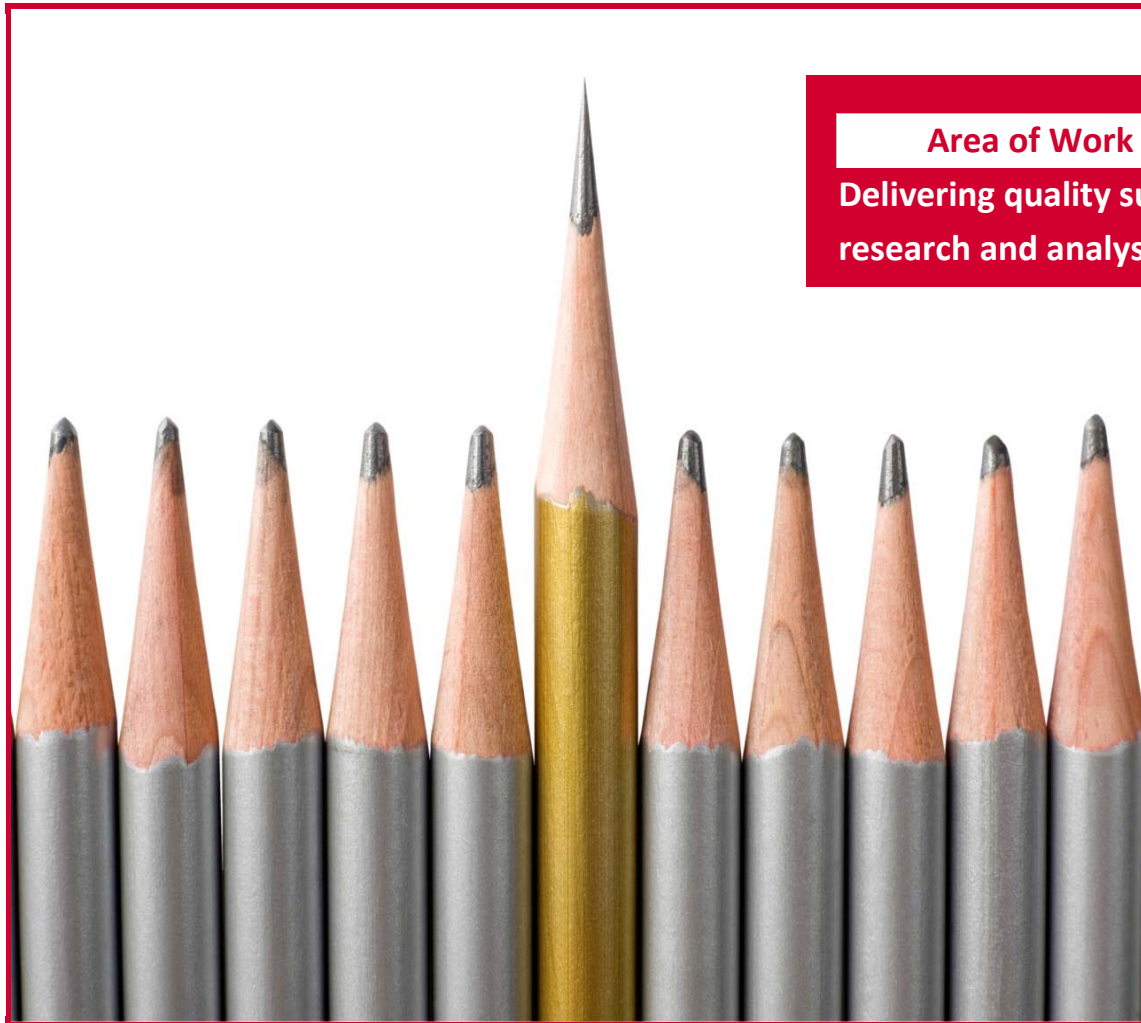


## University of Reading



### Area of Work Report

Delivering quality survey,  
research and analysis solutions.

## Student & Application Services

Employee Survey 2017  
Project Number: 8046

May 2017



Delivering outstanding survey  
and research services  
CAPITA SURVEYS AND RESEARCH

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## University of Reading - Student & Application Services

### Background

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

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

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

### Response Rate

The selected area of work achieved a response rate of 51% i.e. 159 of the 311 employees in Student & Application Services responded to the survey.

### Presentation of results

This report presents a summary of the results for Student & Application Services and referred to as the area of work (AOW) throughout this report.

### Part A: Most positive perceptions

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

### Part B: Least positive perceptions

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

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

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

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

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

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

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

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

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

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

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

**Part G: Internal benchmarking**

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

**Part H: Appendix - User Guide**

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

## Part A - Most positive perceptions for Student & Application Services

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:	159
Question		AOW	%
N1	I'm not currently being harassed or bullied at work? *	99	
O6e	The University of Reading respects people equally regardless of their sexual orientation	99	
O6f	The University of Reading respects people equally regardless of their religion or beliefs	99	
B12	I'm interested in the University of Reading, to me it's not just a job *	97	
D1d	I have a clear understanding about expected standards of behaviour	97	
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	
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 ^	96	
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	96	
L2	I feel safe and secure in my working environment	96	
O6c	The University of Reading respects people equally regardless of their disability status	96	
O6b	The University of Reading respects people equally regardless of their nationality / race	95	
K3	My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) is approachable	94	
B9	I feel valued by my colleagues	92	
I9	I feel my Department / School / Function delivers good quality service to students / internal customers	92	
L1	I am satisfied that my personal safety is treated seriously at work	92	
M3	I am satisfied with the support I get from my work colleagues	92	
O3	I am satisfied with my level of awareness of diversity issues and how to react appropriately with colleagues and students	92	

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

## Part B - Least positive perceptions and areas identified for improvement for Student & Application Services

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: 159

Question	AOW %
M11 I never feel stressed at work *	7
R2 In my opinion the recent PAS changes were well planned	11
R6d Generally, I don't feel more could be done to help staff prepare for and cope with change *	13
N6 Are you aware of the Health Advocacy Respect and Care Advisors?	16
R1 The current pace of change in the University of Reading is about right	18
R3 In my opinion the recent PAS changes were well explained	19
R6b Generally, change within the University of Reading is managed well	27
R4 In my opinion other recent changes (not PAS) have been well planned	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
R5 In my opinion other recent changes (not PAS) have been well explained	33
Q6 I feel the University genuinely listens to staff views during consultations	34
P7 On the whole, the different parts of the University of Reading communicate effectively with each other	35
N7 Are you aware of the University's Harassment Advisors?	38
F2 Have you had an individual Performance Development Review (PDR) in the last 12 months? ^	40
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 *	41
P6 Communication between senior management and staff is effective	41
R7 I feel action will be taken as a result of this survey	41
Q7 I am confident I will get feedback on my ideas or suggestions	44
B8 I feel valued by the University of Reading	46
F7 If you didn't have a Performance Development Review (PDR) in the last 12 months would you have liked to have one? ^	47
P3 There are opportunities for me to feed my views upwards in the University of Reading	47
C3 I think my pay adequately reflects my performance	48

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

**Areas for improvement from the area of work****Total number of responses:** 159

Question	AOW %
I5 To what extent do you agree or disagree with the following statements in relation to the University's strategic objectives i.e. Vision 2026? I understand how my role contributes to them ^	48
L7 Are you aware of the Employee Assistance Programme?	48
D8 I don't worry about work outside my working hours *	49
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 ^	50
R6c Generally, the process of change does not cause me concern and worry *	50

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



## Understanding strength analysis

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

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

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

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

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

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

## Understanding and using the comparisons in the tables

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

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

- Part C : The AOW has a confidence interval of +/-4%, and UoR has a confidence interval of +/-1%. Therefore as a guide there would need to be a difference of more than five percentage points for this to be considered a real difference between the scores.

## Part C - Strength report by section for Student & Application Services 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:	<b>39</b>
	51% - 74% = Opportunity for improvement	No difference:	<b>6</b>
	50% or lower = Needs improvement	Negative difference:	<b>109</b>

Total number of responses:		159	2673	
Question	AOW %	UoR %	+/-	
Section A: Work-Life Balance				
A2 I feel I have a good work-life balance	80	70	10	
A1 The University of Reading provides good support to help me balance my work and personal commitments	79	74	5	
A4 I believe that if I requested flexible working arrangements, my request would be considered fairly	78	82	-4	
A5 I am able to take advantage of flexible working on an informal basis	75	80	-5	
A3 I am aware of the formal flexible working arrangements at the University (e.g. part time working, condensed hours etc)	69	77	-8	
Section B: Job Satisfaction				
B12 I'm interested in the University of Reading, to me it's not just a job *	97	91	6	
B9 I feel valued by my colleagues	92	88	4	
B2 Generally, I enjoy my work	90	92	-2	
B6 I feel I belong to a team	89	81	8	
B1 The University of Reading is a good place to work	85	87	-2	
B3 My work is varied and interesting to me	83	91	-8	
B10 I feel valued by students / internal customers	83	85	-2	
B4 My work gives me a sense of personal achievement	81	86	-5	
B7 I feel part of the University of Reading	74	76	-2	
B5 I feel inspired to do my best work every day	71	80	-9	
B11 I feel my job security at the University of Reading is good	62	70	-8	

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

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

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

Positive difference: **39**  
 No difference: **6**  
 Negative difference: **109**

Total number of responses:		159	2673	
Question	AOW %	UoR %	+/-	
Section B: Job Satisfaction				
B8 I feel valued by the University of Reading	46	59	-13	
Section C: Pay and Benefits				
C1 Overall, I feel the University of Reading offers a good pay and benefits package	69	68	1	
C5 I am aware of the benefits offered by the University	65	71	-6	
C4 I am aware of the University’s arrangements for recognising and rewarding good performance	63	69	-6	
C2 I feel fairly paid for the work I do	56	60	-4	
C3 I think my pay adequately reflects my performance	48	52	-4	
Section D: Your Role				
D1d I have a clear understanding about expected standards of behaviour	97	96	1	
D3 I am trusted to do my job	91	93	-2	
D1c I have a clear understanding about expected standards of performance	87	91	-4	
D1a I have a clear understanding about my role within the University of Reading	83	90	-7	
D1b I have a clear understanding about what I am expected to achieve in my job	82	89	-7	
D6 People are willing to help each other even if it means doing something outside their usual activities	80	82	-2	
D5 I have enough freedom to do what is necessary to put students / internal customers first every time	70	77	-7	
D2 I am satisfied with my current role and level of responsibility	68	76	-8	
D9 I don't find my current workload too much and I am not struggling to cope *	66	61	5	
D10 I have adequate resources to complete my work	65	67	-2	
D11 I don't feel priorities are changed too frequently for me to work efficiently *	60	63	-3	
D4 The division of responsibilities between staff in my work area feels fair	59	68	-9	
D8 I don't worry about work outside my working hours *	49	39	10	
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 *	41	33	8	
Section E: Considering Leaving				
E2 I'm not actively seeking to leave my job here at the University *	81	82	-1	
E1 I don't think about leaving the University *	60	65	-5	
Section F: Performance Development Review (PDR)				
F4 Did you agree clear objectives as part of your Performance Development Review (PDR)? ^	83	85	-2	
F6 As part of your Performance Development Review (PDR), did you agree a plan for your personal development needs? ^	68	74	-6	
F3 Was your Performance Development Review (PDR) useful for you? ^	60	68	-8	
F5 Did the Performance Development Review (PDR) leave you feeling your work is valued by the University of Reading? ^	60	64	-4	

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

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

<span style="color: green;">■</span>	75% or higher = Strength
<span style="color: orange;">■</span>	51% - 74% = Opportunity for improvement
<span style="color: red;">■</span>	50% or lower = Needs improvement

Positive difference:	<span style="color: green;">39</span>
No difference:	<span style="color: grey;">6</span>
Negative difference:	<span style="color: red;">109</span>

Total number of responses:		159	2673	
Question	AOW %	UoR %	+/-	
Section F: Performance Development Review (PDR)				
F7 If you didn't have a Performance Development Review (PDR) in the last 12 months would you have liked to have one? ^	47	43	4	
F2 Have you had an individual Performance Development Review (PDR) in the last 12 months? ^	40	75	-35	
Section G: Learning and Development				
G1 I feel that I am given the same opportunities to develop as other staff	78	78	0	
G3 I have received sufficient training to enable me to do my job well	77	80	-3	
G4 Overall, I feel that the University of Reading provides appropriate development opportunities	74	77	-3	
G2 I am satisfied with my current level of learning and development	72	75	-3	
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	73	76	-3	
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	70	69	1	
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	66	69	-3	
H1 The UEB (Vice Chancellor, Deputy Vice Chancellor, Pro Vice Chancellors, Chief Financial Officer, and Chief Strategy Officer) manage and lead the University well	59	61	-2	
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	58	69	-11	
H4 The UEB (Vice Chancellor, Deputy Vice Chancellor, Pro Vice Chancellors, Chief Financial Officer, and Chief Strategy Officer) listen to and respond to the views of staff	33	43	-10	
Section I: Culture and Values				
I17 To what extent do you agree or disagree the following people in the University demonstrate our Values and Professional Behaviours at work: Your team colleagues ^	96	92	4	
I9 I feel my Department / School / Function delivers good quality service to students / internal customers	92	92	0	
I10 I feel proud to work for the University of Reading	84	85	-1	
I12 Would you recommend the University of Reading to a friend as a place to study?	82	89	-7	
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 ^	80	88	-8	
I8 I feel the University of Reading delivers good quality service to students / internal customers	78	83	-5	
I2 To what extent do you agree or disagree with the following statements in relation to the University's strategic objectives i.e. Vision 2026? I understand them ^	77	81	-4	
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 ^	73	85	-12	
I11 Would you recommend the University of Reading to a friend as a place to work?	72	81	-9	

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

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

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

Positive difference: **39**  
 No difference: **6**  
 Negative difference: **109**

Total number of responses:		159	2673	
Question	AOW %	UoR %	+/-	
Section I: Culture and Values				
I1 How much do you feel you know about the University’s strategic objectives i.e. Vision 2026?	72	70	2	
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 ^	68	76	-8	
I13 Are you aware of the University Values for Working Together and Professional Behaviours?	64	63	1	
I6 To what extent do you agree or disagree with the following statements in relation to the University’s strategic objectives i.e. Vision 2026? I feel they are moving the University in a direction that I support ^	63	69	-6	
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	63	64	-1	
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 ^	57	64	-7	
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 ^	50	63	-13	
I5 To what extent do you agree or disagree with the following statements in relation to the University’s strategic objectives i.e. Vision 2026? I understand how my role contributes to them ^	48	64	-16	
Section J: Your School or Function Leadership				
J3 My School / Function Leadership Team support new ideas for improving services for students / internal customers	72	85	-13	
J5 My School / Function Leadership Team build strong, positive relationships with other Schools and Functions	69	81	-12	
J1 My School / Function Leadership Team manage and lead our School / Function well	65	83	-18	
J2 My School / Function Leadership Team set out a clear vision of the future for our School / Function	57	76	-19	
J4 My School / Function Leadership Team listen to and respond to the views of staff	54	75	-21	
Section K: Your Manager / Supervisor				
K4 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) would be supportive in a personal crisis	96	93	3	
K3 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) is approachable	94	93	1	
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	91	90	1	
K2 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) is available when needed	90	88	2	
K1 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) ensures I have the skills to be able to do my job well	88	86	2	
K6 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) gives me recognition for work done well	82	84	-2	
K9 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) keeps me informed about things I should know about	79	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: **39**  
 No difference: **6**  
 Negative difference: **109**

Total number of responses:		159	2673	
Question	AOW %	UoR %	+/-	
Section K: Your Manager / Supervisor				
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	77	81	-4	
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	73	79	-6	
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	72	79	-7	
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	70	74	-4	
K10 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) deals with poor performance effectively	70	72	-2	
Section L: Health, Safety and Wellbeing				
L2 I feel safe and secure in my working environment	96	96	0	
L1 I am satisfied that my personal safety is treated seriously at work	92	95	-3	
L6 The University provides a satisfying work environment	75	79	-4	
L3 I feel the University is interested in my physical wellbeing	71	78	-7	
L5 The University provides support to help me maintain a healthy lifestyle and feeling of wellbeing	61	62	-1	
L4 I feel the University is interested in my mental wellbeing	58	68	-10	
L7 Are you aware of the Employee Assistance Programme?	48	40	8	
Section M: Working at the University				
M3 I am satisfied with the support I get from my work colleagues	92	90	2	
M1 I can decide on my own how to go about doing my work	89	93	-4	
M2 I am satisfied with the support I get from my immediate manager	84	86	-2	
M5 Relationships at work are not strained *	83	75	8	
M7 I have the right equipment to do my job	82	83	-1	
M10 I have a place I can go to take a break at work	79	78	1	
M9 I am able to take regular breaks on most days	75	69	6	
M12 Overall, I don't feel unduly stressed at work * ^	71	69	2	
M8 I'm not required to do unimportant tasks which prevent me completing more important ones *	69	54	15	
M6 I am able to handle all the conflicting demands on my time at work *	68	66	2	
M4 There are usually sufficient people in the team I am working in to handle our workload	62	61	1	
M11 I never feel stressed at work *	7	9	-2	
Section N: Harassment and Bullying				
N1 I'm not currently being harassed or bullied at work? *	99	97	2	
N7 Are you aware of the University's Harassment Advisors?	38	35	3	

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

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

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

Positive difference: **39**  
 No difference: **6**  
 Negative difference: **109**

Total number of responses:		159	2673	
Question	AOW %	UoR %	+/-	
Section N: Harassment and Bullying				
N6 Are you aware of the Health Advocacy Respect and Care Advisors?	16	23	-7	
Section O: Diversity and Inclusion				
O6e The University of Reading respects people equally regardless of their sexual orientation	99	98	1	
O6f The University of Reading respects people equally regardless of their religion or beliefs	99	98	1	
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	96	96	0	
O6b The University of Reading respects people equally regardless of their nationality / race	95	95	0	
O3 I am satisfied with my level of awareness of diversity issues and how to react appropriately with colleagues and students	92	95	-3	
O7 I have not felt discriminated against at work in the last 12 months? *	91	92	-1	
O4a I feel the University of Reading acts fairly, regardless of race, gender, religion, sexual orientation, pregnancy / maternity / paternity, disability or age with regard to recruitment	90	94	-4	
O5a In the last 12 months I have not been made to feel uncomfortable whilst working for the University because of my race, gender, religion, sexual orientation, pregnancy / maternity / paternity, disability or age by another member of staff *	90	90	0	
O6a The University of Reading respects people equally regardless of their gender	89	92	-3	
O6d The University of Reading respects people equally regardless of their age	89	92	-3	
O1 I believe the University of Reading is committed to equality of opportunity for all of its staff	88	91	-3	
O2 I am aware of the University’s priorities for Diversity and Inclusion	86	91	-5	
O4b I feel the University of Reading acts fairly, regardless of race, gender, religion, sexual orientation, pregnancy / maternity / paternity, disability or age with regard to career progression / promotion	74	82	-8	
Section P: Communication				
P2a The information I receive is straightforward and I understand it in regard to local issues in my area of work	85	89	-4	
P2b The information I receive is straightforward and I understand it in regard to wider University issues	77	80	-3	
P1a I receive information in a timely way in regard to local issues in my area of work	76	81	-5	
P1b I receive information in a timely way in regard to wider University issues	69	76	-7	
P5 On the whole, communication in the University of Reading is effective	55	60	-5	
P4 I know where to find information about important decisions made at the University of Reading	52	56	-4	
P3 There are opportunities for me to feed my views upwards in the University of Reading	47	57	-10	
P6 Communication between senior management and staff is effective	41	54	-13	
P7 On the whole, the different parts of the University of Reading communicate effectively with each other	35	42	-7	

^ 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: **39**  
 No difference: **6**  
 Negative difference: **109**

Total number of responses:		159	2673	
Question	AOW %	UoR %	+/-	
Section Q: Staff Involvement				
Q8a I feel there is good co-operation between teams in my department	90	83	7	
Q3 If I want to put forward new ideas or suggestions for improvement, I know how to do so	75	72	3	
Q4 I am personally encouraged to look for ways to improve the way we do things	72	69	3	
Q2 I feel able to voice my opinions	67	71	-4	
Q8b I feel there is good co-operation between different departments	59	62	-3	
Q1 I feel there are adequate opportunities to raise points of concern	58	64	-6	
Q5 I am confident my ideas or suggestions will be listened to	54	60	-6	
Q7 I am confident I will get feedback on my ideas or suggestions	44	51	-7	
Q6 I feel the University genuinely listens to staff views during consultations	34	43	-9	
Section R: Managing Change				
R6f Generally, I think things will improve in the next 12 months	67	61	6	
R6a Generally, change within my department is managed well	56	72	-16	
R6e Generally, I have seen some positive changes in the last 12 months	54	55	-1	
R6c Generally, the process of change does not cause me concern and worry *	50	49	1	
R7 I feel action will be taken as a result of this survey	41	54	-13	
R5 In my opinion other recent changes (not PAS) have been well explained	33	39	-6	
R4 In my opinion other recent changes (not PAS) have been well planned	30	38	-8	
R6b Generally, change within the University of Reading is managed well	27	36	-9	
R3 In my opinion the recent PAS changes were well explained	19	25	-6	
R1 The current pace of change in the University of Reading is about right	18	27	-9	
R6d Generally, I don't feel more could be done to help staff prepare for and cope with change *	13	18	-5	
R2 In my opinion the recent PAS changes were well planned	11	17	-6	

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



## Part D - Frequency Charts for Student & Application Services

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 Student & Application Services

### Section A: Work-Life Balance

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



Total  
Responses:  
156

Positive %:  
79

A2 I feel I have a good work-life balance



Total  
Responses:  
159

Positive %:  
80

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



Total  
Responses:  
159

Positive %:  
69

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



Total  
Responses:  
156

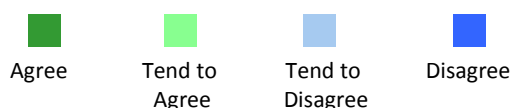
Positive %:  
78

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



Total  
Responses:  
156

Positive %:  
75



## Part D - Frequency Charts for Student & Application Services

### Section B: Job Satisfaction

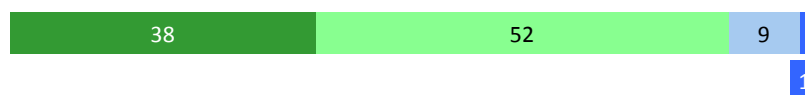
B1 The University of Reading is a good place to work



Total  
Responses:  
157

Positive %:  
85

B2 Generally, I enjoy my work



Total  
Responses:  
157

Positive %:  
90

B3 My work is varied and interesting to me



Total  
Responses:  
158

Positive %:  
83

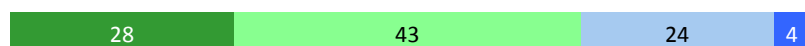
B4 My work gives me a sense of personal achievement



Total  
Responses:  
156

Positive %:  
81

B5 I feel inspired to do my best work every day



Total  
Responses:  
157

Positive %:  
71

B6 I feel I belong to a team



Total  
Responses:  
159

Positive %:  
89

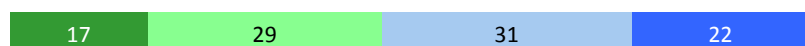
B7 I feel part of the University of Reading



Total  
Responses:  
159

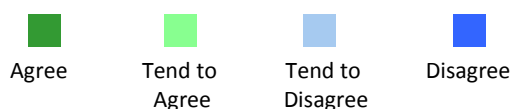
Positive %:  
74

B8 I feel valued by the University of Reading



Total  
Responses:  
157

Positive %:  
46



## Part D - Frequency Charts for Student &amp; Application Services

## Section B: Job Satisfaction

B9 I feel valued by my colleagues





Total  
Responses:  
158Positive %:  
92

B10 I feel valued by students / internal customers

Total  
Responses:  
155Positive %:  
83





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

Total  
Responses:  
156Positive %:  
62

 Agree  
 Tend to Agree  
 Tend to Disagree  
 Disagree

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

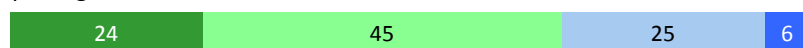
Total  
Responses:  
158Positive %:  
97

 Agree  
 Tend to Agree  
 Tend to Disagree  
 Disagree

## Part D - Frequency Charts for Student & Application Services

### Section C: Pay and Benefits

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



Total  
Responses:  
158

Positive %:  
69

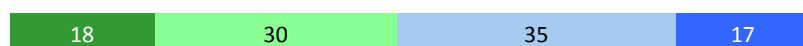
C2 I feel fairly paid for the work I do



Total  
Responses:  
159

Positive %:  
56

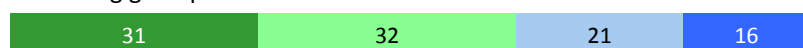
C3 I think my pay adequately reflects my performance



Total  
Responses:  
155

Positive %:  
48

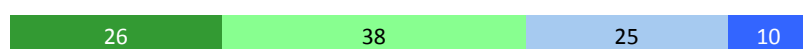
C4 I am aware of the University's arrangements for recognising and rewarding good performance



Total  
Responses:  
158

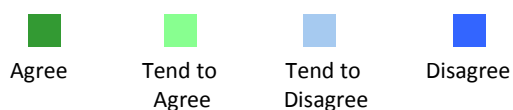
Positive %:  
63

C5 I am aware of the benefits offered by the University



Total  
Responses:  
155

Positive %:  
65



## Part D - Frequency Charts for Student & Application Services

### Section D: Your Role

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



Total  
Responses:  
159

Positive %:  
83

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



Total  
Responses:  
159

Positive %:  
82

D1c I have a clear understanding about expected standards of performance



Total  
Responses:  
159

Positive %:  
87

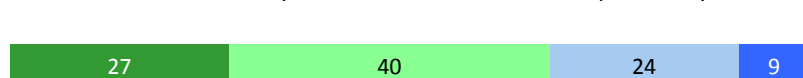
D1d I have a clear understanding about expected standards of behaviour



Total  
Responses:  
158

Positive %:  
97

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



Total  
Responses:  
157

Positive %:  
68

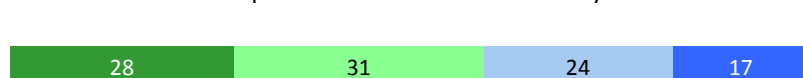
D3 I am trusted to do my job



Total  
Responses:  
158

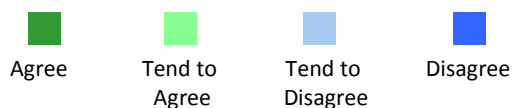
Positive %:  
91

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



Total  
Responses:  
157

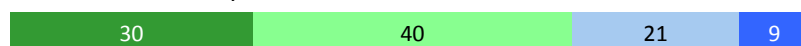
Positive %:  
59



## Part D - Frequency Charts for Student & Application Services

### Section D: Your Role

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



Total  
Responses:  
158





Positive %:  
70

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



Total  
Responses:  
158

Positive %:  
80

 Agree
  Tend to Agree
  Tend to Disagree
  Disagree

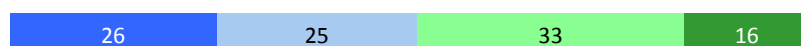
D7 I feel I have had to put in a lot of extra time in the last 12 months to meet the demands of my workload



Total  
Responses:  
156

Positive %:  
41

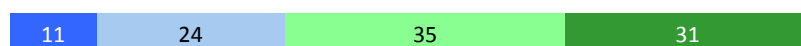
D8 I often worry about work outside my working hours



Total  
Responses:  
159





Positive %:  
49

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



Total  
Responses:  
157

Positive %:  
66





 Agree
  Tend to Agree
  Tend to Disagree
  Disagree

D10 I have adequate resources to complete my work



Total  
Responses:  
159

Positive %:  
65





 Agree
  Tend to Agree
  Tend to Disagree
  Disagree

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



Total  
Responses:  
156

Positive %:  
60

 Agree
  Tend to Agree
  Tend to Disagree
  Disagree

Part D - Frequency Charts for Student & Application Services

Section E: Considering Leaving

E1 I often think about leaving the University



Total Responses: 157  
Positive %: 60

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



Total Responses: 155  
Positive %: 81





## Part D - Frequency Charts for Student & Application Services

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

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



Total  
Responses:  
159

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



Total  
Responses:  
118

Positive %:  
40

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

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



Total  
Responses:  
47

Positive %:  
60

(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:  
47

Positive %:  
83

(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:  
45

Positive %:  
60

(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:  
47

Positive %:  
68

(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:  
70

Positive %:  
47

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

 Yes
  No
  Not Sure

## Part D - Frequency Charts for Student & Application Services

### Section G: Learning and Development

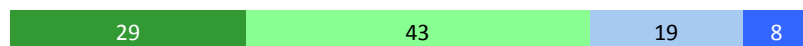
G1 I feel that I am given the same opportunities to develop as other staff



Total  
Responses:  
156

Positive %:  
78

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



Total  
Responses:  
156

Positive %:  
72

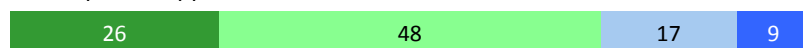
G3 I have received sufficient training to enable me to do my job well



Total  
Responses:  
155

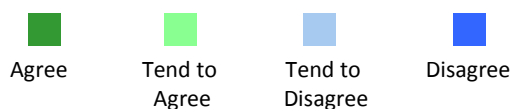
Positive %:  
77

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



Total  
Responses:  
153

Positive %:  
74



## Part D - Frequency Charts for Student & Application Services

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



## Part D - Frequency Charts for Student & Application Services

### Section I: Culture and Values

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

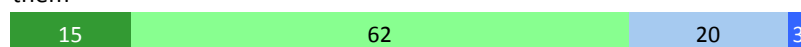


 A Lot
  A Little
  Nothing

Total  
Responses:  
158

Positive %:  
72

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:  
106

Positive %:  
77

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

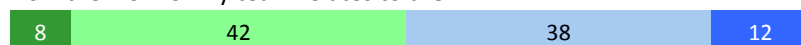


(based on the number of respondents answering 'A Lot' or 'A Little' to I1)

Total  
Responses:  
104

Positive %:  
57

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

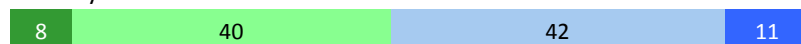


(based on the number of respondents answering 'A Lot' or 'A Little' to I1)

Total  
Responses:  
105

Positive %:  
50

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:  
103

Positive %:  
48





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:  
103

Positive %:  
63

 Agree
  Tend to Agree
  Tend to Disagree
  Disagree

## Part D - Frequency Charts for Student & Application Services

### 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 %:
86	63

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



Total Responses:	Positive %:
155	78

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



Total Responses:	Positive %:
159	92

I10 I feel proud to work for the University of Reading



Total Responses:	Positive %:
152	84

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







Total Responses:	Positive %:
154	72

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



Total Responses:	Positive %:
152	82

 Agree
  Tend to Agree
  Tend to Disagree
  Disagree

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



Total Responses:	Positive %:
157	64

 Yes
  No

## Part D - Frequency Charts for Student & Application Services

### 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:

80

Positive %:

68

(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:

85

Positive %:

73

(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:

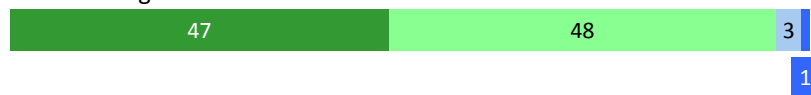
95

Positive %:

80

(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



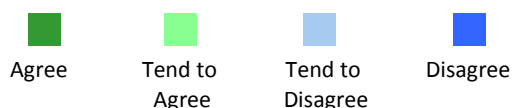
Total  
Responses:

95

Positive %:

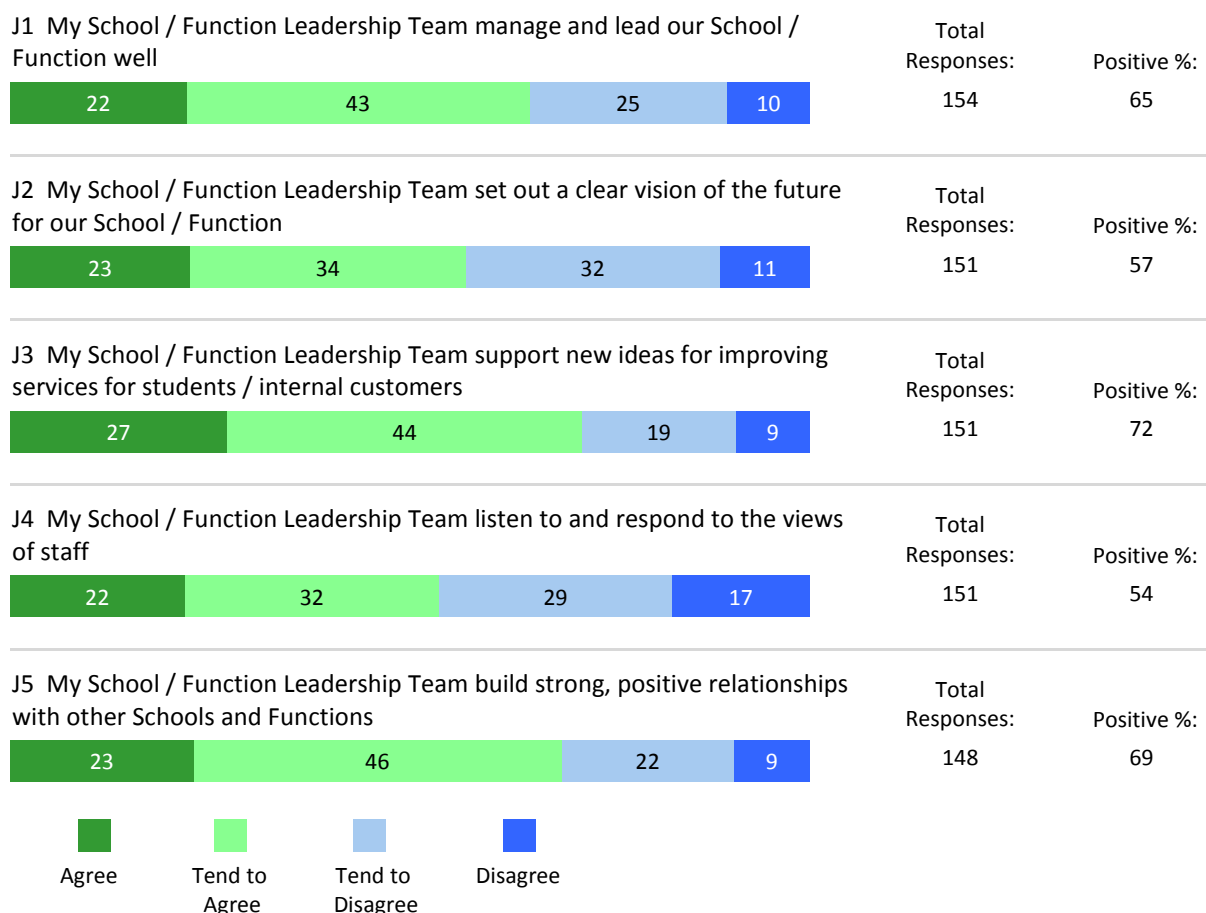
96

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



## Part D - Frequency Charts for Student & Application Services

### Section J: Your School or Function Leadership



## Part D - Frequency Charts for Student & Application Services

### Section K: Your Manager / Supervisor





## Part D - Frequency Charts for Student & Application Services

### 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



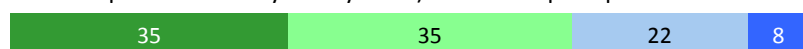
Total  
Responses:

158

Positive %:

79

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



Total  
Responses:

141

Positive %:

70

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:

158

Positive %:

77

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

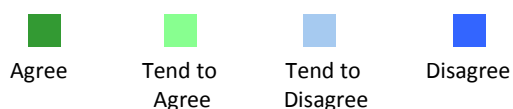


Total  
Responses:

155

Positive %:

73



## Part D - Frequency Charts for Student & Application Services

### Section L: Health, Safety and Wellbeing

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



Total  
Responses:  
157

Positive %:  
92

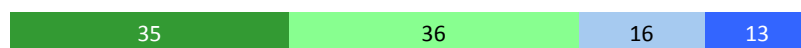
L2 I feel safe and secure in my working environment



Total  
Responses:  
157

Positive %:  
96

L3 I feel the University is interested in my physical wellbeing



Total  
Responses:  
152

Positive %:  
71

L4 I feel the University is interested in my mental wellbeing



Total  
Responses:  
151

Positive %:  
58

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



Total  
Responses:  
152





Positive %:  
61

L6 The University provides a satisfying work environment



Total  
Responses:  
152

Positive %:  
75

 Agree
  Tend to Agree
  Tend to Disagree
  Disagree

L7 Are you aware of the Employee Assistance Programme?



Total  
Responses:  
159

Positive %:  
48

 Yes
  No

## Part D - Frequency Charts for Student & Application Services

### Section M: Working at the University

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



Total  
Responses:  
159

Positive %:  
89

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



Total  
Responses:  
158

Positive %:  
84

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



Total  
Responses:  
156





Positive %:  
92

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



Total  
Responses:  
157

Positive %:  
62

 Agree
  Tend to Agree
  Tend to Disagree
  Disagree

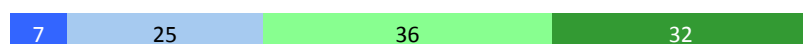
M5 Relationships at work are strained



Total  
Responses:  
156





Positive %:  
83

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



Total  
Responses:  
155

Positive %:  
68





 Agree
  Tend to Agree
  Tend to Disagree
  Disagree

M7 I have the right equipment to do my job



Total  
Responses:  
157

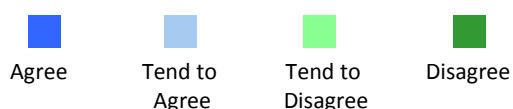
Positive %:  
82

 Agree
  Tend to Agree
  Tend to Disagree
  Disagree

## Part D - Frequency Charts for Student & Application Services

### Section M: Working at the University

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



Total  
Responses:  
157

Positive %:  
69

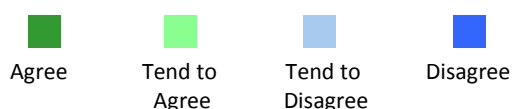
M9 I am able to take regular breaks on most days



Total  
Responses:  
157

Positive %:  
75

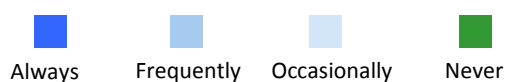
M10 I have a place I can go to take a break at work



Total  
Responses:  
156

Positive %:  
79

M11 I feel stressed at work



Total  
Responses:  
158

Positive %:  
7

M12 Overall, I feel unduly stressed at work



Total  
Responses:  
145

Positive %:  
71

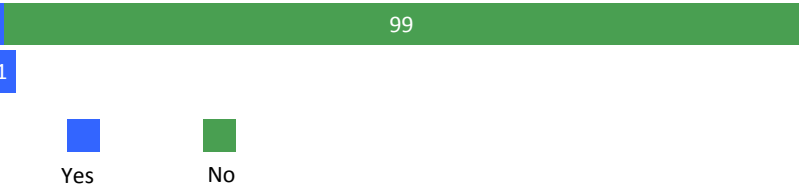
(based on the number of respondents answering 'Always', 'Frequently' or 'Occasionally' to M11)



Part D - Frequency Charts for Student & Application Services

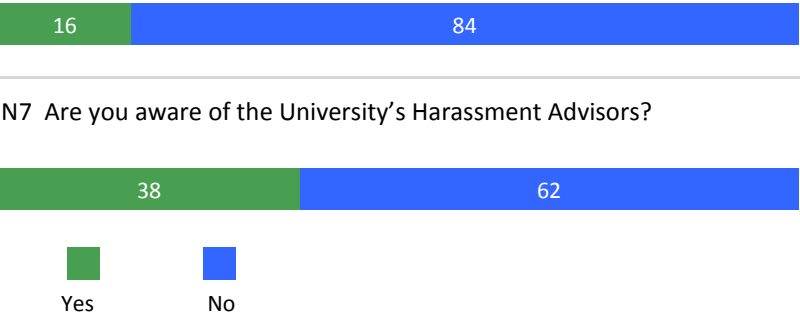
Section N: Harassment and Bullying

N1 Are you currently being harassed or bullied at work?



Total Responses: 154  
Positive %: 99

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



Total Responses: 158  
Positive %: 16

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

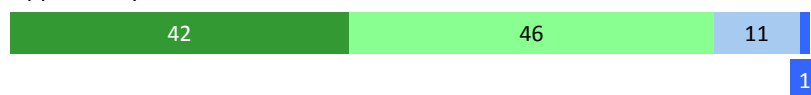


Total Responses: 157  
Positive %: 38

## Part D - Frequency Charts for Student & Application Services

### Section O: Diversity and Inclusion

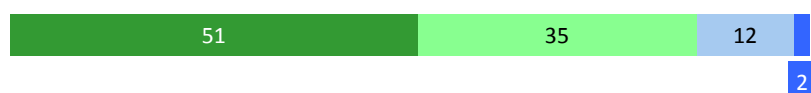
O1 I believe the University of Reading is committed to equality of opportunity for all of its staff



Total  
Responses:  
158

Positive %:  
88

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



Total  
Responses:  
155

Positive %:  
86

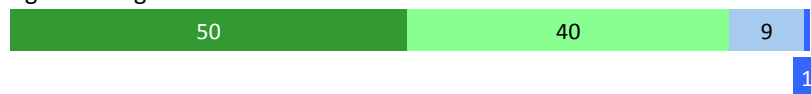
O3 I am satisfied with my level of awareness of diversity issues and how to react appropriately with colleagues and students



Total  
Responses:  
157

Positive %:  
92

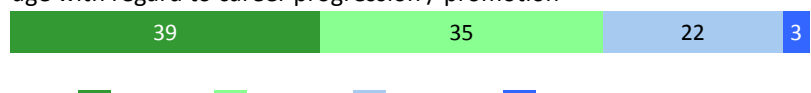
O4a I feel the University of Reading acts fairly, regardless of race, gender, religion, sexual orientation, pregnancy / maternity / paternity, disability or age with regard to recruitment



Total  
Responses:  
149





Positive %:  
90

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:  
147

Positive %:  
74

 Agree
  Tend to Agree
  Tend to Disagree
  Disagree

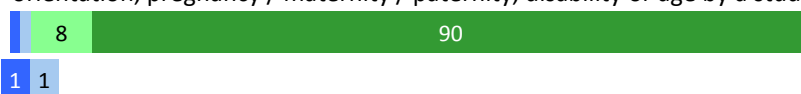
O5a In the last 12 months I have been made to feel uncomfortable whilst working for the University because of my race, gender, religion, sexual orientation, pregnancy / maternity / paternity, disability or age by another member of staff



Total  
Responses:  
157





Positive %:  
90

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



Total  
Responses:  
156

Positive %:  
97

 Agree
  Tend to Agree
  Tend to Disagree
  Disagree

## Part D - Frequency Charts for Student & Application Services

### Section O: Diversity and Inclusion

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



Total  
Responses:  
152

Positive %:  
89

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



Total  
Responses:  
149

Positive %:  
95

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



Total  
Responses:  
150

Positive %:  
96

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



Total  
Responses:  
152

Positive %:  
89

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



Total  
Responses:  
151





Positive %:  
99

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



Total  
Responses:  
150

Positive %:  
99


 Agree
  Tend to Agree
  Tend to Disagree
  Disagree

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



Total  
Responses:  
157

Positive %:  
91

 Yes
  No

## Part D - Frequency Charts for Student & Application Services

### Section P: Communication

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



Total  
Responses:  
156

Positive %:  
76

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



Total  
Responses:  
154

Positive %:  
69

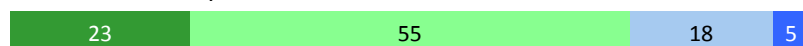
P2a The information I receive is straightforward and I understand it in regard to local issues in my area of work



Total  
Responses:  
152

Positive %:  
85

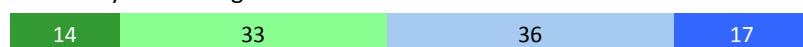
P2b The information I receive is straightforward and I understand it in regard to wider University issues



Total  
Responses:  
151

Positive %:  
77

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



Total  
Responses:  
153

Positive %:  
47

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



Total  
Responses:  
150

Positive %:  
52

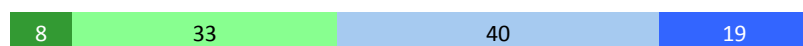
P5 On the whole, communication in the University of Reading is effective



Total  
Responses:  
148

Positive %:  
55

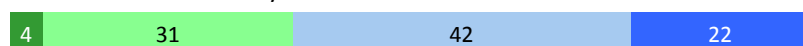
P6 Communication between senior management and staff is effective



Total  
Responses:  
154

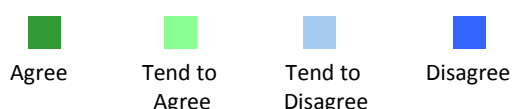
Positive %:  
41

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



Total  
Responses:  
147

Positive %:  
35





## Part D - Frequency Charts for Student & Application Services

### Section Q: Staff Involvement

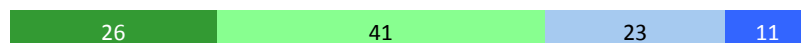
Q1 I feel there are adequate opportunities to raise points of concern



Total  
Responses:  
149

Positive %:  
58

Q2 I feel able to voice my opinions



Total  
Responses:  
151

Positive %:  
67

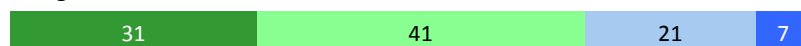
Q3 If I want to put forward new ideas or suggestions for improvement, I know how to do so



Total  
Responses:  
146

Positive %:  
75

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



Total  
Responses:  
149

Positive %:  
72

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



Total  
Responses:  
147

Positive %:  
54

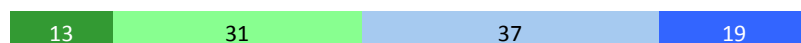
Q6 I feel the University genuinely listens to staff views during consultations



Total  
Responses:  
147

Positive %:  
34

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



Total  
Responses:  
148

Positive %:  
44

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



Total  
Responses:  
156

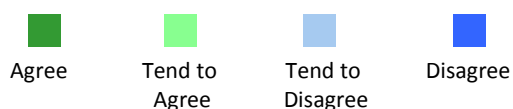
Positive %:  
90

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



Total  
Responses:  
150

Positive %:  
59







## Part D - Frequency Charts for Student & Application Services

### 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:  
155

Positive %:  
18

R2 In my opinion the recent PAS changes were well planned



2

Total  
Responses:  
143

Positive %:  
11

R3 In my opinion the recent PAS changes were well explained



1

Total  
Responses:  
142

Positive %:  
19

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



2

Total  
Responses:  
131

Positive %:  
30

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



2

Total  
Responses:  
129

Positive %:  
33

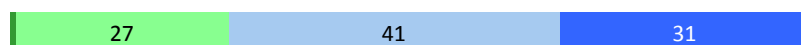
R6a Generally, change within my department is managed well



Total  
Responses:  
151

Positive %:  
56





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



1

Total  
Responses:  
150

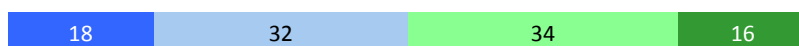
Positive %:  
27

 Agree
  Tend to Agree
  Tend to Disagree
  Disagree

## Part D - Frequency Charts for Student & Application Services

### Section R: Managing Change

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



Total  
Responses:  
154

Positive %:  
50

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



Total  
Responses:  
147

Positive %:  
13

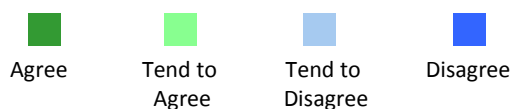


R6e Generally, I have seen some positive changes in the last 12 months



Total  
Responses:  
148

Positive %:  
54



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



Total  
Responses:  
147

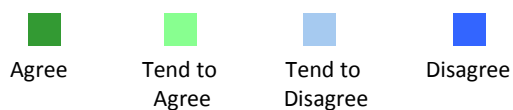
Positive %:  
67

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



Total  
Responses:  
151

Positive %:  
41



## Part E - Comment Themes for Student & Application Services

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	3
Communication	14
Facilities / Environment	1
Feeling Valued / Supported	8
Health and Wellbeing	5
Managing Change	6
Management – Immediate / Local	2
Pay & Benefits	13
PAS / Re-organisation	26
Relationships / Co-operation	8
Role & Responsibilities	6
Student / Internal Customer Satisfaction	1
Senior Management	11
Systems / Processes	9
Training, Development & Progression	7
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
Communication	1
Facilities / Environment	18
Feeling Valued / Supported	12
Health and Wellbeing	3
Job Satisfaction	20
Job Security	1
Management – Immediate / Local	9
Pay & Benefits	6
PAS / Re-organisation	2
Relationships / Co-operation	17
Role & Responsibilities	2
Student / Internal Customer Satisfaction	7
Senior Management	1
Systems / Processes	1
Training, Development & Progression	12
Other	5

## Part F - Survey Results Ranked By Degree of Importance to Respondents for Student & Application Services

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	143	1.48
2	R3	In my opinion the recent PAS changes were well explained	142	1.63
3	R6d	Generally, more could be done to help staff prepare for and cope with change	147	1.76
4	R4	In my opinion other recent changes (not PAS) have been well planned	131	1.92
5	R6b	Generally, change within the University of Reading is managed well	150	1.97
6	R5	In my opinion other recent changes (not PAS) have been well explained	129	1.99
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	144	2.08
8	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	156	2.12
9	Q6	I feel the University genuinely listens to staff views during consultations	147	2.12
10	P7	On the whole, the different parts of the University of Reading communicate effectively with each other	147	2.17
11	P6	Communication between senior management and staff is effective	154	2.30
12	R7	I feel action will be taken as a result of this survey	151	2.33
13	Q7	I am confident I will get feedback on my ideas or suggestions	148	2.38
14	D8	I often worry about work outside my working hours	159	2.39
15	B8	I feel valued by the University of Reading	157	2.41
16	P3	There are opportunities for me to feed my views upwards in the University of Reading	153	2.44
17	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	103	2.45
18	I4	To what extent do you agree or disagree with the following statements in relation to the University's strategic objectives i.e. Vision 2026? I understand how the work of my team relates to them	105	2.45
19	R6c	Generally, the process of change causes me concern and worry	154	2.48
20	C3	I think my pay adequately reflects my performance	155	2.50
21	P4	I know where to find information about important decisions made at the University of Reading	150	2.51
22	P5	On the whole, communication in the University of Reading is effective	148	2.52

Rank -ing	Qn No.	Question	Number of staff expressing an opinion	Average question score
23	H1	The UEB (Vice Chancellor, Deputy Vice Chancellor, Pro Vice Chancellors, Chief Financial Officer, and Chief Strategy Officer) manage and lead the University well	140	2.52
24	R6e	Generally, I have seen some positive changes in the last 12 months	148	2.54
25	I7	To what extent do you agree or disagree with the following statements in relation to the University's strategic objectives i.e. Vision 2026? I feel the University has got the right balance of teaching and research in place to achieve our 'Vision 2026	86	2.55
26	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	104	2.58
27	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	138	2.58
28	J4	My School / Function Leadership Team listen to and respond to the views of staff	151	2.58
29	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	103	2.60
30	R6a	Generally, change within my department is managed well	151	2.61
31	Q8b	I feel there is good co-operation between different departments	150	2.62
32	Q5	I am confident my ideas or suggestions will be listened to	147	2.63
33	D11	I feel priorities are changed too frequently for me to work efficiently	156	2.63
34	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	136	2.66
35	Q1	I feel there are adequate opportunities to raise points of concern	149	2.67
36	B11	I feel my job security at the University of Reading is good	156	2.68
37	J2	My School / Function Leadership Team set out a clear vision of the future for our School / Function	151	2.68
38	R6f	Generally, I think things will improve in the next 12 months	147	2.69
39	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	143	2.69
40	C2	I feel fairly paid for the work I do	159	2.70
41	D4	The division of responsibilities between staff in my work area feels fair	157	2.70
42	D10	I have adequate resources to complete my work	159	2.72
43	L5	The University provides support to help me maintain a healthy lifestyle and feeling of wellbeing	152	2.72
44	E1	I often think about leaving the University	157	2.73
45	M8	I am required to do unimportant tasks which prevent me completing more important ones	157	2.74
46	L4	I feel the University is interested in my mental wellbeing	151	2.74
47	M4	There are usually sufficient people in the team I am working in to handle our workload	157	2.75
48	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	131	2.76
49	J1	My School / Function Leadership Team manage and lead our School / Function well	154	2.77
50	C4	I am aware of the University's arrangements for recognising and rewarding good performance	158	2.78

Rank -ing	Qn No.	Question	Number of staff expressing an opinion	Average question score
51	I14	To what extent do you agree or disagree the following people in the University demonstrate our Values and Professional Behaviours at work: The UEB	80	2.80
52	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	2.80
53	C5	I am aware of the benefits offered by the University	155	2.81
54	Q2	I feel able to voice my opinions	151	2.82
55	J5	My School / Function Leadership Team build strong, positive relationships with other Schools and Functions	148	2.82
56	P1b	I receive information in a timely way in regard to wider University issues	154	2.82
57	D9	I find my current workload too much and I am struggling to cope	157	2.85
58	D2	I am satisfied with my current role and level of responsibility	157	2.86
59	C1	Overall, I feel the University of Reading offers a good pay and benefits package	158	2.87
60	J3	My School / Function Leadership Team support new ideas for improving services for students / internal customers	151	2.89
61	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	106	2.90
62	G4	Overall, I feel that the University of Reading provides appropriate development opportunities	153	2.91
63	D5	I have enough freedom to do what is necessary to put students / internal customers first every time	158	2.92
64	L3	I feel the University is interested in my physical wellbeing	152	2.93
65	I11	Would you recommend the University of Reading to a friend as a place to work?	154	2.94
66	M6	I am unable to handle all the conflicting demands on my time at work	155	2.94
67	G2	I am satisfied with my current level of learning and development	156	2.94
68	I8	I feel the University of Reading delivers good quality service to students / internal customers	155	2.95
69	B5	I feel inspired to do my best work every day	157	2.95
70	P2b	The information I receive is straightforward and I understand it in regard to wider University issues	151	2.95
71	Q4	I am personally encouraged to look for ways to improve the way we do things	149	2.96
72	L6	The University provides a satisfying work environment	152	2.96
73	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	141	2.97
74	M9	I am able to take regular breaks on most days	157	2.98
75	A5	I am able to take advantage of flexible working on an informal basis	156	2.99
76	P1a	I receive information in a timely way in regard to local issues in my area of work	156	2.99
77	Q3	If I want to put forward new ideas or suggestions for improvement, I know how to do so	146	3.00
78	G1	I feel that I am given the same opportunities to develop as other staff	156	3.03
79	A3	I am aware of the formal flexible working arrangements at the University (e.g. part time working, condensed hours etc)	159	3.03
80	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	95	3.03
81	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	155	3.04

Rank -ing	Qn No.	Question	Number of staff expressing an opinion	Average question score
82	B7	I feel part of the University of Reading	159	3.06
83	D6	People are willing to help each other even if it means doing something outside their usual activities	158	3.06
84	G3	I have received sufficient training to enable me to do my job well	155	3.06
85	A1	The University of Reading provides good support to help me balance my work and personal commitments	156	3.06
86	K7	My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) provides me with feedback about my performance	157	3.08
87	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	155	3.08
88	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	147	3.10
89	A2	I feel I have a good work-life balance	159	3.10
90	M7	I have the right equipment to do my job	157	3.11
91	A4	I believe that if I requested flexible working arrangements, my request would be considered fairly	156	3.12
92	B4	My work gives me a sense of personal achievement	156	3.12
93	I10	I feel proud to work for the University of Reading	152	3.13
94	P2a	The information I receive is straightforward and I understand it in regard to local issues in my area of work	152	3.13
95	B10	I feel valued by students / internal customers	155	3.15
96	I12	Would you recommend the University of Reading to a friend as a place to study?	152	3.16
97	M10	I have a place I can go to take a break at work	156	3.16
98	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	158	3.16
99	B3	My work is varied and interesting to me	158	3.17
100	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	158	3.17
101	M5	Relationships at work are strained	156	3.19
102	E2	I am actively seeking to leave my job here at the University	155	3.24
103	B1	The University of Reading is a good place to work	157	3.24
104	B2	Generally, I enjoy my work	157	3.27
105	D1b	I have a clear understanding about what I am expected to achieve in my job	159	3.28
106	M2	I am satisfied with the support I get from my immediate manager	158	3.28
107	O1	I believe the University of Reading is committed to equality of opportunity for all of its staff	158	3.29
108	M1	I can decide on my own how to go about doing my work	159	3.30
109	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	155	3.32
110	D1a	I have a clear understanding about my role within the University of Reading	159	3.33
111	O6d	The University of Reading respects people equally regardless of their age	152	3.34
112	B9	I feel valued by my colleagues	158	3.35
113	O2	I am aware of the University's priorities for Diversity and Inclusion	155	3.35
114	Q8a	I feel there is good co-operation between teams in my department	156	3.35
115	B6	I feel I belong to a team	159	3.36



Rank -ing	Qn No.	Question	Number of staff expressing an opinion	Average question score
116	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	157	3.36
117	I9	I feel my Department / School / Function delivers good quality service to students / internal customers	159	3.38
118	D1c	I have a clear understanding about expected standards of performance	159	3.38
119	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	149	3.39
120	O6a	The University of Reading respects people equally regardless of their gender	152	3.41
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	95	3.42
122	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	157	3.43
123	O3	I am satisfied with my level of awareness of diversity issues and how to react appropriately with colleagues and students	157	3.46
124	M3	I am satisfied with the support I get from my work colleagues	156	3.48
125	D3	I am trusted to do my job	158	3.48
126	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	159	3.48
127	L1	I am satisfied that my personal safety is treated seriously at work	157	3.53
128	O6c	The University of Reading respects people equally regardless of their disability status	150	3.55
129	B12	I'm not interested in the University of Reading, to me it's just a job	158	3.56
130	O6b	The University of Reading respects people equally regardless of their nationality / race	149	3.59
131	O6f	The University of Reading respects people equally regardless of their religion or beliefs	150	3.61
132	L2	I feel safe and secure in my working environment	157	3.61
133	K3	My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) is approachable	158	3.61
134	D1d	I have a clear understanding about expected standards of behaviour	158	3.63
135	O6e	The University of Reading respects people equally regardless of their sexual orientation	151	3.64
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	154	3.66
137	O5a	In the last 12 months I have been made to feel uncomfortable whilst working for the University because of my race, gender, religion, sexual orientation, pregnancy / maternity / paternity, disability or age by another member of staff	157	3.68
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	156	3.86

Average: 2.92

## Part G - Internal benchmarking for Student & Application Services

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 Student & Application Services

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

		Total Reds	18	16	27	16	25		39	35	35		18
		Total Greens	84	92	66	102	90		65	53	75		79
		Total number of respondents	2673	1096	159	29	21	<10	18	36	15	<10	17
Section	Question	University of Reading	Management / Professional Service and other	Student & Application Services	Admissions	Careers & Employability	RISIS Development and Support	Student Application Services Administration	Student Support Services & Operations	Student Wellbeing Services	Welfare & Pastoral Team	All other SAS	
Work-Life Balance	A1 The University of Reading provides good support to help me balance my work and personal commitments	74	84	79	97	85		67	82	73		88	
	A2 I feel I have a good work-life balance	70	81	80	90	90		78	81	73		88	
	A3 I am aware of the formal flexible working arrangements at the University (e.g. part time working, condensed hours etc)	77	78	69	76	57		61	75	53		76	
	A4 I believe that if I requested flexible working arrangements, my request would be considered fairly	82	82	78	79	86		72	74	93		76	
	A5 I am able to take advantage of flexible working on an informal basis	80	78	75	69	60		67	76	80		94	
Job Satisfaction	B1 The University of Reading is a good place to work	87	92	85	97	90		72	81	100		88	
	B2 Generally, I enjoy my work	92	92	90	90	100		100	86	93		88	
	B3 My work is varied and interesting to me	91	90	83	79	95		89	83	87		76	
	B4 My work gives me a sense of personal achievement	86	85	81	72	95		94	74	86		88	
	B5 I feel inspired to do my best work every day	80	81	71	71	86		83	63	87		71	
	B6 I feel I belong to a team	81	87	89	97	76		94	86	100		82	
	B7 I feel part of the University of Reading	76	81	74	86	90		72	75	67		71	
	B8 I feel valued by the University of Reading	59	64	46	55	52		50	43	47		53	
	B9 I feel valued by my colleagues	88	91	92	90	86		88	94	93		94	
	B10 I feel valued by students / internal customers	85	82	83	89	86		100	83	100		76	
	B11 I feel my job security at the University of Reading is good	70	75	62	68	70		44	56	53		76	
	B12 I'm interested in the University of Reading, to me it's not just a job *	91	91	97	100	100		94	97	100		88	
Pay and Benefits	C1 Overall, I feel the University of Reading offers a good pay and benefits package	68	73	69	76	80		39	72	67		76	
	C2 I feel fairly paid for the work I do	60	63	56	72	62		22	44	67		71	
	C3 I think my pay adequately reflects my performance	52	54	48	68	55		22	32	60		59	
	C4 I am aware of the University's arrangements for recognising and rewarding good performance	69	73	63	72	71		61	60	53		65	
	C5 I am aware of the benefits offered by the University	71	77	65	66	68		50	66	43		82	

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

## Internal benchmarking for Student & Application Services

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	Management / Professional Service and other	Student & Application Services	Admissions	Careers & Employability	RISIS Development and Support	Student Application Services Administration	Student Support Services & Operations	Student Wellbeing Services	Welfare & Pastoral Team	All other SAS	
Your Role	D1a I have a clear understanding about my role within the University of Reading	90	92	83	100	95		72	72	100		76	
	D1b I have a clear understanding about what I am expected to achieve in my job	89	89	82	93	100		72	69	100		76	
	D1c I have a clear understanding about expected standards of performance	91	92	87	97	100		89	75	87		94	
	D1d I have a clear understanding about expected standards of behaviour	96	97	97	97	100		100	94	100		100	
	D2 I am satisfied with my current role and level of responsibility	76	77	68	69	81		65	61	64		53	
	D3 I am trusted to do my job	93	94	91	93	90		89	83	100		100	
	D4 The division of responsibilities between staff in my work area feels fair	68	72	59	69	65		44	61	47		65	
	D5 I have enough freedom to do what is necessary to put students / internal customers first every time	77	82	70	86	86		89	58	60		71	
	D6 People are willing to help each other even if it means doing something outside their usual activities	82	85	80	83	67		88	86	93		65	
	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	41	41	54	45		28	37	33		65	
	D8 I don't worry about work outside my working hours *	39	47	49	59	29		44	56	53		59	
	D9 I don't find my current workload too much and I am not struggling to cope *	61	69	66	86	67		72	57	60		75	
	D10 I have adequate resources to complete my work	67	71	65	86	71		61	53	53		82	
D11 I don't feel priorities are changed too frequently for me to work efficiently *	63	66	60	79	65		50	49	71		65		
Considering Leaving	E1 I don't think about leaving the University *	65	68	60	66	67		56	64	57		65	
	E2 I'm not actively seeking to leave my job here at the University *	82	83	81	81	86		72	83	71		82	

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

## Internal benchmarking for Student & Application Services

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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Indicates areas for improvement – agreement from 50% fewer employees.

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Section	Question	University of Reading	Management / Professional Service and other	Student & Application Services	Admissions	Careers & Employability	RISIS Development and Support	Student Application Services Administration	Student Support Services & Operations	Student Wellbeing Services	Welfare & Pastoral Team	All other SAS	
Performance Development Review (PDR)	F1 Have you been employed by the University of Reading for over a year?	83	81	77	79	76		61	78	87		65	
	F2 Have you had an individual Performance Development Review (PDR) in the last 12 months? ^	75	71	40	26	79		55	18	31		55	
	F3 Was your Performance Development Review (PDR) useful for you? ^	68	68	60	50	73		33	60	100		67	
	F4 Did you agree clear objectives as part of your Performance Development Review (PDR)? ^	85	84	83	83	91		83	80	100		83	
	F5 Did the Performance Development Review (PDR) leave you feeling your work is valued by the University of Reading? ^	64	72	60	40	64		50	60	67		67	
	F6 As part of your Performance Development Review (PDR), did you agree a plan for your personal development needs? ^	74	75	68	67	82		83	60	75		67	
	F7 If you didn't have a Performance Development Review (PDR) in the last 12 months would you have liked to have one? ^	43	51	47	53	33		40	41	67		60	
Learning and Development	G1 I feel that I am given the same opportunities to develop as other staff	78	79	78	86	85		71	71	67		88	
	G2 I am satisfied with my current level of learning and development	75	72	72	90	81		76	69	64		65	
	G3 I have received sufficient training to enable me to do my job well	80	81	77	93	86		83	71	85		53	
	G4 Overall, I feel that the University of Reading provides appropriate development opportunities	77	76	74	93	90		59	76	57		82	

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

## Internal benchmarking for Student & Application Services

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Section	Question	University of Reading	Management / Professional Service and other	Student & Application Services	Admissions	Careers & Employability	RISIS Development and Support	Student Application Services Administration	Student Support Services & Operations	Student Wellbeing Services	Welfare & Pastoral Team	All other SAS	
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	69	59	70	78		56	38	67		82	
	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	72	66	77	78		69	52	77		71	
	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	73	58	72	78		59	41	46		71	
	H4 The UEB (Vice Chancellor, Deputy Vice Chancellor, Pro Vice Chancellors, Chief Financial Officer, and Chief Strategy Officer) listen to and respond to the views of staff	43	50	33	54	47		19	21	42		35	
	H5 The UEB (Vice Chancellor, Deputy Vice Chancellor, Pro Vice Chancellors, Chief Financial Officer, and Chief Strategy Officer) build strong, positive relationships with the community	69	75	70	75	83		59	68	50		76	
	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	81	73	70	78		75	72	50		81	

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

## Internal benchmarking for Student & Application Services

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	Management / Professional Service and other	Student & Application Services	Admissions	Careers & Employability	RISIS Development and Support	Student Application Services Administration	Student Support Services & Operations	Student Wellbeing Services	Welfare & Pastoral Team	All other SAS	
Culture and Values	I1 How much do you feel you know about the University’s strategic objectives i.e. Vision 2026?	70	73	72	83	80		44	64	67		76	
	I2 To what extent do you agree or disagree with the following statements in relation to the University’s strategic objectives i.e. Vision 2026? I understand them ^	81	81	77	96	73		75	70	78		77	
	I3 To what extent do you agree or disagree with the following statements in relation to the University’s strategic objectives i.e. Vision 2026? I am able to identify with them ^	64	65	57	78	67		75	35	33		67	
	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	66	50	79	53		63	35	33		54	
	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	65	48	74	47		63	35	33		54	
	I6 To what extent do you agree or disagree with the following statements in relation to the University’s strategic objectives i.e. Vision 2026? I feel they are moving the University in a direction that I support ^	69	77	63	83	71		75	72	22		69	
	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	73	63	83	50		88	53	50		83	
	I8 I feel the University of Reading delivers good quality service to students / internal customers	83	86	78	83	85		61	83	71		82	
	I9 I feel my Department / School / Function delivers good quality service to students / internal customers	92	93	92	100	100		83	92	93		76	
	I10 I feel proud to work for the University of Reading	85	89	84	93	89		83	89	92		76	

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

## Internal benchmarking for Student & Application Services

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	Management / Professional Service and other	Student & Application Services	Admissions	Careers & Employability	RISIS Development and Support	Student Application Services Administration	Student Support Services & Operations	Student Wellbeing Services	Welfare & Pastoral Team	All other SAS	
Culture and Values (continued)	I11 Would you recommend the University of Reading to a friend as a place to work?	81	85	72	86	90		56	63	62		76	
	I12 Would you recommend the University of Reading to a friend as a place to study?	89	91	82	93	80		67	77	92		88	
	I13 Are you aware of the University Values for Working Together and Professional Behaviours?	63	68	64	76	60		67	69	47		56	
	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	79	68	89	82		100	37	67		67	
	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	73	78	64		100	71	100		67	
	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	80	86	67		90	86	100		67	
	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	95	96	91	100		91	95	100		100	
Your School or Function Leadership	J1 My School / Function Leadership Team manage and lead our School / Function well	83	81	65	83	43		69	61	50		76	
	J2 My School / Function Leadership Team set out a clear vision of the future for our School / Function	76	73	57	79	55		44	60	29		69	
	J3 My School / Function Leadership Team support new ideas for improving services for students / internal customers	85	84	72	82	60		69	71	71		82	
	J4 My School / Function Leadership Team listen to and respond to the views of staff	75	75	54	66	29		44	57	62		65	
	J5 My School / Function Leadership Team build strong, positive relationships with other Schools and Functions	81	83	69	86	70		53	68	79		65	

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



## Internal benchmarking for Student & Application Services

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

		Total Reds	18	16	27	16	25		39	35	35		18
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Section	Question	University of Reading	Management / Professional Service and other	Student & Application Services	Admissions	Careers & Employability	RISIS Development and Support	Student Application Services Administration	Student Support Services & Operations	Student Wellbeing Services	Welfare & Pastoral Team	All other SAS	
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	88	88	93	100		94	83	87		76	
	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	89	90	97	95		89	89	87		76	
	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	94	93	100		94	94	93		82	
	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	94	96	96	100		100	94	87		94	
	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	91	97	90		94	92	87		82	
	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	86	82	86	95		83	78	80		69	
	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	80	72	71	80		89	69	80		59	
	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	76	70	75	90		71	63	80		65	
	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	82	79	83	81		88	72	93		53	
	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	74	70	63	84		81	61	77		65	
	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	83	77	83	86		78	74	87		65	
	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	80	73	76	85		67	69	85		65	

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

## Internal benchmarking for Student & Application Services

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Health, Safety and Wellbeing	L1 I am satisfied that my personal safety is treated seriously at work	95	95	92	100	95		78	89	100		88	
	L2 I feel safe and secure in my working environment	96	96	96	100	95		89	94	100		94	
	L3 I feel the University is interested in my physical wellbeing	78	83	71	86	80		65	63	77		76	
	L4 I feel the University is interested in my mental wellbeing	68	75	58	79	80		44	49	69		59	
	L5 The University provides support to help me maintain a healthy lifestyle and feeling of wellbeing	62	70	61	82	84		61	49	67		59	
	L6 The University provides a satisfying work environment	79	81	75	93	90		67	74	73		76	
	L7 Are you aware of the Employee Assistance Programme?	40	49	48	41	62		33	53	53		41	
Working at the University	M1 I can decide on my own how to go about doing my work	93	92	89	90	86		78	89	100		100	
	M2 I am satisfied with the support I get from my immediate manager	86	86	84	90	86		89	83	87		88	
	M3 I am satisfied with the support I get from my work colleagues	90	91	92	90	84		94	94	100		82	
	M4 There are usually sufficient people in the team I am working in to handle our workload	61	66	62	76	63		50	64	47		88	
	M5 Relationships at work are not strained *	75	76	83	86	70		82	81	93		88	
	M6 I am able to handle all the conflicting demands on my time at work *	66	70	68	69	75		65	69	79		76	
	M7 I have the right equipment to do my job	83	87	82	90	90		72	74	73		82	
	M8 I'm not required to do unimportant tasks which prevent me completing more important ones *	54	64	69	86	62		61	69	71		65	
	M9 I am able to take regular breaks on most days	69	74	75	90	80		72	72	57		76	
	M10 I have a place I can go to take a break at work	78	76	79	100	80		56	80	86		94	
	M11 I never feel stressed at work *	9	11	7	10	5		17	6	7		6	
	M12 Overall, I don't feel unduly stressed at work * ^	69	74	71	85	89		60	68	77		81	
Harassment and Bullying	N1 I'm not currently being harassed or bullied at work? *	97	98	99	97	100		100	100	100		100	
	N6 Are you aware of the Health Advocacy Respect and Care Advisors?	23	27	16	7	25		28	22	27		6	
	N7 Are you aware of the University's Harassment Advisors?	35	40	38	34	35		41	39	53		41	

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

## Internal benchmarking for Student & Application Services

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Diversity and Inclusion	O1 I believe the University of Reading is committed to equality of opportunity for all of its staff	91	93	88	100	81		78	81	93		100	
	O2 I am aware of the University's priorities for Diversity and Inclusion	91	92	86	89	80		78	92	93		82	
	O3 I am satisfied with my level of awareness of diversity issues and how to react appropriately with colleagues and students	95	95	92	100	86		89	97	100		82	
	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	90	100	80		81	83	100		94	
	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	84	74	84	62		63	73	92		76	
	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	90	93	80		83	89	100		94	
	O5b In the last 12 months I have not been made to feel uncomfortable whilst working for the University because of my race, gender, religion, sexual orientation, pregnancy / maternity / paternity, disability or age by a student *	96	97	97	100	100		94	97	100		88	
	O6a The University of Reading respects people equally regardless of their gender	92	93	89	100	84		88	89	93		88	
	O6b The University of Reading respects people equally regardless of their nationality / race	95	96	95	100	94		94	94	100		94	
	O6c The University of Reading respects people equally regardless of their disability status	96	97	96	100	84		100	97	100		94	
	O6d The University of Reading respects people equally regardless of their age	92	93	89	89	84		94	83	100		94	
	O6e The University of Reading respects people equally regardless of their sexual orientation	98	99	99	100	100		100	100	100		100	
	O6f The University of Reading respects people equally regardless of their religion or beliefs	98	98	99	100	94		100	97	100		100	
	O7 I have not felt discriminated against at work in the last 12 months? *	92	94	91	97	80		83	89	100		94	

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

## Internal benchmarking for Student & Application Services

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Communication	P1a I receive information in a timely way in regard to local issues in my area of work	81	80	76	90	76		83	60	93		59	
	P1b I receive information in a timely way in regard to wider University issues	76	76	69	75	76		61	66	93		59	
	P2a The information I receive is straightforward and I understand it in regard to local issues in my area of work	89	89	85	100	85		88	71	93		82	
	P2b The information I receive is straightforward and I understand it in regard to wider University issues	80	83	77	90	90		63	71	86		71	
	P3 There are opportunities for me to feed my views upwards in the University of Reading	57	63	47	59	42		56	44	33		47	
	P4 I know where to find information about important decisions made at the University of Reading	56	60	52	41	56		59	63	85		35	
	P5 On the whole, communication in the University of Reading is effective	60	63	55	66	60		50	50	64		41	
	P6 Communication between senior management and staff is effective	54	58	41	62	40		28	35	43		35	
	P7 On the whole, the different parts of the University of Reading communicate effectively with each other	42	43	35	37	30		40	41	38		47	
Staff Involvement	Q1 I feel there are adequate opportunities to raise points of concern	64	69	58	68	60		71	56	57		53	
	Q2 I feel able to voice my opinions	71	75	67	79	70		65	60	64		71	
	Q3 If I want to put forward new ideas or suggestions for improvement, I know how to do so	72	75	75	86	79		75	68	79		88	
	Q4 I am personally encouraged to look for ways to improve the way we do things	69	73	72	75	80		94	65	71		65	
	Q5 I am confident my ideas or suggestions will be listened to	60	65	54	71	60		41	52	46		71	
	Q6 I feel the University genuinely listens to staff views during consultations	43	49	34	59	25		13	26	46		53	
	Q7 I am confident I will get feedback on my ideas or suggestions	51	56	44	59	40		35	38	57		53	
	Q8a I feel there is good co-operation between teams in my department	83	83	90	86	90		89	89	100		88	
	Q8b I feel there is good co-operation between different departments	62	64	59	69	47		56	55	93		59	

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

## Internal benchmarking for Student & Application Services

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Managing Change	R1 The current pace of change in the University of Reading is about right	27	32	18	28	21		17	11	13		24	
	R2 In my opinion the recent PAS changes were well planned	17	20	11	12	26		7	12	14		7	
	R3 In my opinion the recent PAS changes were well explained	25	29	19	15	32		31	18	29		13	
	R4 In my opinion other recent changes (not PAS) have been well planned	38	43	30	58	44		21	23	15		33	
	R5 In my opinion other recent changes (not PAS) have been well explained	39	44	33	67	47		23	27	23		33	
	R6a Generally, change within my department is managed well	72	70	56	82	60		31	44	57		53	
	R6b Generally, change within the University of Reading is managed well	36	40	27	39	42		13	17	38		35	
	R6c Generally, the process of change does not cause me concern and worry *	49	56	50	50	70		38	47	43		71	
	R6d Generally, I don't feel more could be done to help staff prepare for and cope with change *	18	19	13	11	21		31	9	7		13	
	R6e Generally, I have seen some positive changes in the last 12 months	55	66	54	39	78		53	53	71		56	
	R6f Generally, I think things will improve in the next 12 months	61	72	67	77	68		76	64	42		94	
	R7 I feel action will be taken as a result of this survey	54	60	41	54	50		50	29	38		35	

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## Internal benchmarking for Student & Application Services

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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	2	4	6		0	0	0		7		
	Communication	10	16	11	17	25		0	6	0		21		
	Facilities / Environment	7	5	1	0	0		0	3	0		0		
	Feeling Valued / Supported	7	6	7	8	0		7	10	0		0		
	Health and Wellbeing	4	5	4	8	0		7	0	25		0		
	Job Satisfaction	1	1	0	0	0		0	0	0		0		
	Job Security	3	1	0	0	0		0	0	0		0		
	Managing Change	3	5	5	8	6		0	3	13		7		
	Management – Immediate / Local	3	2	2	0	0		0	0	0		7		
	Pay & Benefits	9	10	11	13	13		7	13	25		7		
	PAS / Re-organisation	15	11	21	21	13		29	19	25		0		
	Relationships / Co-operation	3	4	7	4	0		7	10	13		7		
	Role & Responsibilities	4	3	5	0	0		14	10	0		7		
	Student / Internal Customer Satisfaction	2	1	1	0	6		0	0	0		0		
	Senior Management	9	9	9	4	13		7	10	0		21		
	Systems / Processes	8	6	7	4	6		21	10	0		7		
	Training, Development & Progression	5	7	6	4	13		0	3	0		7		
	Other	4	4	2	4	0		0	3	0		0		

## Internal benchmarking for Student & Application Services

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Comment Themes (Continued)	S2 Please note below one thing that you think is good about working for the University of Reading. Which main theme would you say your comment is related to?																									
	Being Treated Fairly / Diversity & Inclusion	6	6	3	4	6		0	0	0		7														
	Communication	1	1	1	17	25		0	6	0		21														
	Facilities / Environment	12	13	15	0	0		0	3	0		0														
	Feeling Valued / Supported	12	12	10	8	0		7	10	0		0														
	Health and Wellbeing	5	5	3	8	0		7	0	25		0														
	Job Satisfaction	14	13	17	0	0		0	0	0		0														
	Job Security	3	3	1	0	0		0	0	0		0														
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	Pay & Benefits	4	5	5	13	13		7	13	25		7														
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	Training, Development & Progression	6	6	10	4	13		0	3	0		7														
	Other	7	7	4	4	0		0	3	0		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"/> <sub>4</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>1</sub>

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



### Non-scale questions

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

#### Example:

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

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

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

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

'Never' is considered the positive response.

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

'About right' is considered the positive response.

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

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

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

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

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

### Negatively worded questions

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

#### Example:

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

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

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

### Understanding the effect of rounding

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

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

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

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

#### EXAMPLE:

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

## Values assigned to questions in order to rank responses

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

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

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

For example:

The University of Reading is a good place to work

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

Calculation for average question score:

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**.