



THE LONDON SCHOOL
OF ECONOMICS AND
POLITICAL SCIENCE ■

The London School of Economics and Political Science

Staff Wellbeing and Future Ways of Working Engagement Survey

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Prepared by People Insight

People Insight

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#HealthyLSE
#EmpoweredLSE

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LSE is committed to developing a School that works for everyone. A key cornerstone of LSE 2030, creating a healthy and empowered School involves working in partnership with our unique community. Understanding your experiences means we can collectively build on what works well and take action to support all staff, now and in the future.

LSE partnered with People Insight, an organisational and research development specialist to undertake the 2021 staff wellbeing and future ways of working engagement survey. This provided staff with a confidential survey process to instil credibility in the survey process and ensure data integrity. Of the 3,097 staff members invited, 58% (1,794) responded.

The survey consisted of agreement, satisfaction, and frequency (select from list) questions, and carefully considered the influence of external factors of the pandemic on working arrangements and experiences in the design.

The report provides an independent summary of the results grouped by the sections as presented in the survey. Key observations are evidenced by way of a descriptive commentary. Where applicable, comparisons to 2020 have been provided as well as People Insight's external benchmarks: Higher Education Institutions (HEI) and Russell Group Universities.

People Insight

This report has been written and produced by People Insight.

People Insight is a pureplay leading employee research and organisational development consultancy.

Formally established in 2004, People Insight partner with hundreds of organisations annually to conduct always-on, annual, pulse, and ad-hoc employee surveys across the entire employee lifecycle with a sector specialism in higher education.

People Insight provide expertise on research strategy design, insights, a full-service approach to programme delivery, and technology that enables action.

People Insight is ISO:27001 and ISO:9001 accredited, as well as being a G-Cloud supplier.

More information about People Insight is available online at peopleinsight.co.uk.

Staff engagement and inclusion

Engagement at LSE is strong and exceeds that at both HEIs and Russell Group Universities.

LSE staff report high levels of advocacy for the School through a strong sense of pride (+11pp versus HEIs); and three-quarters are willing to recommend LSE as a good place to study and work (+11pp versus HEIs).

Furthermore, 78% of staff are motivated to do their best work, which is +7pp compared to other HEIs and +8pp more than Russell Group Universities.

Overall engagement is highest amongst Research staff (85%), specifically through high levels of pride and motivation to do their best work.

Staff whose preferred working pattern is 100% at LSE report the highest levels of engagement (84%).

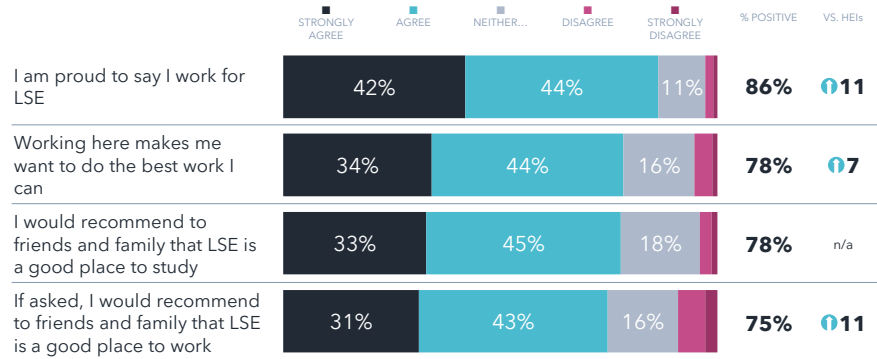
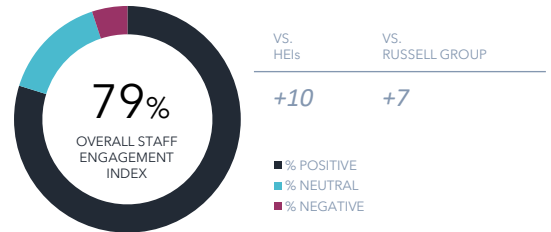
71% of LSE staff feel comfortable voicing their opinions, which is +28pp above other HEIs; however, fewer LSE staff feel they are able to contribute to decision-making, a consistent message across all LSE.

Positively, 68% feel they can be their true self at work (+1pp compared to other HEIs) and 64% feel a sense of belonging, which is +7pp compared to other HEIs.

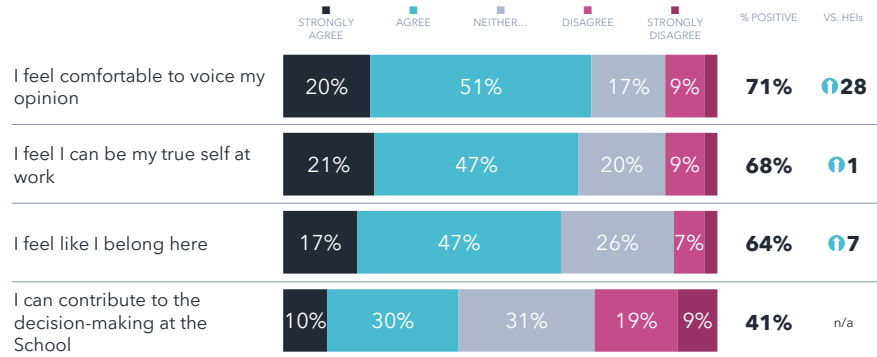
Staff engagement:

The overall engagement score is a composite measure of the following four index questions.

Benchmarks: Higher Education Institutions (HEI) that partner with People Insight on staff surveys; and Russell Group Universities (acquired benchmark).



Inclusion:



NOTES & REFERENCES

Questions ranked from most to least positive.

% Positive is the sum of 'strongly agree' and 'agree'.

% Positive is above ↑, in-line ↔, or below the comparator ↓ (percentage point difference).

Working arrangements throughout the pandemic

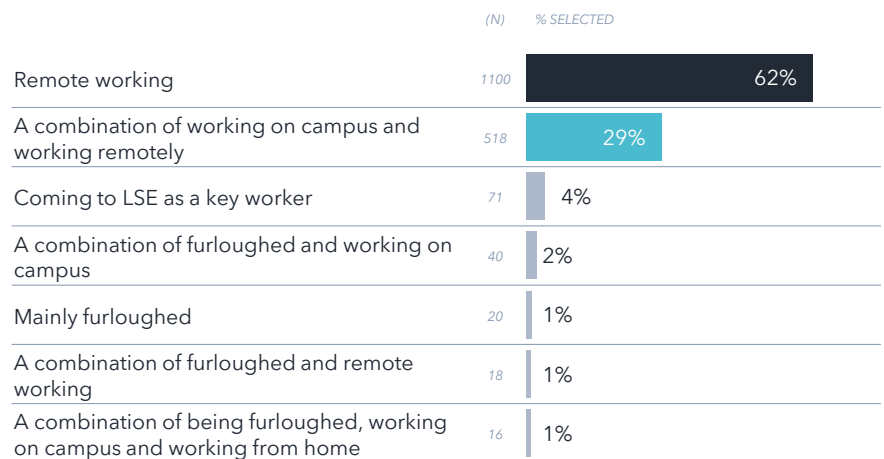
44% of Teaching staff and 37% of Academic (research and teaching) staff have the highest reported combined working practices (working on campus and remotely).

The vast majority of Policy Fellow (88%) and Research staff (82%) have been predominantly working remotely.

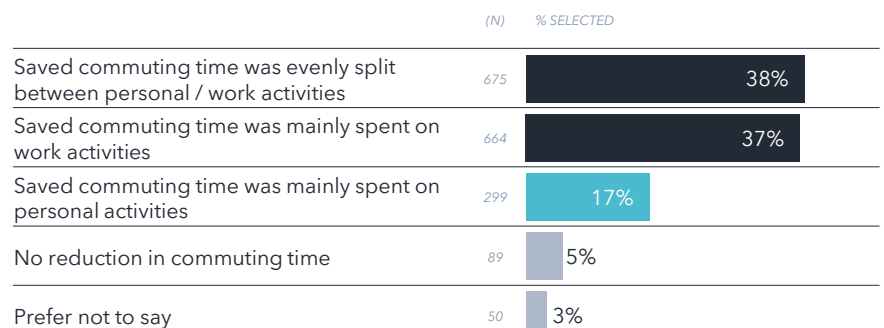
The time surplus saved on commuting has largely benefited the School, with 37% of staff stating this has been used for work related activities and 38% stating this has been evenly split between work and personal activities. Fewer, just 17%, feel the time saved commuting was mainly spent on personal activities.

Staff who spend time saved on commuting on work activities have an increased preference for working on campus at LSE more of the time. Staff who evenly split the time saved on commuting between work and personal activities have an increased preference for working remotely.

Since 23 March 2020, when the pandemic disrupted travel to campus, which of the following best describes what you have been doing:



If, during the pandemic, you have spent less time than normal on commuting to work, it would be helpful to know how you have used that time:



NOTES & REFERENCES

Questions ranked from most selected to least selected.

(N) Number of response selections.

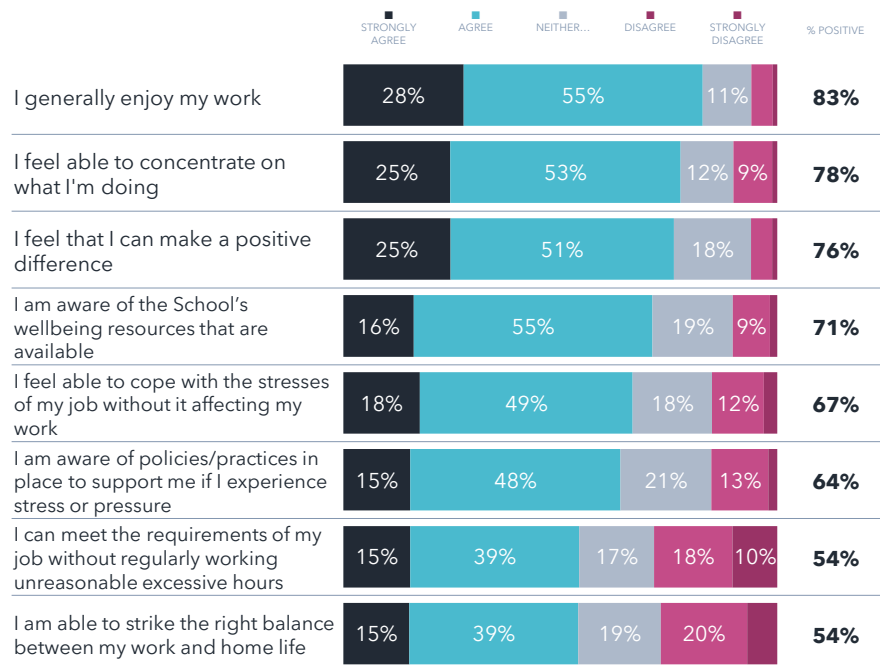
Work satisfaction and wellbeing

83% of staff enjoy their work, even more so amongst Research (89%) and Teaching staff (88%); and 70% or more of staff within each of the job roles (Academic, Teaching, Research, Professional Services, Education Career Track, and Policy Fellow) feel they can make a positive difference.

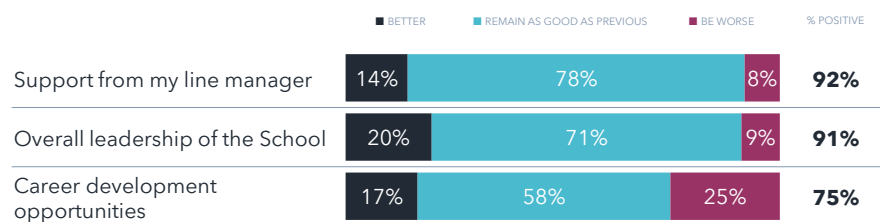
Fewer Academic staff feel they can meet the requirements of the job without working unreasonable hours (33%) with 38% feeling they are able to achieve the right work-life balance. Furthermore, they lack awareness of the wellbeing resources and policies/practices made available to support them when experiencing stress or pressure.

The majority of LSE staff feel that support from their line manager and overall leadership of the School will remain as good as it was prior to the pandemic, and we note that more staff feel there will be improvements than a worsening (net positive change), specifically a 20% increase in sentiment towards leadership. However, 25% of staff feel career development will be worse (net negative change).

Based on your experiences during the pandemic, please share your level of agreement with the following positively worded statements:



How do you feel the experiences of working at LSE are likely to compare to how they were prior to the pandemic:



NOTES & REFERENCES

Questions ranked from most to least positive.

% Positive is the sum of the agreeable/most favourable response options.

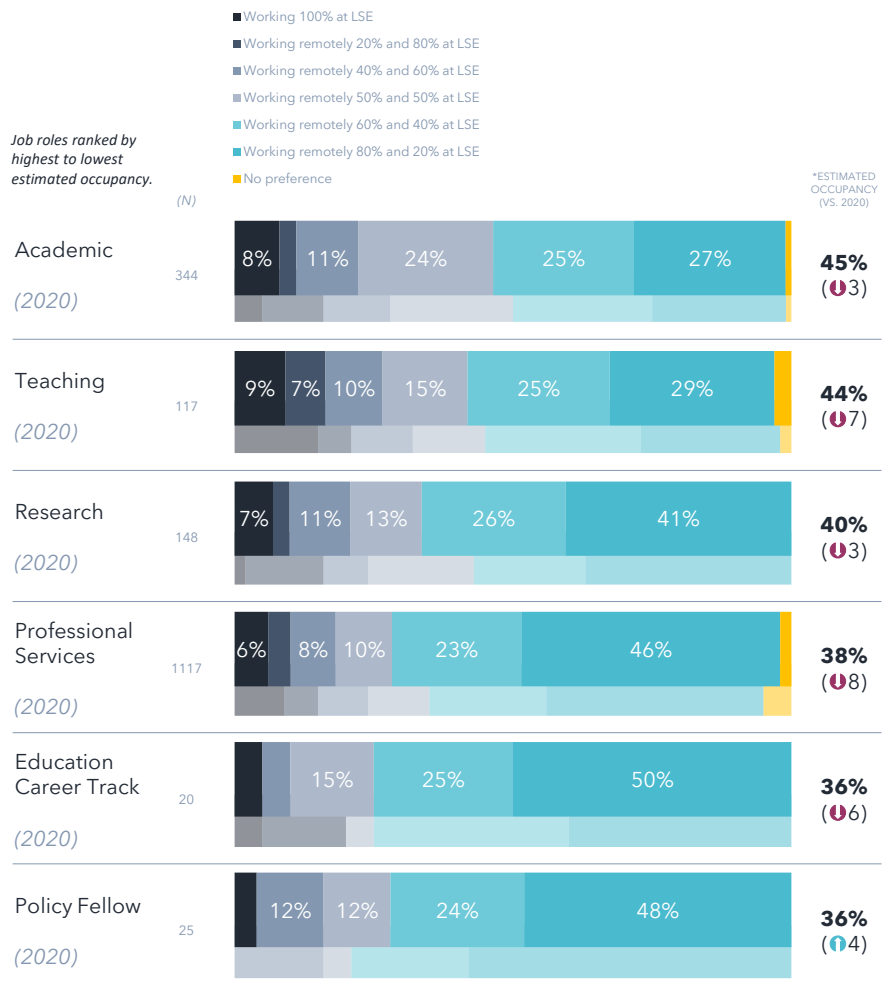
Preferred working patterns

Estimated occupancy levels have reduced since 2020 as a result of fewer staff feeling that they might prefer to work on campus 50% of the time or more.

Professional Services staff and Teaching staff show the greatest estimated reduction in working at LSE, with an anticipated increased preference for working remotely 80% of the time.

Academic staff's expected preferences for working at LSE 100% of the time has increased from 5% to 8%.

Given the requirements of your role(s) at the School, what might be your preferred long-term working pattern?



NOTES & REFERENCES

Questions ranked from most to least positive.

% Positive is the sum of the agreeable/most favourable response options.

* Estimated occupancy is calculated as a weighted average: $\Sigma (\text{number of respondents} \times \text{percent occupancy at LSE})$.

Work arrangements and wellbeing

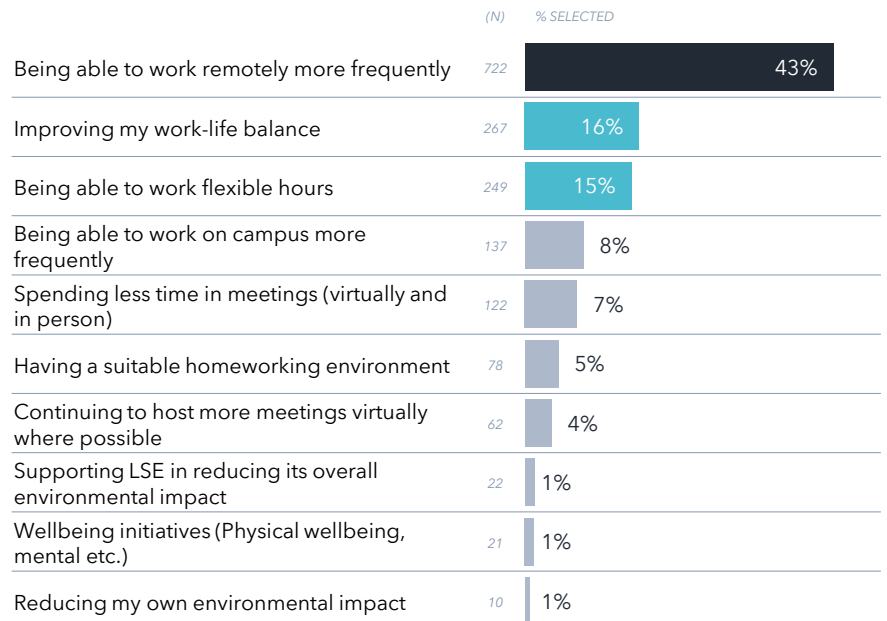
Staff recognise the personal benefits of working remotely with 43% selecting that being able to work remotely more frequently is beneficial to their wellbeing. Furthermore, responses indicate a preference for continued/ increased flexibility, all of which enable staff to achieve a healthy work-life balance.

- Professional Services staff have the greatest preferences for working remotely more frequently to maintain good wellbeing.
- Education Career Track staff feel that improving work-like balance is most important.
- Academic, Teaching, and Research staff indicate the importance of working on campus more frequently is important to their wellbeing.

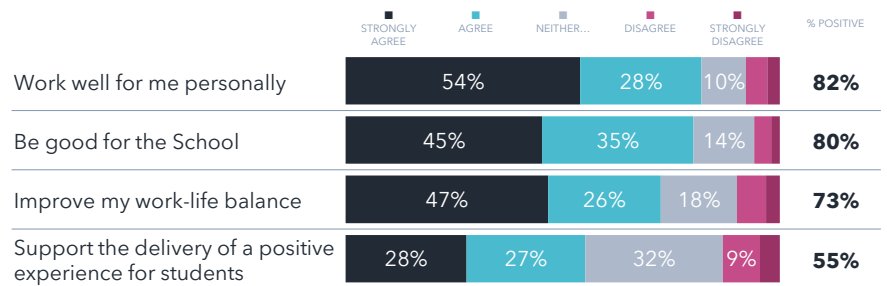
LSE staff acknowledge the benefits of blended/hybrid working arrangements, for them personally, with 73% stating that it will improve their work-life balance.

Whilst 80% feel positive that blended/hybrid working will be good for the School, fewer (55%) feel that it will support the delivery of a positive experience for students.

Based upon your recent experiences of remote working, indicate which statement you feel would be most important for you to retain in future in order to support your wellbeing?



Overall, I feel blended/hybrid working for a range of staff will:

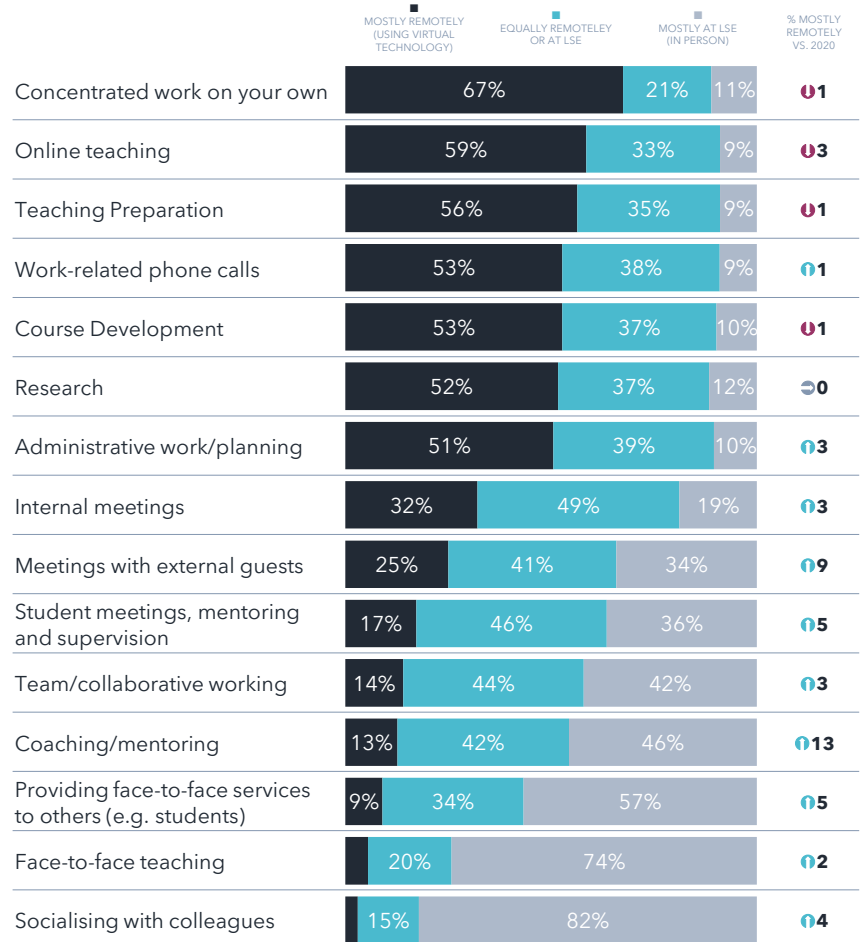


Work effectiveness by location

Results reveal that staff perform most effectively as an individual contributor when working remotely. These opinions have increased since 2020, indicating a realisation of the benefits of remote working during the pandemic through remote working arrangements.

Results evidence that people feel that working on campus (rather than remotely) is a more effective environment for face-to-face interactions, such as coaching, mentoring, teaching, and other face-to-face services; and most notably social interactions between colleagues - a sentiment shared across the School.

Where do you feel that you would most effectively perform the following tasks?



NOTES & REFERENCES

Questions ranked by 'mostly remotely (using virtual technology)', highest to lowest.

% 'Mostly remotely' is above 0, in-line 0, or below 0 2020 (percentage point difference).

Campus work environment satisfaction

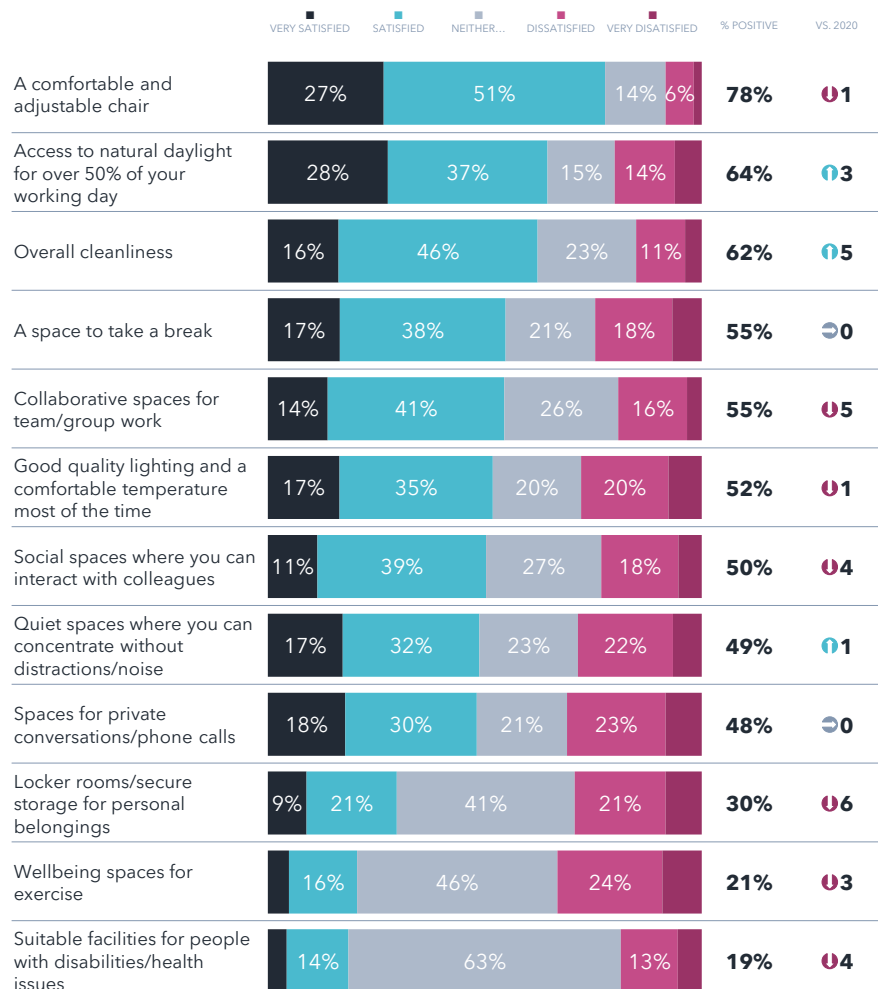
LSE staff report reasonably high levels of satisfaction with the essential functional aspects of their campus work environment (chair comfort, access to daylight, and cleanliness). We note lower levels of satisfaction to address disability, wellbeing, and personal needs; and there is a sense of indifference with regards to the provision of adequate collaboration and social spaces in addition to quiet spaces for focus.

Academic staff reveal greater satisfaction with campus facilities and environment that allows them to have spaces for private phone calls and conversations (84%), and quiet spaces where they can concentrate without distractions or noise (73%).

Conversely, Professional Services staff lack quiet spaces to concentrate (39%) and private spaces for conversations and phone calls (38%).

This question relates to the basic functional needs people have or might expect to be considered in their work environment.

Thinking about the spaces where you generally work/spend most of your time when on campus, how do you feel some of these functional needs are supported?



NOTES & REFERENCES

Questions ranked from most to least positive.

% Positive is the sum of 'very satisfied' and 'satisfied'.

% Positive is above I, in-line ↔, or below the comparator U (percentage point difference).

Technology enablement

The majority of LSE staff feel equipped to work effectively through technology provision, with 87% feeling confident they know how to make the best use of it. However, only 69% agree they have access to the support they need, which is lowest amongst Academic staff (51%).

Opinions about confidence in using technology and the provision of software/systems and hardware remain consistent across most groups; however, feedback indicates that a lack of technology support is a key determinant to maintaining effective service delivery. Academic staff are those with the greatest support needs.

Whilst three-quarters have the physical space and equipment to effectively work remotely, staff whose preferred working patterns are mainly from LSE (given the requirements of their role(s) at the School) state they do not have the physical space and equipment they need to work from home safely and effectively. This contributes to their preference to work on campus 60% of the time or more:

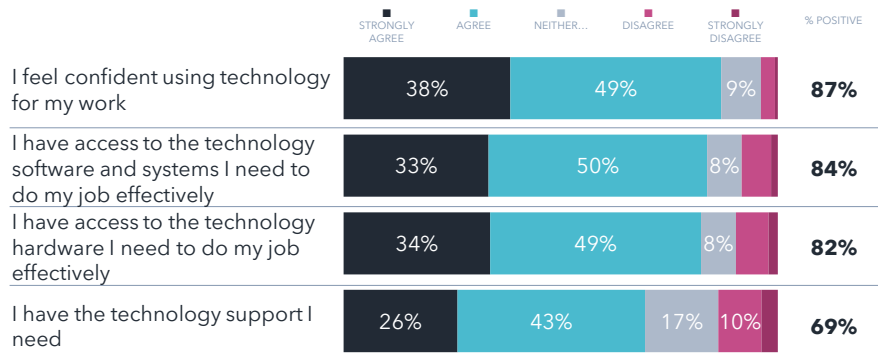
- Working from LSE 100%: 30% Positive
- Working from LSE 80%: 40% Positive
- Working from LSE 60%: 59% Positive

(Preferred working patterns)

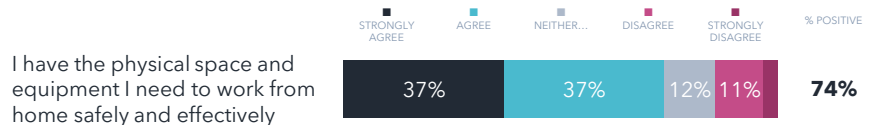
Staff preferring to work remotely 80% and 60% of the time feel better enabled to work safely and effectively from home (87% and 78% respectively).

We would like to understand your experience and views of using technology in your current working environment.

Please share your level of agreement with the following positively worded statements:



If you expect to be spending a substantial amount of time working from home in the future, do you have the physical space and equipment you need to work from home safely and effectively?



NOTES & REFERENCES

Questions ranked from most to least positive.

% Positive is the sum of 'strongly agree' and 'agree'.

Challenges to overcome

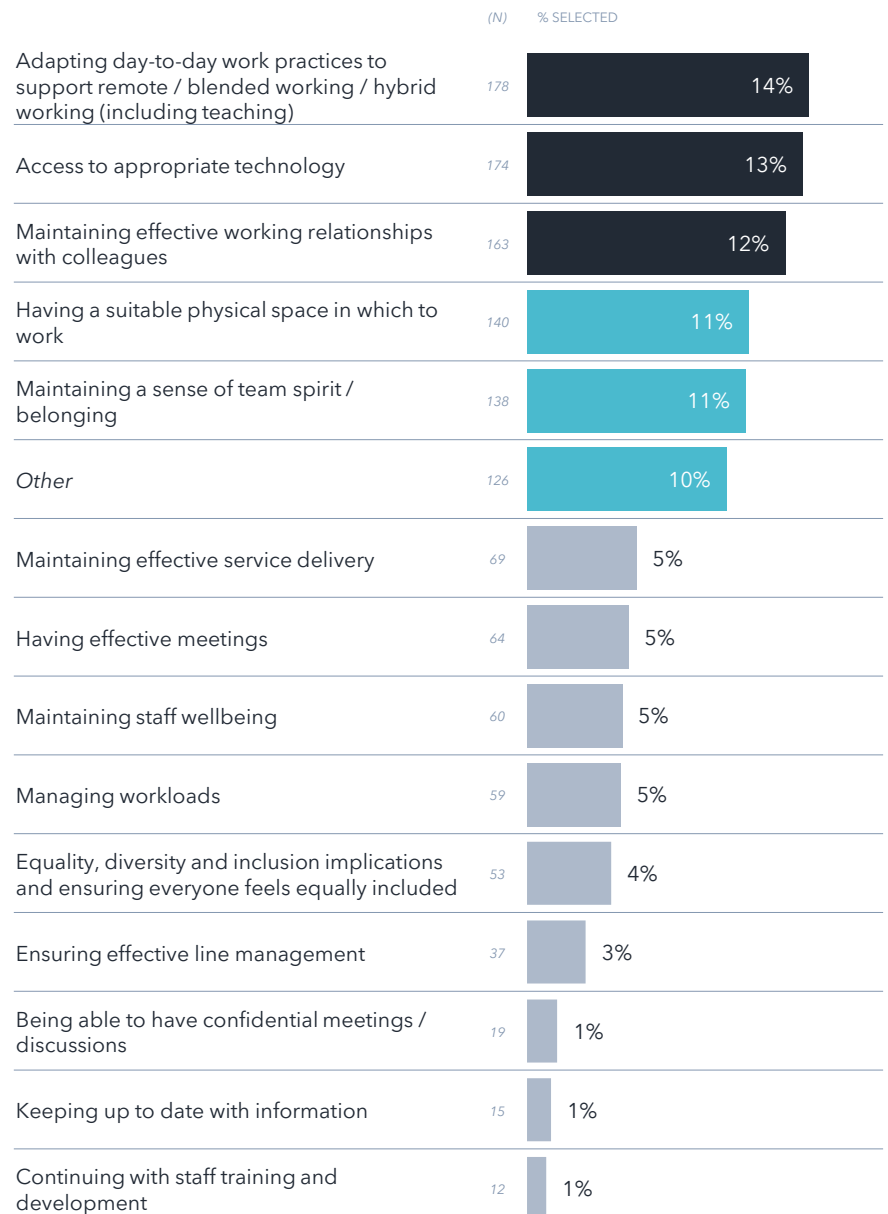
Responses indicate that staff are still adjusting to new working arrangements with 14% selecting that there is a need to adapt to and adopt new working practices and teaching methods.

Enablement through the provision of technology is a key enabler of this, with 13% stating this is a challenge that will need to be overcome. Feedback indicates the adequate provision of technology (systems are software, and hardware - see *previous*); however, more technology support is required.

As previously noted through responses to the work effectiveness by location question, whereby staff feel that collaboration and socialisation is best achieved on campus, 12% of staff recognise this as one of the top three challenges in adjusting to hybrid working. This is further evidenced by 11% selecting a need to adjust to maintaining a sense of team spirit and belonging (feeling connected).

Positively, few feel that hybrid working arrangements require further adjustment to maintain effective service delivery and internal activities; such as meetings, line management, communication, development, etc.

What single thing do you feel is going to be the main challenge to overcome in working effectively in a blended/hybrid environment?



NOTES & REFERENCES

Attributes ranked from most selected to least selected.

(N) Number of response selections.



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