



University of Reading

Area of Work Report

Delivering quality survey,
research and analysis solutions.



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

Response Rate

The selected area of work achieved a response rate of 48% i.e. 55 of the 114 employees in Technical Services responded to the survey.

Presentation of results

This report presents a summary of the results for Technical 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 questions¹ to ensure anonymity is maintained. The area of work question results are presented in a descending ranked order within each section they appear in the questionnaire i.e. the most positive responses appear at the top of the section in list format. All results are colour coded to help to identify areas of strength or opportunities for improvement.

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

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

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



Part E: Comment Themes for the selected area of work

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

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

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

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

Part G: Internal benchmarking

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

Part H: Appendix - User Guide

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



Part A - Most positive perceptions for Technical 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:	55
Question	AOW %	
N1 I'm not currently being harassed or bullied at work? *	100	
O6e The University of Reading respects people equally regardless of their sexual orientation	100	
O6b The University of Reading respects people equally regardless of their nationality / race	98	
O6f The University of Reading respects people equally regardless of their religion or beliefs	98	
D1d I have a clear understanding about expected standards of behaviour	96	
O3 I am satisfied with my level of awareness of diversity issues and how to react appropriately with colleagues and students	96	
O6a The University of Reading respects people equally regardless of their gender	96	
O6d The University of Reading respects people equally regardless of their age	96	
D3 I am trusted to do my job	95	
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	
M1 I can decide on my own how to go about doing my work	95	
O5b In the last 12 months I have not been made to feel uncomfortable whilst working for the University because of my race, gender, religion, sexual orientation, pregnancy / maternity / paternity, disability or age by a student *	94	
O6c The University of Reading respects people equally regardless of their disability status	94	
B3 My work is varied and interesting to me	93	
D1c I have a clear understanding about expected standards of performance	93	
I9 I feel my Department / School / Function delivers good quality service to students / internal customers	93	
L1 I am satisfied that my personal safety is treated seriously at work	93	
L2 I feel safe and secure in my working environment	93	
O1 I believe the University of Reading is committed to equality of opportunity for all of its staff	93	

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



Part B - Least positive perceptions and areas identified for improvement for Technical 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:	55
Question	AOW %	
M11 I never feel stressed at work *	7	
R2 In my opinion the recent PAS changes were well planned	15	
R6d Generally, I don't feel more could be done to help staff prepare for and cope with change *	17	
R1 The current pace of change in the University of Reading is about right	19	
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 *	24	
N6 Are you aware of the Health Advocacy Respect and Care Advisors?	25	
N7 Are you aware of the University's Harassment Advisors?	27	
F7 If you didn't have a Performance Development Review (PDR) in the last 12 months would you have liked to have one? ^	29	
R6b Generally, change within the University of Reading is managed well	32	
D8 I don't worry about work outside my working hours *	33	
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	37	
C3 I think my pay adequately reflects my performance	39	
R4 In my opinion other recent changes (not PAS) have been well planned	39	
Q6 I feel the University genuinely listens to staff views during consultations	41	
R3 In my opinion the recent PAS changes were well explained	42	
L7 Are you aware of the Employee Assistance Programme?	44	
P7 On the whole, the different parts of the University of Reading communicate effectively with each other	45	
P4 I know where to find information about important decisions made at the University of Reading	46	
C2 I feel fairly paid for the work I do	47	
R5 In my opinion other recent changes (not PAS) have been well explained	47	
Q7 I am confident I will get feedback on my ideas or suggestions	50	
R7 I feel action will be taken as a result of this survey	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 +/-7%, and UoR has a confidence interval of +/-1%. Therefore as a guide there would need to be a difference of more than eight percentage points for this to be considered a real difference between the scores.



Part C - Strength report by section for Technical 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 █ 51% - 74% = Opportunity for improvement █ 50% or lower = Needs improvement	Positive difference: 59 No difference: 7 Negative difference: 88
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Question	Total number of responses:		
	AOW %	UoR %	+/-

Section A: Work-Life Balance

A4 I believe that if I requested flexible working arrangements, my request would be considered fairly	83	82	1
A5 I am able to take advantage of flexible working on an informal basis	75	80	-5
A1 The University of Reading provides good support to help me balance my work and personal commitments	75	74	1
A3 I am aware of the formal flexible working arrangements at the University (e.g. part time working, condensed hours etc)	72	77	-5
A2 I feel I have a good work-life balance	65	70	-5

Section B: Job Satisfaction

B3 My work is varied and interesting to me	93	91	2
B9 I feel valued by my colleagues	91	88	3
B1 The University of Reading is a good place to work	91	87	4
B2 Generally, I enjoy my work	89	92	-3
B12 I'm interested in the University of Reading, to me it's not just a job *	83	91	-8
B4 My work gives me a sense of personal achievement	82	86	-4
B6 I feel I belong to a team	81	81	0
B5 I feel inspired to do my best work every day	78	80	-2
B10 I feel valued by students / internal customers	76	85	-9
B7 I feel part of the University of Reading	69	76	-7
B11 I feel my job security at the University of Reading is good	67	70	-3

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



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

	75% or higher = Strength	Positive difference:	59
	51% - 74% = Opportunity for improvement	No difference:	7
	50% or lower = Needs improvement	Negative difference:	88

Question	Total number of responses:	55	2673
	AOW %	UoR %	+/-

Section B: Job Satisfaction

B8 I feel valued by the University of Reading	60	59	1
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Section C: Pay and Benefits

C4 I am aware of the University's arrangements for recognising and rewarding good performance	82	69	13
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C5 I am aware of the benefits offered by the University	69	71	-2
---	----	----	----

C1 Overall, I feel the University of Reading offers a good pay and benefits package	57	68	-11
---	----	----	-----

C2 I feel fairly paid for the work I do	47	60	-13
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C3 I think my pay adequately reflects my performance	39	52	-13
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Section D: Your Role

D1d I have a clear understanding about expected standards of behaviour	96	96	0
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D3 I am trusted to do my job	95	93	2
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D1c I have a clear understanding about expected standards of performance	93	91	2
--	----	----	---

D1b I have a clear understanding about what I am expected to achieve in my job	87	89	-2
--	----	----	----

D6 People are willing to help each other even if it means doing something outside their usual activities	87	82	5
--	----	----	---

D1a I have a clear understanding about my role within the University of Reading	83	90	-7
---	----	----	----

D5 I have enough freedom to do what is necessary to put students / internal customers first every time	78	77	1
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D2 I am satisfied with my current role and level of responsibility	71	76	-5
--	----	----	----

D4 The division of responsibilities between staff in my work area feels fair	70	68	2
--	----	----	---

D9 I don't find my current workload too much and I am not struggling to cope *	69	61	8
--	----	----	---

D11 I don't feel priorities are changed too frequently for me to work efficiently *	67	63	4
---	----	----	---

D10 I have adequate resources to complete my work	62	67	-5
---	----	----	----

D8 I don't worry about work outside my working hours *	33	39	-6
--	----	----	----

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 *	24	33	-9
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Section E: Considering Leaving

E2 I'm not actively seeking to leave my job here at the University *	76	82	-6
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E1 I don't think about leaving the University *	63	65	-2
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Section F: Performance Development Review (PDR)

F2 Have you had an individual Performance Development Review (PDR) in the last 12 months? ^	82	75	7
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F6 As part of your Performance Development Review (PDR), did you agree a plan for your personal development needs? ^	78	74	4
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F4 Did you agree clear objectives as part of your Performance Development Review (PDR)? ^	75	85	-10
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F5 Did the Performance Development Review (PDR) leave you feeling your work is valued by the University of Reading? ^	67	64	3
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* Subset question(s), * Negatively worded question(s) - See 'Understanding strength analysis' section.



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

	75% or higher = Strength	Positive difference:	59
	51% - 74% = Opportunity for improvement	No difference:	7
	50% or lower = Needs improvement	Negative difference:	88

	Total number of responses:	55	2673
Question	AOW %	UoR %	+/-

Section F: Performance Development Review (PDR)

F3 Was your Performance Development Review (PDR) useful for you? ^	64	68	-4
F7 If you didn't have a Performance Development Review (PDR) in the last 12 months would you have liked to have one? ^	29	43	-14

Section G: Learning and Development

G3 I have received sufficient training to enable me to do my job well	84	80	4
G4 Overall, I feel that the University of Reading provides appropriate development opportunities	75	77	-2
G1 I feel that I am given the same opportunities to develop as other staff	72	78	-6
G2 I am satisfied with my current level of learning and development	58	75	-17

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	72	76	-4
H3 The UEB (Vice Chancellor, Deputy Vice Chancellor, Pro Vice Chancellors, Chief Financial Officer, and Chief Strategy Officer) support new ideas for improving services for students / internal customers	70	69	1
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	69	0
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	62	69	-7
H1 The UEB (Vice Chancellor, Deputy Vice Chancellor, Pro Vice Chancellors, Chief Financial Officer, and Chief Strategy Officer) manage and lead the University well	56	61	-5
H4 The UEB (Vice Chancellor, Deputy Vice Chancellor, Pro Vice Chancellors, Chief Financial Officer, and Chief Strategy Officer) listen to and respond to the views of staff	37	43	-6

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 ^	95	92	3
I9 I feel my Department / School / Function delivers good quality service to students / internal customers	93	92	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 ^	88	69	19
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 ^	84	88	-4
I10 I feel proud to work for the University of Reading	83	85	-2
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 ^	83	85	-2
I8 I feel the University of Reading delivers good quality service to students / internal customers	81	83	-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	Positive difference:	59
	51% - 74% = Opportunity for improvement	No difference:	7
	50% or lower = Needs improvement	Negative difference:	88

	Total number of responses:	55	2673
Question	AOW %	UoR %	+/-

Section I: Culture and Values

I7 To what extent do you agree or disagree with the following statements in relation to the University's strategic objectives i.e. Vision 2026? I feel the University has got the right balance of teaching and research in place to achieve our 'Vision 2026'	79	64	15
I12 Would you recommend the University of Reading to a friend as a place to study?	77	89	-12
I11 Would you recommend the University of Reading to a friend as a place to work?	77	81	-4
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 ^	74	76	-2
I2 To what extent do you agree or disagree with the following statements in relation to the University's strategic objectives i.e. Vision 2026? I understand them ^	73	81	-8
I5 To what extent do you agree or disagree with the following statements in relation to the University's strategic objectives i.e. Vision 2026? I understand how my role contributes to them ^	73	64	9
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 ^	72	63	9
I13 Are you aware of the University Values for Working Together and Professional Behaviours?	69	63	6
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	64	0
I1 How much do you feel you know about the University's strategic objectives i.e. Vision 2026?	56	70	-14

Section J: Your School or Function Leadership

J3 My School / Function Leadership Team support new ideas for improving services for students / internal customers	82	85	-3
J1 My School / Function Leadership Team manage and lead our School / Function well	81	83	-2
J5 My School / Function Leadership Team build strong, positive relationships with other Schools and Functions	76	81	-5
J4 My School / Function Leadership Team listen to and respond to the views of staff	76	75	1
J2 My School / Function Leadership Team set out a clear vision of the future for our School / Function	69	76	-7

Section K: Your Manager / Supervisor

K4 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) would be supportive in a personal crisis	92	93	-1
K3 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) is approachable	89	93	-4
K5 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) respects and values me	89	90	-1
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	87	86	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	82	88	-6
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

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



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

	75% or higher = Strength	Positive difference:	59
	51% - 74% = Opportunity for improvement	No difference:	7
	50% or lower = Needs improvement	Negative difference:	88

Question	Total number of responses:		AOW %	UoR %	+/-
	55	2673			

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	78	81	-3
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	78	79	-1
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	76	81	-5
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	76	79	-3
K8 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) helps to motivate me to give my best	75	74	1
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	68	72	-4

Section L: Health, Safety and Wellbeing

L2 I feel safe and secure in my working environment	93	96	-3
L1 I am satisfied that my personal safety is treated seriously at work	93	95	-2
L3 I feel the University is interested in my physical wellbeing	85	78	7
L6 The University provides a satisfying work environment	72	79	-7
L4 I feel the University is interested in my mental wellbeing	68	68	0
L5 The University provides support to help me maintain a healthy lifestyle and feeling of wellbeing	56	62	-6
L7 Are you aware of the Employee Assistance Programme?	44	40	4

Section M: Working at the University

M1 I can decide on my own how to go about doing my work	95	93	2
M3 I am satisfied with the support I get from my work colleagues	87	90	-3
M10 I have a place I can go to take a break at work	85	78	7
M9 I am able to take regular breaks on most days	84	69	15
M2 I am satisfied with the support I get from my immediate manager	82	86	-4
M5 Relationships at work are not strained *	73	75	-2
M7 I have the right equipment to do my job	71	83	-12
M12 Overall, I don't feel unduly stressed at work * ^	65	69	-4
M8 I'm not required to do unimportant tasks which prevent me completing more important ones *	65	54	11
M4 There are usually sufficient people in the team I am working in to handle our workload	64	61	3
M6 I am able to handle all the conflicting demands on my time at work *	54	66	-12
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? *	100	97	3
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[^] Subset question(s), * Negatively worded question(s) - See 'Understanding strength analysis' section.



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

	75% or higher = Strength	Positive difference:	59
	51% - 74% = Opportunity for improvement	No difference:	7
	50% or lower = Needs improvement	Negative difference:	88

	Total number of responses:	55	2673
Question	AOW %	UoR %	+/-

Section N: Harassment and Bullying

N7 Are you aware of the University's Harassment Advisors?	27	35	-8
N6 Are you aware of the Health Advocacy Respect and Care Advisors?	25	23	2

Section O: Diversity and Inclusion

O6e The University of Reading respects people equally regardless of their sexual orientation	100	98	2
O6f The University of Reading respects people equally regardless of their religion or beliefs	98	98	0
O6b The University of Reading respects people equally regardless of their nationality / race	98	95	3
O3 I am satisfied with my level of awareness of diversity issues and how to react appropriately with colleagues and students	96	95	1
O6a The University of Reading respects people equally regardless of their gender	96	92	4
O6d The University of Reading respects people equally regardless of their age	96	92	4
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 *	94	96	-2
O6c The University of Reading respects people equally regardless of their disability status	94	96	-2
O1 I believe the University of Reading is committed to equality of opportunity for all of its staff	93	91	2
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	92	94	-2
O7 I have not felt discriminated against at work in the last 12 months? *	91	92	-1
O2 I am aware of the University's priorities for Diversity and Inclusion	91	91	0
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 *	91	90	1
O4b I feel the University of Reading acts fairly, regardless of race, gender, religion, sexual orientation, pregnancy / maternity / paternity, disability or age with regard to career progression / promotion	90	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	91	89	2
P2b The information I receive is straightforward and I understand it in regard to wider University issues	78	80	-2
P1a I receive information in a timely way in regard to local issues in my area of work	66	81	-15
P1b I receive information in a timely way in regard to wider University issues	64	76	-12
P6 Communication between senior management and staff is effective	63	54	9
P3 There are opportunities for me to feed my views upwards in the University of Reading	61	57	4
P5 On the whole, communication in the University of Reading is effective	54	60	-6
P4 I know where to find information about important decisions made at the University of Reading	46	56	-10

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



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

	75% or higher = Strength	Positive difference:	59
	51% - 74% = Opportunity for improvement	No difference:	7
	50% or lower = Needs improvement	Negative difference:	88

	Total number of responses:	55	2673
Question	AOW %	UoR %	+/-

Section P: Communication

P7 On the whole, the different parts of the University of Reading communicate effectively with each other	45	42	3
---	----	----	---

Section Q: Staff Involvement

Q8a I feel there is good co-operation between teams in my department	87	83	4
Q2 I feel able to voice my opinions	72	71	1
Q1 I feel there are adequate opportunities to raise points of concern	71	64	7
Q4 I am personally encouraged to look for ways to improve the way we do things	67	69	-2
Q3 If I want to put forward new ideas or suggestions for improvement, I know how to do so	64	72	-8
Q5 I am confident my ideas or suggestions will be listened to	58	60	-2
Q8b I feel there is good co-operation between different departments	57	62	-5
Q7 I am confident I will get feedback on my ideas or suggestions	50	51	-1
Q6 I feel the University genuinely listens to staff views during consultations	41	43	-2

Section R: Managing Change

R6f Generally, I think things will improve in the next 12 months	78	61	17
R6e Generally, I have seen some positive changes in the last 12 months	69	55	14
R6a Generally, change within my department is managed well	68	72	-4
R6c Generally, the process of change does not cause me concern and worry *	51	49	2
R7 I feel action will be taken as a result of this survey	50	54	-4
R5 In my opinion other recent changes (not PAS) have been well explained	47	39	8
R3 In my opinion the recent PAS changes were well explained	42	25	17
R4 In my opinion other recent changes (not PAS) have been well planned	39	38	1
R6b Generally, change within the University of Reading is managed well	32	36	-4
R1 The current pace of change in the University of Reading is about right	19	27	-8
R6d Generally, I don't feel more could be done to help staff prepare for and cope with change *	17	18	-1
R2 In my opinion the recent PAS changes were well planned	15	17	-2

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



Part D - Frequency Charts for Technical 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.

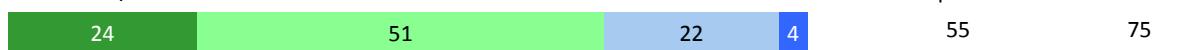
To ensure the figures are accurate, rounding is applied at the last stage of the calculation and is rounded to the nearest percentage point. This may mean the total positive percentage displayed can be up to 1% different from simply adding together the two positive percentages. [A more detailed explanation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



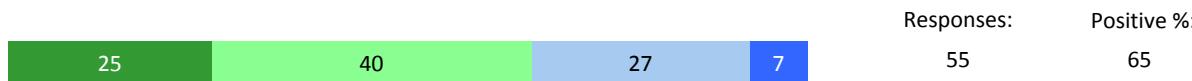
Part D - Frequency Charts for Technical Services

Section A: Work-Life Balance

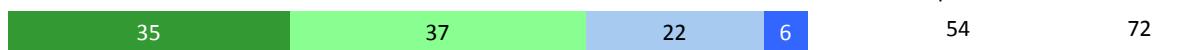
A1 The University of Reading provides good support to help me balance my work and personal commitments



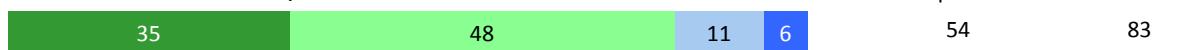
A2 I feel I have a good work-life balance



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



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



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



Agree



Tend to Agree



Tend to Disagree

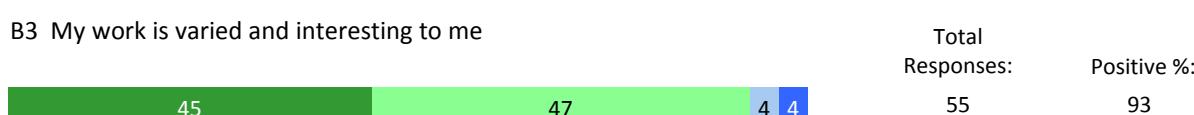
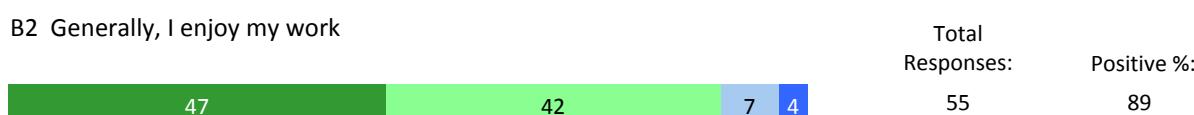


Disagree



Part D - Frequency Charts for Technical Services

Section B: Job Satisfaction



Agree
 Tend to Agree
 Tend to Disagree
 Disagree



Part D - Frequency Charts for Technical Services

Section B: Job Satisfaction

B9 I feel valued by my colleagues

Total Responses: 55 Positive %: 91

51

40

4

5

B10 I feel valued by students / internal customers

Total Responses: 55 Positive %: 76

35

42

18

5

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

Total Responses: 55 Positive %: 67

29

38

25

7

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: 54 Positive %: 83

6

11

30

54

Agree

Tend to Agree

Tend to Disagree

Disagree



Part D - Frequency Charts for Technical Services

Section C: Pay and Benefits

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



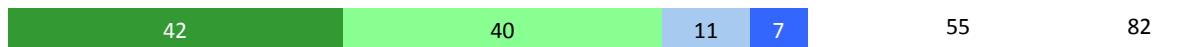
C2 I feel fairly paid for the work I do



C3 I think my pay adequately reflects my performance



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



C5 I am aware of the benefits offered by the University



Agree Tend to Agree Tend to Disagree Disagree



Part D - Frequency Charts for Technical Services

Section D: Your Role

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



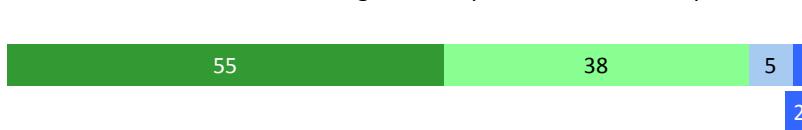
Total Responses: 54 Positive %: 83

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



Total Responses: 55 Positive %: 87

D1c I have a clear understanding about expected standards of performance



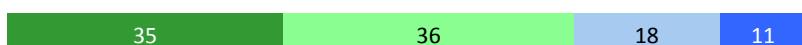
Total Responses: 55 Positive %: 93

D1d I have a clear understanding about expected standards of behaviour



Total Responses: 55 Positive %: 96

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



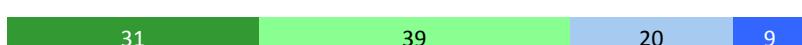
Total Responses: 55 Positive %: 71

D3 I am trusted to do my job



Total Responses: 55 Positive %: 95

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



Total Responses: 54 Positive %: 70



Agree



Tend to Agree



Tend to Disagree



Disagree



Part D - Frequency Charts for Technical 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: 54
Positive %: 78

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

Total Responses: 55
Positive %: 87

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: 54
Positive %: 24

D8 I often worry about work outside my working hours

Total Responses: 55
Positive %: 33

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

Total Responses: 54
Positive %: 69

Agree Tend to Agree Tend to Disagree Disagree

D10 I have adequate resources to complete my work

Total Responses: 55
Positive %: 62

Agree Tend to Agree Tend to Disagree Disagree

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

Total Responses: 54
Positive %: 67

Agree Tend to Agree Tend to Disagree Disagree



Part D - Frequency Charts for Technical Services

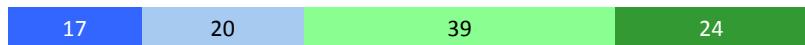
Section E: Considering Leaving

E1 I often think about leaving the University

Total Responses:

54

Positive %:

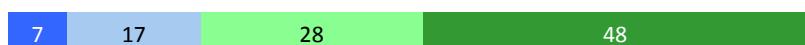


E2 I am actively seeking to leave my job here at the University

Total Responses:

54

Positive %:



Agree

Tend to Agree

Tend to Disagree

Disagree



Part D - Frequency Charts for Technical Services

Section F: Performance Development Review (PDR)

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

Total Responses:
55

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

Total Responses:
44 Positive %:

82

18

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

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

Total Responses:
36 Positive %:
64

64

36

(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:
36 Positive %:
75

75

25

(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:
36 Positive %:
67

67

33

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

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

Total Responses:
36 Positive %:
78

78

22

(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:
7 Positive %:
29

29

29

43

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



Yes



No

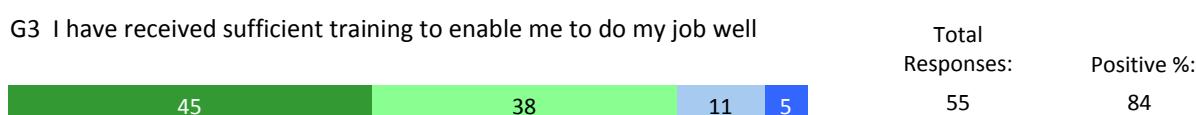
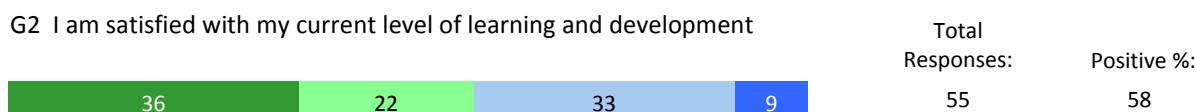


Not Sure



Part D - Frequency Charts for Technical Services

Section G: Learning and Development

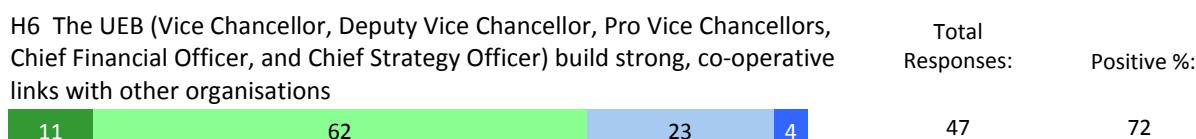
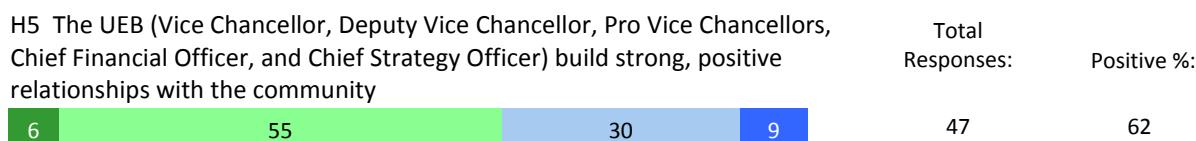
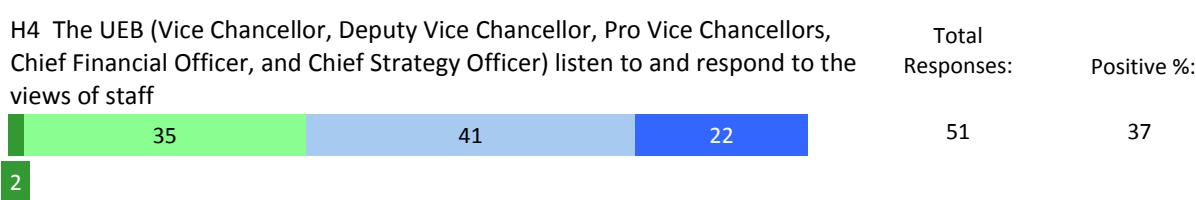
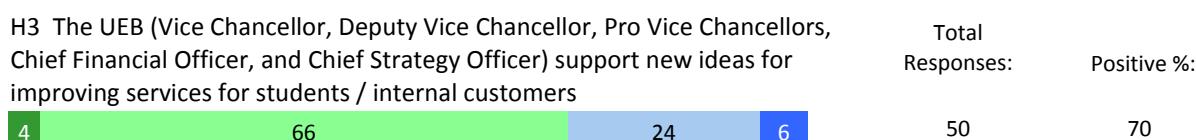
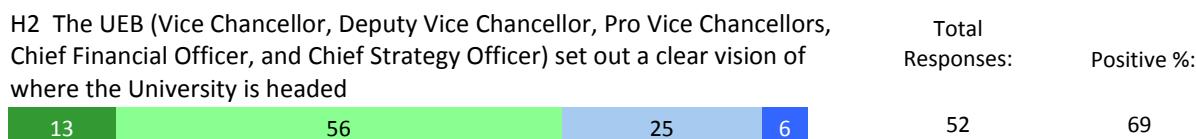
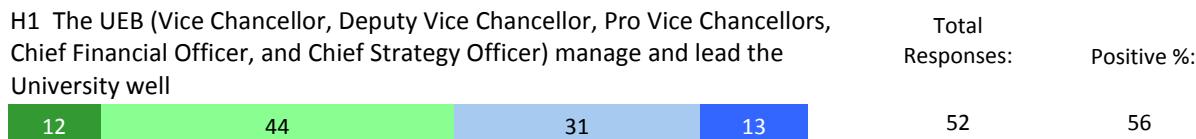


Agree Tend to Agree Tend to Disagree Disagree



Part D - Frequency Charts for Technical Services

Section H: University Executive Board (UEB)



Agree
 Tend to Agree
 Tend to Disagree
 Disagree

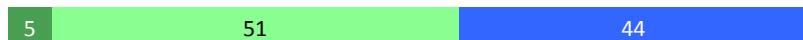


Part D - Frequency Charts for Technical Services

Section I: Culture and Values

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

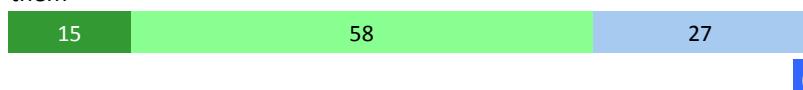
Total Responses: 55 Positive %: 56



A Lot A Little Nothing

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

Total Responses: 26 Positive %: 73



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

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

Total Responses: 25 Positive %: 64



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

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

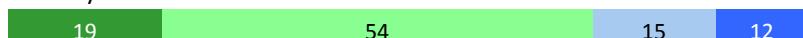
Total Responses: 25 Positive %: 72



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

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

Total Responses: 26 Positive %: 73



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

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

Total Responses: 26 Positive %: 88



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

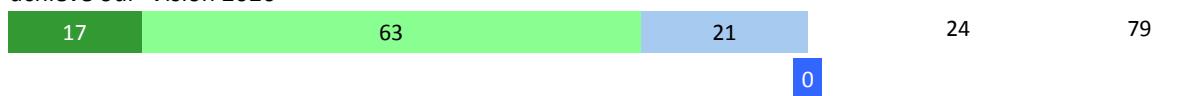
Agree Tend to Agree Tend to Disagree Disagree



Part D - Frequency Charts for Technical Services

Section I: Culture and Values

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

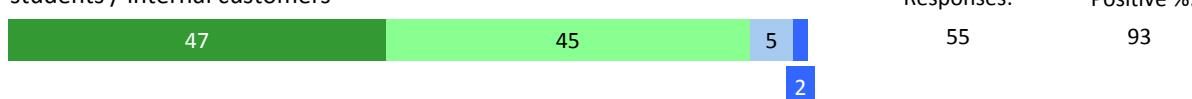


(based on the number of respondents answering 'A Lot' or 'A Little' to I1)

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



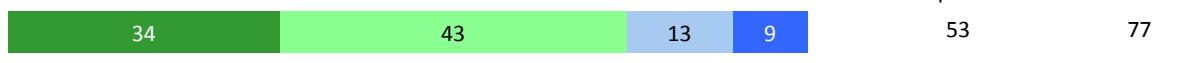
I9 I feel my Department / School / Function delivers good quality service to students / internal customers



I10 I feel proud to work for the University of Reading



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



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



Agree Tend to Agree Tend to Disagree Disagree

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



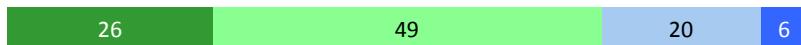
Yes No



Part D - Frequency Charts for Technical Services

Section I: Culture and Values

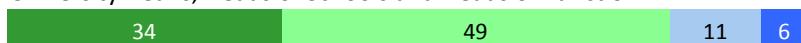
I14 To what extent do you agree or disagree the following people in the University demonstrate our Values and Professional Behaviours at work: The UEB



Total Responses: 35 Positive %: 74

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

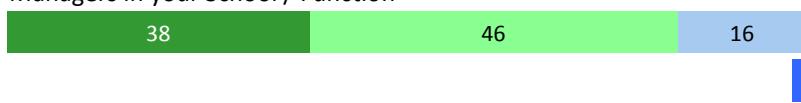
I15 To what extent do you agree or disagree the following people in the University demonstrate our Values and Professional Behaviours at work: University Deans, Heads of Schools and Heads of Function



Total Responses: 35 Positive %: 83

(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: 37 Positive %: 84

(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: 38 Positive %: 95

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





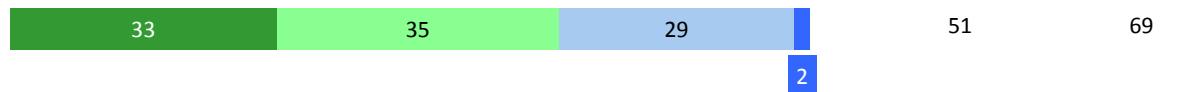
Part D - Frequency Charts for Technical Services

Section J: Your School or Function Leadership

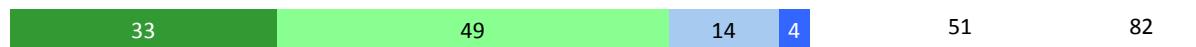
J1 My School / Function Leadership Team manage and lead our School / Function well



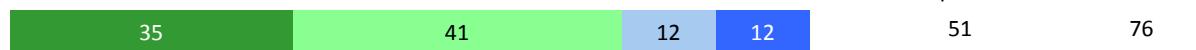
J2 My School / Function Leadership Team set out a clear vision of the future for our School / Function



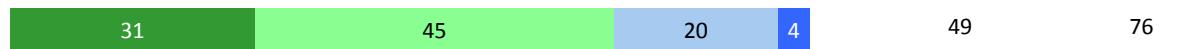
J3 My School / Function Leadership Team support new ideas for improving services for students / internal customers



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



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

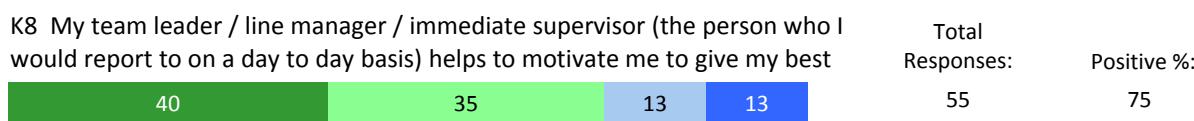
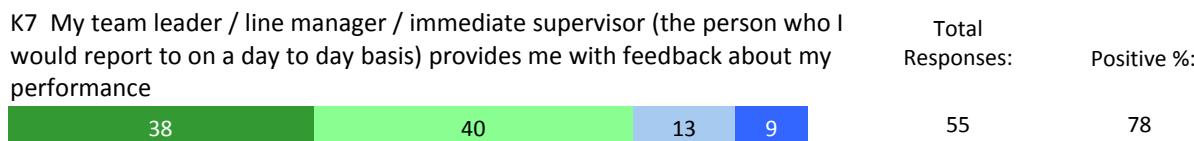
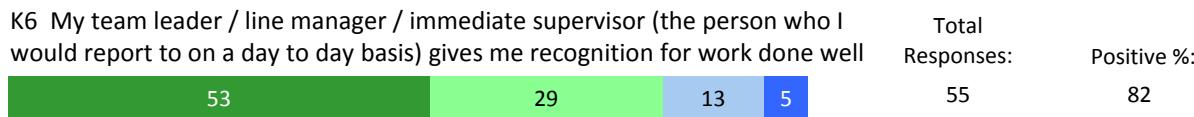
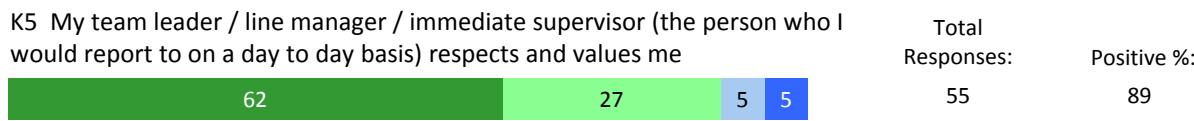
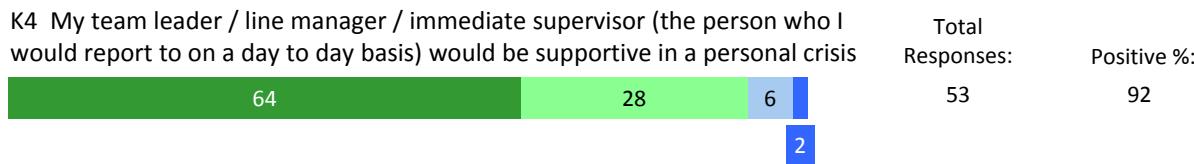
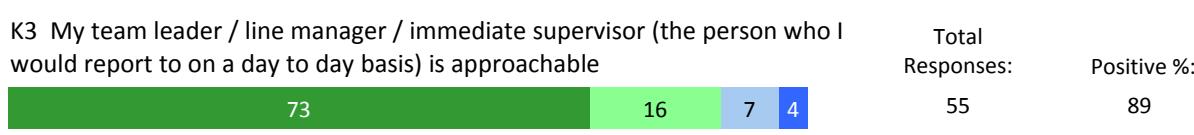
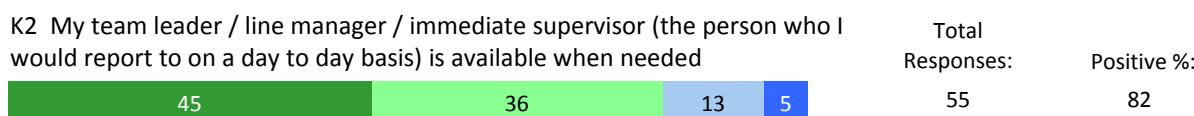
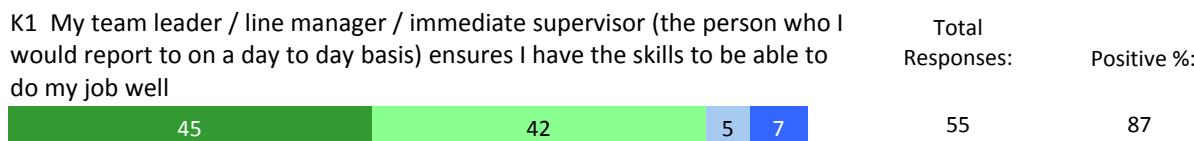


Agree
 Tend to Agree
 Tend to Disagree
 Disagree



Part D - Frequency Charts for Technical Services

Section K: Your Manager / Supervisor

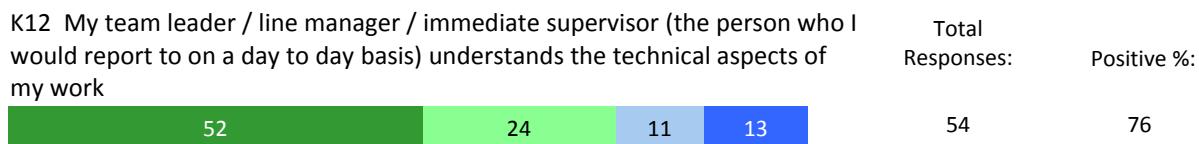
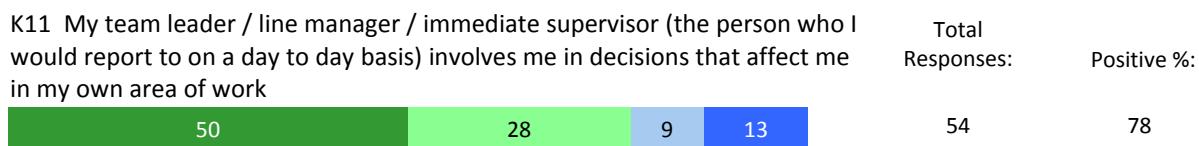
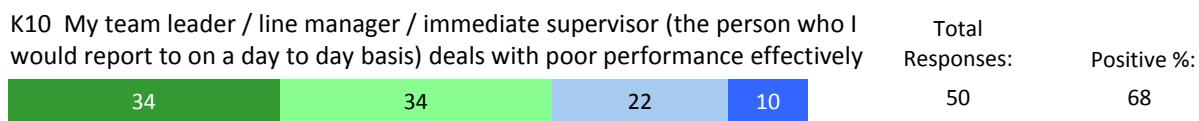
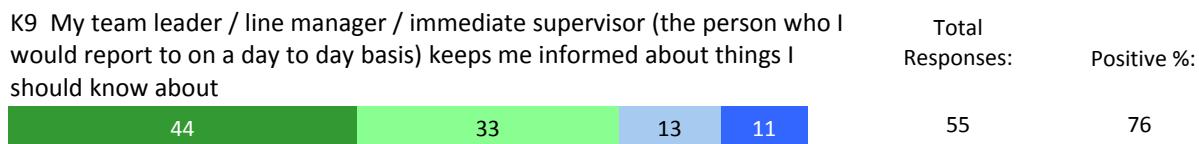


Agree Tend to Agree Tend to Disagree Disagree



Part D - Frequency Charts for Technical Services

Section K: Your Manager / Supervisor

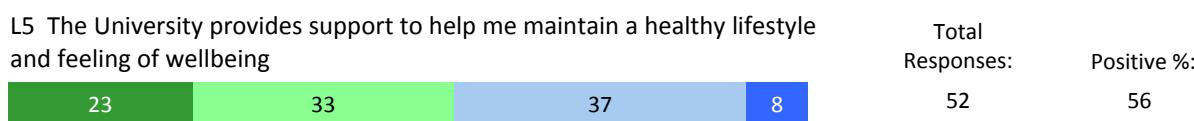
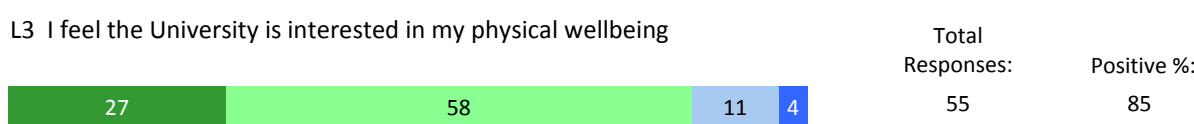
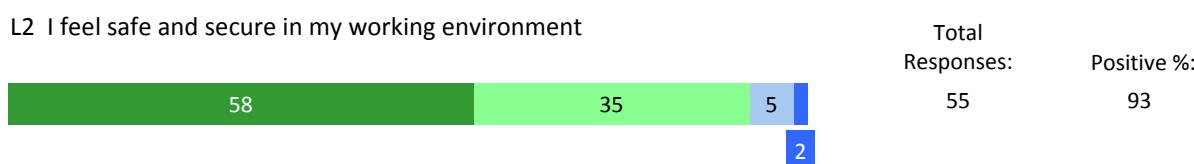
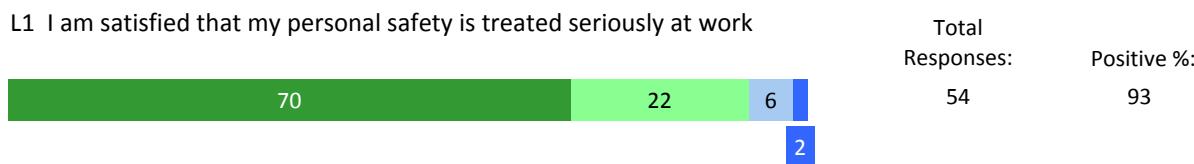


Agree Tend to Agree Tend to Disagree Disagree

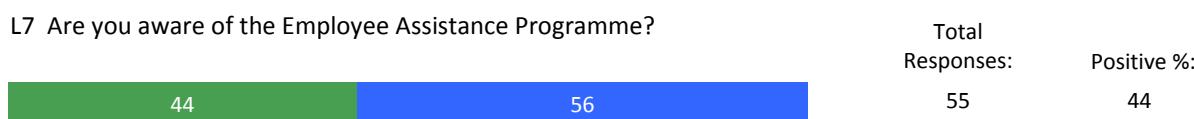


Part D - Frequency Charts for Technical Services

Section L: Health, Safety and Wellbeing



Agree Tend to Agree Tend to Disagree Disagree

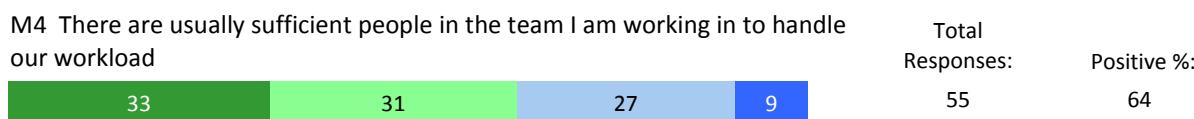
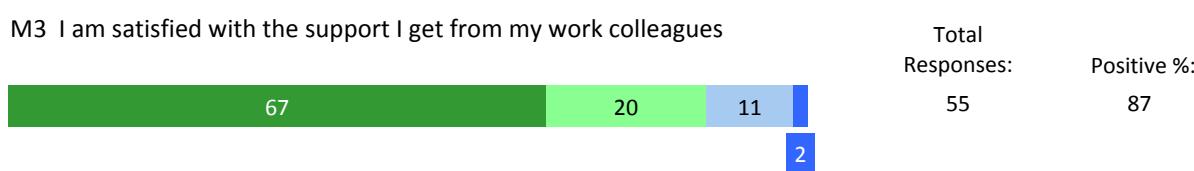
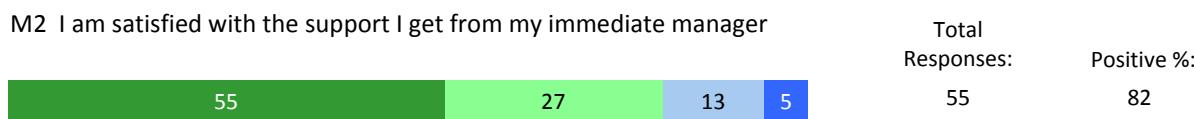


Yes No

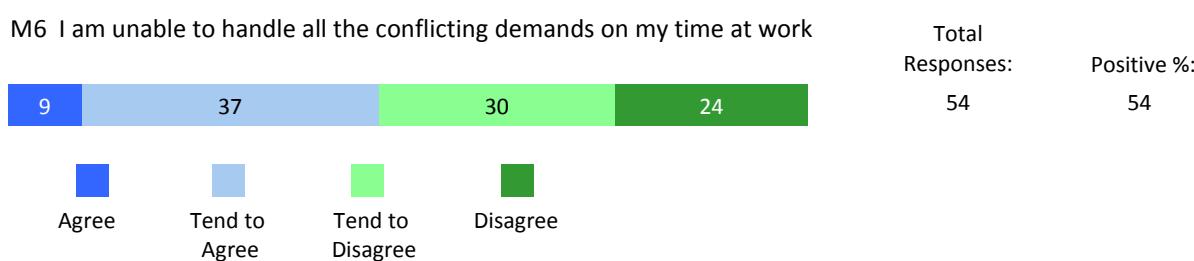
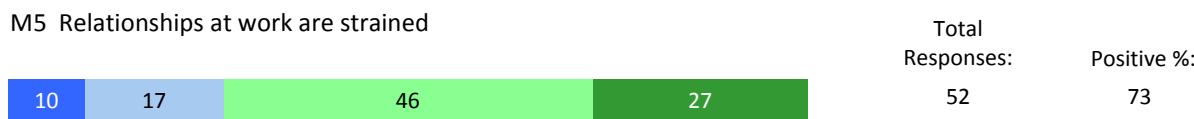


Part D - Frequency Charts for Technical Services

Section M: Working at the University



Agree Tend to Agree Tend to Disagree Disagree



Agree Tend to Agree Tend to Disagree Disagree



Agree Tend to Agree Tend to Disagree Disagree



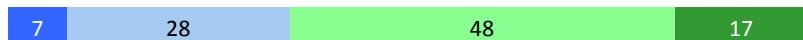
Part D - Frequency Charts for Technical Services

Section M: Working at the University

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

Total Responses:

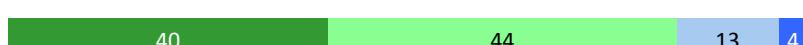
Positive %:



Agree Tend to Agree Tend to Disagree Disagree

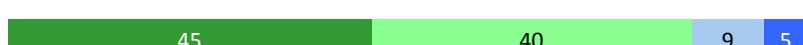
M9 I am able to take regular breaks on most days

Total Responses: Positive %:



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

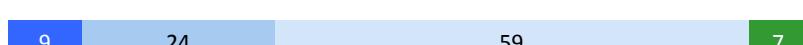
Total Responses: Positive %:



Agree Tend to Agree Tend to Disagree Disagree

M11 I feel stressed at work

Total Responses: Positive %:



Always Frequently Occasionally Never

M12 Overall, I feel unduly stressed at work

Total Responses: Positive %:



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

Yes No



Part D - Frequency Charts for Technical Services

Section N: Harassment and Bullying

N1 Are you currently being harassed or bullied at work?

Total Responses:

54

Positive %:

100



Yes

No

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

Total Responses:

55

Positive %:

25



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

Total Responses:

55

Positive %:

27

Yes

No



Part D - Frequency Charts for Technical 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: 54 Positive %:



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

Total Responses: 54 Positive %:



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

Total Responses: 53 Positive %:



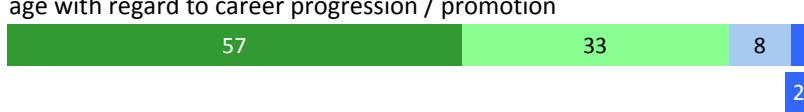
O4a I feel the University of Reading acts fairly, regardless of race, gender, religion, sexual orientation, pregnancy / maternity / paternity, disability or age with regard to recruitment

Total Responses: 51 Positive %:



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: 51 Positive %:



Agree Tend to Agree Tend to Disagree Disagree



Part D - Frequency Charts for Technical Services

Section O: Diversity and Inclusion

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



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



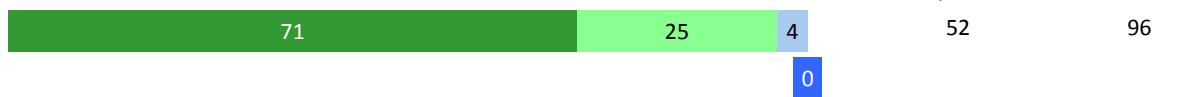
Agree Tend to Agree Tend to Disagree Disagree



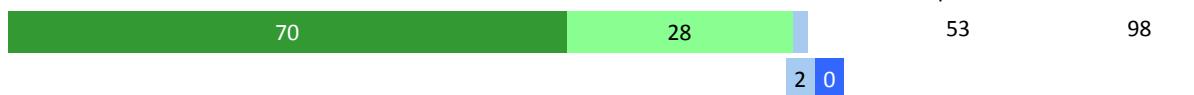
Part D - Frequency Charts for Technical Services

Section O: Diversity and Inclusion

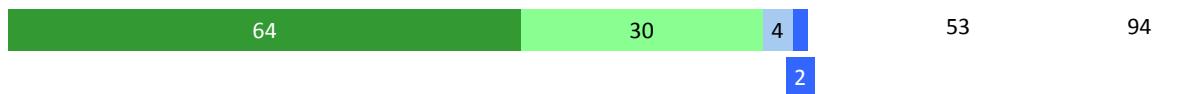
O6a The University of Reading respects people equally regardless of their gender



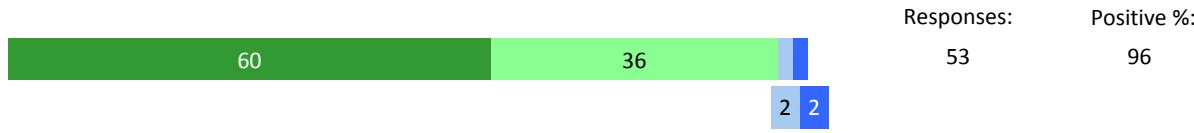
O6b The University of Reading respects people equally regardless of their nationality / race



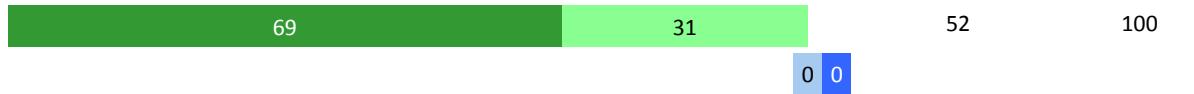
O6c The University of Reading respects people equally regardless of their disability status



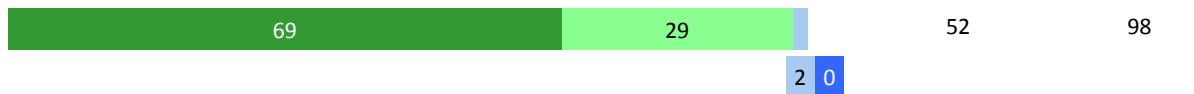
O6d The University of Reading respects people equally regardless of their age



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



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



Agree Tend to Agree Tend to Disagree Disagree

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



Yes No



Part D - Frequency Charts for Technical Services

Section P: Communication

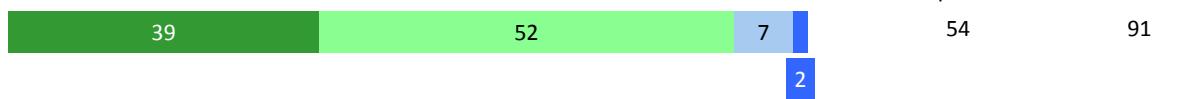
P1a I receive information in a timely way in regard to local issues in my area of work



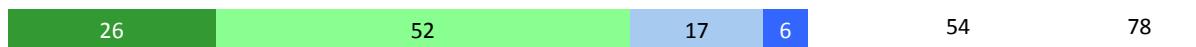
P1b I receive information in a timely way in regard to wider University issues



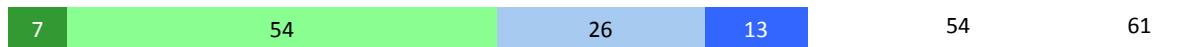
P2a The information I receive is straightforward and I understand it in regard to local issues in my area of work



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



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



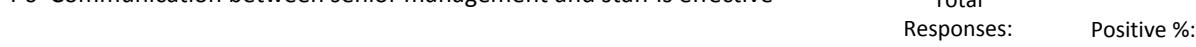
P4 I know where to find information about important decisions made at the University of Reading



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



P6 Communication between senior management and staff is effective



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



Agree

Tend to Agree

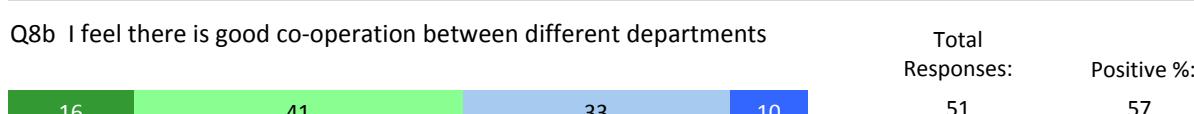
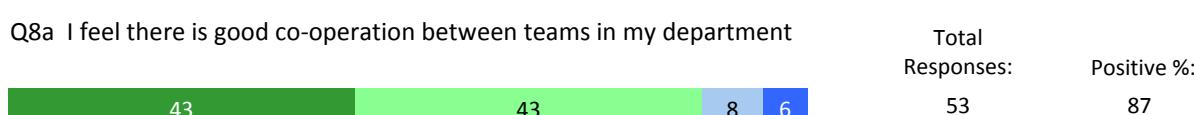
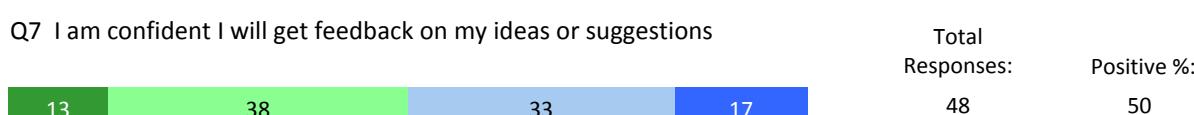
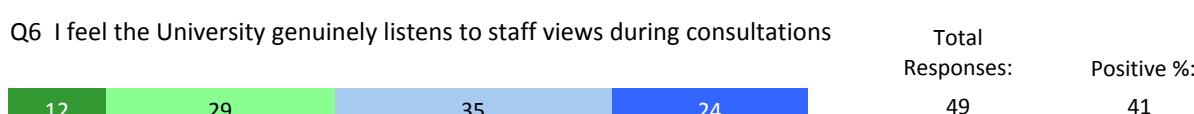
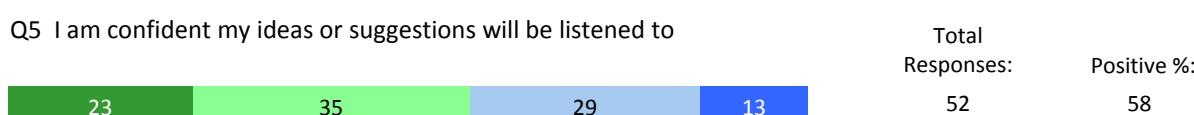
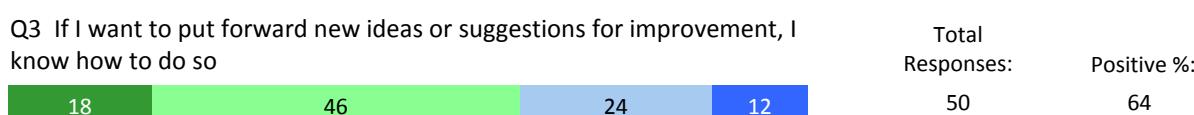
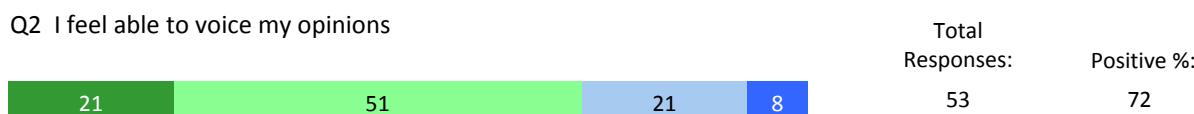
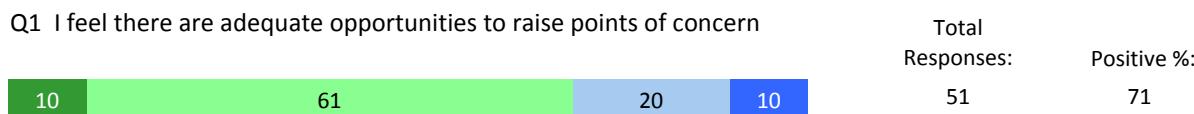
Tend to Disagree

Disagree



Part D - Frequency Charts for Technical Services

Section Q: Staff Involvement



Agree
 Tend to Agree
 Tend to Disagree
 Disagree



Part D - Frequency Charts for Technical Services

Section R: Managing Change

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

Total Responses: 54 Positive %: 19



About Right Too Fast Too Slow No Opinion

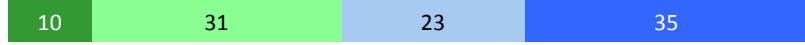
R2 In my opinion the recent PAS changes were well planned

Total Responses: 47 Positive %: 15



R3 In my opinion the recent PAS changes were well explained

Total Responses: 48 Positive %: 42



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

Total Responses: 41 Positive %: 39

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

Total Responses: 43 Positive %: 47

R6a Generally, change within my department is managed well

Total Responses: 50 Positive %: 68

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

Total Responses: 50 Positive %: 32

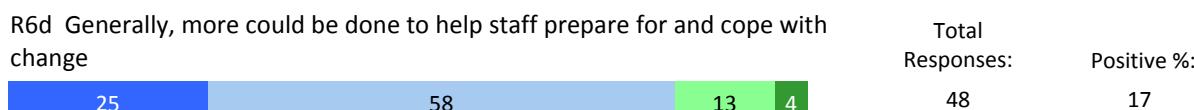
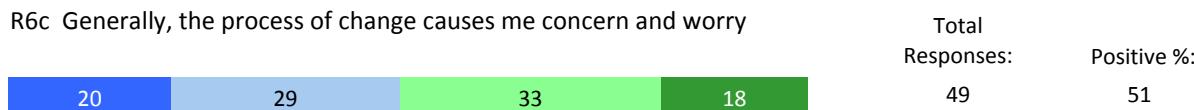
2

Agree Tend to Agree Tend to Disagree Disagree

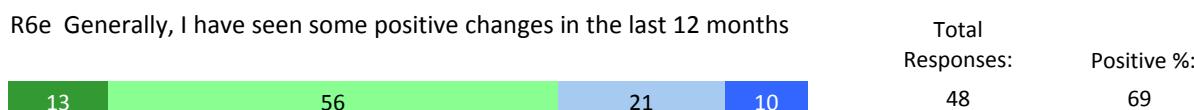


Part D - Frequency Charts for Technical Services

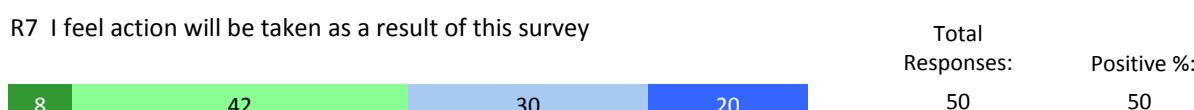
Section R: Managing Change



Agree Tend to Agree Tend to Disagree Disagree



Agree Tend to Agree Tend to Disagree Disagree



Agree Tend to Agree Tend to Disagree Disagree



Part E - Comment Themes for Technical 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	1
Communication	4
Facilities / Environment	2
Feeling Valued / Supported	4
Job Satisfaction	1
Management – Immediate / Local	3
Pay & Benefits	9
PAS / Re-organisation	7
Relationships / Co-operation	1
Role & Responsibilities	7
Senior Management	1
Systems / Processes	1
Training, Development & Progression	2
Other	3

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	1
Facilities / Environment	4
Feeling Valued / Supported	7
Health and Wellbeing	3
Job Satisfaction	5
Job Security	1
Management – Immediate / Local	2
Pay & Benefits	1
Relationships / Co-operation	4
Role & Responsibilities	2
Student / Internal Customer Satisfaction	2
Senior Management	1
Training, Development & Progression	4
Other	4



Part F - Survey Results Ranked By Degree of Importance to Respondents for Technical 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	Qn No.	Question	Number of staff expressing an opinion	Average question score
1	R2	In my opinion the recent PAS changes were well planned	47	1.68
2	D7	I feel I have had to put in a lot of extra time in the last 12 months to meet the demands of my workload	54	1.91
3	R6d	Generally, more could be done to help staff prepare for and cope with change	48	1.96
4	R6b	Generally, change within the University of Reading is managed well	50	2.08
5	D8	I often worry about work outside my working hours	55	2.11
6	R3	In my opinion the recent PAS changes were well explained	48	2.17
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	51	2.18
8	R4	In my opinion other recent changes (not PAS) have been well planned	41	2.27
9	P7	On the whole, the different parts of the University of Reading communicate effectively with each other	51	2.27
10	Q6	I feel the University genuinely listens to staff views during consultations	49	2.29
11	R5	In my opinion other recent changes (not PAS) have been well explained	43	2.35
12	C3	I think my pay adequately reflects my performance	54	2.35
13	R7	I feel action will be taken as a result of this survey	50	2.38
14	P4	I know where to find information about important decisions made at the University of Reading	54	2.44
15	C2	I feel fairly paid for the work I do	55	2.45
16	Q7	I am confident I will get feedback on my ideas or suggestions	48	2.46
17	R6c	Generally, the process of change causes me concern and worry	49	2.49
18	P6	Communication between senior management and staff is effective	51	2.49
19	P5	On the whole, communication in the University of Reading is effective	54	2.54
20	H1	The UEB (Vice Chancellor, Deputy Vice Chancellor, Pro Vice Chancellors, Chief Financial Officer, and Chief Strategy Officer) manage and lead the University well	52	2.54
21	P3	There are opportunities for me to feed my views upwards in the University of Reading	54	2.56
22	C1	Overall, I feel the University of Reading offers a good pay and benefits package	54	2.57
23	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	47	2.60



Rank	Qn -ing No.	Question	Number of staff expressing an opinion	Average question score
24	Q8b	I feel there is good co-operation between different departments	51	2.63
25	B8	I feel valued by the University of Reading	55	2.65
26	Q5	I am confident my ideas or suggestions will be listened to	52	2.67
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	50	2.68
28	M6	I am unable to handle all the conflicting demands on my time at work	54	2.69
29	Q3	If I want to put forward new ideas or suggestions for improvement, I know how to do so	50	2.70
30	E1	I often think about leaving the University	54	2.70
31	Q1	I feel there are adequate opportunities to raise points of concern	51	2.71
32	R6e	Generally, I have seen some positive changes in the last 12 months	48	2.71
33	D10	I have adequate resources to complete my work	55	2.71
34	L5	The University provides support to help me maintain a healthy lifestyle and feeling of wellbeing	52	2.71
35	R6a	Generally, change within my department is managed well	50	2.72
36	L4	I feel the University is interested in my mental wellbeing	53	2.74
37	M8	I am required to do unimportant tasks which prevent me completing more important ones	54	2.74
38	D9	I find my current workload too much and I am struggling to cope	54	2.76
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	52	2.77
40	P1b	I receive information in a timely way in regard to wider University issues	53	2.77
41	D11	I feel priorities are changed too frequently for me to work efficiently	54	2.78
42	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	47	2.79
43	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	25	2.80
44	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	26	2.81
45	P1a	I receive information in a timely way in regard to local issues in my area of work	53	2.81
46	A2	I feel I have a good work-life balance	55	2.84
47	Q2	I feel able to voice my opinions	53	2.85
48	G2	I am satisfied with my current level of learning and development	55	2.85
49	C5	I am aware of the benefits offered by the University	55	2.87
50	M4	There are usually sufficient people in the team I am working in to handle our workload	55	2.87
51	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	25	2.88
52	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	26	2.88
53	B11	I feel my job security at the University of Reading is good	55	2.89
54	M5	Relationships at work are strained	52	2.90
55	B7	I feel part of the University of Reading	55	2.91



Rank	Qn -ing No.	Question	Number of staff expressing an opinion	Average question score
56	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	50	2.92
57	Q4	I am personally encouraged to look for ways to improve the way we do things	52	2.92
58	D4	The division of responsibilities between staff in my work area feels fair	54	2.93
59	L6	The University provides a satisfying work environment	54	2.93
60	R6f	Generally, I think things will improve in the next 12 months	50	2.94
61	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	35	2.94
62	A1	The University of Reading provides good support to help me balance my work and personal commitments	55	2.95
63	D2	I am satisfied with my current role and level of responsibility	55	2.95
64	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'	24	2.96
65	P2b	The information I receive is straightforward and I understand it in regard to wider University issues	54	2.98
66	A5	I am able to take advantage of flexible working on an informal basis	55	2.98
67	G4	Overall, I feel that the University of Reading provides appropriate development opportunities	55	2.98
68	G1	I feel that I am given the same opportunities to develop as other staff	54	3.00
69	I6	To what extent do you agree or disagree with the following statements in relation to the University's strategic objectives i.e. Vision 2026? I feel they are moving the University in a direction that I support	26	3.00
70	J2	My School / Function Leadership Team set out a clear vision of the future for our School / Function	51	3.00
71	J4	My School / Function Leadership Team listen to and respond to the views of staff	51	3.00
72	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	55	3.02
73	A3	I am aware of the formal flexible working arrangements at the University (e.g. part time working, condensed hours etc)	54	3.02
74	I10	I feel proud to work for the University of Reading	54	3.02
75	I11	Would you recommend the University of Reading to a friend as a place to work?	53	3.02
76	J5	My School / Function Leadership Team build strong, positive relationships with other Schools and Functions	49	3.02
77	B5	I feel inspired to do my best work every day	55	3.04
78	M7	I have the right equipment to do my job	55	3.04
79	I8	I feel the University of Reading delivers good quality service to students / internal customers	53	3.04
80	I12	Would you recommend the University of Reading to a friend as a place to study?	52	3.04
81	B10	I feel valued by students / internal customers	55	3.05
82	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	55	3.07
83	D5	I have enough freedom to do what is necessary to put students / internal customers first every time	54	3.07
84	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	55	3.09



Rank	Qn -ing No.	Question	Number of staff expressing an opinion	Average question score
85	L3	I feel the University is interested in my physical wellbeing	55	3.09
86	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	35	3.11
87	J3	My School / Function Leadership Team support new ideas for improving services for students / internal customers	51	3.12
88	A4	I believe that if I requested flexible working arrangements, my request would be considered fairly	54	3.13
89	B4	My work gives me a sense of personal achievement	55	3.15
90	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	54	3.15
91	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	54	3.15
92	J1	My School / Function Leadership Team manage and lead our School / Function well	53	3.15
93	C4	I am aware of the University's arrangements for recognising and rewarding good performance	55	3.16
94	B6	I feel I belong to a team	54	3.17
95	E2	I am actively seeking to leave my job here at the University	54	3.17
96	M9	I am able to take regular breaks on most days	55	3.20
97	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	37	3.22
98	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	55	3.22
99	G3	I have received sufficient training to enable me to do my job well	55	3.24
100	Q8a	I feel there is good co-operation between teams in my department	53	3.25
101	B1	The University of Reading is a good place to work	55	3.25
102	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	55	3.25
103	M10	I have a place I can go to take a break at work	55	3.25
104	D1a	I have a clear understanding about my role within the University of Reading	54	3.26
105	P2a	The information I receive is straightforward and I understand it in regard to local issues in my area of work	54	3.28
106	D1b	I have a clear understanding about what I am expected to achieve in my job	55	3.29
107	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	55	3.29
108	D6	People are willing to help each other even if it means doing something outside their usual activities	55	3.31
109	M2	I am satisfied with the support I get from my immediate manager	55	3.31
110	B12	I'm not interested in the University of Reading, to me it's just a job	54	3.31
111	B2	Generally, I enjoy my work	55	3.33
112	B3	My work is varied and interesting to me	55	3.35
113	B9	I feel valued by my colleagues	55	3.36
114	I9	I feel my Department / School / Function delivers good quality service to students / internal customers	55	3.38
115	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	38	3.45



Rank	Qn -ing No.	Question	Number of staff expressing an opinion	Average question score
116	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	51	3.45
117	D1c	I have a clear understanding about expected standards of performance	55	3.45
118	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	55	3.45
119	O2	I am aware of the University's priorities for Diversity and Inclusion	54	3.46
120	L2	I feel safe and secure in my working environment	55	3.49
121	O1	I believe the University of Reading is committed to equality of opportunity for all of its staff	54	3.52
122	M3	I am satisfied with the support I get from my work colleagues	55	3.53
123	D3	I am trusted to do my job	55	3.55
124	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	53	3.55
125	O6d	The University of Reading respects people equally regardless of their age	53	3.55
126	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	51	3.55
127	D1d	I have a clear understanding about expected standards of behaviour	55	3.56
128	O6c	The University of Reading respects people equally regardless of their disability status	53	3.57
129	K3	My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) is approachable	55	3.58
130	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	53	3.58
131	M1	I can decide on my own how to go about doing my work	55	3.60
132	O3	I am satisfied with my level of awareness of diversity issues and how to react appropriately with colleagues and students	53	3.60
133	L1	I am satisfied that my personal safety is treated seriously at work	54	3.61
134	O6a	The University of Reading respects people equally regardless of their gender	52	3.67
135	O6f	The University of Reading respects people equally regardless of their religion or beliefs	52	3.67
136	O6b	The University of Reading respects people equally regardless of their nationality / race	53	3.68
137	O5b	In the last 12 months I have been made to feel uncomfortable whilst working for the University because of my race, gender, religion, sexual orientation, pregnancy / maternity / paternity, disability or age by a student	54	3.69
138	O6e	The University of Reading respects people equally regardless of their sexual orientation	52	3.69

Average: 3.69



Part G - Internal benchmarking for Technical 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 Technical 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.

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

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

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

Section	Question		University of Reading	Management / Professional Service and other	Total Reds	18	16	22	20	14	14
					Total Greens	84	92	78	89	87	87
		Total number of respondents	2673	1096	55	24	<10	<10	11	<10	
Work-Life Balance	A1 The University of Reading provides good support to help me balance my work and personal commitments		74	84	75	88				64	
	A2 I feel I have a good work-life balance		70	81	65	71				64	
	A3 I am aware of the formal flexible working arrangements at the University (e.g. part time working, condensed hours etc)		77	78	72	71				70	
	A4 I believe that if I requested flexible working arrangements, my request would be considered fairly		82	82	83	91				82	
	A5 I am able to take advantage of flexible working on an informal basis		80	78	75	75				64	
Job Satisfaction	B1 The University of Reading is a good place to work		87	92	91	100				82	
	B2 Generally, I enjoy my work		92	92	89	92				91	
	B3 My work is varied and interesting to me		91	90	93	96				91	
	B4 My work gives me a sense of personal achievement		86	85	82	79				82	
	B5 I feel inspired to do my best work every day		80	81	78	71				91	
	B6 I feel I belong to a team		81	87	81	92				90	
	B7 I feel part of the University of Reading		76	81	69	71				82	
	B8 I feel valued by the University of Reading		59	64	60	63				73	
	B9 I feel valued by my colleagues		88	91	91	100				91	
	B10 I feel valued by students / internal customers		85	82	76	75				64	
	B11 I feel my job security at the University of Reading is good		70	75	67	79				55	
	B12 I'm interested in the University of Reading, to me it's not just a job *		91	91	83	83				91	
Pay and Benefits	C1 Overall, I feel the University of Reading offers a good pay and benefits package		68	73	57	61				64	
	C2 I feel fairly paid for the work I do		60	63	47	46				55	
	C3 I think my pay adequately reflects my performance		52	54	39	48				45	
	C4 I am aware of the University's arrangements for recognising and rewarding good performance		69	73	82	83				82	
	C5 I am aware of the benefits offered by the University		71	77	69	75				82	

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

Internal benchmarking for Technical 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.

Section	Question	University of Reading	Management / Professional Service and other	Technical Services					
				Total Reds	Total Greens	22	20	14	<10
	Total number of respondents	2673	1096	55	24	<10	<10	11	<10
Your Role	D1a I have a clear understanding about my role within the University of Reading	90	92	83	91			73	
	D1b I have a clear understanding about what I am expected to achieve in my job	89	89	87	92			82	
	D1c I have a clear understanding about expected standards of performance	91	92	93	96			82	
	D1d I have a clear understanding about expected standards of behaviour	96	97	96	100			91	
	D2 I am satisfied with my current role and level of responsibility	76	77	71	75			82	
	D3 I am trusted to do my job	93	94	95	96			100	
	D4 The division of responsibilities between staff in my work area feels fair	68	72	70	70			73	
	D5 I have enough freedom to do what is necessary to put students / internal customers first every time	77	82	78	78			91	
	D6 People are willing to help each other even if it means doing something outside their usual activities	82	85	87	96			82	
	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	24	30			18	
	D8 I don't worry about work outside my working hours *	39	47	33	46			36	
	D9 I don't find my current workload too much and I am not struggling to cope *	61	69	69	88			60	
	D10 I have adequate resources to complete my work	67	71	62	58			64	
	D11 I don't feel priorities are changed too frequently for me to work efficiently *	63	66	67	78			64	
Considering Leaving	E1 I don't think about leaving the University *	65	68	63	83			55	
	E2 I'm not actively seeking to leave my job here at the University *	82	83	76	87			64	
Performance Development Review (PDR)	F1 Have you been employed by the University of Reading for over a year?	83	81	80	75			82	
	F2 Have you had an individual Performance Development Review (PDR) in the last 12 months? ^	75	71	82	61			100	
	F3 Was your Performance Development Review (PDR) useful for you? ^	68	68	64	64			67	
	F4 Did you agree clear objectives as part of your Performance Development Review (PDR)? ^	85	84	75	64			89	
	F5 Did the Performance Development Review (PDR) leave you feeling your work is valued by the University of Reading? ^	64	72	67	73			56	
	F6 As part of your Performance Development Review (PDR), did you agree a plan for your personal development needs? ^	74	75	78	55			100	
	F7 If you didn't have a Performance Development Review (PDR) in the last 12 months would you have liked to have one? ^	43	51	29	33			0	

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

Internal benchmarking for Technical 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 'strength' = agreement from 75% or more of employees.

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

Section	Question		University of Reading	Management / Professional Service and other	Total Reds	18	16	22	20	14	14
					Total Greens	84	92	78	89	87	87
		Total number of respondents	2673	1096	55	24	<10	<10	11	<10	
Learning and Development	G1 I feel that I am given the same opportunities to develop as other staff				78	79	72	74		64	
	G2 I am satisfied with my current level of learning and development				75	72	58	63		64	
	G3 I have received sufficient training to enable me to do my job well				80	81	84	88		82	
	G4 Overall, I feel that the University of Reading provides appropriate development opportunities				77	76	75	88		64	
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	56	62		64	
	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	69	76		73	
	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	70	80		91	
	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	37	43		55	
	H5 The UEB (Vice Chancellor, Deputy Vice Chancellor, Pro Vice Chancellors, Chief Financial Officer, and Chief Strategy Officer) build strong, positive relationships with the community				69	75	62	61		64	
	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	72	84		73	

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

Prepared by Capita Surveys and Research

Internal benchmarking for Technical 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.

Section	Question		University of Reading	Total number of respondents	Total Reds	18	16	22	20	Red	14	Red
					Total Greens	84	92	78	89	Green	87	Green
Culture and Values	I1 How much do you feel you know about the University's strategic objectives i.e. Vision 2026?			2673	1096	55	24	<10	<10	11	<10	
	I2 To what extent do you agree or disagree with the following statements in relation to the University's strategic objectives i.e. Vision 2026? I understand them ^				73	56	54			82		
	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 ^				81	73	70			78		
	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 ^				65	64	56			78		
	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 ^				66	72	56			89		
	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 ^				65	73	60			89		
	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' ^				77	88	100			100		
	I8 I feel the University of Reading delivers good quality service to students / internal customers				73	79	86			89		
	I9 I feel my Department / School / Function delivers good quality service to students / internal customers				86	81	88			80		
	I10 I feel proud to work for the University of Reading				93	93	100			82		
	I11 Would you recommend the University of Reading to a friend as a place to work?				89	83	87			82		
	I12 Would you recommend the University of Reading to a friend as a place to study?				85	77	91			82		
	I13 Are you aware of the University Values for Working Together and Professional Behaviours?				91	77	90			82		
	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	69	58			82		
	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 ^				79	74	85			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 ^				85	83	83			89		
	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 ^				88	84	86			89		
					95	95	93			89		

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

Internal benchmarking for Technical 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	Total Reds	18	16	22	20	14	14
					Total Greens	84	92	78	89	87	87
		Total number of respondents	2673	1096	55	24	<10	<10	11	<10	
Your School or Function Leadership	J1 My School / Function Leadership Team manage and lead our School / Function well		83	81	81	74				100	
	J2 My School / Function Leadership Team set out a clear vision of the future for our School / Function		76	73	69	73			73		
	J3 My School / Function Leadership Team support new ideas for improving services for students / internal customers		85	84	82	77			100		
	J4 My School / Function Leadership Team listen to and respond to the views of staff		75	75	76	78			100		
	J5 My School / Function Leadership Team build strong, positive relationships with other Schools and Functions		81	83	76	86			91		
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	87	96			91		
	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	82	79			91		
	K3 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) is approachable		93	93	89	92			91		
	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	92	91			91		
	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	89	92			91		
	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	88			100		
	K7 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) provides me with feedback about my performance		79	80	78	83			100		
	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	75	79			82		
	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	76	79			82		
	K10 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) deals with poor performance effectively		72	74	68	67			82		
	K11 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) involves me in decisions that affect me in my own area of work		81	83	78	83			91		
	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	76	91			73		
Health, Safety and Wellbeing	L1 I am satisfied that my personal safety is treated seriously at work		95	95	93	91			100		
	L2 I feel safe and secure in my working environment		96	96	93	92			91		
	L3 I feel the University is interested in my physical wellbeing		78	83	85	96			82		
	L4 I feel the University is interested in my mental wellbeing		68	75	68	70			64		
	L5 The University provides support to help me maintain a healthy lifestyle and feeling of wellbeing		62	70	56	50			64		
	L6 The University provides a satisfying work environment		79	81	72	83			73		
	L7 Are you aware of the Employee Assistance Programme?		40	49	44	42			73		

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

Internal benchmarking for Technical 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	Total Reds		Total Greens		22		20		14			
				Total Reds	Total Greens	84	92	78	89	87					
		Total number of respondents	2673	1096	55	24	<10	<10	11	<10					
Working at the University	M1 I can decide on my own how to go about doing my work	93	92	95	100						82				
	M2 I am satisfied with the support I get from my immediate manager	86	86	82	79						91				
	M3 I am satisfied with the support I get from my work colleagues	90	91	87	92						91				
	M4 There are usually sufficient people in the team I am working in to handle our workload	61	66	64	71						73				
	M5 Relationships at work are not strained *	75	76	73	73						73				
	M6 I am able to handle all the conflicting demands on my time at work *	66	70	54	65						55				
	M7 I have the right equipment to do my job	83	87	71	71						64				
	M8 I'm not required to do unimportant tasks which prevent me completing more important ones *	54	64	65	74						64				
	M9 I am able to take regular breaks on most days	69	74	84	88						82				
	M10 I have a place I can go to take a break at work	78	76	85	83						91				
	M11 I never feel stressed at work *	9	11	7	4						18				
	M12 Overall, I don't feel unduly stressed at work * ^	69	74	65	73						44				
Harassment and Bullying	N1 I'm not currently being harassed or bullied at work? *	97	98	100	100						100				
	N6 Are you aware of the Health Advocacy Respect and Care Advisors?	23	27	25	17						45				
	N7 Are you aware of the University's Harassment Advisors?	35	40	27	17						36				

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

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Internal benchmarking for Technical 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.

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

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

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

Section	Question		University of Reading	Management / Professional Service and other	Total Reds		Total Greens		22		20		14		16	
					18	16	84	92	78	89						
		Total number of respondents	2673	1096	55	24	<10	<10	11	<10						
Diversity and Inclusion	O1 I believe the University of Reading is committed to equality of opportunity for all of its staff		91	93	93	100									100	
	O2 I am aware of the University's priorities for Diversity and Inclusion		91	92	91	83									91	
	O3 I am satisfied with my level of awareness of diversity issues and how to react appropriately with colleagues and students		95	95	96	96									100	
	O4a I feel the University of Reading acts fairly, regardless of race, gender, religion, sexual orientation, pregnancy / maternity / paternity, disability or age with regard to recruitment		94	94	92	100									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		82	84	90	100									91	
	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	91	100									90	
	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	94	100									80	
	O6a The University of Reading respects people equally regardless of their gender		92	93	96	100									90	
	O6b The University of Reading respects people equally regardless of their nationality / race		95	96	98	100									90	
	O6c The University of Reading respects people equally regardless of their disability status		96	97	94	96									90	
	O6d The University of Reading respects people equally regardless of their age		92	93	96	96									100	
	O6e The University of Reading respects people equally regardless of their sexual orientation		98	99	100	100									100	
	O6f The University of Reading respects people equally regardless of their religion or beliefs		98	98	98	100									100	
	O7 I have not felt discriminated against at work in the last 12 months? *		92	94	91	100									82	

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

Internal benchmarking for Technical 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.

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

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Section	Question	University of Reading	Management / Professional Service and other	Total Reds		Total Greens		22		20		14		16	
				Total Reds	Total Greens	92	84	78	89	87	84	92	89	87	84
		Total number of respondents	2673	1096	55	24	<10	<10	11	<10	Cluster 1	Cluster 2	Cluster 3	Cluster Operations & HSCs	All other TS
Communication	P1a I receive information in a timely way in regard to local issues in my area of work	81	80	66	67						80				
	P1b I receive information in a timely way in regard to wider University issues	76	76	64	67						80				
	P2a The information I receive is straightforward and I understand it in regard to local issues in my area of work	89	89	91	92						91				
	P2b The information I receive is straightforward and I understand it in regard to wider University issues	80	83	78	75						82				
	P3 There are opportunities for me to feed my views upwards in the University of Reading	57	63	61	74						64				
	P4 I know where to find information about important decisions made at the University of Reading	56	60	46	35						82				
	P5 On the whole, communication in the University of Reading is effective	60	63	54	61						55				
	P6 Communication between senior management and staff is effective	54	58	63	67						73				
	P7 On the whole, the different parts of the University of Reading communicate effectively with each other	42	43	45	48						45				
Staff Involvement	Q1 I feel there are adequate opportunities to raise points of concern	64	69	71	82						64				
	Q2 I feel able to voice my opinions	71	75	72	83						64				
	Q3 If I want to put forward new ideas or suggestions for improvement, I know how to do so	72	75	64	82						60				
	Q4 I am personally encouraged to look for ways to improve the way we do things	69	73	67	82						73				
	Q5 I am confident my ideas or suggestions will be listened to	60	65	58	64						55				
	Q6 I feel the University genuinely listens to staff views during consultations	43	49	41	40						55				
	Q7 I am confident I will get feedback on my ideas or suggestions	51	56	50	58						55				
	Q8a I feel there is good co-operation between teams in my department	83	83	87	91						100				
	Q8b I feel there is good co-operation between different departments	62	64	57	71						64				

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

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Internal benchmarking for Technical 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.

Section	Question		University of Reading	Management / Professional Service and other	Total Reds		Total Greens		22		20		14		16		
					Total number of respondents	1096	55	24	<10	<10	11	<10	78	89	87	84	92
	R1 The current pace of change in the University of Reading is about right				27	32	19	17					36				
	R2 In my opinion the recent PAS changes were well planned				17	20	15	17					30				
	R3 In my opinion the recent PAS changes were well explained				25	29	42	58					40				
	R4 In my opinion other recent changes (not PAS) have been well planned				38	43	39	31					55				
	R5 In my opinion other recent changes (not PAS) have been well explained				39	44	47	53					55				
Managing Change	R6a Generally, change within my department is managed well				72	70	68	62					91				
	R6b Generally, change within the University of Reading is managed well				36	40	32	36					55				
	R6c Generally, the process of change does not cause me concern and worry *				49	56	51	60					45				
	R6d Generally, I don't feel more could be done to help staff prepare for and cope with change *				18	19	17	10					18				
	R6e Generally, I have seen some positive changes in the last 12 months				55	66	69	85					80				
	R6f Generally, I think things will improve in the next 12 months				61	72	78	86					91				
	R7 I feel action will be taken as a result of this survey				54	60	50	50					64				

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

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Internal benchmarking for Technical 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.

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

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

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

Section	Question		Total number of respondents	Total Reds	18	16	22	20	14	14
				Total Greens	84	92	78	89	87	87
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?		University of Reading	Management / Professional Service and other	55	24	<10	<10	11	<10
	Being Treated Fairly / Diversity & Inclusion	4	4	2	0			10		
	Communication	10	16	9	10			0		
	Facilities / Environment	7	5	4	0			20		
	Feeling Valued / Supported	7	6	9	10			20		
	Health and Wellbeing	4	5	0	0			0		
	Job Satisfaction	1	1	2	0			10		
	Job Security	3	1	0	0			0		
	Managing Change	3	5	0	0			0		
	Management – Immediate / Local	3	2	7	15			0		
	Pay & Benefits	9	10	20	25			20		
	PAS / Re-organisation	15	11	15	10			0		
	Relationships / Co-operation	3	4	2	0			0		
	Role & Responsibilities	4	3	15	20			20		
	Student / Internal Customer Satisfaction	2	1	0	0			0		
	Senior Management	9	9	2	0			0		
	Systems / Processes	8	6	2	0			0		
	Training, Development & Progression	5	7	4	5			0		
	Other	4	4	7	5			0		

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

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Internal benchmarking for Technical 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.

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

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

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

Section	Question		University of Reading	Management / Professional Service and other	Total Reds	18	16	22	20	Red	14	Red
					Total Greens	84	92	78	89	Green	87	Green
		Total number of respondents	2673	1096	55	24	<10	<10	11	<10		
Comment Themes (Continued)	S2 Please note below one thing that you think is good about working for the University of Reading. Which main theme would you say your comment is related to?											
		Being Treated Fairly / Diversity & Inclusion	6	6	2	0				0		
		Communication	1	1	0	0				0		
		Facilities / Environment	12	13	10	16				0		
		Feeling Valued / Supported	12	12	17	21				14		
		Health and Wellbeing	5	5	7	11				14		
		Job Satisfaction	14	13	12	5				14		
		Job Security	3	3	2	5				0		
		Managing Change	0	1	0	0				0		
		Management – Immediate / Local	5	4	5	0				29		
		Pay & Benefits	4	5	2	0				14		
		PAS / Re-organisation	1	1	0	0				0		
		Relationships / Co-operation	16	15	10	11				14		
		Role & Responsibilities	3	3	5	5				0		
		Student / Internal Customer Satisfaction	3	3	5	0				0		
		Senior Management	2	1	2	5				0		
		Systems / Processes	1	1	0	0				0		
		Training, Development & Progression	6	6	10	16				0		
		Other	7	7	10	5				0		

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

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Appendix - User Guide

Types of survey questions

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

'Primary' and 'sub' questions

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

Example:

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

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

Example:

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

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

Questions on a four point scale

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

Example:

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

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



Non-scale questions

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

Example:

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

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

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

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

'Never' is considered the positive response.

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

'About right' is considered the positive response.

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

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

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

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

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



Negatively worded questions

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

Example:

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

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

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

Understanding the effect of rounding

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

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

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

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

EXAMPLE:

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



Values assigned to questions in order to rank responses

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

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

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

For example:

The University of Reading is a good place to work

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

Calculation for average question score:

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

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

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

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