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The University of Manchester
Staff Survey 2015

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CAPITA

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Contents

Review of Potential Work-Related Stressors for The University of Manchester

Introduction

Legally all organisations have a duty to reduce the effects of work-related stress and undertake adequate priority assessments (Health and Safety at Work 1974; Management of Health and Safety at work Regulations 1992) (amended 1999)).

What is stress?

The Health and Safety Executive (HSE) defines work related stress as 'the adverse reaction people have to excessive pressure or other types of demand placed on them at work'. This makes an important distinction between pressure, which can be positive if managed correctly, and stress which can be detrimental to health.

Context

- While the overall proportion of University and College Union members in Higher Education who agreed their job was stressful was slightly lower in 2012 than in 2008 (72.8% compared with 73.9%), the proportion strongly agreeing rose from 24.5% to 32.6%.[1]

- Using the HSE's Management Standards for Stress questionnaire (a scale of 1 to 5, where 1 represents highest stress levels and lowest wellbeing), the average score for HE lecturers in 2012 was 2.51. This is an increase from the score of 2.61 recorded in 2008, and significantly higher than the prevailing national employee average of 3.65.

- The HSE's Labour Force Survey analysis for 2011/12 estimates that 428,000 workers in Britain took time off work for stress, anxiety and depression. With an average absence due to stress lasting just over 24 days, stress accounted for around 10.4 million lost working days per year.

- The CIPD's Absence Management Annual Survey 2013[2] revealed that stress is in the top five causes of long-term absence for non-manual workers in 84% public service employers and for manual workers in 76% of public service employers.

- The CBI calculates the average (mean) cost of sickness absence to be £975 per employee, pulled up from the median of £622 by the impact of costly long-term absences.[3]

- On average each person suffering work-related stress took an estimated 27 days off in 2010/11 – Labour Force Survey.

- A high proportion of Higher Education lecturers (44%) had not taken any sick leave in 2011/12. The average number of days off taken by those who had sick absence(s) was 5, (with a standard deviation of 16 days, as a result of the volume of extended sickness absences).[4]

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[1] Kinman, G and Wray, S (2013) Higher Stress: A survey of stress and well-being among staff in Higher Education, University and College Union (UCU)
[2] CIPD (2013) Absence Management: Annual survey report 2013, CIPD and Simply Health
[3] CBI (2013) Fit for Purpose: Absence and workplace health survey 2013, CBI and Pfizer
[4] Kinman, G and Wray, S (2013) *ibid*

Workplace Stress Report

- Within the public sector, the main methods used to identify and reduce stress in the workplace were identified as staff surveys (85% of employers) and Risk assessments/stress audits (85%), followed by written stress policy/guidance (71%).

Health and Safety Executive - Management Standards

The HSE Management Standards and supporting processes are designed to:

- Help simplify priority assessment for stress

- Encourage employers, employees and their representatives to work in partnership to address work-related stress throughout the organisation

- Provide the yardstick by which organisations can gauge their performance in tackling the key causes of stress.

The Management Standards define the characteristics, or culture, of an organisation where stress is being managed effectively.

The Management Standards cover six key areas of work design that, if not properly managed, are associated with poor health and well being, lower productivity and increased sickness absence. In other words, the six Management Standards cover the primary sources of stress at work. These are:

1. **Demands** – such as workload, work patterns and the work environment

2. **Control** – such as how much say the person has in the way they do their work

3. **Support** – such as the encouragement, sponsorship and resources provided by the organisation, line management and colleagues

4. **Relationships** – such as promoting positive working to avoid conflict and dealing with unacceptable behaviour

5. **Role** – such as whether people understand their role within the organisation and whether the organisation ensures that they do not have conflicting roles

6. **Change** – such as how organisational change (large or small) is managed and communicated in the organisation.

Employers have a sense of duty to ensure that priorities arising from work activity are properly controlled. The Management Standards approach helps employers work with their employees and representatives to undertake priority assessments for stress.

How can performance be assessed against the Management Standards?
The HSE suggests that surveys can be utilised to provide information for assessment, by one or all of the following:

- Analysing existing information such as sickness absence, staff turnover data or any surveys that have been undertaken to get the views of employees.

- Using the HSE stress audit tool to give an indication of performance against the standards.

- Incorporating workplace stress questions into a broader staff survey. Data collected in this way within a broad range of subjects ensures that information is not 'skewed', i.e. staff who are both stressed and not stressed will have responded.

About this Report and the HSE Benchmarking

The Workplace Stress report produced for The University of Manchester is based on the data taken from the 2015 Staff Survey, relating to the six HSE management standards.

To assist organisations in undertaking an audit, the HSE designed and tested a survey questionnaire which they then piloted with a number of organisations. Analysis was done on this data which included statistical tests of validity and reliability, which resulted in a generic audit tool for measuring stress (i.e. a questionnaire and spreadsheet for data entry), and a benchmarking tool that would identify where organisations fell into one of 4 categories – namely red, orange, blue and green. For example, a score generating the colour red would indicate the score was in the bottom 20% of the benchmarking group, and should be considered a high priority for improvement, as 80% of other organisations had scores that were much better.

The relevance of HSE questions was also taken on board when the National NHS Staff Survey was launched in England in 2003, and when the NHS in Scotland commenced their biannual national staff survey in 2006. At the time it was decided that questions should be included in the survey that would satisfy the requirement of a workplace stress audit for the HSE, so that organisations did not have to run a separate survey for this purpose.

The HSE were consulted and a range of questions were identified that could be used to measure the six management standards. These questions and their range of responses were tested for reliability and validity by Aston University; agreed with the HSE; and are now an integral part of the annual survey in England and Wales. The questions included in the questionnaire are used to measure the HSE management standards, and broadly replicate the questions from the original HSE audit questionnaire.

The stress reports provided by Capita are a product designed to assist organisations during their HSE visits, and are formatted in the same way that the HSE benchmark tool would present data, using the colour coding to identify priorities.

Where questions have been included that are directly linked to the HSE questionnaire, we have adopted their scoring system. For example, the question on harassment and bullying requires an absolute score of 5.0 in the HSE management standards, i.e. an organisation would automatically fall into the 'red' if they have just one respondent who identifies themselves as being harassed or bullied. In practice it is very hard to avoid a 'red'. However, the HSE view on this in particular, is that harassment and bullying is unacceptable and should be eradicated completely. Capita have therefore adopted this approach to analysing and displaying the score for harassment and bullying as a 'red' indicator.

Some of the other questions have different levels, for instance 'support from colleagues' must have a much higher score to be a 'green' than 'support from managers'. In summary the HSE research found these levels should be different because individuals have more contact with their colleagues than their managers, and therefore their interaction has a bigger effect on an individual's stress level. These levels are also replicated in our reports.

Any questions incorporated into the survey that were not included in the original HSE audit questionnaire, have been subjected to the generic scores used by the HSE using their colour formatting. This means that organisations benefit from having questions that are relevant to a higher proportion of staff in the organisation, while replicating the approach used by the HSE. Capita reports have been used successfully for HSE visits in a large number of organisations.

Capita have considered whether it would be useful to use their own benchmark data for these reports as it is much more robust than the HSE data, however, client feedback so far has been for us to continue to use the published HSE colour thresholds, as they feel it is more acceptable for their HSE visits and audits.

Presenting the Data

Using data for The University of Manchester from relevant questions in the Staff Survey, this report gives an overview of work-related stress across the organisation, to give it both a benchmark and a starting point for action.

Within this report there is a section for each of the six Management Standards. The section of Support is split into two sub sections; Managers Support and Peer Support.

Each section details the University score for every question relating to that Standard. The score is colour coded to the appropriate Health and Safety Executive priority level, e.g. **red** indicates that the organisation is in the bottom 20% of HSE organisations and is considered a high priority area; **green** indicates that you are in the highest 20% of HSE organisations and are considered low priority. This information is also supplied as a colour coded look up table in the Appendix for the organisation as a whole and by areas of work/occupation type.

The requirements for each Health and Safety Executive priority level are given in the tables for each section and in the Appendix. These requirements detail the range that the data must lie in for each of the priority levels. A key to the symbols used is detailed in the following table:

Key to symbols used in describing requirements for HSE priority levels

Symbol	Meaning
<	Less than
<=	Less than or equal to
>	More than
>=	More than or equal to

Percentages are also shown for each question; these figures are used as a benchmark by which to identify groups within the University where there is need for most improvement. Improvement within groups should lead to an improvement in the overall organisation score.

The charts include, where available, HEI benchmark figures. These figures are consistent with those generated for the Benchmark Report, and therefore not all questions in this report have a benchmark figure shown. The benchmark figures are displayed as grey bars.

Please note that the series of questions for Q7-11 relating to workplace stress are included in the University-level data in the tables and charts at the beginning of each section, but are excluded from the detailed area of work/job group/role scores as the numbers of respondents are too small for the scores to be reliable indicators.

Section 1 – Demands

Using the Health and Safety Executive's calculations, the University's data can be analysed to show the priority level for each question relating to demands. As can be seen from the table below, one question falls into the medium priority category, and two fall into the low priority category.

	HSE High Priority Level	HSE Med Priority Level	HSE Low Priority Level	HSE Zero Priority Level	2015 Score*
Q7-6 I am unable to handle all the conflicting demands on my time at work	<3.00	>=3.00 & <4.00	>=4.00 & <4.95	<=4.95	3.35
Q7-11 What do you feel are the reasons for your stress at work? My workload	<3.00	>=3.00 & <4.00	>=4.00 & <4.95	<=4.95	4.24
Q7-11 What do you feel are the reasons for your stress at work? Insufficient resources (other than staff)	<3.00	>=3.00 & <4.00	>=4.00 & <4.95	<=4.95	4.69

* The lower the score, the greater the priority factor.

Demands

Q7-6 I am unable to handle all the conflicting demands on my time at work
34%   (36% HEI Benchmark)

Q7-11 What do you feel are the reasons for your stress at work? My workload
19%

Q7-11 What do you feel are the reasons for your stress at work? Insufficient resources (other than staff)
8%
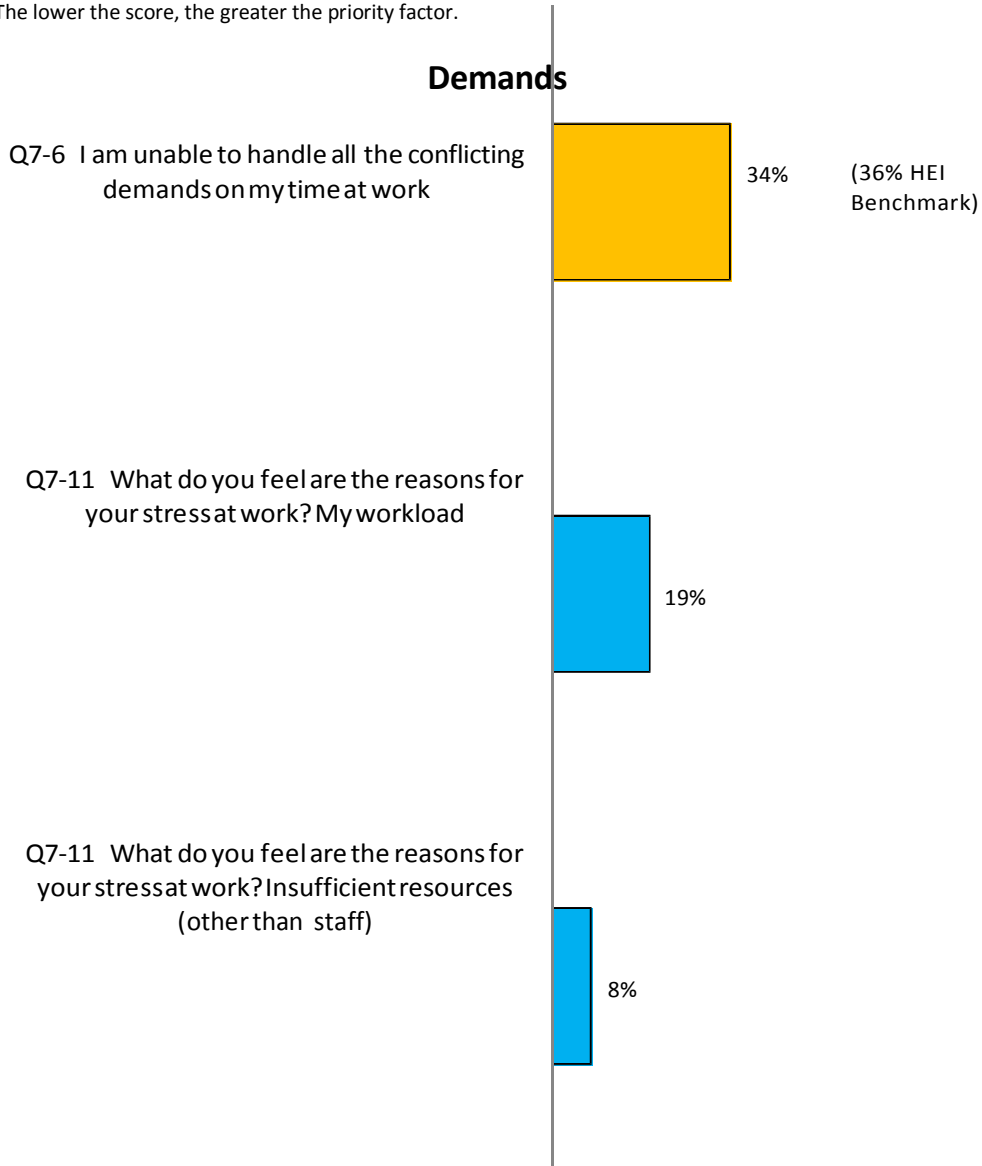
Using scores for the questions relating to demands, it can be identified where most improvement in the University can be made.

Workplace Stress Report

Q7-6 I am unable to handle all the conflicting demands on my time at work

Around 34% of all University respondents said they are unable to handle all the conflicting demands on their time at work. The occupational groups within the University which had the lowest scores for this issue, and therefore areas for improvement, are highlighted in the following table.

Group	Score
Occupation type: Academic Teaching and Research (including Clinical)	**2.82**
Occupation type: Teaching Only/Teaching Focussed/Teaching and Scholarship (including Clinical)	**3.20**
Occupation type: Computing/IT	**3.34**
All University Respondents	**3.35**

Section 2 – Control

Using the Health and Safety Executive's calculations, the University's data can be analysed to show the priority level for each question relating to control. As can be seen from the table below, one question falls into the medium priority category, and three fall into the low priority category.

	HSE High Priority Level	HSE Med Priority Level	HSE Low Priority Level	HSE Zero Priority Level	2015 Score*
Q7-1 I can decide on my own how to go about doing my work	<2.00	>=2.00 & <3.00	>=3.00 & <4.95	<=4.95	4.31
Q7-8 I am able to take regular breaks on most days	<3.00	>=3.00 & <4.95	None	<=4.95	3.37
Q7-11 What do you feel are the reasons for your stress at work? Lack of autonomy/independence (i.e. personal freedom to make decisions)	<2.00	>=2.00 & <4.00	>=4.00 & <4.95	<=4.95	4.80
Q7-11 What do you feel are the reasons for your stress at work? Conflicting instructions	<3.00	>=3.00 & <4.00	>=4.00 & <4.95	<=4.95	4.65

* The lower the score, the greater the priority factor.

Control

Q7-1   I can decide on my own how to go about doing my work — 92% (91% HEI Benchmark)

Q7-8   I am able to take regular breaks on most days — 65% (63% HEI Benchmark)

Q7-11   What do you feel are the reasons for your stress at work? Lack of autonomy/independence (i.e. personal freedom to make decisions) — 5%

Q7-11   What do you feel are the reasons for your stress at work? Conflicting instructions — 9%
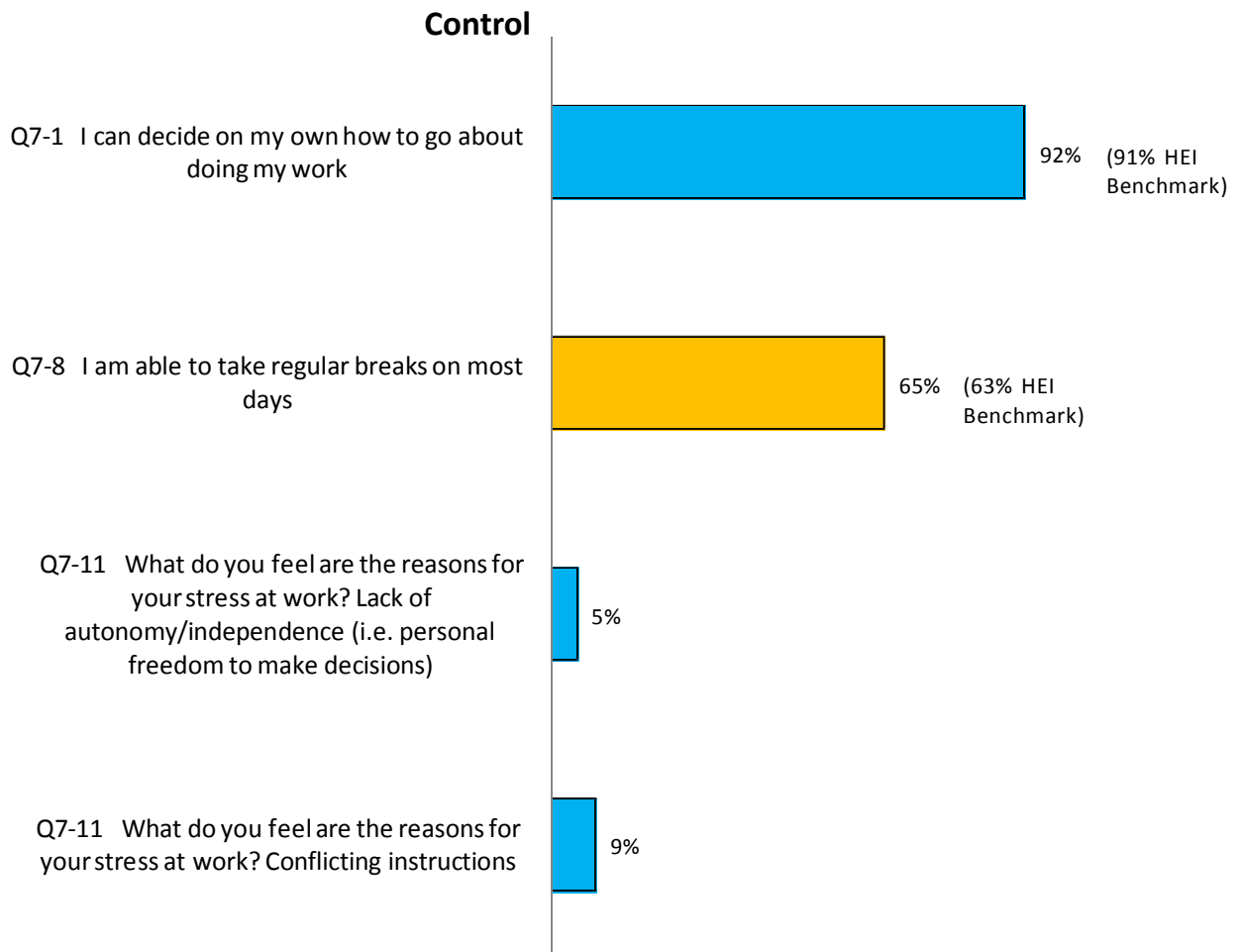
Using scores for the questions relating to control, it can be identified where most improvement in the University can be made.

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Q7-1 I can decide on my own how to go about doing my work

Around 92% of all University respondents said they can decide on their own how to go about doing their work. The occupational groups within the University which had the lowest scores for this issue, and therefore areas for improvement, are highlighted in the following table.

Group	Score
Occupation type: Computing/IT	3.98
Occupation type: Library	4.10
Occupation type: Manual/Craft	4.18
Occupation type: Teaching Only/Teaching Focussed/Teaching and Scholarship (including Clinical)	4.20
Occupation type: Academic Teaching and Research (including Clinical)	4.27
All University Respondents	**4.31**

Q7-8 I am able to take regular breaks on most days

Around 65% of all University respondents said they are able to take regular breaks on most days. The occupational groups within the University which had the lowest scores for this issue, and therefore areas for improvement, are highlighted in the following table.

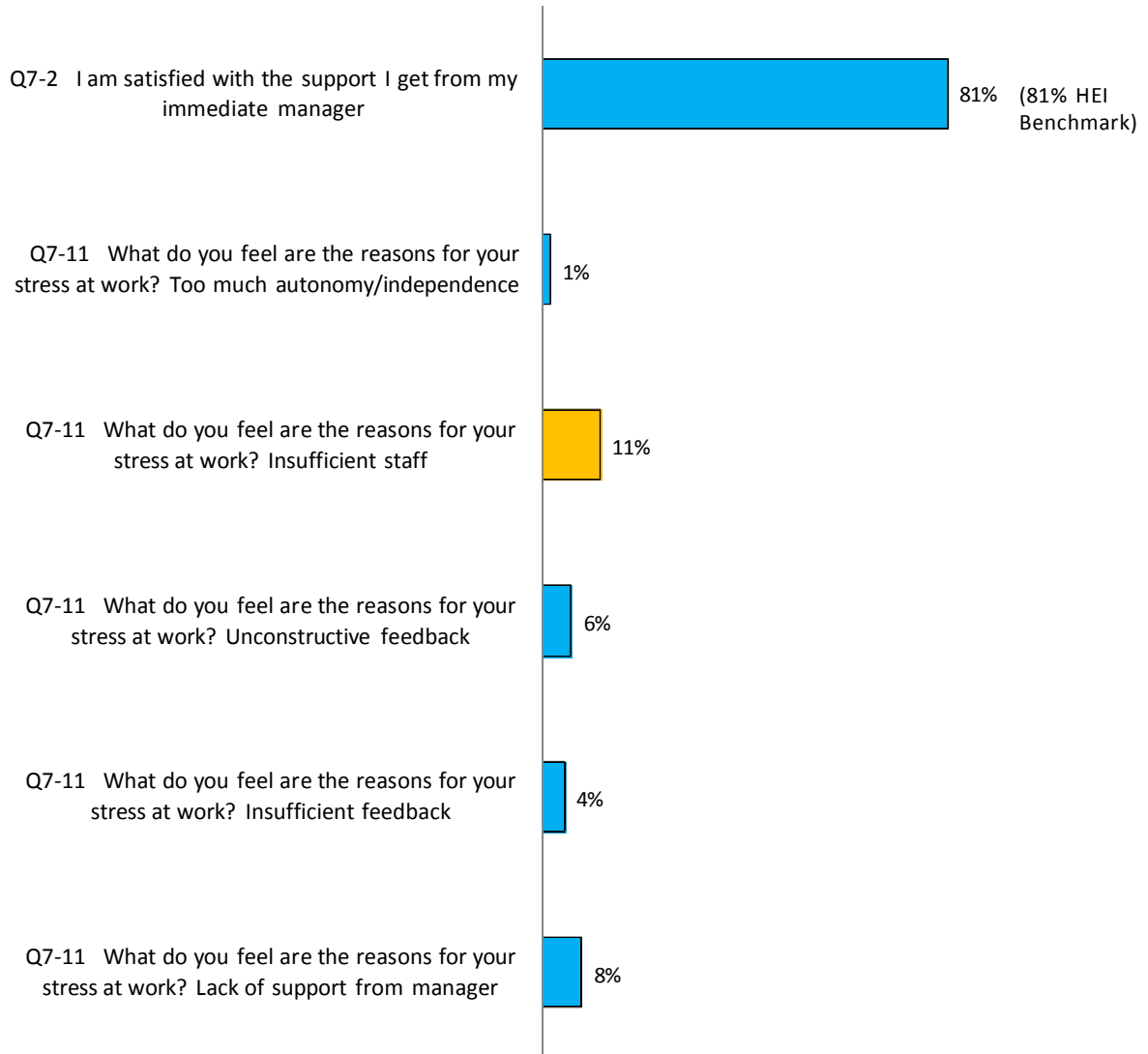| Group	Score
Occupation type: Academic Teaching and Research (including Clinical)	2.80
Occupation type: Teaching Only/Teaching Focussed/Teaching and Scholarship (including Clinical)	2.99
All University Respondents	**3.37**

Workplace Stress Report

Section 3a – Managers' Support

Using the Health and Safety Executive's calculations, the University's data can be analysed to show the priority level for each question relating to managers' support. As can be seen from the table below, one question falls into the medium priority category, and five fall into the low priority category.

	HSE High Priority Level	HSE Med Priority Level	HSE Low Priority Level	HSE Zero Priority Level	2015 Score*
Q7-2 I am satisfied with the support I get from my immediate manager	<3.00	>=3.00 & <4.00	>=4.00 & <4.95	<=4.95	4.00
Q7-11 What do you feel are the reasons for your stress at work? Too much autonomy/independence	<2.00	>=2.00 & <4.00	>=4.00 & <4.95	<=4.95	4.94
Q7-11 What do you feel are the reasons for your stress at work? Insufficient staff	<4.00	>=4.00 & <4.95	None	<=4.95	4.54
Q7-11 What do you feel are the reasons for your stress at work? Unconstructive feedback	<2.00	>=2.00 & <3.00	>=3.00 & <4.95	<=4.95	4.77
Q7-11 What do you feel are the reasons for your stress at work? Insufficient feedback	<2.00	>=2.00 & <3.00	>=3.00 & <4.95	<=4.95	4.83
Q7-11 What do you feel are the reasons for your stress at work? Lack of support from manager	<2.00	>=2.00 & <3.00	>=3.00 & <4.95	<=4.95	4.69

* The lower the score, the greater the priority factor.

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Managers' Support

Q7-2 I am satisfied with the support I get from my immediate manager — 81% (81% HEI Benchmark)

Q7-11 What do you feel are the reasons for your stress at work? Too much autonomy/independence — 1%

Q7-11 What do you feel are the reasons for your stress at work? Insufficient staff — 11%

Q7-11 What do you feel are the reasons for your stress at work? Unconstructive feedback — 6%

Q7-11 What do you feel are the reasons for your stress at work? Insufficient feedback — 4%

Q7-11 What do you feel are the reasons for your stress at work? Lack of support from manager — 8%

Using scores for the questions relating to managers' support, it can be identified where most improvement in the University can be made.

Q7-2 I am satisfied with the support I get from my immediate manager

Around 81% of all University respondents said they are satisfied with the support they get from their immediate manager. The occupational groups within the University which had the lowest scores for this issue, and therefore areas for improvement, are highlighted in the following table.

| Group	Score
Occupation type: Computing/IT	3.65
Occupation type: Teaching Only/Teaching Focussed/Teaching and Scholarship (including Clinical)	3.80
Occupation type: Academic Teaching and Research (including Clinical)	3.84
Occupation type: Technical/Experimental	3.89
All University Respondents	**4.00**

Section 3b – Peer Support

Using the Health and Safety Executive's calculations, the University's data can be analysed to show the priority level for each question relating to peer support. As can be seen from the table below, both questions fall into the medium priority category.

	HSE High Priority Level	HSE Med Priority Level	HSE Low Priority Level	HSE Zero Priority Level	2015 Score*
Q7-3 I am satisfied with the support I get from my work colleagues	<4.00	>=4.00 & <4.95	None	<=4.95	4.17
Q7-11 What do you feel are the reasons for your stress at work? Lack of support from colleagues	<4.00	>=4.00 & <4.95	None	<=4.95	4.74

* The lower the score, the greater the priority factor.

Peer Support

Q7-3 I am satisfied with the support I get from my work colleagues — 89% (88% HEI Benchmark)

Q7-11 What do you feel are the reasons for your stress at work? Lack of support from colleagues — 6%
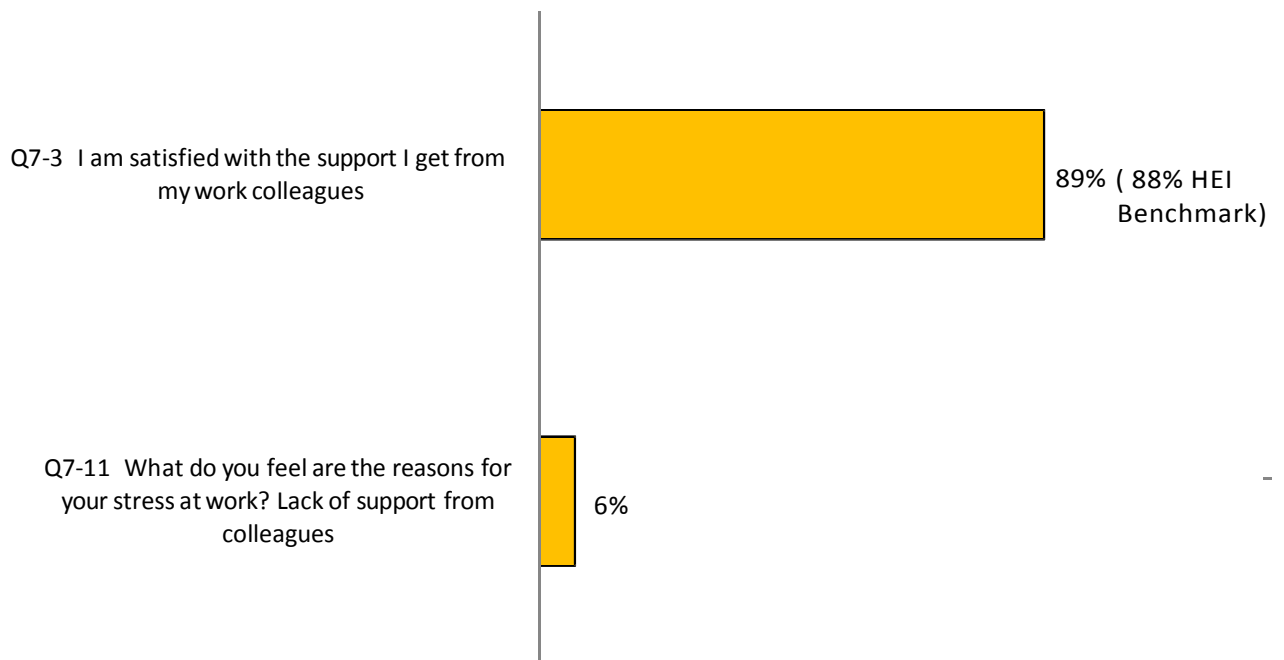
Using scores for the questions relating to peer support, it can be identified where most improvement in the University can be made.

Q7-3 I am satisfied with the support I get from my work colleagues

Around 89% of all University respondents said they are satisfied with the support they get from their work colleagues. The occupational groups within the University which had the lowest scores for this issue, and therefore areas for improvement, are highlighted in the following table.

| Group	Score
Occupation type: Computing/IT	**3.98**
Occupation type: Academic Teaching and Research (including Clinical)	**4.00**
Occupation type: Teaching Only/Teaching Focussed/Teaching and Scholarship (including Clinical)	**4.15**
All University Respondents	**4.17**

Section 4 – Relationships

Using the Health and Safety Executive's calculations, the University's data can be analysed to show the priority level for each question relating to relationships. As can be seen from the table below, two questions fall into the medium priority category, and three fall into the high priority category.

	HSE High Priority Level	HSE Med Priority Level	HSE Low Priority Level	HSE Zero Priority Level	2015 Score*
Q7-7 Relationships at work are strained	<2.09	>=2.09 & <4.00	>=4.00 & <4.91	<=4.91	3.74
Q7-10 Has your stress had an impact on your ability to cope with the work demands placed on you?	<2.00	>=2.00 & <4.00	>=4.00 & <4.95	<=4.95	3.78
Q7-11 What do you feel are the reasons for your stress at work? Conflict with managers	<5.00	None	None	5.00	4.77
Q7-11 What do you feel are the reasons for your stress at work? Conflict with colleagues/team members	<5.00	None	None	5.00	4.79
Q8-6 Do you believe you are currently being harassed or bullied at work?	<5.00	None	None	5.00	4.80

* The lower the score, the greater the priority factor.

Relationships
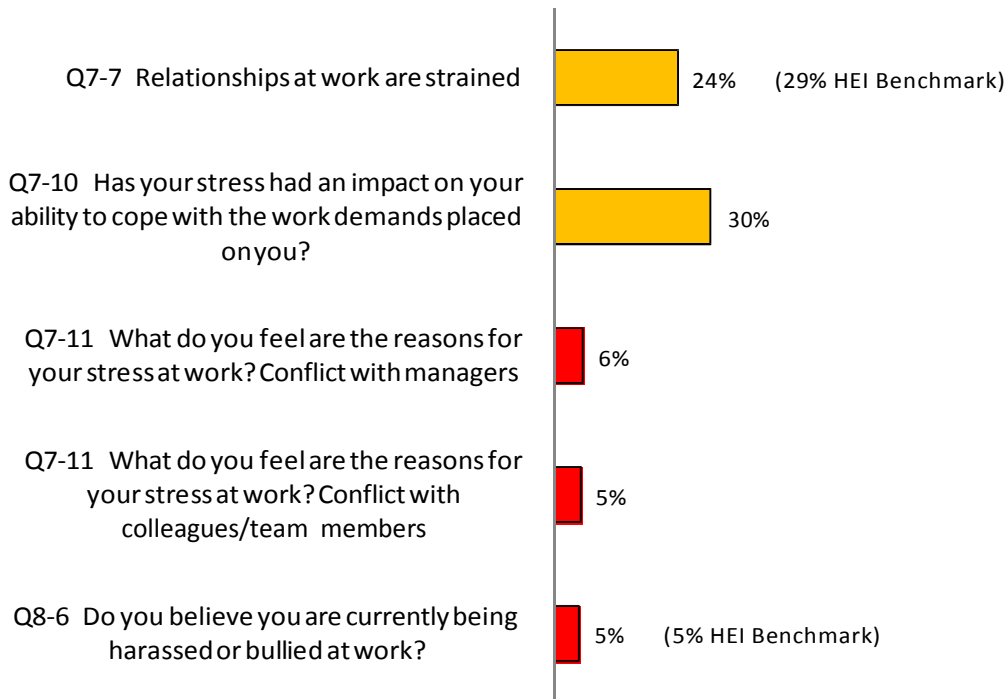
Using scores for the questions relating to relationships, it can be identified where most improvement in the University can be made.

Workplace Stress Report

Q7-7   Relationships at work are strained

Around 24% of all University respondents said relationships at work are strained. The occupational groups within the University which had the lowest scores for this issue, and therefore areas for improvement, are highlighted in the following table.

Group	Score
Occupation type: Computing/IT	3.37
Occupation type: Manual/Craft	3.55
Occupation type: Academic Teaching and Research (including Clinical)	3.64
Occupation type: Teaching Only/Teaching Focussed/Teaching and Scholarship (including Clinical)	3.69
Occupation type: Library	3.72
All University Respondents	3.74

Q7-10   Has your stress had an impact on your ability to cope with the work demands placed on you?

Around 30% of all University respondents said their stress had an impact on their ability to cope with the work demands placed on them. The occupational groups within the University which had the lowest scores for this issue, and therefore areas for improvement, are highlighted in the following table.

Group	Score
Occupation type: Computing/IT	3.49
Occupation type: Academic Teaching and Research (including Clinical)	3.50
Occupation type: Manual/Craft	3.55
All University Respondents	3.78

Q8-6   Do you believe you are currently being harassed or bullied at work?

Around 5% of all University respondents said they believe they are currently being harassed or bullied at work. The occupational groups within the University which had the lowest scores for this issue, and therefore areas for improvement, are highlighted in the following table.

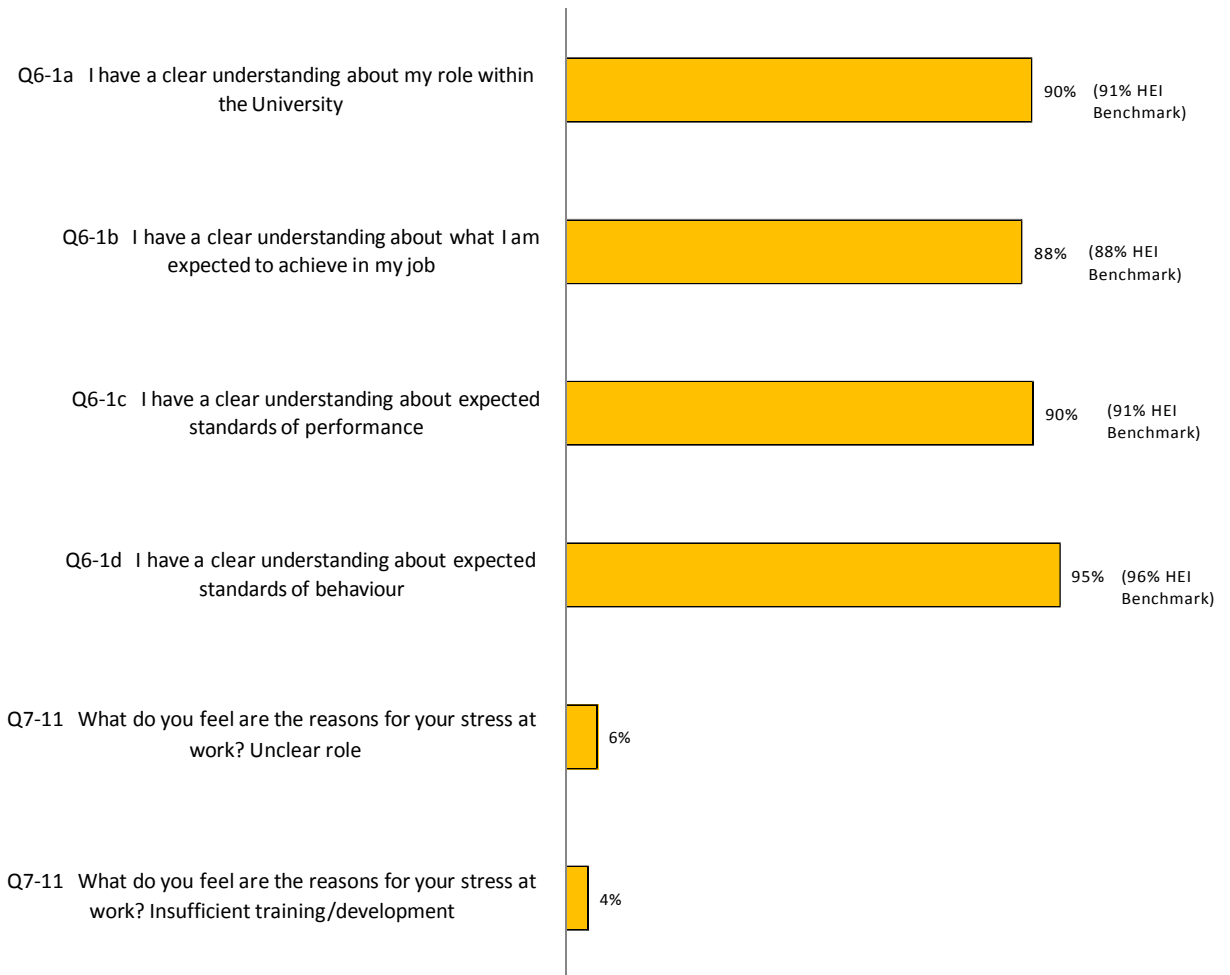| Group	Score
Occupation type: Computing/IT	4.66
Occupation type: Academic Teaching and Research (including Clinical)	4.77
Occupation type: Manual/Craft	4.77
Occupation type: Library	4.79
Occupation type: Teaching Only/Teaching Focussed/Teaching and Scholarship (including Clinical)	4.79
Occupation type: Technical/Experimental	4.79
All University Respondents	4.80

Section 5 – Role

Using the Health and Safety Executive's calculations, the University's data can be analysed to show the priority level for each question relating to role. As can be seen from the table below, all six questions fall into the medium priority category.

	HSE High Priority Level	HSE Med Priority Level	HSE Low Priority Level	HSE Zero Priority Level	2015 Score*
Q6-1a I have a clear understanding about my role within the University	<4.00	>=4.00 & <4.95	None	<=4.95	4.29
Q6-1b I have a clear understanding about what I am expected to achieve in my job	<4.00	>=4.00 & <4.95	None	<=4.95	4.25
Q6-1c I have a clear understanding about expected standards of performance	<4.00	>=4.00 & <4.95	None	<=4.95	4.33
Q6-1d I have a clear understanding about expected standards of behaviour	<4.00	>=4.00 & <4.95	None	<=4.95	4.51
Q7-11 What do you feel are the reasons for your stress at work? Unclear role	<4.00	>=4.00 & <4.95	None	<=4.95	4.76
Q7-11 What do you feel are the reasons for your stress at work? Insufficient training/development	<4.00	>=4.00 & <4.95	None	<=4.95	4.83

* The lower the score, the greater the priority factor.

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Role

Q6-1a I have a clear understanding about my role within the University — 90% (91% HEI Benchmark)

Q6-1b I have a clear understanding about what I am expected to achieve in my job — 88% (88% HEI Benchmark)

Q6-1c I have a clear understanding about expected standards of performance — 90% (91% HEI Benchmark)

Q6-1d I have a clear understanding about expected standards of behaviour — 95% (96% HEI Benchmark)

Q7-11 What do you feel are the reasons for your stress at work? Unclear role — 6%

Q7-11 What do you feel are the reasons for your stress at work? Insufficient training/development — 4%

Using scores for the questions relating to role, it can be identified where most improvement in the University can be made.

Q6-1a   I have a clear understanding about my role within the University

Around 90% of all University respondents said they have a clear understanding about their role within the University. The occupational groups within the University which had the lowest scores for this issue, and therefore areas for improvement, are highlighted in the following table.

Group	Score
Occupation type: Computing/IT	**3.55**
Occupation type: Research	**4.15**
Occupation type: Technical/Experimental	**4.25**
Occupation type: Teaching Only/Teaching Focussed/Teaching and Scholarship (including Clinical)	**4.26**
All University Respondents	**4.29**

Q6-1b   I have a clear understanding about what I am expected to achieve in my job

Around 88% of all University respondents said they have a clear understanding about what they are expected to achieve in their job. The occupational groups within the University which had the lowest scores for this issue, and therefore areas for improvement, are highlighted in the following table.

Group	Score
Occupation type: Computing/IT	**3.58**
Occupation type: Academic Teaching and Research (including Clinical)	**4.17**
Occupation type: Teaching Only/Teaching Focussed/Teaching and Scholarship (including Clinical)	**4.20**
Occupation type: Library	**4.21**
Occupation type: Technical/Experimental	**4.22**
All University Respondents	**4.25**

Q6-1c   I have a clear understanding about expected standards of performance

Around 90% of all University respondents said they have a clear understanding about expected standards of performance. The occupational groups within the University which had the lowest scores for this issue, and therefore areas for improvement, are highlighted in the following table.

Group	Score
Occupation type: Computing/IT	**3.84**
Occupation type: Academic Teaching and Research (including Clinical)	**4.17**
Occupation type: Teaching Only/Teaching Focussed/Teaching and Scholarship (including Clinical)	**4.25**
Occupation type: Library	**4.30**
Occupation type: Research	**4.32**
All University Respondents	**4.33**

Q6-1d   I have a clear understanding about expected standards of behaviour

Around 95% of all University respondents said they have a clear understanding about expected standards of behaviour. The occupational groups within the University which had the lowest scores for this issue, and therefore areas for improvement, are highlighted in the following table.

| Group	Score
Occupation type: Computing/IT	**4.28**
Occupation type: Academic Teaching and Research (including Clinical)	**4.41**
Occupation type: Research	**4.47**
Occupation type: Teaching Only/Teaching Focussed/Teaching and Scholarship (including Clinical)	**4.49**
All University Respondents	**4.51**

Section 6 – Change

Using the Health and Safety Executive's calculations, the University's data can be analysed to show the priority level for each question relating to change. As can be seen from the table below, two questions fall into the medium priority category, and one falls into the low priority category.

	HSE High Priority Level	HSE Med Priority Level	HSE Low Priority Level	HSE Zero Priority Level	2015 Score*
Q4-5 My immediate line manager involves me in decisions that affect me or my area of work	<2.00	>=2.00 & <4.00	>=4.00 & <4.95	<=4.95	3.74
Q7-11 What do you feel are the reasons for your stress at work? Organisational change	<2.00	>=2.00 & <4.00	>=4.00 & <4.95	<=4.95	4.66
Q10-2 I am consulted about changes that affect my team/School/Directorate	<2.00	>=2.00 & <4.00	>=4.00 & <4.95	<=4.95	3.15

* The lower the score, the greater the priority factor.

Change

Q4-5 My immediate line manager involves me in decisions that affect me or my area of work — 73% (75% HEI Benchmark)

Q7-11 What do you feel are the reasons for your stress at work? Organisational change — 9%

Q10-2 I am consulted about changes that affect my team/School/Directorate — 57%
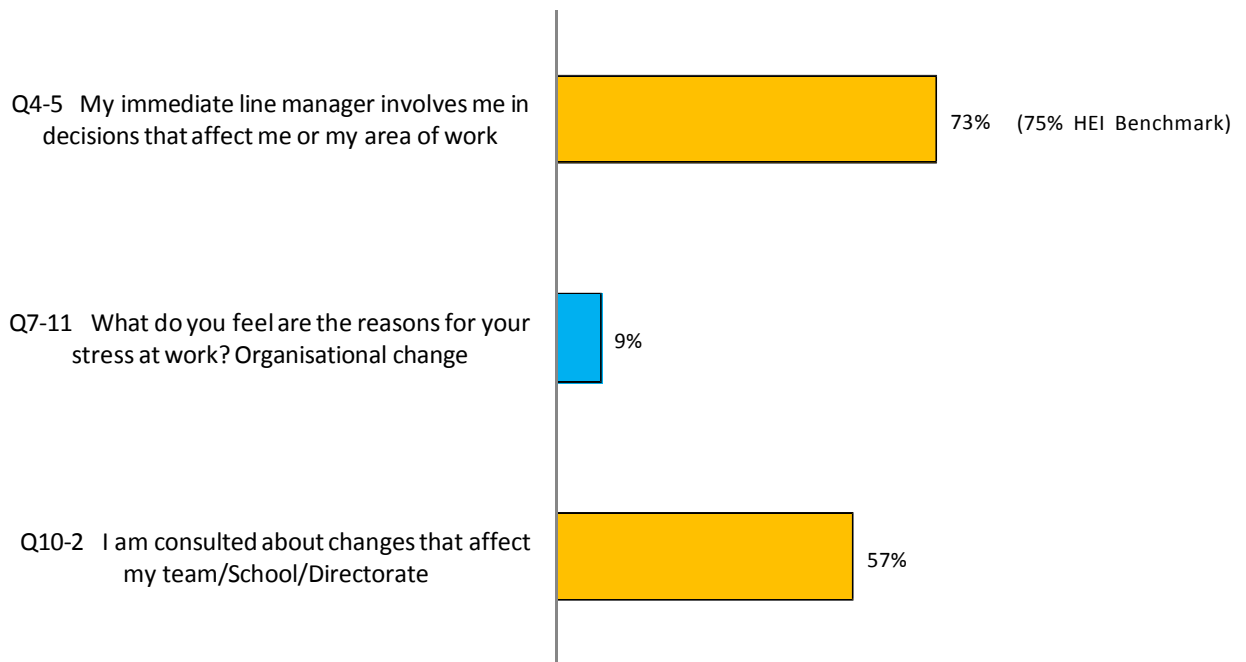
Using scores for the questions relating to change, it can be identified where most improvement in the University can be made.

Q4-5   My immediate line manager involves me in decisions that affect me or my area of work

Around 73% of all University respondents said their immediate line manager involves them in decisions that affect them or their area of work. The occupational groups within the University which had the lowest scores for this issue, and therefore areas for improvement, are highlighted in the following table.

Group	Score
Occupation type: Computing/IT	**3.35**
Occupation type: Teaching Only/Teaching Focussed/Teaching and Scholarship (including Clinical)	**3.39**
Occupation type: Academic Teaching and Research (including Clinical)	**3.50**
Occupation type: Technical/Experimental	**3.55**
Occupation type: Manual/Craft	**3.61**
All University Respondents	**3.74**

Q10-2   I am consulted about changes that affect my team/School/Directorate

Around 57% of all University respondents said they are consulted about changes that affect their team/School/Directorate. The occupational groups within the University which had the lowest scores for this issue, and therefore areas for improvement, are highlighted in the following table.

Group	Score
Occupation type: Computing/IT	**2.67**
Occupation type: Academic Teaching and Research (including Clinical)	**2.94**
Occupation type: Teaching Only/Teaching Focussed/Teaching and Scholarship (including Clinical)	**3.00**
Occupation type: Technical/Experimental	**3.03**
Occupation type: Research	**3.14**
All University Respondents	**3.15**

Key Findings

High Priority Level

The University falls into what can be considered the High Priority level for the following Management Standards and questions:

Relationships

- What do you feel are the reasons for your stress at work? Conflict with managers

- What do you feel are the reasons for your stress at work? Conflict with colleagues/team members

- Do you believe you are currently being harassed or bullied at work?

Medium Priority Level

The University falls into the Medium Priority level for the following Management Standards and questions:

Demands

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

Control

- I am able to take regular breaks on most days

Manager Support

- What do you feel are the reasons for your stress at work? Insufficient staff

Peer Support

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

- What do you feel are the reasons for your stress at work? Lack of support from colleagues

Relationships

- Relationships at work are strained

- Has your stress had an impact on your ability to cope with the work demands placed on you?

Role

- I have a clear understanding about my role within the University

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

- I have a clear understanding about expected standards of performance

- I have a clear understanding about expected standards of behaviour

- What do you feel are the reasons for your stress at work? Unclear role

- What do you feel are the reasons for your stress at work? Insufficient training/development

Workplace Stress Report

Change
- My immediate line manager involves me in decisions that affect me or my area of work

- I am consulted about changes that affect my team/School/Directorate

Low Priority Level

The University falls into the Low Priority level for the following Management Standards and questions:

Demands
- What do you feel are the reasons for your stress at work? My workload

- What do you feel are the reasons for your stress at work? Insufficient resources (other than staff)

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

- What do you feel are the reasons for your stress at work? Lack of autonomy/independence (i.e. personal freedom to make decisions)

- What do you feel are the reasons for your stress at work? Conflicting instructions

Manager Support
- I am satisfied with the support I get from my immediate manager

- What do you feel are the reasons for your stress at work? Too much autonomy/independence

- What do you feel are the reasons for your stress at work? Unconstructive feedback

- What do you feel are the reasons for your stress at work? Insufficient feedback

- What do you feel are the reasons for your stress at work? Lack of support from manager

Change
- What do you feel are the reasons for your stress at work? Organisational change

Zero Priority Level

The University does not fall into the Zero Priority level for any of the Management Standards and questions.

Areas for Improvement

Fourteen stress factors were measured within the questionnaire (excluding the 15 questions relating to causes of workplace stress). The following table shows which areas of work and occupation types (shown in descending order of frequency) appeared at the highest frequencies in relation to these stress factors, and should therefore be considered high priority groups for improvements. Note that for the purposes of calculation, only factors scored below the University average which were categorised as high (red) and medium (orange) priority have been taken into consideration.

Occupational Group	Number of stress factors
Occupation type: Computing/IT	12
Occupation type: Academic Teaching and Research (including Clinical)	12
Occupation type: Teaching Only/Teaching Focussed/Teaching and Scholarship (including Clinical)	12
Occupation type: Technical/Experimental	6
Occupation type: Research	4
Occupation type: Library	4
Occupation type: Manual/Craft	4

Workplace Stress Report