

Example pages from a:

Staff Survey

Report 2004



Prepared by:
Priority Research Ltd

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On behalf of:
University of the United
Kingdom



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1. Introduction

Background

The University engaged Priority Research Ltd to conduct a staff satisfaction survey during 2004. This survey was run concurrently with a similar project exploring student satisfaction.

Aims and objectives

As part of the University's annual planning process, the aim of the staff survey was to form part of the continuous improvement cycle initiated by the Corporate Plan and Strategy. It collected data on the current performance of the university as an employer on a wide range of factors affecting staff. In addition, it gave staff the opportunity to prioritise how the University should improve in the future. This information will contribute to the development of the framework for the next Corporate Plan and will help the University to inform its staffing strategy and policy, but the survey is also important as a means by which staff members can ensure that their views are considered.

A University steering group and a Priority Research consultant determined the parameters of the survey.

A cross section of staff from across the organisation was consulted by telephone during March 2004. In addition, two focus groups were conducted, one with participants from the estate and R&C departments, the other consisted of some members from the IIP facilitators group. The purpose of this consultation was to seek their responses to the following open question:

"The University aims to be a better employer. What do we need to do to achieve this?"

Their responses then formed the basis of the second, 'Priority Search', section of the questionnaire from which priorities for the future were ascertained, producing the 'Priorities for the future' section of the report that illustrates respondents' improvement agenda based on the items selected from the focusing exercise.

The survey was conducted on the Internet between April and June 2004 with the addition of paper versions of the questionnaire distributed to a limited number of staff. The survey was confidential, with added controls to ensure that each member of staff could complete only one questionnaire.

In order to maximise the response rate the survey was publicised in the staff briefing, with a number of reminder e-mails sent by the University. To ensure that each member of staff could complete only one questionnaire a security system based upon computer username was implemented. The username information was used for authentication only and not appended to the subsequent data file.

3.1 Opinion of the working environment

Notes on the presentation of data

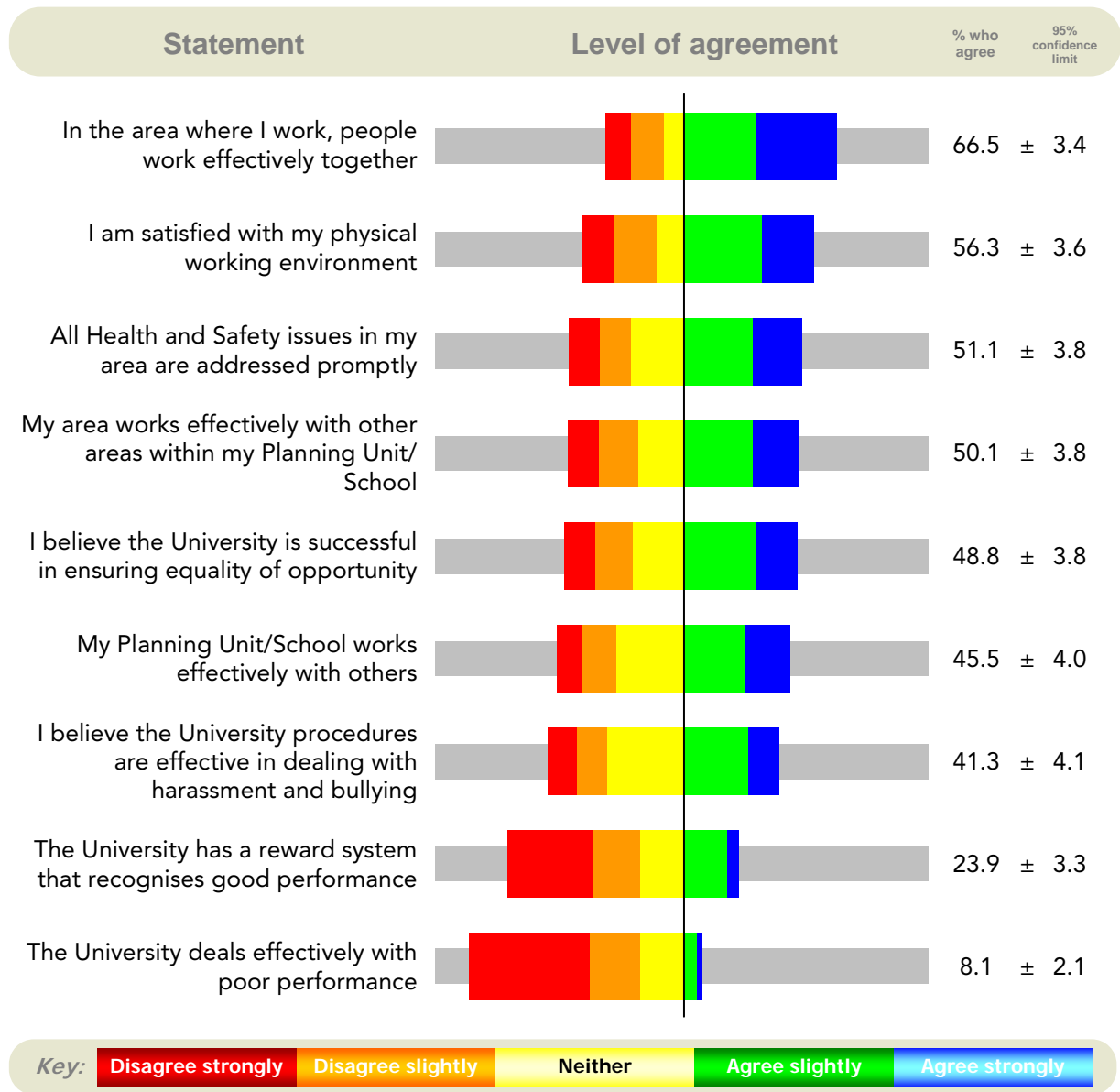
The chart on the next page summarises the level of agreement respondents reported with a variety of statements regarding their working environment.

Respondents were asked to rate each feature on a five-point scale, marked 'Strongly agree' through to 'Strongly disagree'. The bar chart shows the proportions of respondents who ticked each of the rating statements, omitting those who did not respond or express an opinion.

The first column of figures at the right of the chart shows the percentage of respondents who slightly or strongly agreed, whilst the second column shows the 95% confidence interval of that rating.

Following this chart there are histograms showing the percentages of respondents in all categories, including information on those who did not respond.

3.1.1 Summary of opinion



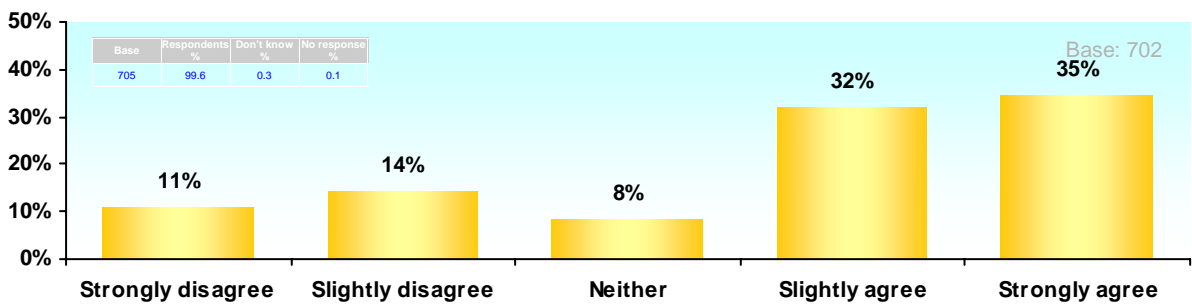
3.1 Opinion of the working environment

Commentary

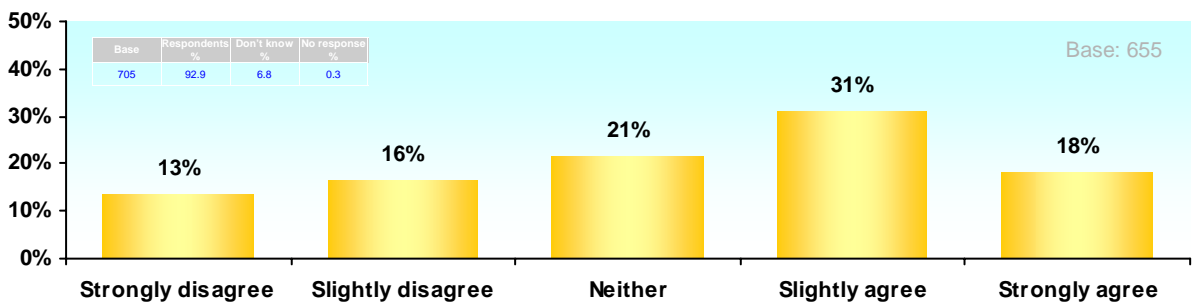
A substantial proportion of respondents were positive about immediate issues relating to their working environment, whilst more concern was expressed regarding previously identified, less concrete themes such as fairness and 'bad behaviour'.

Two thirds of the sample agreed they worked effectively with people in their area. This stands out from the concerns about communication that are evident in other areas of the research and highlights that the problem exists on a larger scale, rather than in smaller units. This is exemplified in the results opposite as there is a decreasing amount of agreement with regard to communication on different levels: the previously mentioned high rating between colleagues, just half (50.1%) agreed that their area worked well with other areas within the same School/Planning Unit and 45.5% that their School/Planning Unit worked effectively with others. This pattern can also be identified in the specific results regarding communication within the organisation.

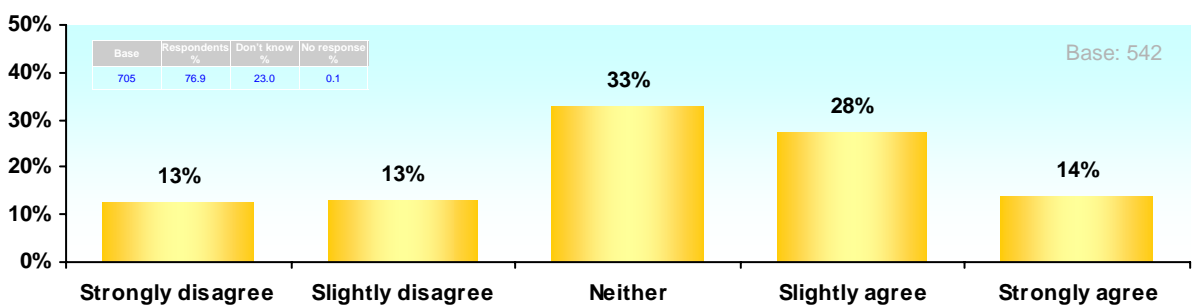
3.1.2 In the area where I work, people work effectively together



3.1.3 I believe the University is successful in ensuring equality of opportunity



3.1.4 I believe the University procedures are effective in dealing with harassment and bullying



3.2 Opinion of immediate management

Commentary

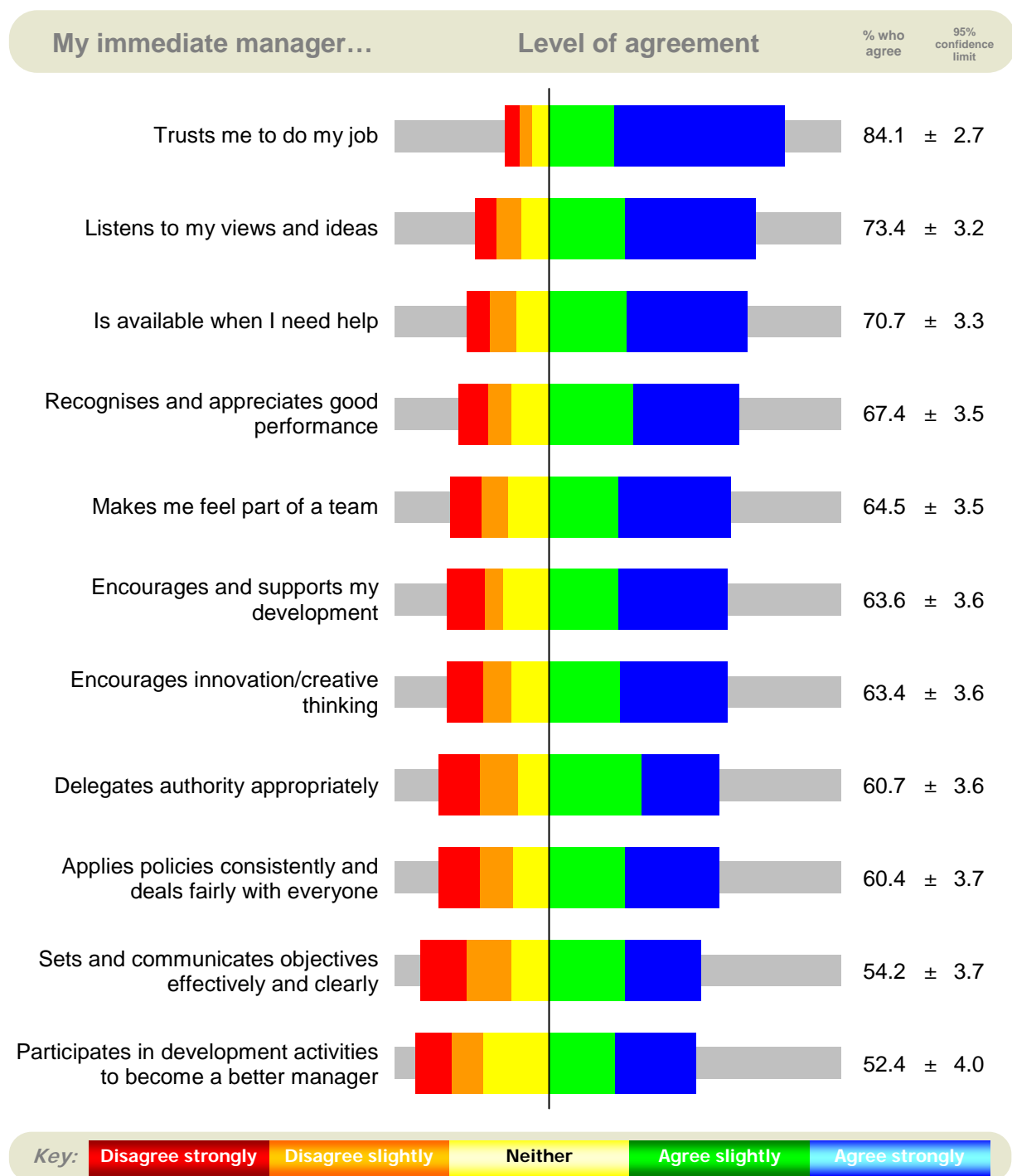
The top three statements in the graph opposite suggest that there is a strong degree of trust between staff and their immediate managers, indeed the vast majority of the sample agreed that their immediate manager “Trusts me to do my job” (84.1%) and this figure rose to over 90% in Social & International Studies and Learning Support Services (94.5% and 90.4% respectively).

The overall level of satisfaction with immediate managers was 66.5% (p.17), however in MIS, Finance, PPAA, MCC, VCs office and in Life Sciences more respondents were satisfied (80.7% and 76.2% respectively). In comparison, respondents in Estates & Facilities or who were Ancillary graded staff had consistently lower levels of agreements for all the statements in the opposite chart and this is reflected in the fact they had the lowest level of satisfaction overall with their immediate managers (42.9% and 45.7% respectively). Although not statistically significant, ‘non-white’ staff were more positive about all the statements listed opposite than their colleagues who described themselves as ‘white’.

The second highest rating in the graph summarising immediate managers was for “my immediate listens to my views and ideas”, with three quarters (73.4%) of staff who agreed that this was the case. This actually contrasts with one of the main themes for improvement, namely better communication between managers and staff (p.77). In fact all of the generally positive rating for immediate managers are at odds with the fact that “managers trained how to be managers” was also a priority for the future. This difference may be due to the fact that in a large organisation there are usually a number of management levels above your immediate manager and this is where the improvements are perceived to be needed. Alternatively it may be that respondents were more reluctant to directly criticise their immediate manager in a specific question, but were happier to highlight a need for improvement in the more general questioning in the priority search section.

3.2 Opinion of immediate management

3.2.1 Summary of opinion

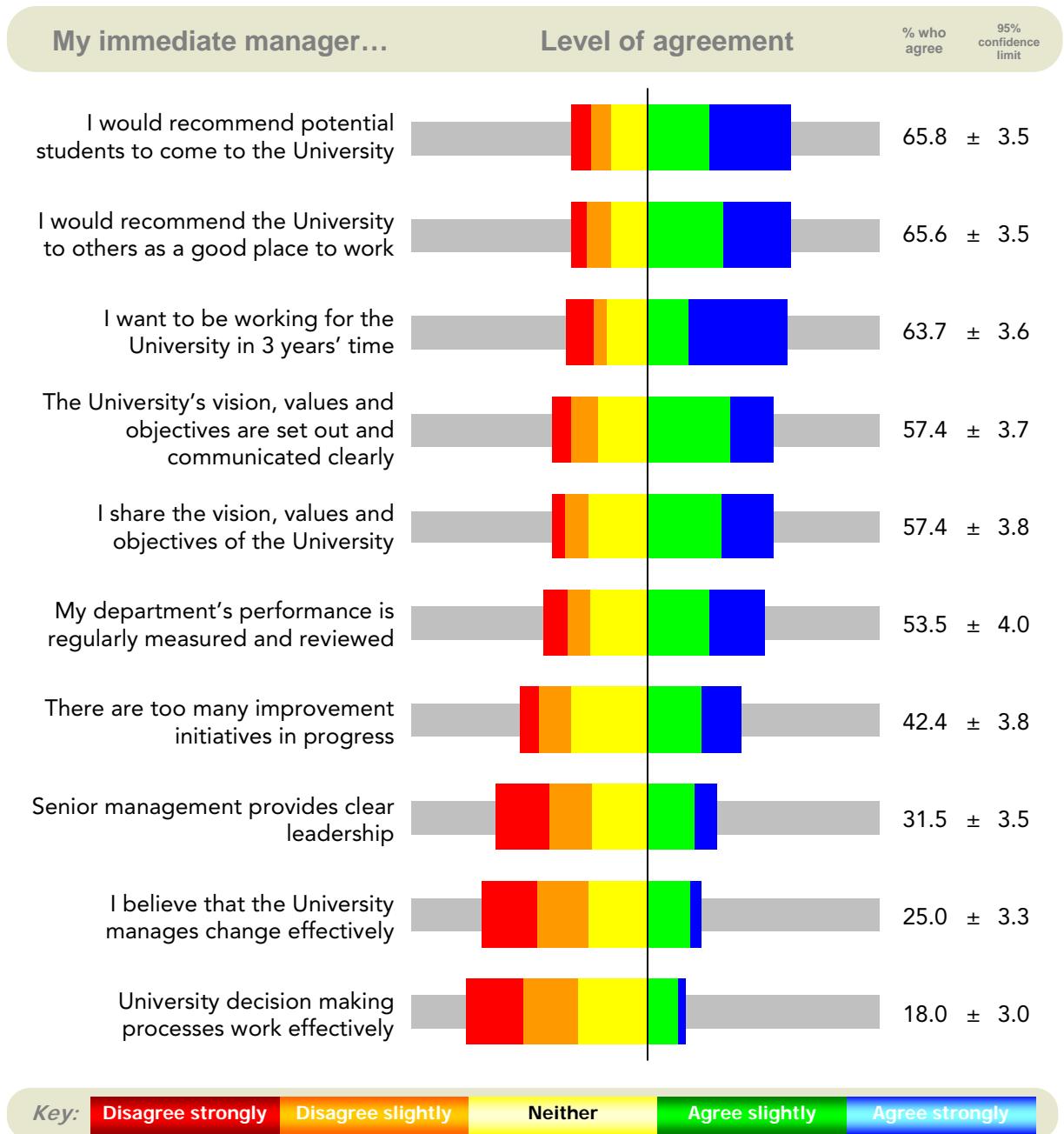


3.3 Opinion of University leadership & performance

Commentary

Consistent with the high rating of working for the University overall (65.8%) just under two thirds of respondents agreed they would recommend the University for both potential employees and students, and that they wanted to be working there in three years time. This positive opinion should be taken into account when looking at the general theme of the research, despite emphasis being placed on the areas identified as needing improvement. There were, however, a number of variations between groups.

3.3.1 Summary of opinion



3.3 Opinion of University leadership & performance - comparison by groups

3.3.2 Comparison of opinion by Grade of Post

Statement	Grade of Post												
	Overall	Lecturer	Snr Lecturer	Professor	Researcher	Academic Related Grade 6	% who agree	Academic Related or Other Related Staff	Technician	Clerical & Related	Ancillary	Craft/Semi-skilled	Other
I would recommend potential students to come to the University Base	65.8	67.0	73.9	73.1	63.6	80.0	64.6	54.5	69.7	44.4	21.4	72.0	
I would recommend the University to others as a good place to work Base	65.6	52.0	58.6	74.1	56.5	100.0	73.0	50.0	73.1	52.8	42.9	71.4	
I want to be working for the University in 3 years' time Base	63.7	55.4	58.7	52.0	54.5	80.0	65.6	70.0	68.7	67.6	50.0	67.9	
The University's vision, values and objectives are set out and communicated clearly Base	65.1	92	63	25	22	5	151	30	182	34	14	28	
I share the vision, values and objectives of the University Base	67.0	98	70	26	22	5	158	33	187	35	14	18	
My department's performance is regularly measured and reviewed Base	57.4	47.4	59.7	73.1	52.6	80.0	66.5	40.0	56.3	51.5	35.7	60.0	
There are too many improvement initiatives in progress Base	64.6	95	67	26	19	5	155	30	183	33	14	15	
Senior management provides clear leadership Base	53.5	59.3	63.2	66.7	80.0	80.0	49.6	39.3	52.2	33.3	16.7	61.1	
I believe that the University manages change effectively Base	58.6	81	68	24	15	5	141	28	159	30	12	18	
University decision making processes work effectively Base	42.4	36.7	60.0	57.7	50.0	40.0	39.0	40.0	38.6	30.0	46.2	55.6	
	622	90	70	26	18	5	141	30	176	30	13	18	
	31.5	29.0	32.4	36.0	40.0	40.0	30.7	21.2	34.0	29.4	0.0	37.5	
	662	93	71	25	20	5	150	33	188	34	14	24	
	25.0	23.9	15.7	26.9	36.8	40.0	21.3	16.1	28.8	32.3	7.7	41.2	
	631	88	70	26	19	5	150	31	177	31	13	17	
	18.0	9.9	18.6	24.0	21.1	40.0	16.3	6.9	20.1	21.9	0.0	41.2	
	621	91	70	25	19	5	147	29	169	32	13	17	

3.4 Priorities for the future

Notes on the presentation of data

The chart below represents the prioritised agenda of respondents to the 'Priority Search' paired comparison section of the questionnaire. It shows the *relative importance* that they as a whole placed on each of the issues they were asked to rank.

The numbers at the end of each bar show the percentage of respondents who placed that item in the top third of their preferences, minus the percentage who placed it in their bottom third. The result is that if a bar projects to the right, the respondent group illustrated favours that item. If the bar projects to the left, the item is regarded as less important by that group.

The "least significant differences" (LSDs) quoted give the minimum figure by which any two values must differ in order for the difference to be statistically significant at the 99.9%, 99% and 95% confidence levels.

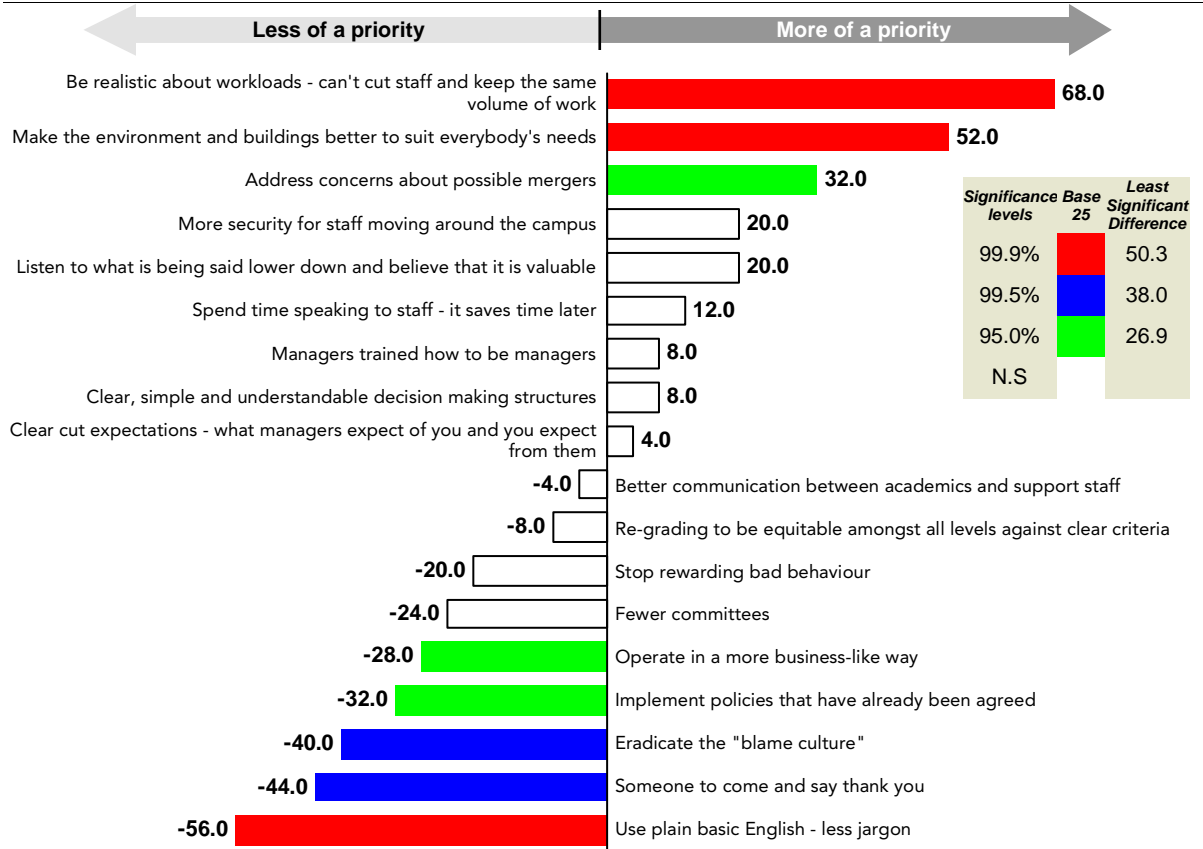
For a more detailed explanation of the 'Priority Search' methodology, please see the previous page.

3.4.1 Overall priorities for the future



3.4 Priorities for the future

3.4.2 Priorities for the future for Archaeological & Environmental Science



3.4.3 Priorities for the future for Engineering, Design & Technology

