harassment Advisors?	35	31	35		31		

Internal benchmarking for School of the Built Environment

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		Total number of respondents	2673	1280	40	<10	29
Section	Question	University of Reading	Academic School	School of the Built Environment	Architecture	Construction Management & Engineering	All other SBE
Diversity and Inclusion	O1 I believe the University of Reading is committed to equality of opportunity for all of its staff	91	90	98		100	
	O2 I am aware of the University's priorities for Diversity and Inclusion	91	91	90		90	
	O3 I am satisfied with my level of awareness of diversity issues and how to react appropriately with colleagues and students	95	94	95		93	
	O4a I feel the University of Reading acts fairly, regardless of race, gender, religion, sexual orientation, pregnancy / maternity / paternity, disability or age with regard to recruitment	94	94	98		97	
	O4b I feel the University of Reading acts fairly, regardless of race, gender, religion, sexual orientation, pregnancy / maternity / paternity, disability or age with regard to career progression / promotion	82	80	88		93	
	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	92		96	
	O5b In the last 12 months I have not been made to feel uncomfortable whilst working for the University because of my race, gender, religion, sexual orientation, pregnancy / maternity / paternity, disability or age by a student *	96	95	97		100	
	O6a The University of Reading respects people equally regardless of their gender	92	90	93		97	
	O6b The University of Reading respects people equally regardless of their nationality / race	95	95	100		100	
	O6c The University of Reading respects people equally regardless of their disability status	96	96	97		100	
	O6d The University of Reading respects people equally regardless of their age	92	91	95		100	
	O6e The University of Reading respects people equally regardless of their sexual orientation	98	98	100		100	
	O6f The University of Reading respects people equally regardless of their religion or beliefs	98	97	100		100	
	O7 I have not felt discriminated against at work in the last 12 months? *	92	92	85		93	

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

Internal benchmarking for School of the Built Environment

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	21	21		
		Total Greens	84	79	91	94		
		Total number of respondents	2673	1280	40	<10	29	<10
Section		University of Reading	Academic School	School of the Built Environment	Architecture	Construction Management & Engineering	All other SBE	
	Question							
Communication	P1a I receive information in a timely way in regard to local issues in my area of work	81	82	90		86		
	P1b I receive information in a timely way in regard to wider University issues	76	75	70		72		
	P2a The information I receive is straightforward and I understand it in regard to local issues in my area of work	89	89	97		96		
	P2b The information I receive is straightforward and I understand it in regard to wider University issues	80	78	82		82		
	P3 There are opportunities for me to feed my views upwards in the University of Reading	57	52	56		69		
	P4 I know where to find information about important decisions made at the University of Reading	56	51	58		61		
	P5 On the whole, communication in the University of Reading is effective	60	57	51		55		
	P6 Communication between senior management and staff is effective	54	50	49		52		
	P7 On the whole, the different parts of the University of Reading communicate effectively with each other	42	38	42		41		
Staff Involvement	Q1 I feel there are adequate opportunities to raise points of concern	64	58	69		72		
	Q2 I feel able to voice my opinions	71	67	83		90		
	Q3 If I want to put forward new ideas or suggestions for improvement, I know how to do so	72	69	78		79		
	Q4 I am personally encouraged to look for ways to improve the way we do things	69	64	78		79		
	Q5 I am confident my ideas or suggestions will be listened to	60	55	63		76		
	Q6 I feel the University genuinely listens to staff views during consultations	43	35	42		50		
	Q7 I am confident I will get feedback on my ideas or suggestions	51	45	54		63		
	Q8a I feel there is good co-operation between teams in my department	83	83	88		90		
	Q8b I feel there is good co-operation between different departments	62	60	63		62		

Internal benchmarking for School of the Built Environment

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	21	21		
		Total Greens	84	79	91	94		
		Total number of respondents	2673	1280	40	<10	29	<10
Section	Question	University of Reading	Academic School	School of the Built Environment	Architecture	Construction Management & Engineering	All other SBE	
Managing Change	R1 The current pace of change in the University of Reading is about right	27	22	30		28		
	R2 In my opinion the recent PAS changes were well planned	17	13	14		19		
	R3 In my opinion the recent PAS changes were well explained	25	21	14		15		
	R4 In my opinion other recent changes (not PAS) have been well planned	38	34	54		54		
	R5 In my opinion other recent changes (not PAS) have been well explained	39	34	51		54		
	R6a Generally, change within my department is managed well	72	74	92		96		
	R6b Generally, change within the University of Reading is managed well	36	30	41		46		
	R6c Generally, the process of change does not cause me concern and worry *	49	43	44		41		
	R6d Generally, I don't feel more could be done to help staff prepare for and cope with change *	18	17	22		19		
	R6e Generally, I have seen some positive changes in the last 12 months	55	46	66		69		
	R6f Generally, I think things will improve in the next 12 months	61	52	65		64		
	R7 I feel action will be taken as a result of this survey	54	49	62		64		

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

Internal benchmarking for School of the Built Environment

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 Reds	18	24	21	21		
		Total Greens	84	79	91	94		
		Total number of respondents	2673	1280	40	<10	29	<10
Section	Question	University of Reading	Academic School	School of the Built Environment	Architecture	Construction Management & Engineering	All other SBE	
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	8		0		
	Communication	10	16	4		0		
	Facilities / Environment	7	5	8		10		
	Feeling Valued / Supported	7	6	8		5		
	Health and Wellbeing	4	5	4		5		
	Job Satisfaction	1	1	8		10		
	Job Security	3	1	0		0		
	Managing Change	3	5	0		0		
	Management – Immediate / Local	3	2	0		0		
	Pay & Benefits	9	10	0		0		
	PAS / Re-organisation	15	11	19		15		
	Relationships / Co-operation	3	4	0		0		
	Role & Responsibilities	4	3	12		15		
	Student / Internal Customer Satisfaction	2	1	0		0		
	Senior Management	9	9	8		10		
	Systems / Processes	8	6	12		15		
	Training, Development & Progression	5	7	4		5		
	Other	4	4	8		10		

Internal benchmarking for School of the Built Environment

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	21	21		
		Total Greens	84	79	91	94		
		Total number of respondents	2673	1280	40	<10	29	<10
Section	Question	University of Reading	Academic School	School of the Built Environment	Architecture	Construction Management & Engineering	All other SBE	
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	10		14		
	Communication	1	1	0		0		
	Facilities / Environment	12	13	13		14		
	Feeling Valued / Supported	12	12	10		14		
	Health and Wellbeing	5	5	3		5		
	Job Satisfaction	14	13	13		9		
	Job Security	3	3	3		0		
	Managing Change	0	1	3		0		
	Management – Immediate / Local	5	4	7		9		
	Pay & Benefits	4	5	0		0		
	PAS / Re-organisation	1	1	0		0		
	Relationships / Co-operation	16	15	27		27		
	Role & Responsibilities	3	3	3		5		
	Student / Internal Customer Satisfaction	3	3	0		0		
	Senior Management	2	1	3		5		
	Systems / Processes	1	1	0		0		
	Training, Development & Progression	6	6	0		0		
	Other	7	7	3		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**.