Brainbox Research

University of Manchester

2007 Staff Well Being Stress Survey

Final Report

2nd April 2008

MANCHESTER 1824

Contents

Executive Summary

A stress risk survey was undertaken in over the period of November 2007 to January 2008 using the Health and Safety Executive's indicator tool, which identifies the extent to which the working conditions experienced by employees place them at risk of experiencing workplace stress. The Stress Watch system was used, which has been tested and approved by the HSE. Six key areas of risk are examined: demands of the job; how much control employees have over the way they do their work; support from managers and colleagues; relationships at work; and how change is managed and communicated.

A 48% response rate was achieved. The results were benchmarked against normative data from the Health and Safety Executive using the Stress Watch system. The results indicate that staff report a moderate level of stress risks in most factors, and although there is clear room for improvement, urgent action is not required for all groups of staff. The results obtained are very similar to those in other Universities.

Efforts made by the University to address the higher risk of stress faced by Academic staff have been accompanied by a decrease in stress risks: the risks for Academic staff are now similar to those faced by other staff groups. The remainder of staff groups show a slight increase in stress risks. The main area of concern is the risk arising from Change and how it is managed, and about strained relationships at work. The increased risk faced across all factors by staff who report a disability is also of concern. While the results have not shown the improvement that the University might have hoped, they must be interpreted in the context of the changes that have occurred over the last two years. The planned realignment following the merger of the Victoria University of Manchester and UMIST has been undertaken, which has resulted in substantial changes across the University. Given these changes, it is unsurprising that the risk of stress arising from Change has increased. Another positive finding is that all staff reported relatively high levels of control over their work: this can help protect them from the risk of stress. Each stress risk factor is summarised below.

Demands: The main stress risks are the pace of work, and difficulty combining demands from different groups at work. While the risks faced by Academic staff have decreased, they remain at higher risk of stress arising from the demands placed upon them: they report higher risks across the range of questions in this factor.

Control: Staff in all roles and faculties report high levels of control, and this can protect them from the other stress risks they experience at work. Academic and research staff have the highest levels of control. There are no consistent differences between faculties in the amount of control staff report having over their work.

Support from Managers and Colleagues: Staff report receiving good levels of support from both their managers and colleagues, although managers should be encouraged to give supportive feedback to their colleagues. Academic staff report that they are less able to rely on their managers or colleagues to help them with a work problem. Manual staff receive less supportive feedback on their work than other staff groups and less encouragement from their line managers.

Relationships: Relatively high risk factors are that relationships are strained, and that there is friction or anger between colleagues. Bullying is not a major problem across the university, although the number of staff that report being bullied has increased since the previous survey. Relationships are a greater source of stress for Manual staff than others, particularly receiving unkind words or behaviour, and experiencing strained work relationships.

Role: Action is required to reduce staff stress risks arising from lack of clarity regarding role. However, this factor should be interpreted with caution as most organisations have high risks when benchmarked against the HSE database. Manual staff have relatively low stress risks arising from Role.

Change: The stress risk arising from Change and how it is managed has increased slightly since the previous survey. The highest risk arises from staff reporting that they are not consulted about changes at work. The risk is lower in the Faculty of Life Sciences.

The next step in the HSE process is to undertake focus groups with staff. Over 100 staff have already volunteered to take part, and these groups will be held over the next few months. These would help to explore whether the stressors identified in the survey give rise to the experience of stress, and if so, what can be done to reduce the stress risks and to help staff to cope more effectively with the stressors they face. Actions should then be agreed and implemented. The results indicate that stress risks have increased slightly, so it is important to explore whether these risks are accompanied by an increase in the experience of stress, why this has occurred, and the actions that can be taken by the University, managers, and individuals to reduce stress. Actions that the University may wish to consider implementing are training for staff (e.g. in conflict management and emotional intelligence), and an audit of internal communications. The previous survey identified that Academic staff were at most at risk of stress. Actions were taken to reduce stress risks, and the survey indicates that these have had a protective effect. The impact that these changes have made should be explored during focus groups, along with additional actions that can be implemented, for example to tackle the residual raised risk arising from Demands. It is recommended that the actions taken to reduce stress risks should be documented, and that the stress risk survey should be undertaken again in 12- 18 months to evaluate the changes made.

1. Background

Pressure can make work more challenging and stimulating. Too much pressure - where we begin to feel that we can't cope - results in stress. The Health and Safety Executive (HSE) define stress as "the adverse reaction people have to excessive pressures or other types of demand placed on them". Hence they make the distinction between pressure – which can be positive – and workplace stress, which arises from excess pressure, and is always negative. There are often severe consequences of stress, including an increase in errors, reduced productivity, poor decision-making, and increased sickness absence. Too much stress over a prolonged time period can be seriously damaging to an organisation and can cause severe health problems for individuals. The HSE describe how work stress and related conditions are the second most commonly reported work-related ill-health problem in the UK, and they estimate that half a million people suffer from work-related stress, anxiety or depression. In 2003/4 an estimated 12.8 million days off work were attributed to work-related stress, anxiety or depression, which makes stress one of principal causes of work-related sickness absence. In response to this, the HSE launched the Management Standards for work-related stress, which places clear responsibilities on employers for tackling workplace stress, and provides guidelines for organizations on what they should be doing to identify and reduce stress in the workplace.

The purpose of this report is to provide the results of the stress risk assessment in the University of Manchester, to highlight those areas that put staff at higher risk of stress, and to identify the progress made since the previous stress risk survey in 2005. It should be noted that the survey does not measure how stressed employees feel, but rather the extent to which their working conditions places them at risk of experiencing stress. This report outlines the HSE Stress Management Standards and presents the results of the stress risk survey. An overview of the stress risks across the University is first provided. The results are then benchmarked against national data, and future targets recommended by the HSE presented. A detailed analysis of the stress risks reported by staff is presented, and this is compared with the results of the 2005 survey. The results are then broken down by occupational role and by directorate, and then by gender, ethnicity, and self-reported disability. The level of bullying reported by staff is described. Finally, an overview of the stressors is provided, with priority areas highlighted and suggestions for further work and reducing stress risks made.

The University of Manchester was formed in 2004 by the merger of the Victoria University of Manchester and UMIST. It comprises five faculties: the Faculty of Engineering and Physical Sciences; the Faculty of Humanities; the Faculty of Life Sciences; the Faculty of Medical and Human Sciences; and Central Services. Each of these faculties comprises several Schools or

Directorates. The previous survey, undertaken in 2005, indicated that reducing stress risks for academic staff was a priority area. All employees experienced high levels of control, which offers some protection against the risk of stress. Since the previous survey the planned realignment following the merger has been undertaken, which may contribute to increased stress risks in staff across the University, and in particular those groups of staff that have been most affected by the realignment, namely clerical, secretarial and professional staff, and staff in Chemical Engineering, Mathematics, and the Business School. Any increased risks in these groups will be explored.

1.1 The HSE Stress Management Standards

The HSE Management Standards (detailed in Appendix 1) describe six different factors that predict stress at work, and guidelines on how to adapt the working environment so as to reduce the risk. The six factors are summarised below.

1. **Demands** - Includes issues like workload, work patterns, and the work environment.
2. **Control** - How much say the person has in the way they do their work.
3. **Role** - Whether people understand their role within the organisation and whether the organisation ensures that the person does not have conflicting roles.
4. **Relationships** - Includes promoting positive working to avoid conflict and dealing with unacceptable behaviours.
5. **Support** - Includes the encouragement, sponsorship and resources provided by the organisation, line management and colleagues.
6. **Change** - How organisational change (large or small) is managed and communicated in the organisation.

The HSE has developed the indicator tool -– a set of 35 question items across the six factors – that can be used to audit workplace stress risks and to help guide the development and implementation of interventions to reduce workplace stress. The survey does not measure how stressed employees feel. Rather, it examined the working conditions that they report, and the extent to which these place them at risk of experiencing stress. Comparison with HSE normative data enables organisations to benchmark their performance and identify areas that need to be explored in more detail. The Management Standards therefore help organisations identify priority issues and how to address workplace stress. A critical part of applying the Management Standards is to use the indicator tool to identify areas that put staff at high levels of stress risk, to consult with staff to find out which of the risks require interventions, and to use the indicator tool again after organisational changes have been implemented in

order to evaluate the reductions in workplace stress that have been achieved. The HSE recommends, as best practice, the five-step process below:

Step 1 Identify the hazards

Step 2 Decide who might be harmed and how

Step 3 Evaluate the risk and take action

Step 4 Record your findings

Step 5 Monitor and review

The stress risk assessment undertaken here satisfies the first four steps in the process. It is recommended that the results presented here be used to agree a number of interventions to reduce work-related stress. The stress risk survey should then be repeated in 12-18 months in order to monitor the changes in work-related stress that have been achieved, and thereby evaluate the improvements that have been implemented.

2. Stress survey results

The survey was conducted between 06 November 2007 and 18 January 2008. An invitation to participate in the survey was sent by the University to all staff email addresses: 9495 emails were sent, and a total of 4547 completed questionnaires were received, giving a response rate of 48%. This compares well with the 3654 responses received in the 2005 survey, and the 46% response rate. This response rate is excellent, and provides reassurance that the risks reported are valid. Paper questionnaires were sent to 935 staff without convenient access to a computer. Of these, 146 were returned, giving a response rate of 16% (compared to 17% in the last survey).

Respondent details

The majority of respondents (87%) were full-time members of staff, and on a permanent contract (73%). The remainder were on a fixed-term contract (27%). Slightly more respondents were female (58%). A broad range of ages was represented: 20% were 18-30, 31% 31-40, 27% were 41-50, and 22% were over 50. The majority (88%) were White British, and a small proportion (5%) considered themselves to have a disability.

All occupational roles are represented, with the largest group of respondents being administration or management, and academics. Figure 1 indicates the distribution of respondents across occupational roles.
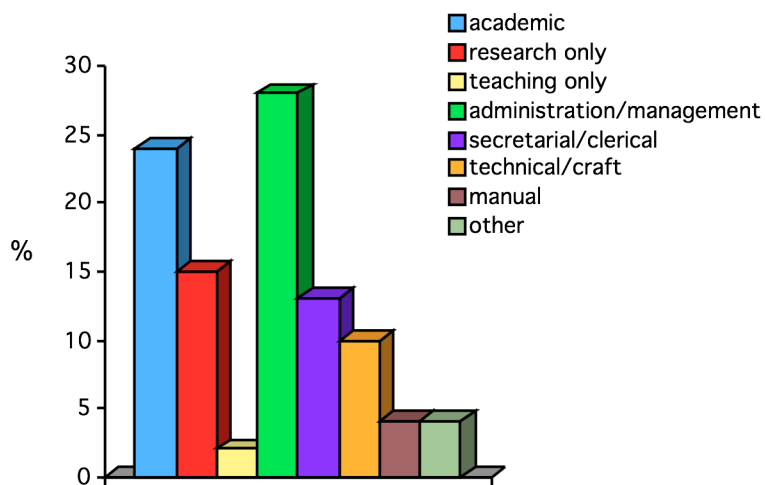
Figure 1: Percentage of respondents in each occupational role

Similarly, all directorates are represented, as shown in Figure 2.
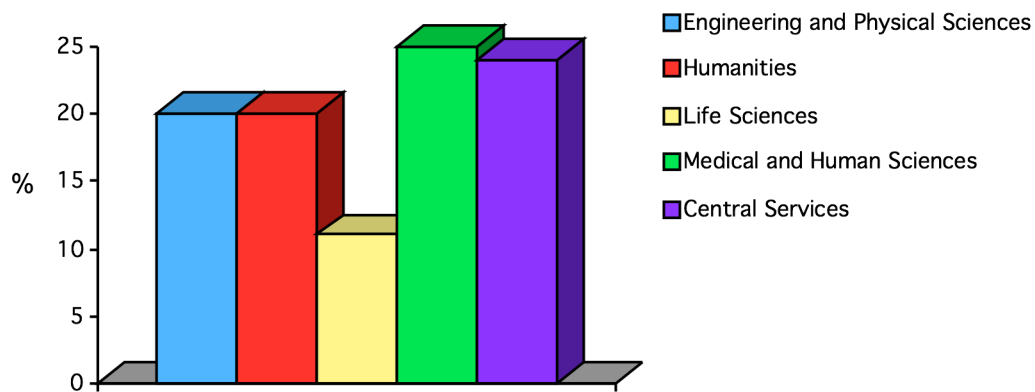
Figure 2: Percentage of respondents in each faculty.

2.1 Stress Risks Across the University

Figure 3 shows a summary of the results for the whole of University. The height of the bars indicates the stress scores, with higher scores indicating lower stress risks. The 'traffic light' system (red, yellow, blue, green) provides a swift visual reference to help compare the organisation's results with the HSE's national benchmark survey of employees. Red indicates the results for the University fall at or below the 20th percentile of the HSE normative data, and that urgent action is required. Yellow indicates a below-average score, and a need for improvement. Blue indicates an above-average score, which is a good result albeit with room for improvement. Green indicates a score within the top 20th percentile, which is a very good result. The colour coding system is used consistently throughout this report to enable the reader to compare the results between faculties and occupational roles and to compare with the benchmark.

The scores for the whole of the University for each of the factors is shown in the graph below, benchmarked against the HSE normative dataset. Higher bars indicate better performance, i.e. lower stress risks. The colour of the bars reflects the HSE traffic light score.
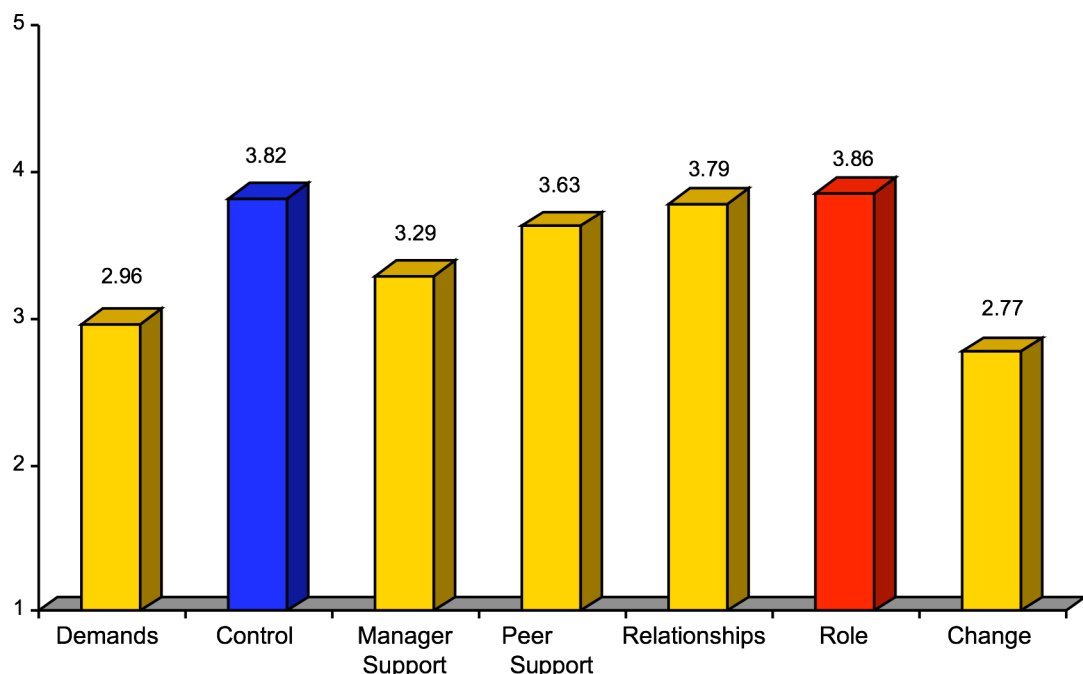
Figure 3: Current stress risk scores for the University; higher bars indicate lower risks.

The results indicate that staff report moderate levels of stress risk factors across the range of risk factors with the exception of Control, for which the University performs above average, and for Role, which – when benchmarked against HSE normative data – requires urgent action.

However, Role is an area in which most organisations score comparatively low, and so while action is required to address this factor, we suggest that this is not as urgent as the benchmarking exercise indicates.

To identify whether there are any areas within Role that require more immediate attention, an effect size calculation was performed to identify important differences on the individual items comprising the factor. Standard deviations for each item ranged from 0.75 to 1.11, and using a medium effect size of 0.3, differences of 0.3 are estimated as being important. The main differences in Role are that:

- Manual staff report greater role clarity across four of the five questions (all except question 1), for example they are clearer than other staff groups about their duties and responsibilities, and about how to get their job done.
- Technical and craft staff are clearer about the goals and objectives for their directorate and school.

Hence the results indicate that Manual staff require less input than other staff groups to reduce stress risks arising from lack of role clarity. Guidance for other staff groups on what is expected of them, including their duties and responsibilities, how to go about getting their job done, the goals for their directorate or school, and how their work fits into the goals for the University would help reduce the risk of stress arising from this factor.

Standard deviations were calculated for each of the items in the survey, and effect size calculations all showed that a medium effect size, likely to correspond to a medium difference in risk, is a difference of 0.3. This criterion is used throughout the report to indicate important differences between different groups of staff, and between the current and previous survey results.

The targets for the University, calculated from HSE recommendations, are shown in Figure 4. Three sets of results are shown: the results at present, the suggested medium-term targets, and long-term targets, based on the HSE national figures. Most areas show moderate levels of stress risks, and so the University is expected to achieve low risk status in the longer term rather than the medium term.

Stress Factor	Your Results	Suggested Interim Target	Suggested Longer Term Target
Demands	2.96	3.38	4.25
Control	3.82	4.00	4.33
Manager Support	3.29	3.60	4.60
Peer Support	3.63	4.00	4.75
Relationships	3.79	4.00	4.75
Role	3.86	4.60	5.00
Change	2.77	3.33	4.00

You do not currently rank above the 80th percentile for any of the above stress factors. You are strongly advised to aim for the interim and long-term targets.

Doing very well - need to maintain
Represents those at, above or close to the 80th percentile †

Good, but need for improvement
Represents those better than average but not yet at, above or close to the 80th percentile †

Clear need for improvement
Represents those below average but not below or close to the 20th percentile †

Urgent action needed
Represents those at, below or close to the 20th percentile †

Figure 4: Current stress risks for the University, with interim and longer-term targets

Results for the individual items comprising each factor are shown over the following pages. The left column shows the results for the 2005 survey and the right column shows those from the current survey. Overall the factors show a good mix of scores: other than Role (which as discussed above, should be interpreted with caution) no areas indicate excessive stress risks. The Demands placed on staff produces the highest stress risk, particularly with respect to conflicting demands, having to neglect some tasks because of workload, and having to work fast and intensely. There is also evidence that the Relationship between staff present a risk of stress, specifically that relationships are strained, and that there is friction or anger between colleagues. The results show that the respondents have below-average stress risks for Control. As having high levels of control over one's working life can protect against the risk of stress, this suggests that University staff are buffered to some extent from the stress risks they face.

It is apparent that the risk of stress has increased over the last two years, indicated by the lower scores in the 2007 survey. While most of these changes are very small, they are larger for the risk of stress arising from Change, which has a small-to-medium effect size.

Demands

	Question	Average score 2005	Average score 2007
3	Different groups at work demand things from me that are hard to combine	2.88	2.82
6	I have unachieveable deadlines	3.43	3.36
9	I have to work very intensively	2.25	2.20
12	I have to neglect some tasks because I have too	2.81	2.77

		much work to do		
16	I am unable to take sufficient breaks		3.41	3.36
18	I am pressured to work long hours		3.43	3.39
20	I have to work very fast		2.61	2.57
22	I have unrealistic time pressures		3.34	3.22

Control

	Question	Average score 2005	Average score 2007
2	I can decide when to take a break	4.11	4.12
10	I have a say in my own work speed	3.74	3.70
15	I have a choice in deciding how I do my work	3.93	3.91
19	I have a choice in deciding what I do at work	3.36	3.34
25	I have some say over the way I work	4.03	4.02
30	My working time can be flexible	3.82	3.81

Support from Managers and Peers

	Question	Average score 2005	Average score 2007
8	I am given supportive feedback on the work I do	3.08	2.97
23	I can rely on my line manager to help me out with a work problem	3.51	3.46
29	I can talk to my line manager about something that has upset or annoyed me about work	3.71	3.60
33	I am supported through emotionally demanding work	3.13	3.03
35	My line manager encourages me at work	3.50	3.40
7	If work gets difficult, my colleagues will help me	3.58	3.52
24	I get help and support I need from my colleagues	3.50	3.72
27	I receive the respect at work I deserve from my colleagues	3.60	3.52
31	My colleagues are willing to listen to my work-related problems	3.78	3.76

Relationships

	Question	Average score 2005	Average score 2007
5	I am subject to personal harassment in the form of unkind words or behaviour	4.31	4.20
14	There is friction or anger between colleagues	3.38	3.24
21	I am subject to bullying at work	4.60	4.49
34	Relationships at work are strained	3.42	3.22

Role

	Question	Average score 2005	Average score 2007
1	I am clear what is expected of me at work	4.02	3.97
4	I know how to go about getting my job done	4.20	4.22
11	I am clear what my duties and responsibilities are	4.01	4.01
13	I am clear about the goals and objectives for my directorate/school	3.49	3.37
17	I understand how my work fits into the overall aim of the organisation	3.82	3.72

Change

	Question	Average score 2005	Average score 2007
26	I have sufficient opportunities to question managers about change at work	3.30	3.12
28	Staff are always consulted about change at work	2.70	2.48
32	When changes are made at work, I am clear how they will work out in practice	2.92	2.73

2.2. Summary results for each main occupational group

Within organisations, different patterns of stress risk are often found across occupational groups. The survey results were therefore analysed separately for each main staff group represented within the survey: academic staff, research only, teaching only, administration and management, secretarial and clerical, technical and craft, and manual staff. For each group of staff the results are benchmarked against the HSE normative database, and compared with the results from 2005. Better scores, i.e. lower stress risks, are shown as longer bars and higher numbers. The traffic light system is used so that those areas that, benchmarked against HSE data, red bars indicate urgent action is required, yellow bars indicate a need for improvement, and blue bars indicate a low risk. Detailed results are shown in Appendix 2.

2.2.1 Academic Staff

The results for Academic staff (Figure 5) indicate that stress risks associated with the Demands of the job have decreased since the previous stress audit (although they still remain higher than the University as a whole). In five areas the risk has remained approximately stable. The risk associated with Change has increased. Academic staff now have a similar risk profile to that of other University employees, and they also have higher scores (and so lower stress risks) for Control, which has the potential to protect them from experiencing stress. Detailed results (Appendix 2) indicate that the demands placed on Academic staff still present more of a stress risk than for the University as a whole from:

- different groups demanding things that are hard to combine
- having unachievable deadlines
- having to work very intensely
- having to neglect some tasks because they have too much work to do
- being pressured into working long hours
- having unrealistic time pressures

There were no consistent differences between academics in the different faculties.

Figure 5: Stress risks for Academic staff. The top bar shows the Academic score for 2005, the middle bar shows the Academic score for 2007, and the lower bar shows the University score for 2007.

2.2.2 Research Staff

The results for Research staff (Figure 6) indicate that this staff group face below-average stress risks. The only area that gives some cause for concern is that of Role, for which they are at greater risk than university staff in general. While stress risks have increased slightly since the previous survey, they remain below average. The scores from individual items (Appendix 2) indicate that the only Demands and Relationships require any urgent action.
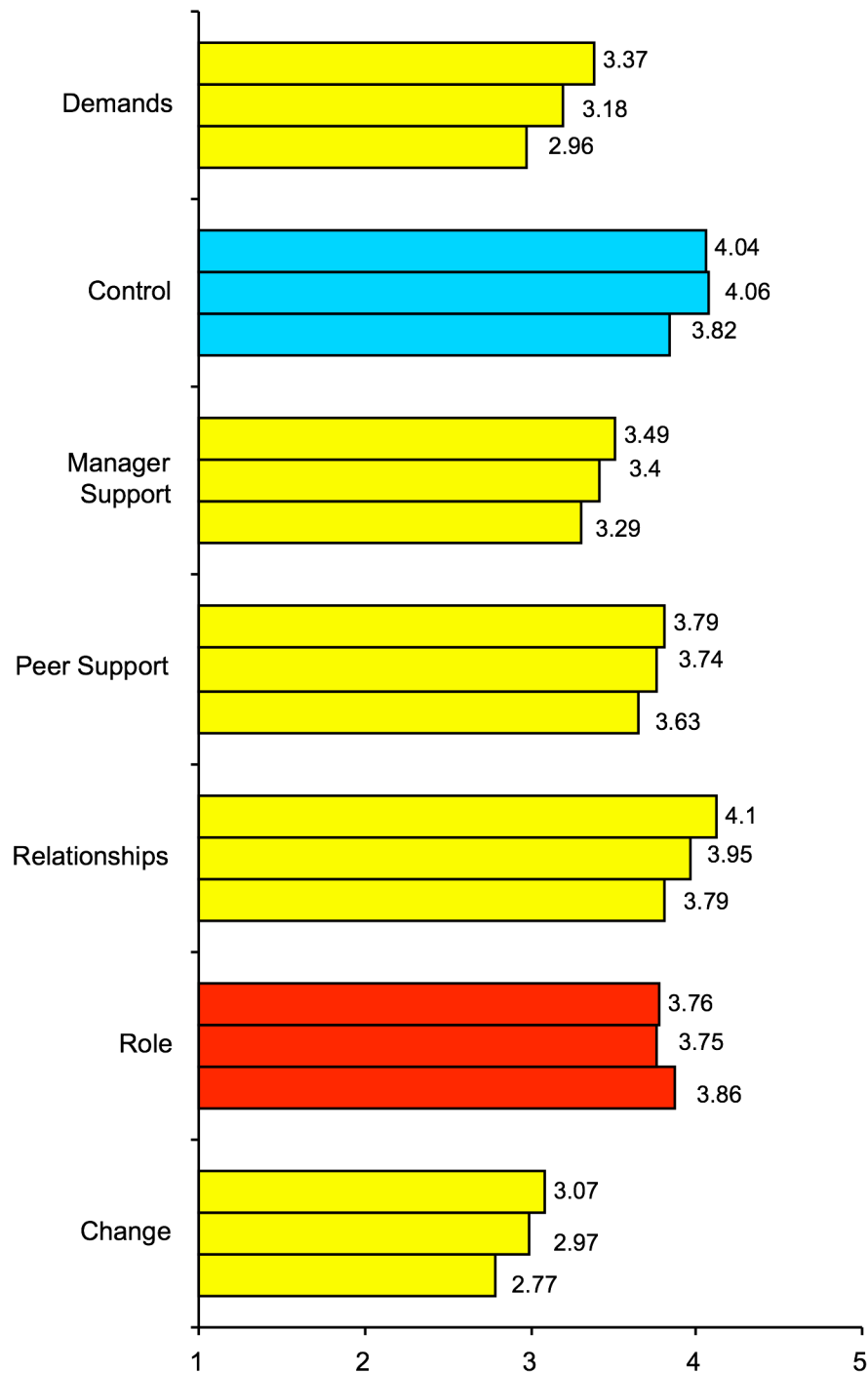
Figure 6: Stress scores for Research staff. The top bar shows the Research score for 2005, the middle bar shows the Research score for 2007, and the lower bar shows the University score for 2007.

2.2.3 Teaching Staff

The results from this group of staff are typical of those from the rest of the University, with Role being the only area indicating urgent action, and with staff reporting good levels of Control. There has been a slight increase in stress risks since the 2005 survey, but there are no areas that raise particular concerns. Indeed, the lack of clarity regarding role, which was an area that required attention in the 2005 survey has been addressed successfully to the extent that it is a lower risk for this group than for the university average.
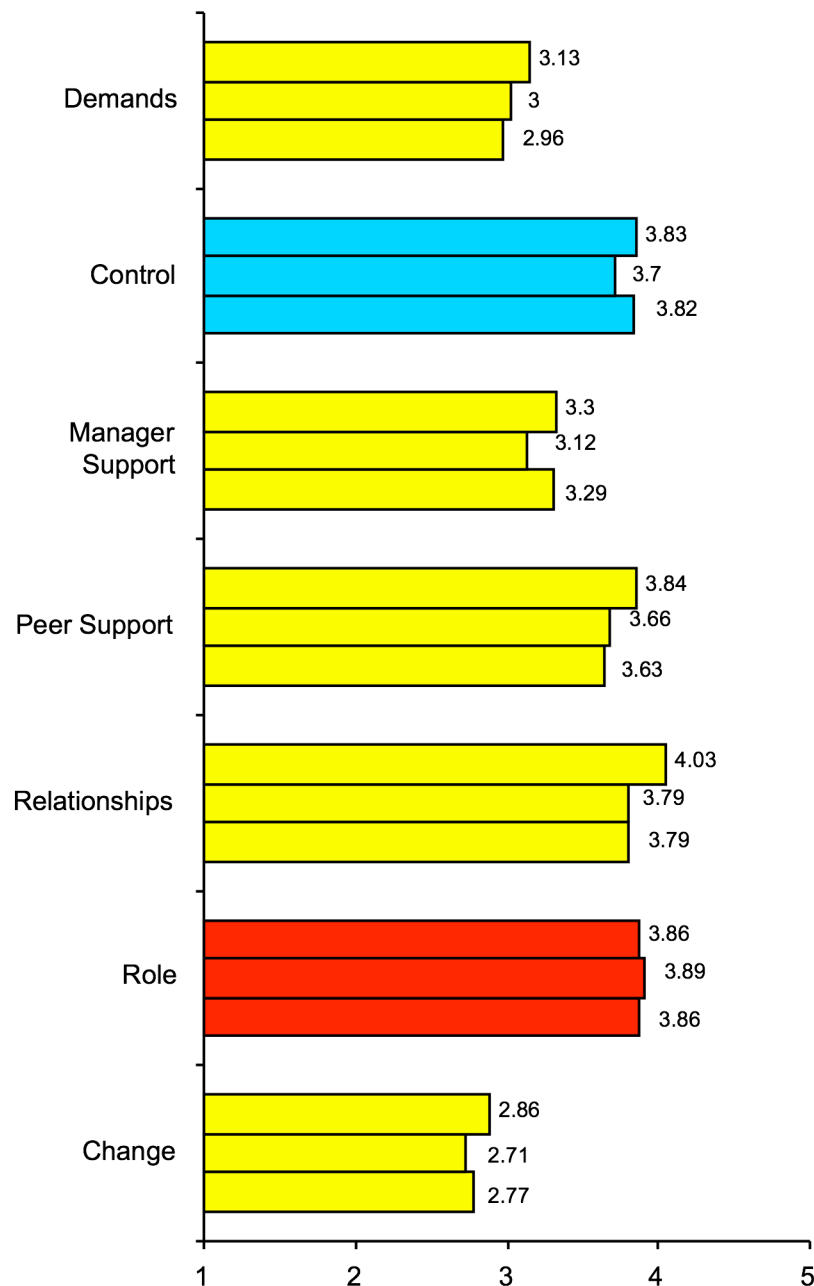
Figure 7: Stress scores for Teaching staff. The upper bar shows the Teaching score for 2005, the middle bar shows the Teaching score for 2007, and the lower bar shows the University score for 2007.

2.2.4 Administration and Management Staff

As shown in Figure 8, staff report a high level of demands placed upon them. Indeed, they have the second highest risk of all staff groups, with only Academic staff facing higher stress risks from Demands. The risks faced from Relationships at work have deteriorated since the previous survey, and this now requires urgent action. However, staff have relatively good support from managers and peers.
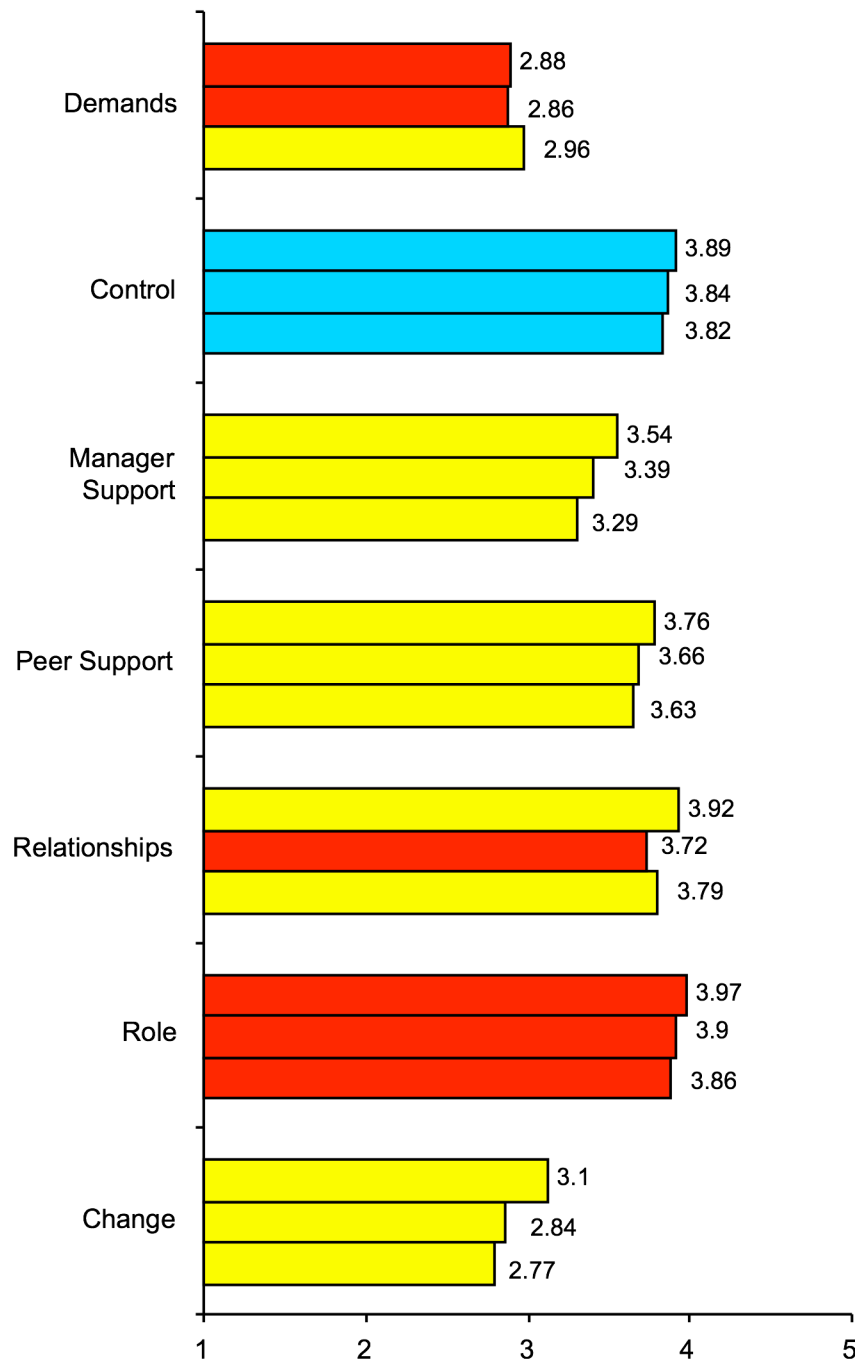
Figure 8: Stress scores for Management and Administrative staff. The upper bar shows the Management and Administration score for 2005, the middle bar shows the Management and Administration score for 2007, and the lower bar shows the University score for 2007.

2.2.5 Secretarial and Clerical Staff

This staff group shows low stress risks compared with the wider University, with the exception of the amount of Control they over their work and Change and how it is managed (Figure 9). Nevertheless, they still show good levels of control in comparison with HSE normative data. They have good scores on individual items within Demands, with the pace of work rather than the amount of work indicating some action is required.
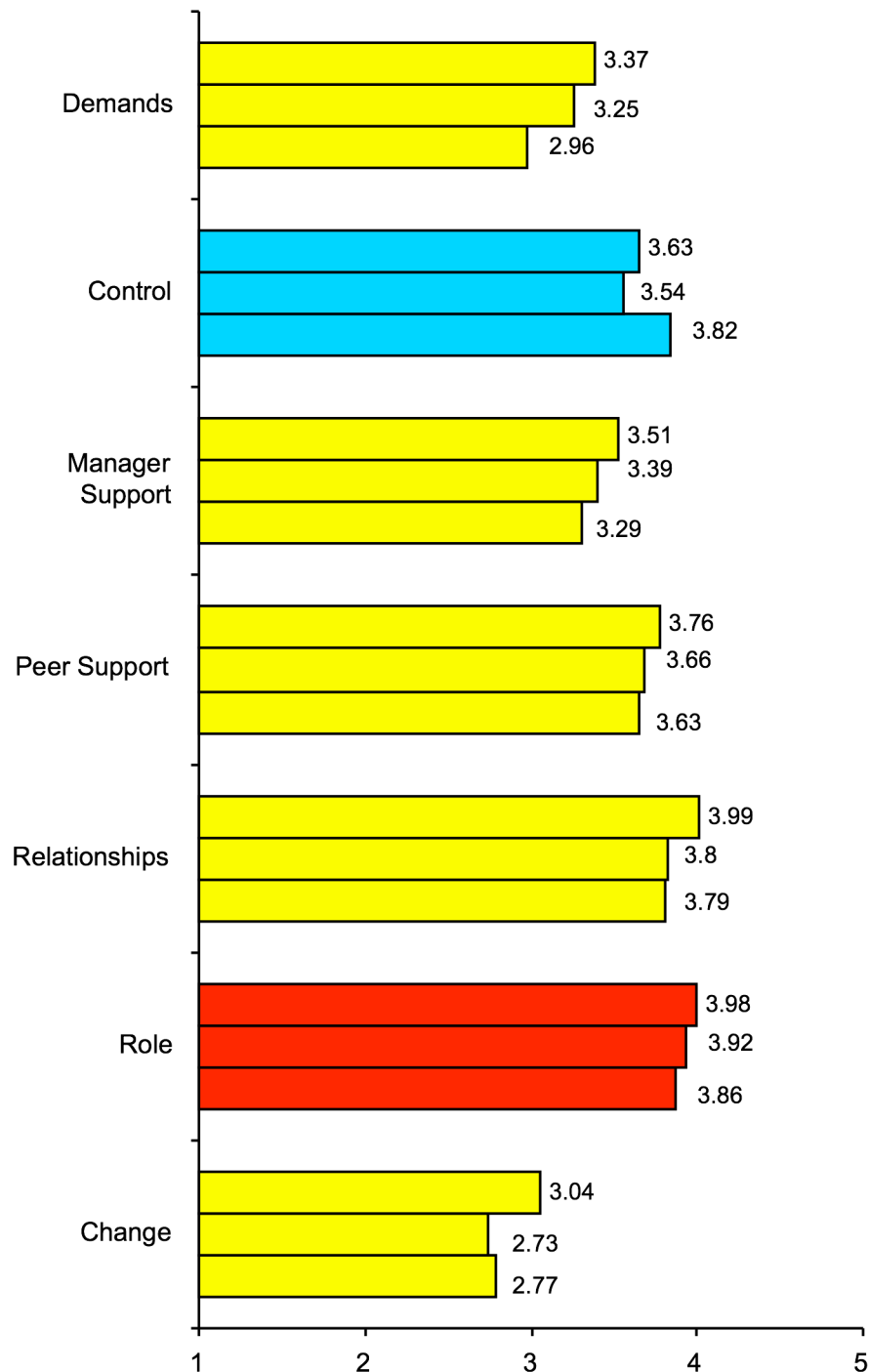
Figure 9: Stress scores for Secretarial and Clerical staff. The upper bar shows the Secretarial and Clerical score for 2005, the middle bar shows the Secretarial and Clerical score for 2007, and the lower bar shows the University score for 2007.

2.2.6 Technical and Craft Staff

This group of staff show moderate amounts of stress risk in all areas other than Relationships and Role, and good levels of Support. Most stress risks have reduced slightly since the previous survey. However, this risk arising from Relationships at work have increased slightly, so this is an area that requires attention, particularly there being friction or anger between colleagues, and relationships being strained.
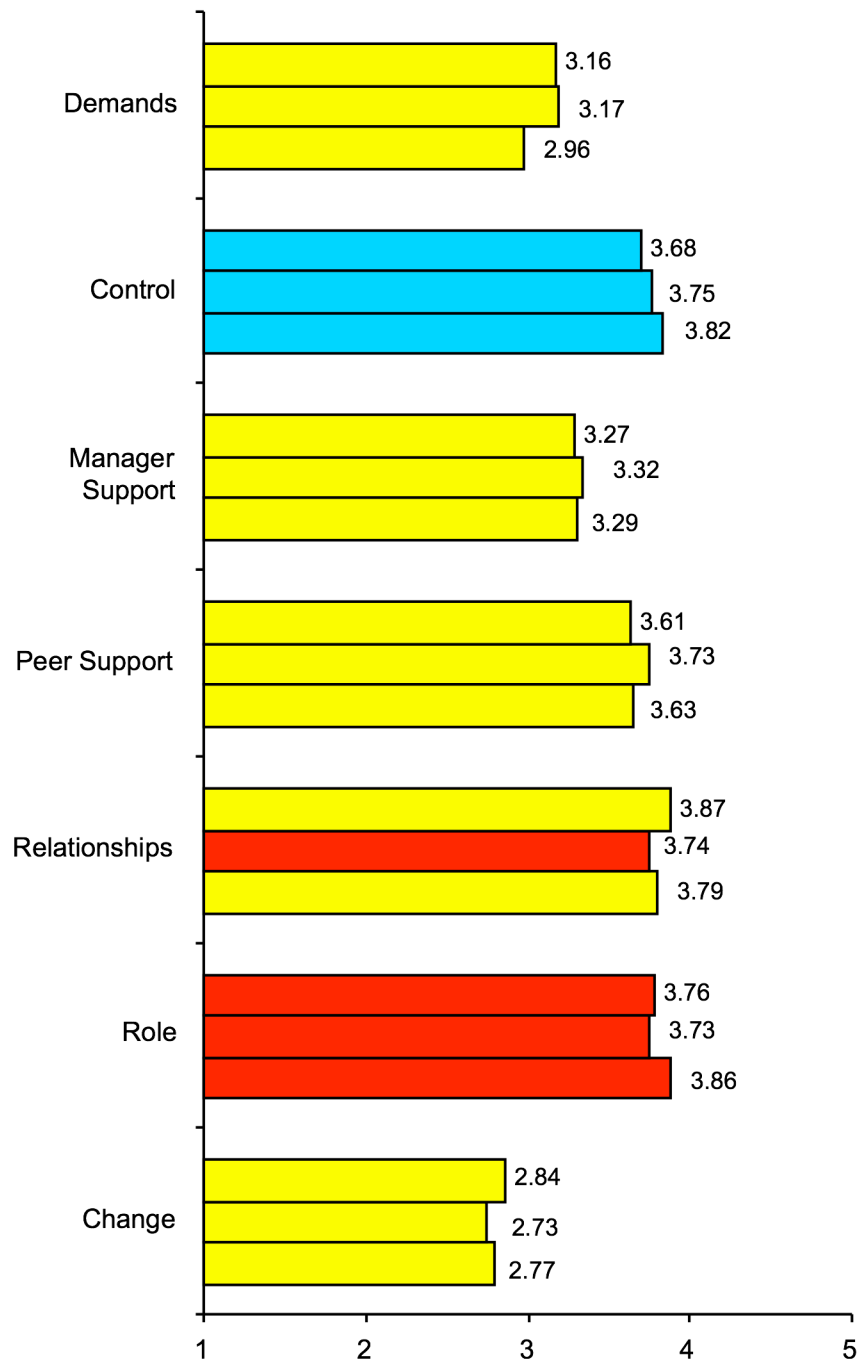
Figure 10: Stress scores for Technical and Craft staff. The upper bar shows the Technical and Craft score for 2005, the middle bar shows the Technical and Craft score for 2007, and the lower bar shows the University score for 2007.

2.2.7 Manual Staff

In most areas Manual staff show moderate levels of stress risk (Figure 11). Relationships were highlighted as an area for improvement in the previous survey, and this remains in need of improvement. Lack of Role clarity is less of a stress risk in this group than for other staff groups in the University. The level of Control is lower in this group, particularly due to a lack of choice in deciding what they do at work, but this may reflect the nature of the work.
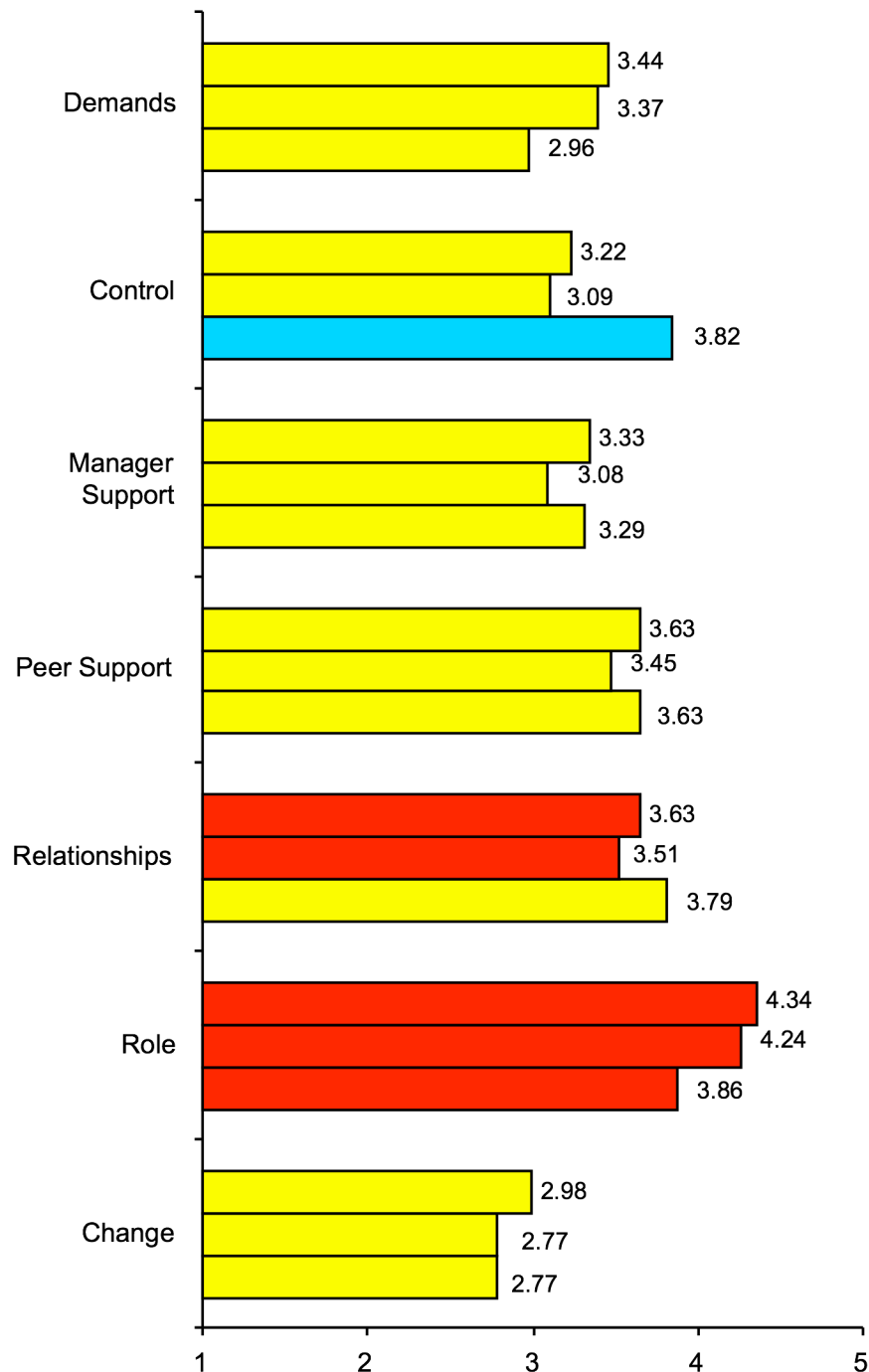
Figure 11: Stress scores for Manual staff. The upper bar shows the Manual score for 2005, the middle bar shows the Manual score for 2007, and the lower bar shows the University score for 2007.

2.3. Summary results for each faculty

In order to identify stress hot spots, it is useful to compare the results between faculties or schools. This can help best identify where to target resources so as to address staff who are under the highest stress risks. The results for the five different faculties: Engineering and Physical Sciences; Humanities; Life Sciences; Medical and Human Sciences; and Central Services are shown in this section. Detailed results for each of the individual items are shown in Appendix 3.

2.3.1 Engineering and Physical Sciences

Staff are subject to greater Demands than the University average, and that there is an urgent need to address this. However, staff report slightly greater Control over their own work than staff from the wider University, which acts as a protective factor. Stress risks have increased slightly in most areas, apart from Control and Role clarity. The results are shown in Figure 12.
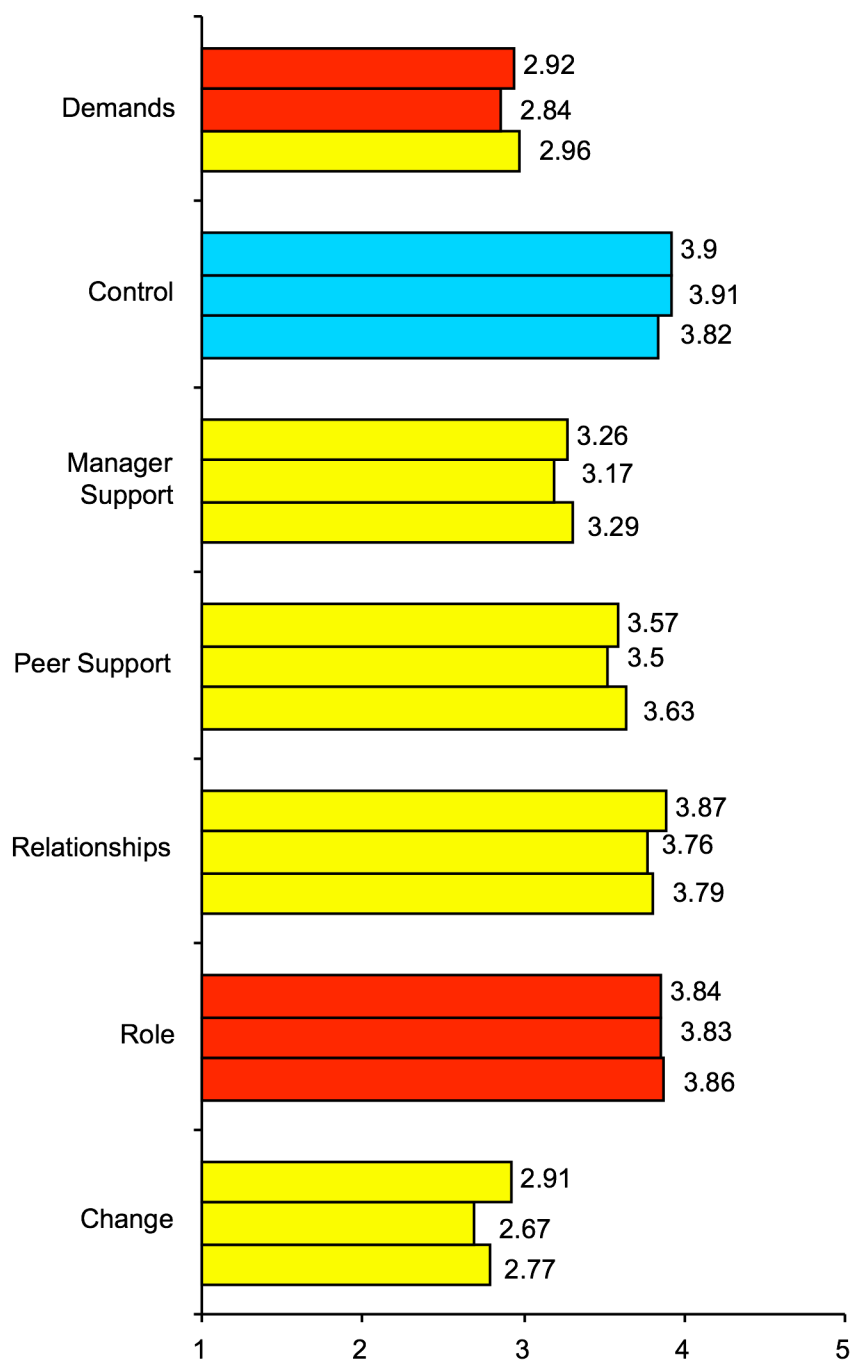
Figure 12: Stress scores for EPS staff. The upper bar shows the EPS score for 2005, the middle bar shows the EPS score for 2007, and the lower bar shows the University score for 2007.

2.3.2 Faculty of Humanities

Whereas in the 2005 survey the Humanities faculty reported higher stress risks than the University as a whole, the risks in the current survey are more in line with those in the rest of the University (Figure 13). The main area of greater risk is the Demands placed upon staff, particularly the pace of work.
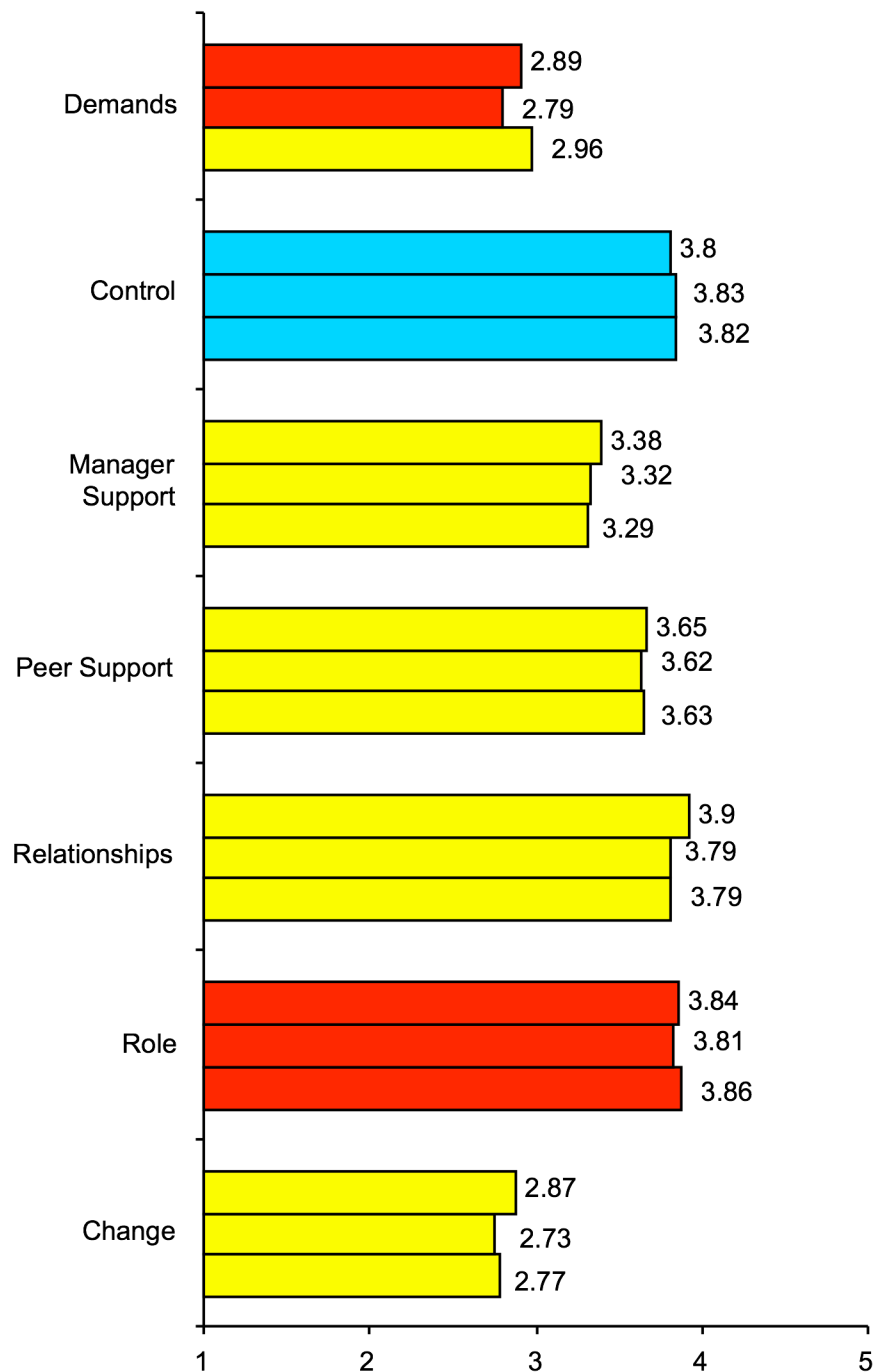
Figure 13: Stress scores for Humanities. The upper bar shows the Humanities score for 2005, the middle bar shows the Humanities score for 2007, and the lower bar shows the University score for 2007.

2.3.3 Faculty of Life Sciences

Staff report stress risks slightly lower than those of the University as a whole. Stress risks have decreased in many areas since the 2005 survey. The way in which Change is handled has decreased as a stress risk since the previous survey, which has not occurred in any of the other faculties, and this area also represents a lower risk than the other faculties.
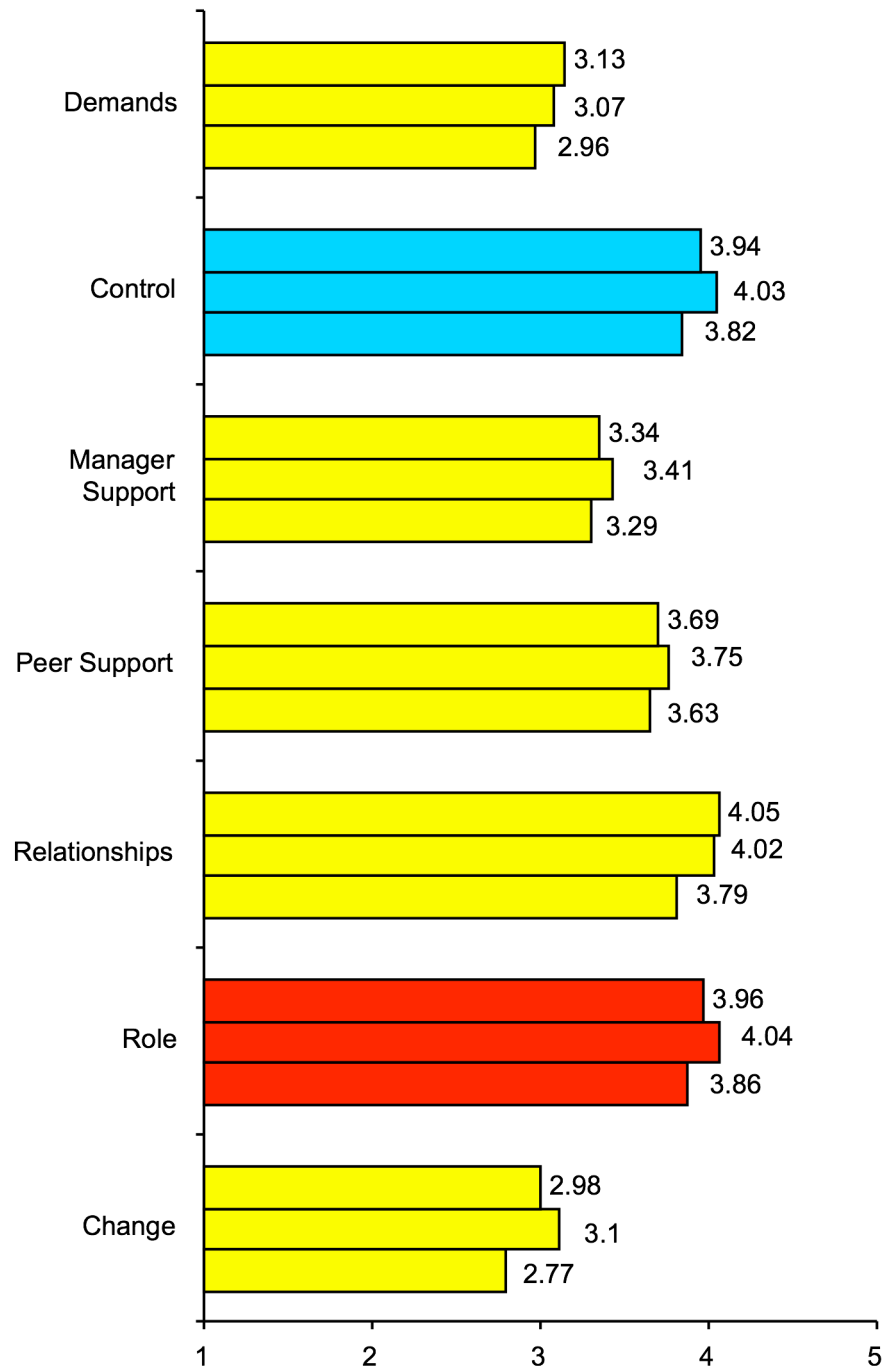
Figure 14: Stress scores for Life Sciences. The upper bar shows the Life Sciences score for 2005, the middle bar shows the Life Sciences score for 2007, and the lower bar shows the University score for 2007.

2.3.4 Faculty of Medical and Human Sciences

Staff in this faculty show stress risks that are very similar to those of the University as a whole. As in the other faculties, the major change since the previous survey is the increased risk arising from Change, in particular the extent to which staff are consulted about change.
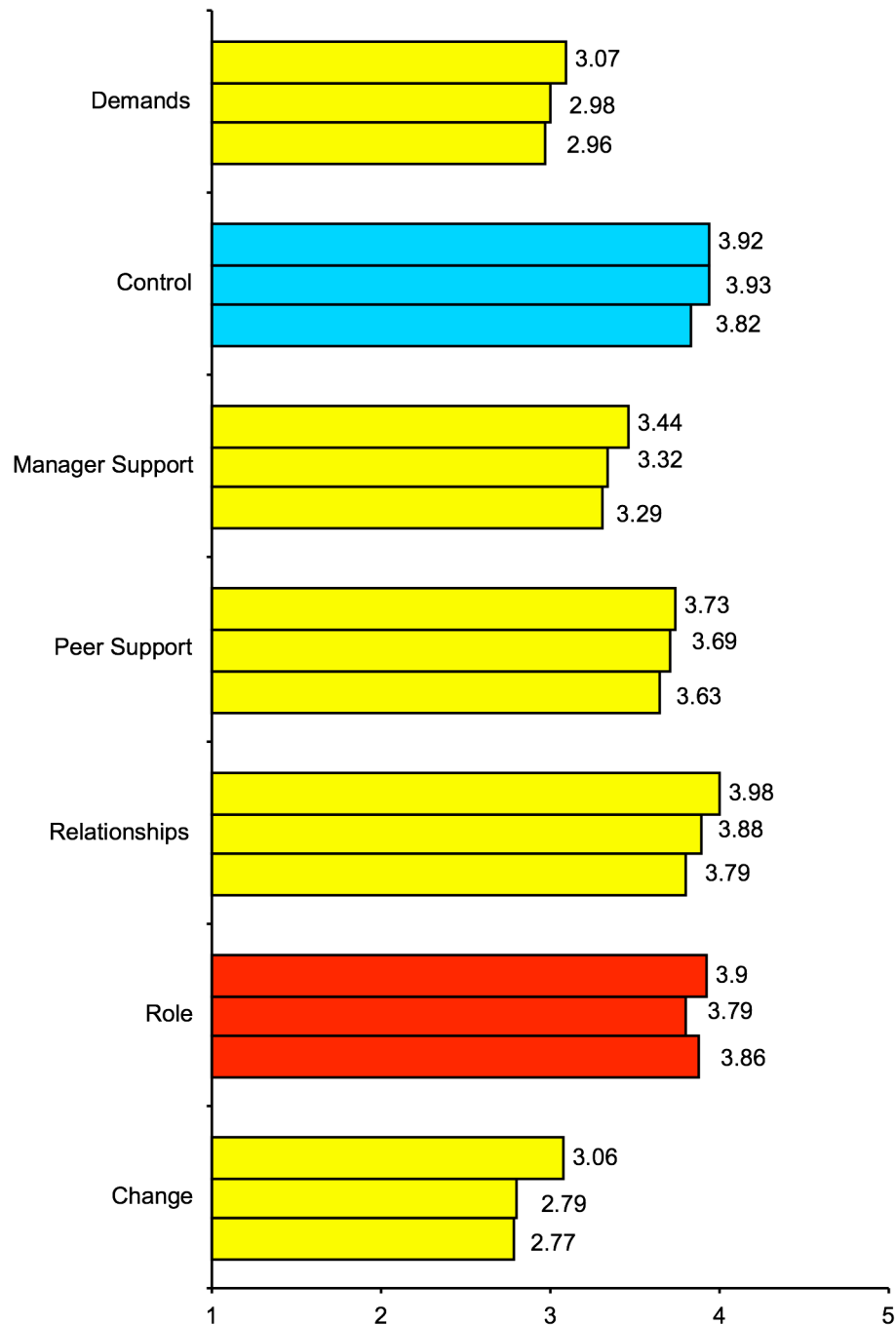
Figure 15: Stress scores for Medical and Human Sciences. The upper bar shows the Medical and Human Sciences score for 2005, the middle bar shows the Medical and Human Sciences score for 2007, and the lower bar shows the University score for 2007.

2.3.5 Central Services

Staff in Central Services report slightly lower Control over their own work than those in other Faculties – indicating a greater stress risk - but their level of control still compares well to the HSE normative data. Relationships at work also represent a higher stress risk, and this risk has increased since the previous survey, as has the stress risk arising from Change, particularly not being consulted about change.
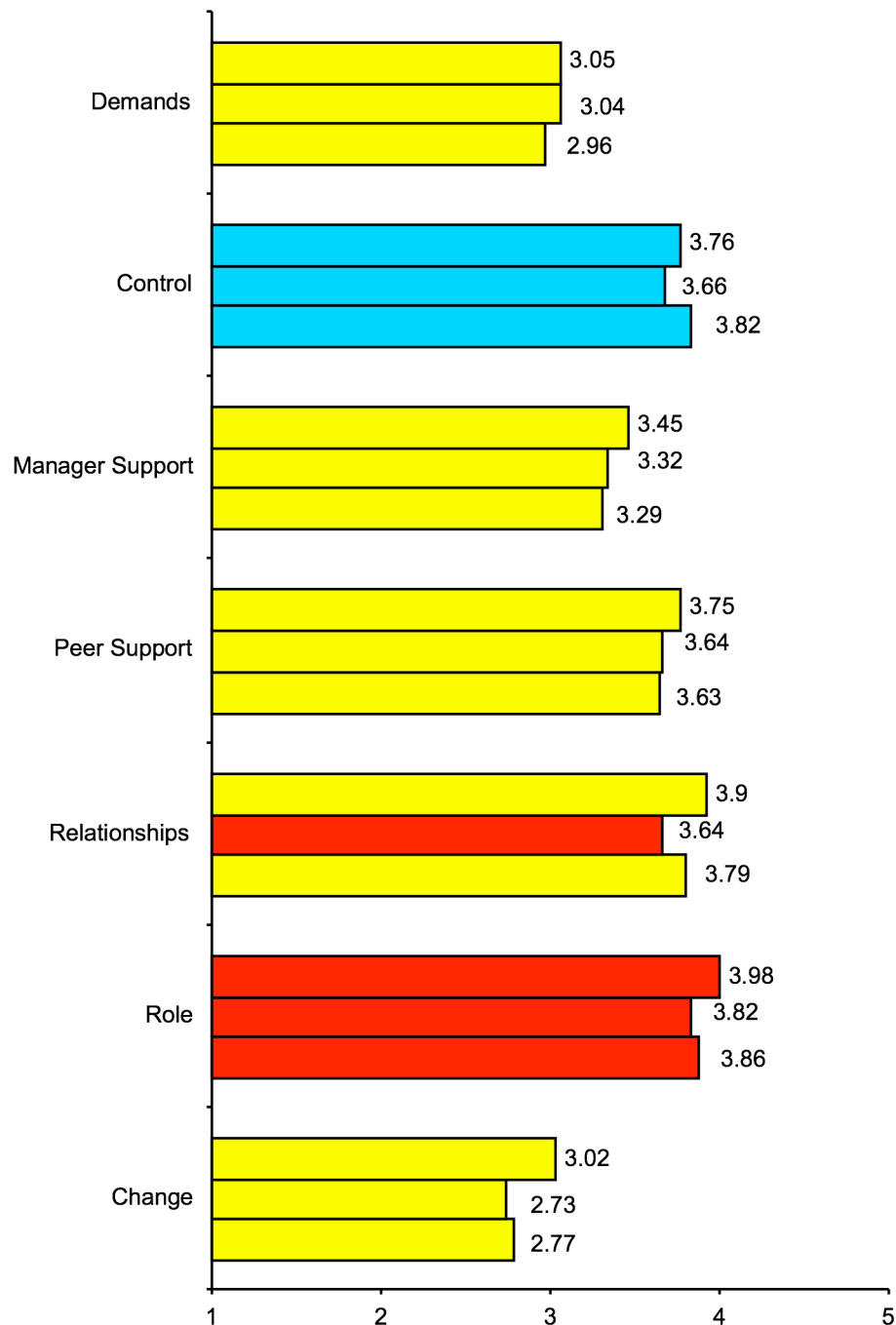
Figure 16: Stress scores for Central Services. The upper bar shows the Central Services score for 2005, the middle bar shows the Central Services score for 2007, and the lower bar shows the University score for 2007.

2.4. Groups potentially at higher risk

It is usual to explore any differences in stress risks reported by different sub-groups of staff that may be of higher risk of experiencing stress. However, it is important that any sub-analysis is not undertaken at a level of detail that could allow the responses from individuals to be identified. Discussions were held with the University to identify the sub-groups that should be reported while protecting the confidentiality of respondents. The sub-groups agreed are represent those that are typically reported for stress surveys, and those that may be at higher risk due to the changes that have occurred recently in the University.

Do stress risks differ in males and females?

The results were analysed separately for male (42% of respondents) and female employees (58%). The results obtained were very similar. Females reported a little more support from their peers than males, although they reported slightly less control over their work. Each of the items was examined for differences of 0.3, representing a medium effect size. Only one such difference was identified:

❖ Females report that they are better able to rely on their line managers to help them out with a work problem.

Do stress risks differ with ethnicity?

The largest ethnic group was White British: 81% of respondents. The results were compared between this group and all other ethnicities. The results for each factor were very similar, and none of the individual items showed a difference of 0.3 or more.

Do stress risks differ with disability?

A small percentage of respondents (5%) reported that they have a disability. Compared with those who did not report a disability, the results indicate a greater risk of stress (i.e. a score of at least 0.3 lower) across several of the factors. Staff with a disability report that they have less control over their work, that they have less support from their peers, that the relationships at work are poorer, and that the changes that are made are handled less well. Individual items were explored, and a substantial number of individual items show significantly higher stress risks, as shown in Appendix 4. Figure 17 shows the stress risks for people reporting a disability and those who do not.
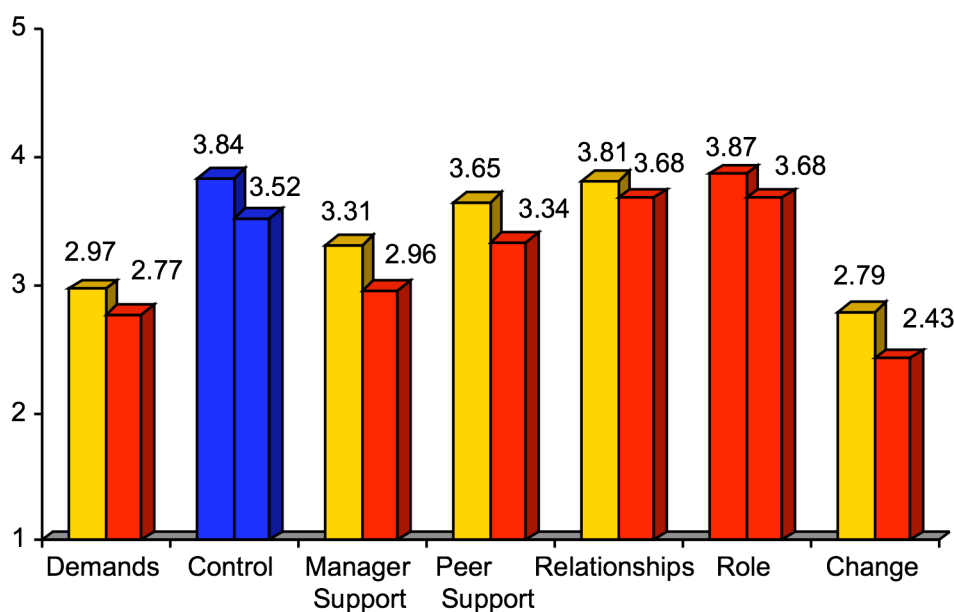
Figure 17: The stress risks faced by staff who report a disability (right hand bars) and those who do not (left hand bars). Higher bars indicate lower risk.

It is clear that employees who have a disability are at a higher risk of stress arising from a wide range of sources, and that urgent action is required to address these risks. It is important to undertake a focus group to explore the extent to which these risks translate into the experience of stress, and what can be done to protect staff.

Are stress risks higher in groups most affected by the realignment?

Three schools were identified by the University as having been affected to a greater extent by the planned realignment following the merger: Chemical Engineering and Analytical Science; Mathematics; and the Business School. The risks of stress were explored in each of these schools separately. The scores for each of these group were compared with those from the overall Faculty, and significant differences of 0.3 or above were identified,

In Chemical Engineering and Analytical Science staff report higher stress risks from the support they receive from their peers, and from the relationships at work. Examination of the results from individual items indicates the following differences.

- ❖ Less support through emotionally demanding work.
- ❖ Colleagues are less likely to help out if work gets difficult.
- ❖ Less help and support from colleagues.
- ❖ Not getting the respect deserved from colleagues.

- ❖ More friction or anger between colleagues.
- ❖ Increased bullying.
- ❖ Relationships at work are strained.
- ❖ Less clarity about the goals and objective for the school.

No major differences were observed in stress risk factors between Mathematics and the rest of the Faculty. However, a few instances of increased risk were identified for individual items:
- ❖ More unachievable deadlines.
- ❖ More pressure to work long hours.
- ❖ Having to neglect more tasks because of having too much work to do.
- ❖ Less able to rely on line managers to help our with work problems.
- ❖ Less able to talk to line managers about something upsetting or annoying at work.

Staff in the Business School have slightly lower stress risks than those in Faculty of Humanities, and none of the individual items show significant differences.

Are stress risks higher in staff who report being bullied?

Bullying in the workplace is no longer considered acceptable behaviour, and bullying can lead to increases in stress and the corresponding decreases in productivity and increases in staff turnover. Overall, the University appears to have relatively few problems with bulling, when compared with the HSE normative data. However, whereas no staff reported that they are bullied all the time in the 2005 survey, 28 staff now report this level of bullying, and over 10% of staff (538 in total) reported that they are bullied sometimes, often or always. Stress risks were examined separately for these staff.

Staff who report bulling have much higher stress risks across all of the factors. Figure 18 shows the difference in risks for these two groups.

To find out whether staff who report being bullied are clustered in any particular faculty, the proportion of staff who are bullied was determined.
- ❖ In Humanities and in Medical and Human Sciences 11% of staff report being bullied.
- ❖ In Life Sciences 12% report being bullied.
- ❖ In Engineering and Physical Sciences 15% report being bullied.
- ❖ In Central Services 16% report being bullied.

Hence while there are differences between the Faculties, these are not large.
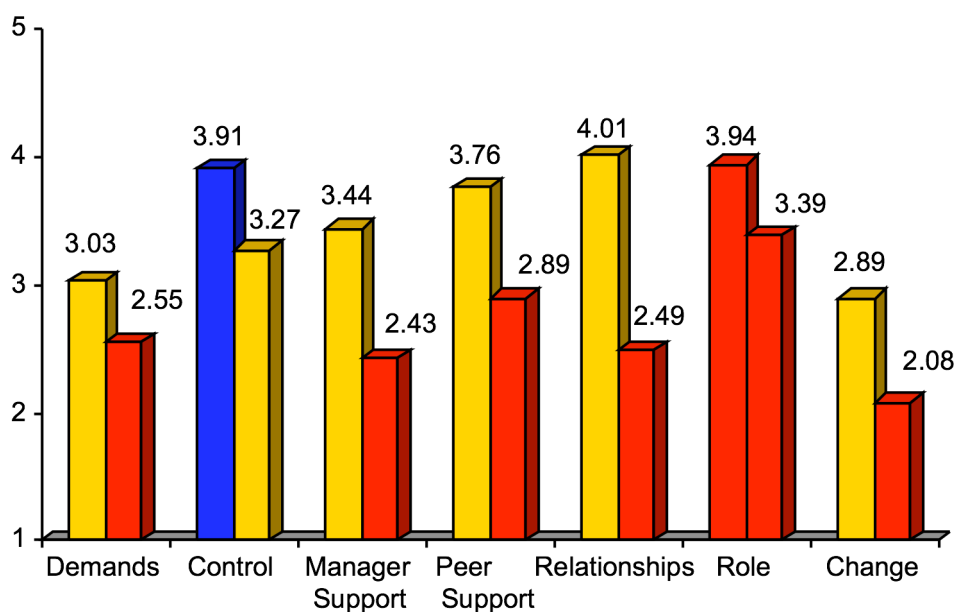
Figure 18: The stress risks faced by staff who report being bullied sometimes, often or always (right hand bars) and those who report they are never or seldom bullied (left hand bars). Higher bars indicate lower risk.

3. Priority areas and conclusions

The HSE benchmarking exercise provides a stress risk score for each of the factors shown to predict occupational stress, and highlights those areas for which the University performs better or worse than the results from the national survey of occupational stress risks. The University performs reasonably well across the stress risk factors, with none of the factors (apart from Role, which should be interpreted with caution) indicating that urgent action is required across the University. The results obtained are very similar to those from other Universities. The principal conclusions are listed below.

- The risks faced by Academic staff have decreased, and are now more in line with other staff in the University. However, they remain at greater risk from the demands placed upon them. Further action should be taken to reduce Demands, or clarify the targets that staff are expected to work towards.

- Manual staff are at a lower risk of stress arising from lack of role clarity.
- Staff in the Faculty of Life Sciences have slightly lower risks than staff in other areas.
- Of the three schools that the University identified as having been more affected by the merger, the School of Chemical Engineering and Analytical Science has higher stress risks. Staff in the School of Mathematics also have an increased risk, but to a lesser extent. Staff in the Business School have a lower risk of stress than the rest of their Faculty.
- Staff with a disability are at greater risk of experiencing stress. Urgent action should be undertaken to find out whether these risks translate to the experience of stress, and if so to identify what can be done to protect staff.
- The 538 staff who report they are bullied sometimes, often or always face significantly higher stress risks than other staff.
- Staff face stress risks from changes at work because they are not always consulted about changes, and they are not always clear about how the changes will work out in practice. However, there appears to be a good procedure in place for staff to question line managers about change. The stress risk arising from Change has increased since the previous survey, and this area is one that should be given priority. It is important to identify ways of addressing this area, such as exploring the communication channels within the University.
- Staff across the University report high levels of control over their work, which can protect them from the effects of other workplace stressors. Academic staff report particularly high levels of control, which could buffer them against the higher risks they face from the demands placed upon them.
- Actions that the University may wish to consider implementing are training for supervisors and managers on conflict management and on motivating staff, training for employees on helping them work effectively and promote positive relationships with colleagues (such as selecting effective coping styles, and emotional intelligence), and an audit of internal communications.

The next step in the HSE process is to undertake focus groups with staff to explore whether the stressors identified in the survey give rise to the experience of stress, and if so, what can be done to reduce the stress risks, and to help staff to cope more effectively with the stressors they face. Actions required to reduce stress in the workplace should then be agreed and implemented. The two areas that should be explored in detail are the risks arising from relationships at work, and how change is managed. It is recommended that the actions taken to reduce stress risks should be documented, and that the stress risk survey should be undertaken again in 12-18 months to evaluate the changes made and identify the progress towards the short-term targets set the Health and Safety Executive.

Appendix 1: The HSE Management Standards

Demands

Includes issues like workload, work patterns, and the work environment

The standard is that:

- Employees indicate that they are able to cope with the demands of their jobs; and
- Systems are in place locally to respond to any individual concerns.

What should be happening / states to be achieved:

- The organisation provides employees with adequate and achievable demands in relation to the agreed hours of work
- People's skills and abilities are matched to the job demands;
- Jobs are designed to be within the capabilities of employees; and
- Employees' concerns about their work environment are addressed.

Control

How much say the person has in the way they do their work

The standard is that:

- Employees indicate that they are able to have a say about the way they do their work; and
- Systems are in place locally to respond to any individual concerns.

What should be happening / states to be achieved:

- Where possible, employees have control over their pace of work;
- Employees are encouraged to use their skills and initiative to do their work;
- Where possible, employees are encouraged to develop new skills to help them undertake new and challenging pieces of work;
- The organisation encourages employees to develop their skills;
- Employees have a say over when breaks can be taken; and
- Employees are consulted over their work patterns.

Support

Includes the encouragement, sponsorship and resources provided by the organisation, line management and colleagues

The standard is that:

- Employees indicate that they receive adequate information and support from their colleagues and superiors; and
- Systems are in place locally to respond to any individual concerns.

What should be happening / states to be achieved:

- The organisation has policies and procedures to adequately support employees;
- Systems are in place to enable and encourage managers to support their staff
- Systems are in place to enable and encourage employees to support their colleagues;
- Employees know what support is available and how and when to access it;
- Employees know how to access the required resources to do their job; and
- Employees receive regular and constructive feedback.

Relationships

Includes promoting positive working to avoid conflict and dealing with unacceptable behaviours

The standard is that:

- Employees indicate that they are not subjected to unacceptable behaviours, e.g. bullying at work; and
- Systems are in place locally to respond to any individual concerns.

What should be happening / states to be achieved:

- The organisation promotes positive behaviours at work to avoid conflict and ensure fairness;
- Employees share information relevant to their work;
- The organisation has agreed policies and procedures to prevent or resolve unacceptable behaviours;
- Systems are in place to enable and encourage managers to deal with unacceptable behaviours; and
- Systems are in place to enable and encourage employees to report unacceptable behaviours.

Role

Whether people understand their role within the organisation and whether the organisation ensures that the person does not have conflicting roles

The standard is that:

- Employees indicate that they understand their role and responsibilities; and
- Systems are in place locally to respond to any individual concerns.

What should be happening / states to be achieved:

- The organisation ensures that, as far as possible, the different requirements it places upon employees are compatible;
- The organisation provides information to enable employees to understand their role and responsibilities;
- The organisation ensures that, as far as possible, the requirements it places upon employees are clear; and
- Systems are in place to enable employees to raise concerns about any uncertainties or conflicts they have in their role and responsibilities.

Change

How organisational change is managed and communicated in the organisation

The standard is that:

- Employees indicate that the organisation engages them frequently when undergoing an organisational change; and
- Systems are in place locally to respond to any individual concerns.

What should be happening / states to be achieved:

- The organisation provides employees with timely information to enable them to understand the reasons for proposed changes;
- The organisation ensures adequate employee consultation on changes and provides opportunities for employees to influence proposals;
- Employees are aware of the probable impact of any changes to their jobs. If necessary, employees are given training to support any changes in their jobs;
- Employees are aware of timetables for changes;
- Employees have access to relevant support during changes.

Appendix 2: Detailed results for each occupational group

Academic Staff

Demands

	Question	Academic	University
3	Different groups at work demand things from me that are hard to combine	2.43	2.82
6	I have unachieveable deadlines	3.05	3.36
9	I have to work very intensively	1.83	2.20
12	I have to neglect some tasks because I have too much work to do	2.45	2.77
16	I am unable to take sufficient breaks	3.09	3.36
18	I am pressured to work long hours	2.59	3.39
20	I have to work very fast	2.31	2.57
22	I have unrealistic time pressures	2.83	3.22

Control

	Question	Academic	University
2	I can decide when to take a break	4.19	4.12
10	I have a say in my own work speed	3.72	3.70
15	I have a choice in deciding how I do my work	4.05	3.91
19	I have a choice in deciding what I do at work	3.73	3.34
25	I have some say over the way I work	4.20	4.02
30	My working time can be flexible	4.15	3.81

Support from Managers and Peers

	Question	Academic	University
8	I am given supportive feedback on the work I do	2.79	2.97
23	I can rely on my line manager to help me out with a work problem	3.07	3.46
29	I can talk to my line manager about something that has upset or annoyed me about work	3.48	3.60
33	I am supported through emotionally demanding work	2.84	3.03
35	My line manager encourages me at work	3.32	3.40
7	If work gets difficult, my colleagues will help me	3.27	3.52

24	I get help and support I need from my colleagues	3.56	3.72
27	I receive the respect at work I deserve from my colleagues	3.52	3.52
31	My colleagues are willing to listen to my work-related problems	3.62	3.76

Relationships

	Question	Academic	University
5	I am subject to personal harassment in the form of unkind words or behaviour	4.23	4.20
14	There is friction or anger between colleagues	3.28	3.24
21	I am subject to bullying at work	4.44	4.49
34	Relationships at work are strained	3.29	3.22

Role

	Question	Academic	University
1	I am clear what is expected of me at work	3.99	3.97
4	I know how to go about getting my job done	4.12	4.22
11	I am clear what my duties and responsibilities are	4.03	4.01
13	I am clear about the goals and objectives for my directorate/school	3.42	3.37
17	I understand how my work fits into the overall aim of the organisation	3.67	3.72

Change

	Question	Academic	University
26	I have sufficient opportunities to question managers about change at work	2.97	3.12
28	Staff are always consulted about change at work	2.35	2.48
32	When changes are made at work, I am clear how they will work out in practice	2.56	2.73

Research Staff

Demands

	Question	Research	University
3	Different groups at work demand things from me that are hard to combine	3.18	2.82
6	I have unachieveable deadlines	3.57	3.36
9	I have to work very intensively	2.29	2.20
12	I have to neglect some tasks because I have too much work to do	2.99	2.77
16	I am unable to take sufficient breaks	3.71	3.36
18	I am pressured to work long hours	3.43	3.39
20	I have to work very fast	2.77	2.57
22	I have unrealistic time pressures	3.47	3.22

Control

	Question	Research	University
2	I can decide when to take a break	4.44	4.12
10	I have a say in my own work speed	3.85	3.70
15	I have a choice in deciding how I do my work	4.03	3.91
19	I have a choice in deciding what I do at work	3.63	3.34
25	I have some say over the way I work	4.14	4.02
30	My working time can be flexible	4.25	3.81

Support from Managers and Peers

	Question	Research	University
8	I am given supportive feedback on the work I do	3.29	2.97
23	I can rely on my line manager to help me out with a work problem	3.51	3.46
29	I can talk to my line manager about something that has upset or annoyed me about work	3.54	3.60
33	I am supported through emotionally demanding work	3.08	3.03
35	My line manager encourages me at work	3.57	3.40
7	If work gets difficult, my colleagues will help me	3.53	3.52
24	I get help and support I need from my colleagues	3.85	3.72
27	I receive the respect at work I deserve from my colleagues	3.64	3.52
31	My colleagues are willing to listen to my work-related problems	3.92	3.76

Relationships

	Question	Research	University
5	I am subject to personal harassment in the form of unkind words or behaviour	4.36	4.20
14	There is friction or anger between colleagues	3.44	3.24
21	I am subject to bullying at work	4.58	4.49
34	Relationships at work are strained	3.42	3.22

Role

	Question	Research	University
1	I am clear what is expected of me at work	3.93	3.97
4	I know how to go about getting my job done	4.17	4.22
11	I am clear what my duties and responsibilities are	3.94	4.01
13	I am clear about the goals and objectives for my directorate/school	3.17	3.37
17	I understand how my work fits into the overall aim of the organisation	3.52	3.72

Change

	Question	Research	University
26	I have sufficient opportunities to question managers about change at work	3.25	3.12
28	Staff are always consulted about change at work	2.71	2.48
32	When changes are made at work, I am clear how they will work out in practice	2.95	2.73

Teaching Staff

Demands

	Question	Teaching	University
3	Different groups at work demand things from me that are hard to combine	2.99	2.82
6	I have unachieveable deadlines	3.58	3.36
9	I have to work very intensively	2.19	2.20
12	I have to neglect some tasks because I have too much work to do	3.04	2.77
16	I am unable to take sufficient breaks	3.15	3.36
18	I am pressured to work long hours	3.15	3.39
20	I have to work very fast	2.64	2.57
22	I have unrealistic time pressures	3.28	3.22

Control

	Question	Teaching	University
2	I can decide when to take a break	3.86	4.12
10	I have a say in my own work speed	3.47	3.70
15	I have a choice in deciding how I do my work	3.93	3.91
19	I have a choice in deciding what I do at work	3.18	3.34
25	I have some say over the way I work	4.05	4.02
30	My working time can be flexible	3.68	3.81

Support from Managers and Peers

	Question	Teaching	University
8	I am given supportive feedback on the work I do	2.61	2.97
23	I can rely on my line manager to help me out with a work problem	3.31	3.46
29	I can talk to my line manager about something that has upset or annoyed me about work	3.45	3.60
33	I am supported through emotionally demanding work	2.99	3.03
35	My line manager encourages me at work	3.27	3.40
7	If work gets difficult, my colleagues will help me	3.49	3.52
24	I get help and support I need from my colleagues	3.88	3.72
27	I receive the respect at work I deserve from my colleagues	3.55	3.52
31	My colleagues are willing to listen to my work-related problems	3.74	3.76

Relationships

	Question	Teaching	University
5	I am subject to personal harassment in the form of unkind words or behaviour	4.31	4.20
14	There is friction or anger between colleagues	3.24	3.24
21	I am subject to bullying at work	4.45	4.49
34	Relationships at work are strained	3.18	3.22

Role

	Question	Teaching	University
1	I am clear what is expected of me at work	4.11	3.97
4	I know how to go about getting my job done	4.16	4.22
11	I am clear what my duties and responsibilities are	4.11	4.01
13	I am clear about the goals and objectives for my directorate/school	3.41	3.37
17	I understand how my work fits into the overall aim of the organisation	3.67	3.72

Change

	Question	Teaching	University
26	I have sufficient opportunities to question managers about change at work	2.95	3.12
28	Staff are always consulted about change at work	2.39	2.48
32	When changes are made at work, I am clear how they will work out in practice	2.78	2.73

Management and Administrative Staff

Demands

	Question	Management	University
3	Different groups at work demand things from me that are hard to combine	2.70	2.82
6	I have unachieveable deadlines	3.25	3.36
9	I have to work very intensively	2.14	2.20
12	I have to neglect some tasks because I have too much work to do	2.62	2.77
16	I am unable to take sufficient breaks	3.22	3.36
18	I am pressured to work long hours	3.40	3.39
20	I have to work very fast	2.45	2.57
22	I have unrealistic time pressures	3.09	3.22

Control

	Question	Management	University
2	I can decide when to take a break	4.24	4.12
10	I have a say in my own work speed	3.73	3.70
15	I have a choice in deciding how I do my work	3.96	3.91
19	I have a choice in deciding what I do at work	3.32	3.34
25	I have some say over the way I work	4.07	4.02
30	My working time can be flexible	3.74	3.81

Support from Managers and Peers

	Question	Management	University
8	I am given supportive feedback on the work I do	3.06	2.97
23	I can rely on my line manager to help me out with a work problem	3.58	3.46
29	I can talk to my line manager about something that has upset or annoyed me about work	3.74	3.60
33	I am supported through emotionally demanding work	3.07	3.03
35	My line manager encourages me at work	3.48	3.40
7	If work gets difficult, my colleagues will help me	3.56	3.52
24	I get help and support I need from my colleagues	3.73	3.72
27	I receive the respect at work I deserve from my colleagues	3.54	3.52
31	My colleagues are willing to listen to my work-related problems	3.79	3.76

Relationships

	Question	Management	University
5	I am subject to personal harassment in the form of unkind words or behaviour	4.16	4.20
14	There is friction or anger between colleagues	3.09	3.24
21	I am subject to bullying at work	4.51	4.49
34	Relationships at work are strained	3.12	3.22

Role

	Question	Management	University
1	I am clear what is expected of me at work	3.95	3.97
4	I know how to go about getting my job done	4.22	4.22
11	I am clear what my duties and responsibilities are	4.00	4.01
13	I am clear about the goals and objectives for my directorate/school	3.48	3.37
17	I understand how my work fits into the overall aim of the organisation	3.86	3.72

Change

	Question	Management	University
26	I have sufficient opportunities to question managers about change at work	3.28	3.12
28	Staff are always consulted about change at work	2.52	2.48
32	When changes are made at work, I am clear how they will work out in practice	2.74	2.73

Secretarial and Clerical

Demands

	Question	Secretarial	University
3	Different groups at work demand things from me that are hard to combine	3.10	2.82
6	I have unachieveable deadlines	3.64	3.36
9	I have to work very intensively	2.47	2.20
12	I have to neglect some tasks because I have too much work to do	2.98	2.77
16	I am unable to take sufficient breaks	3.54	3.36
18	I am pressured to work long hours	4.11	3.39
20	I have to work very fast	2.66	2.57
22	I have unrealistic time pressures	3.54	3.22

Control

	Question	Secretarial	University
2	I can decide when to take a break	3.86	4.12
10	I have a say in my own work speed	3.61	3.70
15	I have a choice in deciding how I do my work	3.71	3.91
19	I have a choice in deciding what I do at work	2.85	3.34
25	I have some say over the way I work	3.77	4.02
30	My working time can be flexible	3.42	3.81

Support from Managers and Peers

	Question	Secretarial	University
8	I am given supportive feedback on the work I do	2.92	2.97
23	I can rely on my line manager to help me out with a work problem	3.77	3.46
29	I can talk to my line manager about something that has upset or annoyed me about work	3.69	3.60
33	I am supported through emotionally demanding work	3.20	3.03
35	My line manager encourages me at work	3.38	3.40
7	If work gets difficult, my colleagues will help me	3.62	3.52
24	I get help and support I need from my colleagues	3.83	3.72
27	I receive the respect at work I deserve from my colleagues	3.48	3.52
31	My colleagues are willing to listen to my work-related problems	3.79	3.76

Relationships

	Question	Secretarial	University
5	I am subject to personal harassment in the form of unkind words or behaviour	4.21	4.20
14	There is friction or anger between colleagues	3.23	3.24
21	I am subject to bullying at work	4.53	4.49
34	Relationships at work are strained	3.24	3.22

Role

	Question	Secretarial	University
1	I am clear what is expected of me at work	4.07	3.97
4	I know how to go about getting my job done	4.31	4.22
11	I am clear what my duties and responsibilities are	4.08	4.01
13	I am clear about the goals and objectives for my directorate/school	3.31	3.37
17	I understand how my work fits into the overall aim of the organisation	3.79	3.72

Change

	Question	Secretarial	University
26	I have sufficient opportunities to question managers about change at work	3.02	3.12
28	Staff are always consulted about change at work	2.40	2.48
32	When changes are made at work, I am clear how they will work out in practice	2.77	2.73

Technical and Craft

Demands

	Question	Technical	University
3	Different groups at work demand things from me that are hard to combine	2.82	2.82
6	I have unachieveable deadlines	3.46	3.36
9	I have to work very intensively	2.50	2.20
12	I have to neglect some tasks because I have too much work to do	2.93	2.77
16	I am unable to take sufficient breaks	3.51	3.36
18	I am pressured to work long hours	3.87	3.39
20	I have to work very fast	2.84	2.57
22	I have unrealistic time pressures	3.47	3.22

Control

	Question	Technical	University
2	I can decide when to take a break	4.09	4.12
10	I have a say in my own work speed	3.71	3.70
15	I have a choice in deciding how I do my work	3.87	3.91
19	I have a choice in deciding what I do at work	3.15	3.34
25	I have some say over the way I work	3.96	4.02
30	My working time can be flexible	3.72	3.81

Support from Managers and Peers

	Question	Technical	University
8	I am given supportive feedback on the work I do	2.99	2.97
23	I can rely on my line manager to help me out with a work problem	3.49	3.46
29	I can talk to my line manager about something that has upset or annoyed me about work	3.64	3.60
33	I am supported through emotionally demanding work	3.08	3.03
35	My line manager encourages me at work	3.40	3.40
7	If work gets difficult, my colleagues will help me	3.75	3.52
24	I get help and support I need from my colleagues	3.85	3.72
27	I receive the respect at work I deserve from my colleagues	3.46	3.52
31	My colleagues are willing to listen to my work-related problems	3.86	3.76

Relationships

	Question	Technical	University
5	I am subject to personal harassment in the form of unkind words or behaviour	4.14	4.20
14	There is friction or anger between colleagues	3.19	3.24
21	I am subject to bullying at work	4.48	4.49
34	Relationships at work are strained	3.17	3.22

Role

	Question	Technical	University
1	I am clear what is expected of me at work	3.89	3.97
4	I know how to go about getting my job done	4.25	4.22
11	I am clear what my duties and responsibilities are	3.86	4.01
13	I am clear about the goals and objectives for my directorate/school	3.08	3.37
17	I understand how my work fits into the overall aim of the organisation	3.58	3.72

Change

	Question	Technical	University
26	I have sufficient opportunities to question managers about change at work	3.13	3.12
28	Staff are always consulted about change at work	2.41	2.48
32	When changes are made at work, I am clear how they will work out in practice	2.66	2.73

Manual

Demands

	Question	Manual	University
3	Different groups at work demand things from me that are hard to combine	3.22	2.82
6	I have unachieveable deadlines	3.63	3.36
9	I have to work very intensively	2.66	2.20
12	I have to neglect some tasks because I have too much work to do	3.25	2.77
16	I am unable to take sufficient breaks	3.45	3.36
18	I am pressured to work long hours	4.08	3.39
20	I have to work very fast	2.90	2.57
22	I have unrealistic time pressures	3.73	3.22

Control

	Question	Manual	University
2	I can decide when to take a break	3.01	4.12
10	I have a say in my own work speed	3.35	3.70
15	I have a choice in deciding how I do my work	3.29	3.91
19	I have a choice in deciding what I do at work	2.58	3.34
25	I have some say over the way I work	3.44	4.02
30	My working time can be flexible	2.87	3.81

Support from Managers and Peers

	Question	Manual	University
8	I am given supportive feedback on the work I do	2.67	2.97
23	I can rely on my line manager to help me out with a work problem	3.36	3.46
29	I can talk to my line manager about something that has upset or annoyed me about work	3.42	3.60
33	I am supported through emotionally demanding work	2.95	3.03
35	My line manager encourages me at work	3.01	3.40
7	If work gets difficult, my colleagues will help me	3.54	3.52
24	I get help and support I need from my colleagues	3.43	3.72
27	I receive the respect at work I deserve from my colleagues	3.39	3.52
31	My colleagues are willing to listen to my work-related problems	3.44	3.76

Relationships

	Question	Manual	University
5	I am subject to personal harassment in the form of unkind words or behaviour	3.80	4.20
14	There is friction or anger between colleagues	3.13	3.24
21	I am subject to bullying at work	4.28	4.49
34	Relationships at work are strained	2.85	3.22

Role

	Question	Manual	University
1	I am clear what is expected of me at work	4.20	3.97
4	I know how to go about getting my job done	4.69	4.22
11	I am clear what my duties and responsibilities are	4.46	4.01
13	I am clear about the goals and objectives for my directorate/school	3.73	3.37
17	I understand how my work fits into the overall aim of the organisation	4.10	3.72

Change

	Question	Manual	University
26	I have sufficient opportunities to question managers about change at work	2.92	3.12
28	Staff are always consulted about change at work	2.55	2.48
32	When changes are made at work, I am clear how they will work out in practice	2.84	2.73

Appendix 3: Detailed results for each faculty

Engineering and Physical Sciences

Demands

	Question	EPS	University
3	Different groups at work demand things from me that are hard to combine	2.67	2.82
6	I have unachieveable deadlines	3.21	3.36
9	I have to work very intensively	2.11	2.20
12	I have to neglect some tasks because I have too much work to do	2.65	2.77
16	I am unable to take sufficient breaks	3.28	3.36
18	I am pressured to work long hours	3.16	3.39
20	I have to work very fast	2.56	2.57
22	I have unrealistic time pressures	3.07	3.22

Control

	Question	EPS	University
2	I can decide when to take a break	4.16	4.12
10	I have a say in my own work speed	3.72	3.70
15	I have a choice in deciding how I do my work	4.03	3.91
19	I have a choice in deciding what I do at work	3.45	3.34
25	I have some say over the way I work	4.09	4.02
30	My working time can be flexible	4.00	3.81

Support from Managers and Peers

	Question	EPS	University
8	I am given supportive feedback on the work I do	2.86	2.97
23	I can rely on my line manager to help me out with a work problem	3.22	3.46
29	I can talk to my line manager about something that has upset or annoyed me about work	3.57	3.60
33	I am supported through emotionally demanding work	2.83	3.03
35	My line manager encourages me at work	3.34	3.40

7	If work gets difficult, my colleagues will help me	3.31	3.52
24	I get help and support I need from my colleagues	3.59	3.72
27	I receive the respect at work I deserve from my colleagues	3.45	3.52
31	My colleagues are willing to listen to my work-related problems	3.67	3.76

Relationships

	Question	EPS	University
5	I am subject to personal harassment in the form of unkind words or behaviour	4.17	4.20
14	There is friction or anger between colleagues	3.27	3.24
21	I am subject to bullying at work	4.43	4.49
34	Relationships at work are strained	3.16	3.22

Role

	Question	EPS	University
1	I am clear what is expected of me at work	3.95	3.97
4	I know how to go about getting my job done	4.20	4.22
11	I am clear what my duties and responsibilities are	3.97	4.01
13	I am clear about the goals and objectives for my directorate/school	3.35	3.37
17	I understand how my work fits into the overall aim of the organisation	3.69	3.72

Change

	Question	EPS	University
26	I have sufficient opportunities to question managers about change at work	3.04	3.12
28	Staff are always consulted about change at work	2.37	2.48
32	When changes are made at work, I am clear how they will work out in practice	2.59	2.73

Humanities

Demands

	Question	Humanities	University
3	Different groups at work demand things from me that are hard to combine	2.67	2.82
6	I have unachieveable deadlines	3.19	3.36
9	I have to work very intensively	2.07	2.20
12	I have to neglect some tasks because I have too much work to do	2.59	2.77
16	I am unable to take sufficient breaks	3.24	3.36
18	I am pressured to work long hours	3.10	3.39
20	I have to work very fast	2.43	2.57
22	I have unrealistic time pressures	3.03	3.22

Control

	Question	Humanities	University
2	I can decide when to take a break	4.15	4.12
10	I have a say in my own work speed	3.65	3.70
15	I have a choice in deciding how I do my work	3.91	3.91
19	I have a choice in deciding what I do at work	3.36	3.34
25	I have some say over the way I work	4.07	4.02
30	My working time can be flexible	3.84	3.81

Support from Managers and Peers

	Question	Humanities	University
8	I am given supportive feedback on the work I do	2.96	2.97
23	I can rely on my line manager to help me out with a work problem	3.47	3.46
29	I can talk to my line manager about something that has upset or annoyed me about work	3.70	3.60
33	I am supported through emotionally demanding work	3.03	3.03
35	My line manager encourages me at work	3.45	3.40
7	If work gets difficult, my colleagues will help me	3.47	3.52
24	I get help and support I need from my colleagues	3.71	3.72
27	I receive the respect at work I deserve from my colleagues	3.53	3.52
31	My colleagues are willing to listen to my work-related problems	3.75	3.76

Relationships

	Question	Humanities	University
5	I am subject to personal harassment in the form of unkind words or behaviour	4.21	4.20
14	There is friction or anger between colleagues	3.21	3.24
21	I am subject to bullying at work	4.52	4.49
34	Relationships at work are strained	3.23	3.22

Role

	Question	Humanities	University
1	I am clear what is expected of me at work	3.98	3.97
4	I know how to go about getting my job done	4.13	4.22
11	I am clear what my duties and responsibilities are	3.96	4.01
13	I am clear about the goals and objectives for my directorate/school	3.32	3.37
17	I understand how my work fits into the overall aim of the organisation	3.68	3.72

Change

	Question	Humanities	University
26	I have sufficient opportunities to question managers about change at work	3.07	3.12
28	Staff are always consulted about change at work	2.45	2.48
32	When changes are made at work, I am clear how they will work out in practice	2.67	2.73

Life Sciences

Demands

	Question	Life Sciences	University
3	Different groups at work demand things from me that are hard to combine	3.00	2.82
6	I have unachieveable deadlines	3.59	3.36
9	I have to work very intensively	2.21	2.20
12	I have to neglect some tasks because I have too much work to do	2.92	2.77
16	I am unable to take sufficient breaks	3.44	3.36
18	I am pressured to work long hours	3.35	3.39
20	I have to work very fast	2.57	2.57
22	I have unrealistic time pressures	3.47	3.22

Control

	Question	Life Sciences	University
2	I can decide when to take a break	4.29	4.12
10	I have a say in my own work speed	3.92	3.70
15	I have a choice in deciding how I do my work	4.11	3.91
19	I have a choice in deciding what I do at work	3.63	3.34
25	I have some say over the way I work	4.19	4.02
30	My working time can be flexible	4.06	3.81

Support from Managers and Peers

	Question	Life Sciences	University
8	I am given supportive feedback on the work I do	3.18	2.97
23	I can rely on my line manager to help me out with a work problem	3.58	3.46
29	I can talk to my line manager about something that has upset or annoyed me about work	3.63	3.60
33	I am supported through emotionally demanding work	3.15	3.03
35	My line manager encourages me at work	3.52	3.40
7	If work gets difficult, my colleagues will help me	3.61	3.52
24	I get help and support I need from my colleagues	3.87	3.72
27	I receive the respect at work I deserve from my colleagues	3.63	3.52
31	My colleagues are willing to listen to my work-related problems	3.89	3.76

Relationships

	Question	Life Sciences	University
5	I am subject to personal harassment in the form of unkind words or behaviour	4.38	4.20
14	There is friction or anger between colleagues	3.50	3.24
21	I am subject to bullying at work	4.59	4.49
34	Relationships at work are strained	3.61	3.22

Role

	Question	Life Sciences	University
1	I am clear what is expected of me at work	4.18	3.97
4	I know how to go about getting my job done	4.26	4.22
11	I am clear what my duties and responsibilities are	4.22	4.01
13	I am clear about the goals and objectives for my directorate/school	3.63	3.37
17	I understand how my work fits into the overall aim of the organisation	3.87	3.72

Change

	Question	Life Sciences	University
26	I have sufficient opportunities to question managers about change at work	3.37	3.12
28	Staff are always consulted about change at work	2.79	2.48
32	When changes are made at work, I am clear how they will work out in practice	3.13	2.73

Medical and Human Sciences

Demands

	Question	MHS	University
3	Different groups at work demand things from me that are hard to combine	2.82	2.82
6	I have unachieveable deadlines	3.43	3.36
9	I have to work very intensively	2.19	2.20
12	I have to neglect some tasks because I have too much work to do	2.77	2.77
16	I am unable to take sufficient breaks	3.41	3.36
18	I am pressured to work long hours	3.39	3.39
20	I have to work very fast	2.56	2.57
22	I have unrealistic time pressures	3.24	3.22

Control

	Question	MHS	University
2	I can decide when to take a break	4.29	4.12
10	I have a say in my own work speed	3.76	3.70
15	I have a choice in deciding how I do my work	3.99	3.91
19	I have a choice in deciding what I do at work	3.47	3.34
25	I have some say over the way I work	4.10	4.02
30	My working time can be flexible	3.97	3.81

Support from Managers and Peers

	Question	MHS	University
8	I am given supportive feedback on the work I do	3.05	2.97
23	I can rely on my line manager to help me out with a work problem	3.45	3.46
29	I can talk to my line manager about something that has upset or annoyed me about work	3.56	3.60
33	I am supported through emotionally demanding work	3.11	3.03
35	My line manager encourages me at work	3.44	3.40
7	If work gets difficult, my colleagues will help me	3.52	3.52
24	I get help and support I need from my colleagues	3.79	3.72
27	I receive the respect at work I deserve from my colleagues	3.63	3.52
31	My colleagues are willing to listen to my work-related problems	3.84	3.76

Relationships

	Question	MHS	University
5	I am subject to personal harassment in the form of unkind words or behaviour	4.33	4.20
14	There is friction or anger between colleagues	3.27	3.24
21	I am subject to bullying at work	4.58	4.49
34	Relationships at work are strained	3.33	3.22

Role

	Question	MHS	University
1	I am clear what is expected of me at work	3.94	3.97
4	I know how to go about getting my job done	4.20	4.22
11	I am clear what my duties and responsibilities are	3.97	4.01
13	I am clear about the goals and objectives for my directorate/school	3.18	3.37
17	I understand how my work fits into the overall aim of the organisation	3.64	3.72

Change

	Question	MHS	University
26	I have sufficient opportunities to question managers about change at work	3.16	3.12
28	Staff are always consulted about change at work	2.49	2.48
32	When changes are made at work, I am clear how they will work out in practice	2.72	2.73

Central Services

Demands

	Question	Central Services	University
3	Different groups at work demand things from me that are hard to combine	2.85	2.82
6	I have unachieveable deadlines	3.36	3.36
9	I have to work very intensively	2.34	2.20
12	I have to neglect some tasks because I have too much work to do	2.85	2.77
16	I am unable to take sufficient breaks	3.39	3.36
18	I am pressured to work long hours	3.65	3.39
20	I have to work very fast	2.63	2.57
22	I have unrealistic time pressures	3.27	3.22

Control

	Question	Central Services	University
2	I can decide when to take a break	4.03	4.12
10	I have a say in my own work speed	3.59	3.70
15	I have a choice in deciding how I do my work	3.75	3.91
19	I have a choice in deciding what I do at work	3.12	3.34
25	I have some say over the way I work	3.89	4.02
30	My working time can be flexible	3.57	3.81

Support from Managers and Peers

	Question	Central Services	University
8	I am given supportive feedback on the work I do	2.95	2.97
23	I can rely on my line manager to help me out with a work problem	3.57	3.46
29	I can talk to my line manager about something that has upset or annoyed me about work	3.62	3.60
33	I am supported through emotionally demanding work	3.07	3.03
35	My line manager encourages me at work	3.40	3.40
7	If work gets difficult, my colleagues will help me	3.64	3.52
24	I get help and support I need from my colleagues	3.74	3.72
27	I receive the respect at work I deserve from my colleagues	3.44	3.52
31	My colleagues are willing to listen to my work-related problems	3.74	3.76

Relationships

	Question	Central Services	University
5	I am subject to personal harassment in the form of unkind words or behaviour	4.07	4.20
14	There is friction or anger between colleagues	3.05	3.24
21	I am subject to bullying at work	4.42	4.49
34	Relationships at work are strained	3.02	3.22

Role

	Question	Central Services	University
1	I am clear what is expected of me at work	3.88	3.97
4	I know how to go about getting my job done	4.21	4.22
11	I am clear what my duties and responsibilities are	3.93	4.01
13	I am clear about the goals and objectives for my directorate/school	3.38	3.37
17	I understand how my work fits into the overall aim of the organisation	3.72	3.72

Change

	Question	Central Services	University
26	I have sufficient opportunities to question managers about change at work	3.10	3.12
28	Staff are always consulted about change at work	2.42	2.48
32	When changes are made at work, I am clear how they will work out in practice	2.67	2.73

Appendix 4: Detailed results for staff with and without a disability

Demands

	Question	With a disability	Without a disability
3	Different groups at work demand things from me that are hard to combine	2.56	2.82
6	I have unachieveable deadlines	3.06	3.37
9	I have to work very intensively	2.16	2.20
12	I have to neglect some tasks because I have too much work to do	2.66	2.77
16	I am unable to take sufficient breaks	3.08	3.37
18	I am pressured to work long hours	3.24	3.39
20	I have to work very fast	2.52	2.57
22	I have unrealistic time pressures	2.89	3.24

Control

	Question	With a disability	Without a disability
2	I can decide when to take a break	3.76	4.14
10	I have a say in my own work speed	3.40	3.72
15	I have a choice in deciding how I do my work	3.71	3.92
19	I have a choice in deciding what I do at work	3.05	3.36
25	I have some say over the way I work	3.77	4.05
30	My working time can be flexible	3.44	3.83

Support from Managers and Peers

	Question	With a disability	Without a disability
8	I am given supportive feedback on the work I do	2.63	2.99
23	I can rely on my line manager to help me out with a work problem	3.07	3.47
29	I can talk to my line manager about something that has upset or annoyed me about work	3.34	3.62

33	I am supported through emotionally demanding work	2.70	3.05
35	My line manager encourages me at work	3.05	3.42
7	If work gets difficult, my colleagues will help me	3.28	3.53
24	I get help and support I need from my colleagues	3.44	3.74
27	I receive the respect at work I deserve from my colleagues	3.20	3.55
31	My colleagues are willing to listen to my work-related problems	3.43	3.78

Relationships

	Question	With a disability	Without a disability
5	I am subject to personal harassment in the form of unkind words or behaviour	3.71	4.23
14	There is friction or anger between colleagues	2.98	3.24
21	I am subject to bullying at work	4.01	4.52
34	Relationships at work are strained	2.81	3.24

Role

	Question	With a disability	Without a disability
1	I am clear what is expected of me at work	3.69	3.99
4	I know how to go about getting my job done	4.14	4.22
11	I am clear what my duties and responsibilities are	3.87	4.01
13	I am clear about the goals and objectives for my directorate/school	3.16	3.37
17	I understand how my work fits into the overall aim of the organisation	3.51	3.73

Change

	Question	With a disability	Without a disability
26	I have sufficient opportunities to question managers about change at work	2.74	3.14
28	Staff are always consulted about change at work	2.14	2.49
32	When changes are made at work, I am clear how they will work out in practice	2.41	2.74