



**Trinity College Dublin**

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

# STAY TOGETHER AND STRONGER

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## Trinity Staff Survey Report 2020

Na Fu

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# Executive Summary

This report was based on a research project titled 'We're in this Together: Building Resilience and Wellbeing for the Trinity Community During and Post COVID-19'. The project was funded by the Trinity COVID Fund 'Harnessing Trinity's Collective Expertise for the Greater Good'. The context in which this project was conducted could not be more challenging. With the major disruption caused by the COVID-19 pandemic, organisations have been forced to quickly adapt to the unprecedented shift in changing workplace demands and the rapidly evolving economic landscape.

This project explores the key factors that help Trinity to build resilience and wellbeing for staff. The survey findings will help Trinity to take timely and impactful actions to improve our capability to cope with challenges during this uncertain time in the global history.

Based on extensive literature review (over 800 publications on crisis management), literature maps were constructed to identify the theoretically important factors for building individual resilience and wellbeing during a crisis. A questionnaire was designed including questions from published articles to ensure the reliability and validity.

The survey examined a range of staff outcomes including:

- Staff resilience
- Staff wellbeing
- Job performance
- Satisfaction with College support
- Positive attitudes towards technology

The main drivers of these outcomes that were explored included:

- Support from the College
- Support from line managers
- Support from peers
- Participation opportunities
- Job design

The researchers carried out a detailed analysis of the data which involved statistical modelling to identify the drivers that have greatest impact on these outcomes.

This executive summary provides a broad overview of the main findings from the survey. The main report provides a more in-depth overview of the findings based on the quantitative responses and comments shared by survey participants.

## Summary of Key Findings

- Staff had shown a high level of resilience and work performance in terms of adaptivity, proficiency and completion of work. Proactivity was relatively lower.
- Staff experienced a low level of wellbeing, as exemplified by workaholism both excessively and compulsively; being overwhelmed by the crisis, unable to switch-off and work-family conflict.
- There were mixed perceptions on the support received from the College, as well as the level of satisfaction with the support.
- Staff successfully adapted to remote working enabled by the technology. This is evidenced by the extensive use of online meetings and work tools and the effectiveness of these virtual meetings.
- Line managers were perceived to be consultative, approachable, and empathetic. The rating for direction/instruction provision was lower.

- Some staff felt they had good opportunities to be involved in the decisions while others did not.
- Staff indicated a high level of autonomy at work but felt overloaded by work.
- Staff in the other gender group experienced lower level of resilience, wellbeing, performance, satisfaction with college support, support from college, line managers and peers, less participation opportunities and autonomy.
- Female staff experienced higher level of performance, satisfaction with college support, more support from peers, and more positive attitudes towards technology but a lower level of wellbeing than male staff.
- Full-time staff perceived lower level of wellbeing, less support from college and peers, as well as lower satisfaction with college support than part-time staff.
- Staff on fixed-term contracts experienced lower level of performance, higher level of line manager support, and lower level of interdependence of job than staff with permanent contracts.
- Staff with longer tenure experienced higher level of wellbeing and performance; but lower level of line manager support.
- Academic staff had the lowest level of wellbeing, followed by senior management and research staff than staff in other roles.
- Staff in the Building & Services area perceived lowest level of support and staff in the Library perceived highest level of support during the lockdown.
- Majority of staff preferred hybrid working.

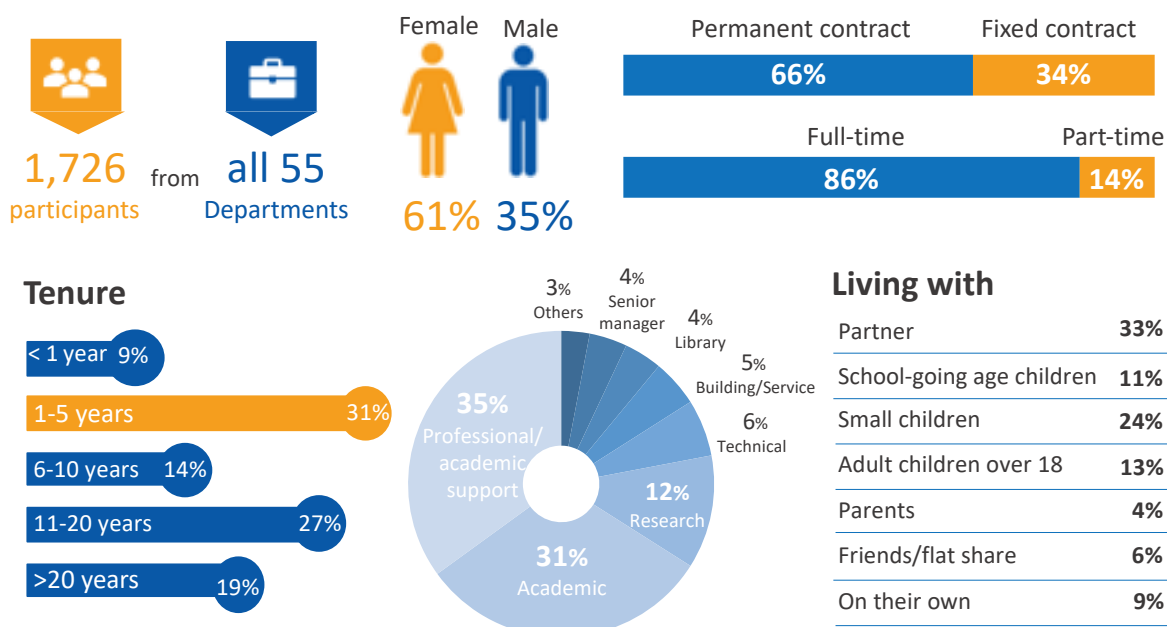
### **Key Recommendations**

Following the analysis of the data, the research pinpointed four areas in which interventions might be made to enable Trinity to develop staff in the future.

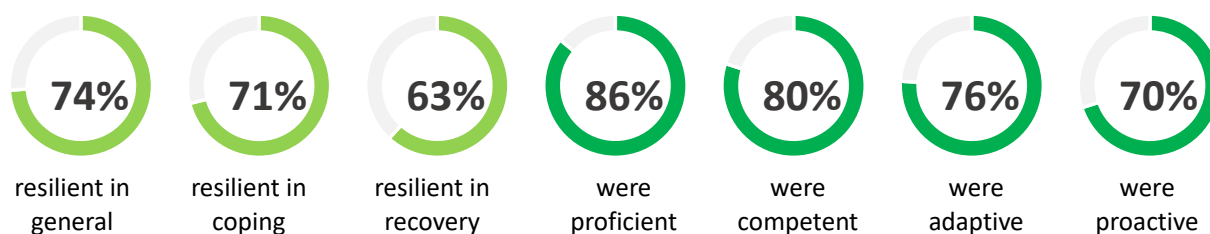
- **Building staff wellbeing**  
Building staff wellbeing needs to be prioritised in the future development of Trinity. Possible interventions include: providing goal & role clarity, reflect on creative ways to improve wellbeing, efficiency and effectiveness.
- **Improving communications and greater staff involvement**  
Possible interventions here include: leverage digital technologies to create a two-way engagement opportunities; revitalising the consultation process; enhance participation in teamwork and creative problem solving; the building of networks to share and exchange knowledge and information across departments in Trinity.
- **Developing line managers' leadership skills**  
Line managers are perceived to be people-centred. More efforts are needed to develop line managers' leadership skills such as communication, capability to provide clear direction and link individual work to strategic contribution, and taking responsibility. Possible interventions include leadership development programme, skills to engage in meaningful performance and wellbeing conversations and ability to give and receive feedback.
- **Providing hybrid working opportunities**  
Hybrid working enables staff to work some days on campus and the other days remotely. It provides staff great flexibility. As a leading employer in the public sector, such interest and preference of hybrid working needs to be considered in the future planning.
- **Assisting digital learning**  
Trinity needs to pay more attention to the establishment of digital learning to facilitate the digital generation's learning preference and effectiveness. Possible interventions include: establishment of digital learning agenda and digital learning frameworks.

# Key Findings in Numbers

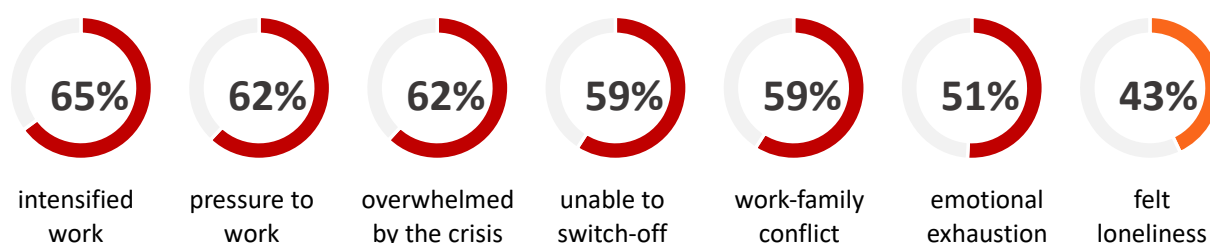
## PARTICIPANTS' PROFILE



## STAFF RESILIENCE AND PERFORMANCE DURING THE CRISIS

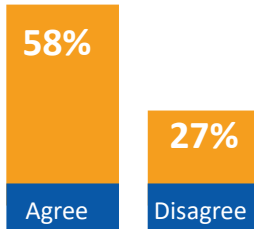


## STAFF WELLBEING DURING THE CRISIS

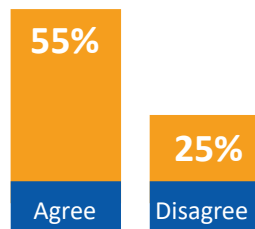


## SUPPORT FROM COLLEGE AND DEPARTMENT

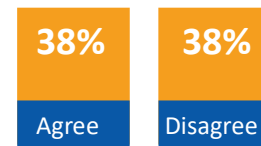
were kept up to date  
about important issues



heard enough about how  
everything is running in College



clear about the decision-  
making process



60%

agreed that their managers had consultative, empathy-based and approachable leadership



>54%

agreed that their managers took charge, made firm decisions, defined tasks and responsibilities for group members



48%

agreed that their managers gave instructions to group members

### Participation opportunities



perceived to have good opportunities to participate in decisions that affected them

Yes

51%

No

26%



had knowledge of what was happening in different parts of the College

34%

40%

### Satisfaction with college support



thought the College handled this crisis well  
were satisfied with the College support for working from home

63%

12%

47%

29%

## TECHNOLOGY USED AND FUTURE OF WORK



Teaching staff

92%

Non-teaching staff

89%



41%

never heard of smart working



Teaching staff

87%

Non-teaching staff

87%



92%

preferred remote or hybrid working



76%

preferred face-to-face teaching

59%

preferred real-time online teaching

95%

will adopt online teaching if needed

66%

will need support for online teaching

# Authors



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Veronica Campbell is Professor of Physiology, Bursar and Director of Strategic Innovation at Trinity College Dublin. This role entails providing strategic leadership in the overall development of the campus and administrative services to ensure alignment to the overall strategic objectives of the University. Professor Campbell is an ex officio member the Finance and Investment board committees and chair the Space Allocation and Capital Projects sub-committees of the Executive Officer Group.

# Acknowledgements

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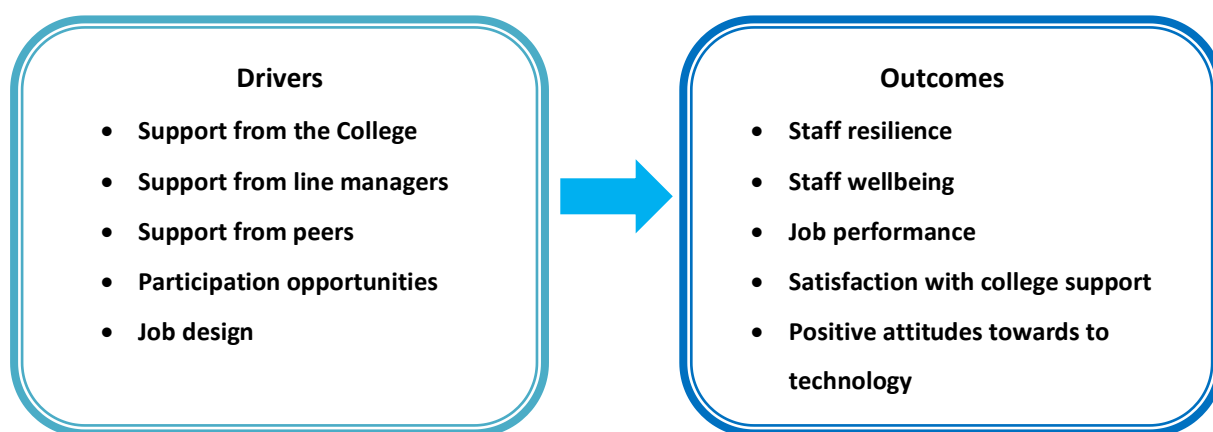
# 1 Introduction

## 1.1 Background

The Trinity COVID Fund ‘Harnessing Trinity’s Collective Expertise for the Greater Good’ funded this project to explore the key factors and mechanisms that will help Trinity to build resilience and wellbeing for staff and students. The project received inputs and advice from the Trinity Futures Group, HR Department, Equality, Diversity and Inclusion, Student Counselling Service, IT Service, Student Services, Dean of Students, and Data Protection Office.

Based on extensive literature review (over 800 publications on crisis management), literature maps were constructed to identify the theoretically important factors for building individual resilience and wellbeing during crisis. A questionnaire was designed including questions from published articles to ensure the reliability and validity. They capture and better understand Trinity staff’s perceptions of management and change in response to their experience of working during the crisis.

**Figure 1.1 Potential Drivers and Outcomes Explored in the Survey**



The research team developed a survey to examine a number of ‘drivers’ that potentially influence a range of staff outcomes including: staff resilience, wellbeing, performance, staff satisfaction with College support, and positive attitudes towards technology. The main drivers that were explored included: support from the College, line managers, peers, participation opportunities and job design. A copy of the survey is presented in Appendix A of this report. A summary of the major drivers and outcomes explored in the research are presented in Figure 1.1.

At this time of uncertainty and change, the evidence provided in this survey is invaluable in devising appropriate responses to the needs of staff and developing a culture of transformation through staff engagement and empowerment. The findings also assist in developing suitable change management programmes and designing appropriate people-centered approaches which will help build resilience for people and College.

## 1.2 Structure of the Report

The report contains seven main sections. Section 2 provides the method used in this project. Section 3 an overview of the respondents who participated in the survey. Section 4 provides an overview of the survey’s findings for the overall sample. Section 5 details findings from prescriptive analysis on the ‘key drivers’ with respect to the main outcomes investigated. Section 6 provides the themes of comments from respondents. Section 7 concludes the report and includes some recommendations.



## 2 Methodology

This project involves four stages, i.e. systematic literature review, instruments development, data collection, and analyses. They are reported as below.

### 2.1 Systematic Literature Review

In order to understand the research conducted on management during crisis, a systematic literature review was conducted. The literature search began with sourcing academic articles from six databases: Web of Science, EBSCO, Science Direct, ProQuest, Wiley and SAGE. Each database was selected due to its comprehensive range articles and access to leading management journals. The initial search generated over 7000 items on crisis management and employee wellbeing. After applying the relevant criteria, and deleting duplications, 881 articles were screened and reviewed.

### 2.2 Instrument Development

Based on the extensive literature review, a survey instrument was development to capture Trinity staff's experience and expectations during the COVID and beyond. It included the key constructs such as leadership, organisational support, job design, communication, participation, resilience, wellbeing, and performance.

The instrument was reviewed by a range of groups and units at Trinity including Trinity Futures Group, HR Department, Equality, Diversity and Inclusion, Student Counselling Service, IT Service, Student Services, Dean of Students, and Data Protection Office. Their comments were incorporated to improve the clarity, face validity and comprehensiveness of the instruments. A copy of the survey is presented in Appendix A of this report.

### 2.3 Data Collection

Data was collected via an online survey distributed to all Trinity staff between July and August 2020. An option of obtaining a paper-based version was provided to people who did not have computer access.

An invitation letter with the survey link was sent by the College Secretary's Office on behalf of College Bursar to all staff to advise staff about the survey and encourage their participation. This was followed up after administration of the survey with two reminders.

### 2.3 Data Analyses

The data was analysed using the Statistical Package for the Social Sciences (SPSS, Version 25). The data was presented using descriptive statistics (frequencies and means). The tests for significant differences across groups were carried out using t-tests and analyses of variance (ANOVAs). This type of analysis examines whether differences in the mean scores between various groups are statistically significant (e.g. according to gender and roles etc.). Where differences are detected, a further post-hoc test is used to determine which group is significantly different from which others.

The relative importance of drivers for each outcome examined was tested using hierarchical multiple regression analysis. The plots presented in Section 5 represent the mean score for each variable (to establish the presence) against the Standardised Beta co-efficient as derived from the hierarchical regressions (to establish the impact). The comments that were provided by respondents were recorded and coded using the NVivo software package.

## 3 Survey Participation

### 3.1 Response Rates and Precision

A total of 1,726 responses were received, generating an overall response rate of 49%. The response rate was calculated based on the number of staff (3,502) reported in the Provost's Review 2018-2019. The overall response rate is high. However, a lot of responses were not complete. There were 526 responses with less than 30% completion of the survey and were excluded from the analysis. The valid sample size was 1,200 (34%). The overall response rate was acceptable.

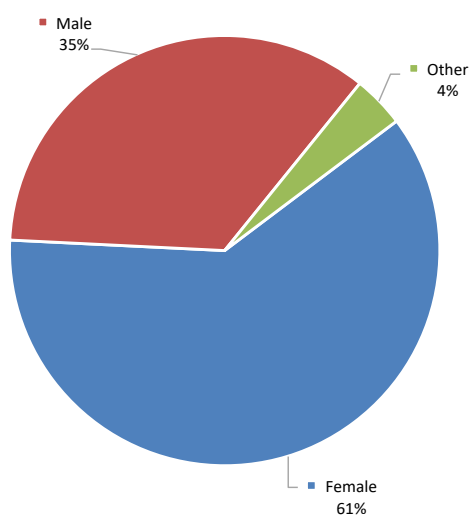
### 3.2 Breakdown of the Sample

Here is the breakdown of the sample.

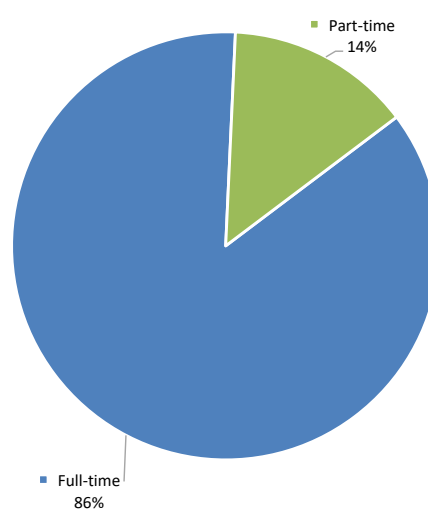
- Gender: 61% were female, 35% were male and 4% were other or prefer not to say.
- Employment type: 86% were full-time and 14% were part-time.
- Contract: 66% were permanent (including CID) and 34% were on fixed-contract.
- Work tenure in Trinity: 9% were less than a year, 31% were between 1 and 5 years, 14% were between 6 and 10 years, 27% were between 11 and 20 years, 19% were with more than 20 years.
- Roles: 31% were academic, 12% were research, 4% were senior management, 35% were professional and administrative support, 6% were technical, 4% were library, 5% were building & services, and 3% were others.
- Living arrangements: 33% were with partner, 11% were with small children, 24% were with school going age children, 13% were with adult children over 18, 4% were with parents, 6% were with friends/flat share and 9% were on their own.

Figures 3.1 to 3.5 provide an overview of the respondents' backgrounds. Table 3.1 provides the sample profile as well as the population profile.

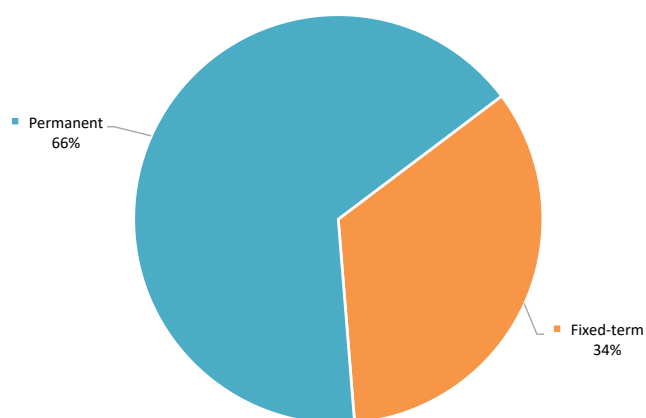
**Figure 3.1 Respondents by Gender**



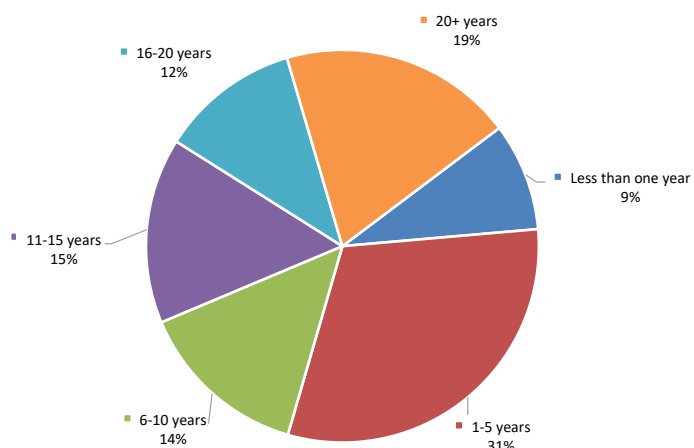
**Figure 3.2 Respondents by Employment Type**



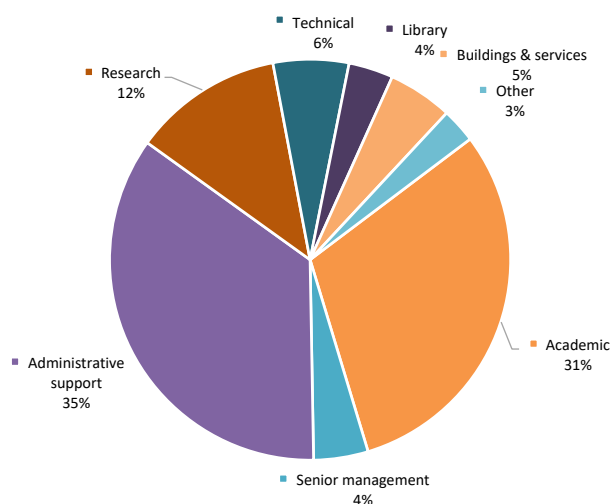
**Figure 3.3 Respondents by Contract Type**



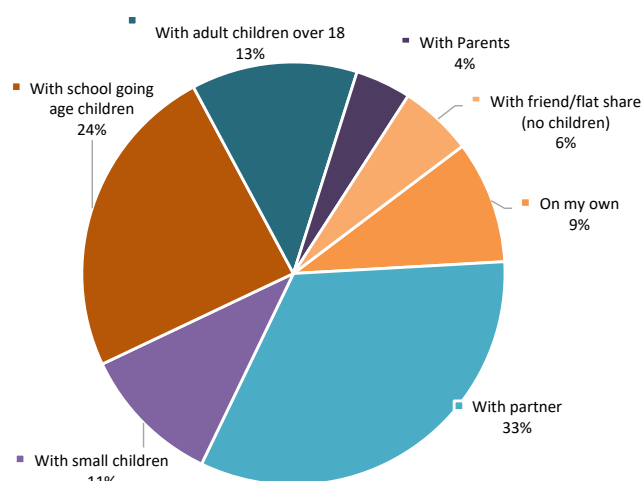
**Figure 3.4 Respondents by Tenure**



**Figure 3.5 Respondents by Roles**



**Figure 3.6 Respondents by Living Arrangements**



**Table 3.1 Gender Profile of All Staff and Responses**

Gender	No. of staff	No. of responses	Response Rate
Female	2121	728	34%
Male	1750	422	24%

Note: The other gender category is not fully captured in the Trinity HR system.

**Table 3.2 Employment Type Profile of All Staff and Responses**

Employment Type	No. of staff	No. of responses	Response Rate
Full-time	3076	1036	34%
Part-time	798	164	21%

**Table 3.3 Contract Type Profile of All Staff and Responses**

Employment Type	No. of staff	No. of responses	Response Rate
Permanent (including CID)	2299	787	34%
Fixed-contract	1575	413	26%

**Table 3.4 Tenure Profile of All Staff and Responses**

Employment Type	No. of staff	No. of responses	Response Rate
Less than 1 year	345	106	31%
1-5 years	991	368	37%
6-10 years	603	169	28%
11-15 years	597	182	30%
16-20 years	568	137	24%
20+ years	770	230	30%

## 4 Survey Findings

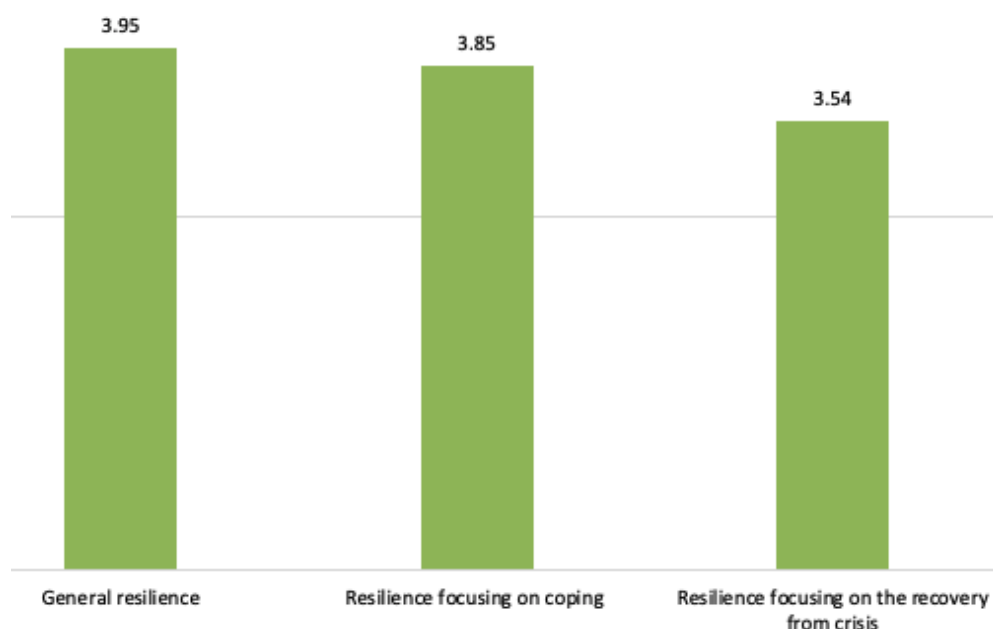
This section provides an overview of the main findings from the survey. These findings are based on staff's experiences of their work and the College. The report of the findings is presented as follows: staff outcomes including staff resilience, wellbeing, performance, their satisfaction with College support, and positive attitudes towards technology and then the main drivers for these outcomes including support from the College, line managers, peers, participation opportunities and job design. An overview of findings for the entire sample is provided. In addition, an analysis of the mean score for the key constructs is provided for key categories of staff including gender, tenure, employment type, contract type and roles.

### 4.1 Staff Resilience

Resilience is defined as the “positive psychological capacity to rebound, to ‘bounce back’ from adversity, uncertainty, conflict, failure, or even positive change, progress and increased responsibility” (Luthans, 2002: 702). Other definitions include the “effective coping and adaptation in the face of major life stress” (Tedeschi and Kilmer, 2005: 231) and “when beset by problems and adversity, sustaining and bouncing back and even beyond (resilience) to attain success” (Luthans *et al.*, 2006: 388). Resilience is important for the functioning of individuals, teams and organisations particularly during change and crisis. Given its importance, resilience has attracted growing interest in psychology and organisational management.

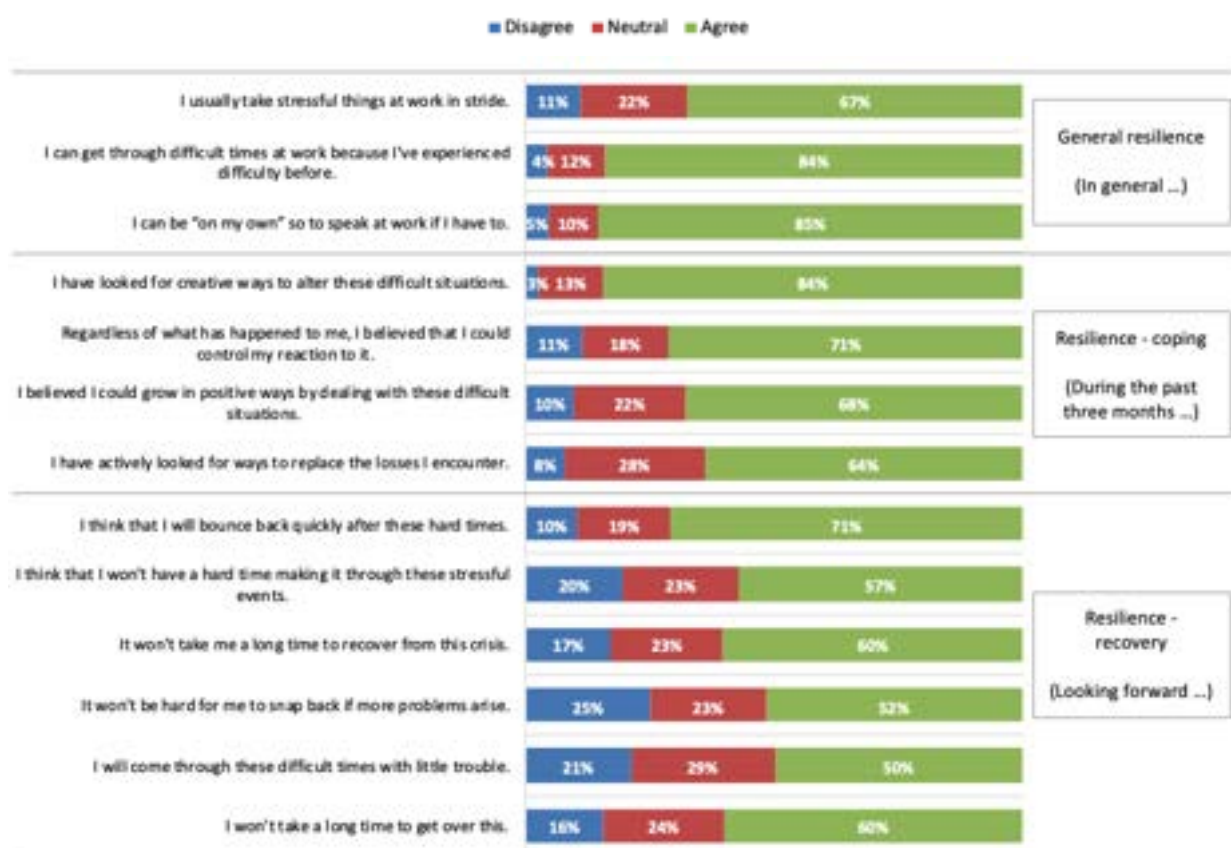
During the pandemic, everyone is deeply influenced by the sudden lockdown and uncertainty. As we are adjusting to change, it is only by maintaining our resilience that we will be able to find our ground to grow and thrive in the future. Three types of resilience are captured: general resilience, resilience focusing on coping and resilience focusing on recovery. Figure 4.1 presents an overview and Figure 4.2 presents the detailed results with regard to staff resilience.

**Figure 4.1 An Overview of Staff Resilience**



Overall, staff demonstrate high level of resilience: general resilience (74%), resilience focusing on coping (71%) and relatively low level of resilience focusing on the recovery from crisis (64%).

Figure 4.2 Staff Resilience



As shown in Figure 4.2, in relation to the general resilience:

- Over 80% of respondents agreed with the following two statements on general resilience: "I can get through difficult times at work because I've experienced difficulty before" (84%) and "I can be "on my own" so to speak at work if I have to" (85%).
- Two thirds of respondents agreed that "I usually take stressful things at work in stride" (67%).

During the past three months (lockdown), for the resilience focusing on coping:

- 84% of respondents agreed with the statement that "I have looked for creative ways to alter these difficult situations".
- 71% of respondents believed that they could control their reactions to the situations around them.
- over 60% of respondents believed they could grow in positive ways (68%) and had actively looked for ways to replace the losses they encountered (64%).

Looking forward, about resilience focusing on the recovery:

- 71% of respondents agreed that "I think that I will bounce back quickly after these hard times".
- 60% of respondents agreed that it would not take them a long time to recover while 17% disagreed.
- 60% of respondents agreed that it would not take them a long time to get over this crisis while 16% disagreed.
- 57% of respondents agreed that they would not have a hard time making it through these stressful moments while 20% disagreed.
- Half of respondents agreed that it wouldn't be hard for them to snap back if more problems arose (52%) while a quarter of respondents disagreed. A similar pattern applies to the statement that "I will come through these difficult times with little trouble".

## 4.2 Staff Wellbeing

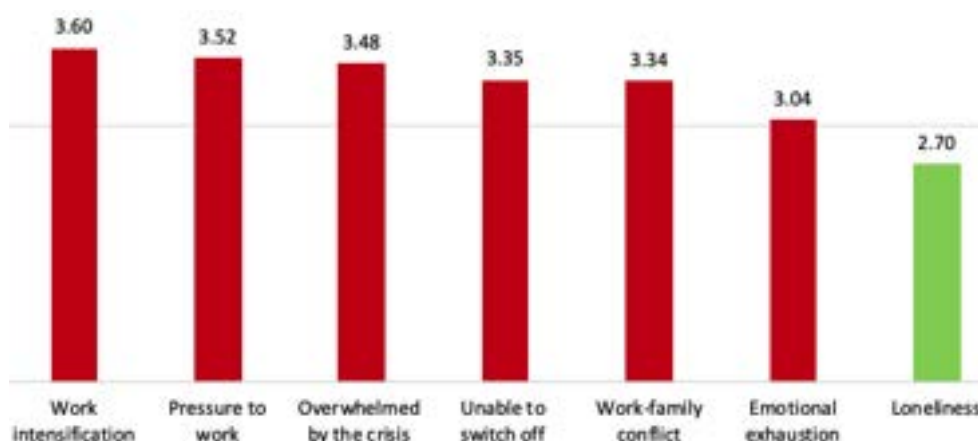
Employee wellbeing is very important to individuals and organisations. It is a multi-dimensional construct, where emotional (e.g. morale and distress) and cognitive (e.g. job satisfaction) factors come together to impact wellbeing at work (Hart and Cooper, 2002). Employee wellbeing is an indicator of a healthy workforce and is important to organisations' long-term sustainability and growth. In addition, employee wellbeing is associated with many outcomes of managerial interest such as job performance, employee retention, absenteeism, productivity, and organisational performance (Conway *et al.*, 2016).

As a result of the crisis, many of us are feeling disconcerted and distressed with feelings of uncertainty and anxiety. This survey captures staff wellbeing from the opposite side of it, i.e. illbeing such as overwhelmed by the crisis, family-work conflict, loneliness, workaholism, unable to switch off and emotional exhaustion. This section provides a summary of respondents' views in relation to these aspects. Figures 4.3 presents an overview and Figure 4.4 presents detailed results with regard to staff wellbeing.

Overall, despite respondents rated slightly low level of loneliness at work, their rating on other indicators are relatively higher than the scale mean (3), indicating a high level of illbeing and low level of wellbeing during the crisis.

- Respondents' highest ratings go to work intensification (65%) and pressure to work (63%).
- Next highest indicator is overwhelmed by the crisis (62%).
- Unable to switch-off and work-family conflict are high (59%).
- Emotional exhaustion is at 51% - a medium level.

**Figure 4.3 An Overview of Staff Wellbeing**



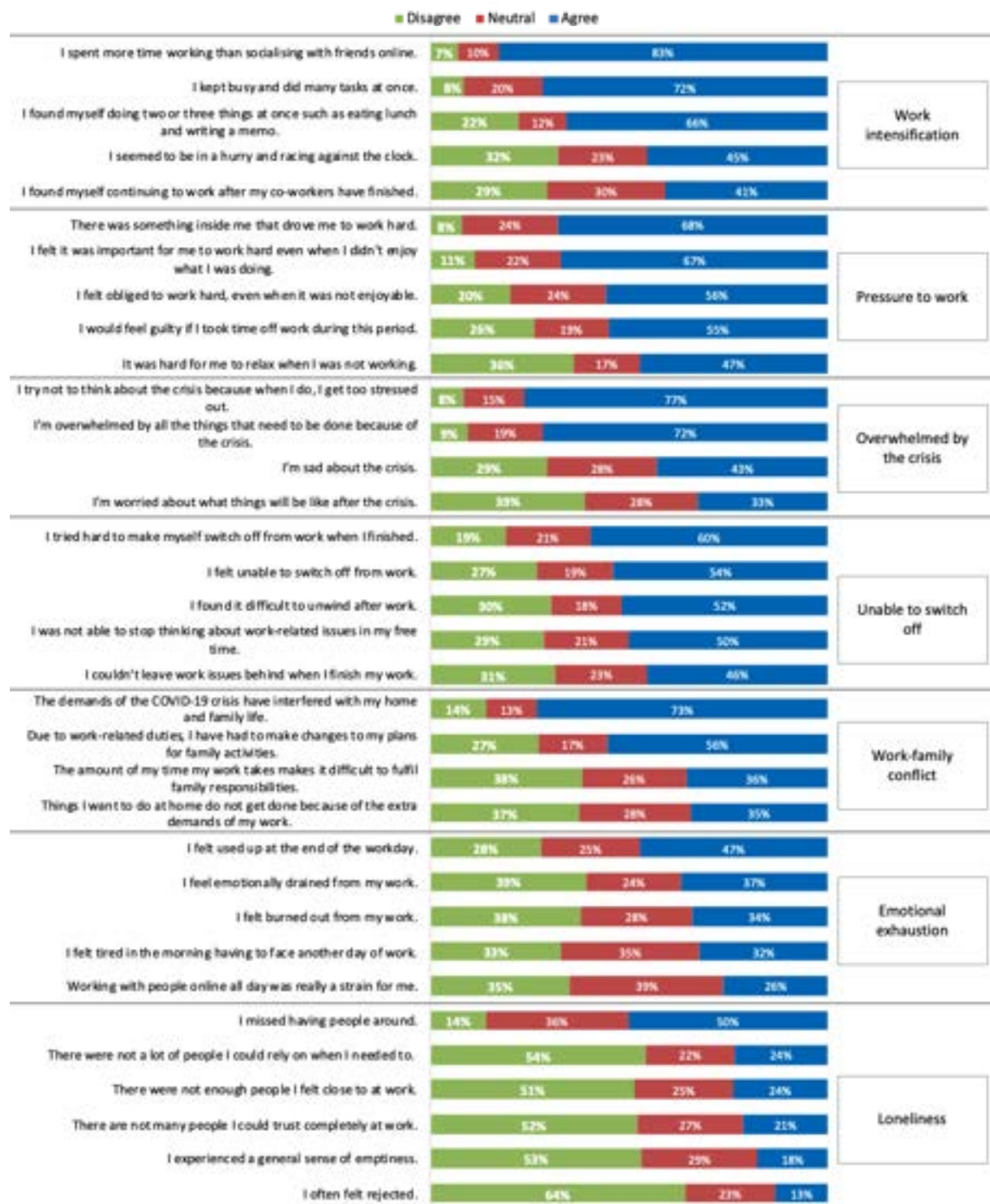
Results in Figure 4.4 provide more detailed information on the statements under each indicator. High agreements are seen for statements with regards to most illbeing indicators such as overwhelmed by the crisis, family-work conflict, work intensification, and unable to switch off. The ratings are rather positive for loneliness but mixed for emotional exhaustion. These results show the low level of staff wellbeing during the crisis.

- 83% of respondents "spent more time working than socialising with friends" and 72% of respondents "kept busy and did many tasks at once" (work intensification).
- 68% of respondents felt "there was something inside me that drove me to work hard" and 67% "felt it was important for me to work hard even when I didn't enjoy what I was doing" (pressure to work).
- 77% of respondents agreed that "I try not to think about the crisis because when I do, I get too stressed" and 72% agreed that "I'm overwhelmed by all the things that need to be done because of the crisis" (overwhelmed by the crisis).



- 60% of respondents agreed that “I tried hard to make myself switch off from work when I finished” and 50% “felt unable to switch off from work” (unable to switch off).
- 73% of respondents agreed that “The demands of the COVID-19 crisis have interfered with my home and family life” (work-family conflict).
- 47% of respondents “felt used up at the end of the workday” (emotional exhaustion).
- 50% of respondents “missed having people around” (loneliness).

**Figure 4.4 Staff Wellbeing**

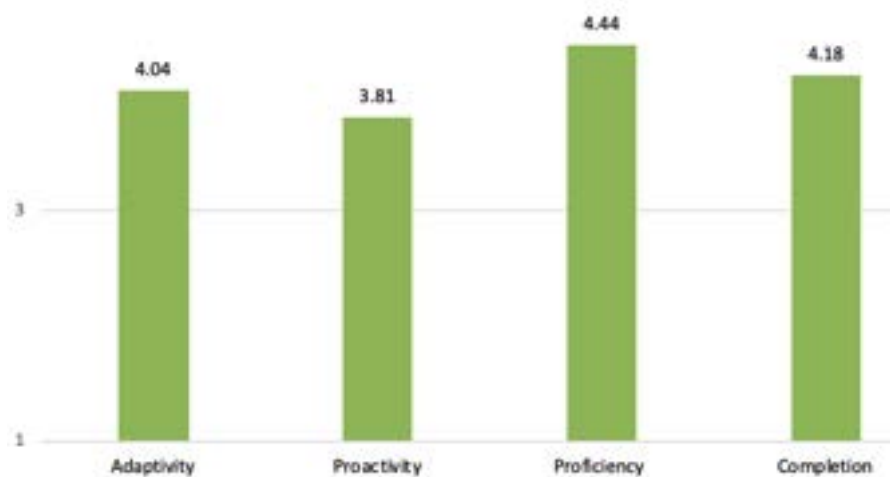


### 4.3 Staff Performance

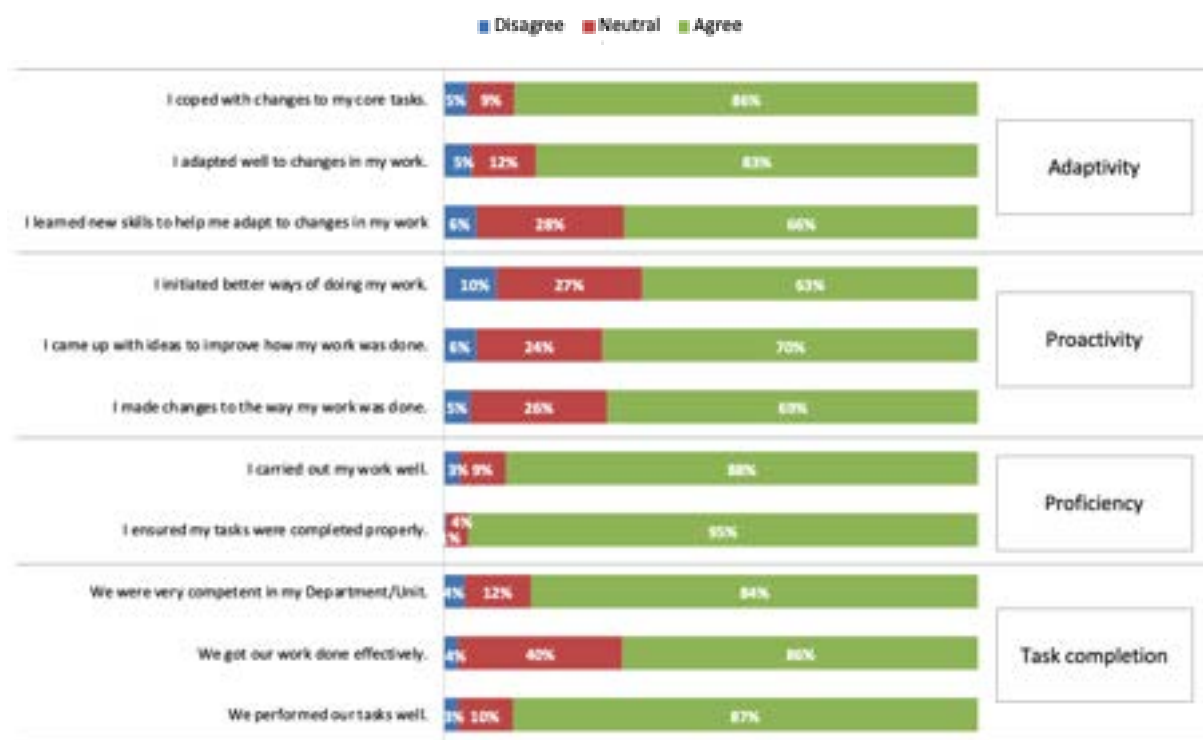
Task performance is broadly understood as how an individual carries out the tasks associated with their tasks and job (Griffin, Neal and Parker, 2007). It has become an increasingly complex concept due to the changing nature of work and organisations. Work in universities is knowledge intensive and involves increased interdependency and ambiguity.

Considering the context of lockdown, staff's work was mainly conducted at home. A performance measure was introduced with focus on the task adaptivity, proactivity, proficiency and completion within the team. This section provides a summary of respondents' views in relation to these aspects of job performance. Figures 4.5 presents an overview and Figure 4.6 presents findings with regard to staff performance during the lockdown.

**Figure 4.5 An Overview of Staff Performance**



**Figure 4.6 Staff Performance**



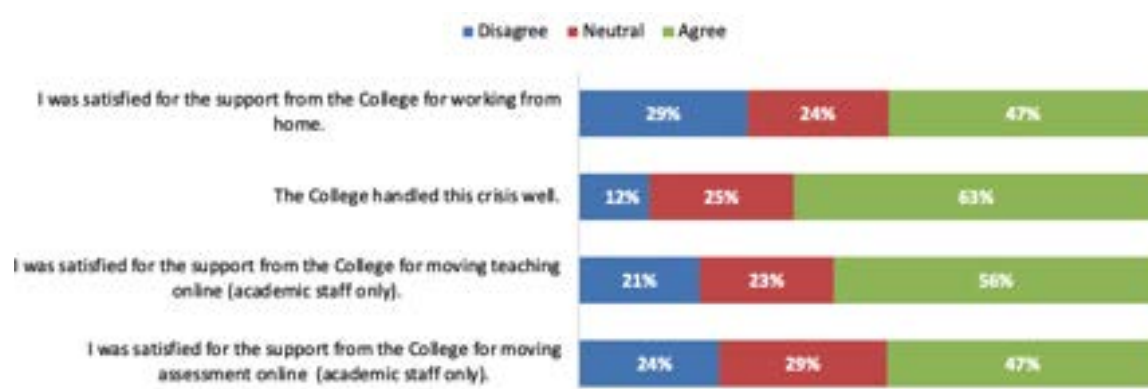
As shown in Figures 4.5 and 4.6, respondents rated very high for the performance with the mean scores higher than the scale mean (3) for all aspects of task performance.

- Proficiency was ranked highest (4.44) where 88% of respondents agreed that they carried out their work well and 95% ensured their tasks were completed properly.
- Relatively high scores were received for completion within the team (4.18) and adaptivity (4.04) where over 80% agreed with the majority of statements in regard to these two aspects.
- Proactivity was ranked lower than other aspects (3.81) where 60%-70% respondents agreed with the statements in regard to proactivity.

#### 4.4 Satisfaction with College Support

During the lockdown, the College provided varied support to staff. Staff's satisfaction with such support was assessed. Figure 4.7 presents results on this outcome.

**Figure 4.7 Satisfaction with College support**



Overall, respondents have mixed ratings towards their satisfaction with College Support.

- Almost half of respondents (47%) were satisfied with the College support for working from home while almost one third (29%) were dissatisfied with such support.
- More than half of respondents (63%) thought the College handled this crisis well.
- Over half of respondents (56%) were satisfied with the College support for moving teaching online while 21% were dissatisfied with such support.
- Almost half of respondents (47%) were satisfied with the College support for moving assessment online while a quarter (24%) were dissatisfied with such support.

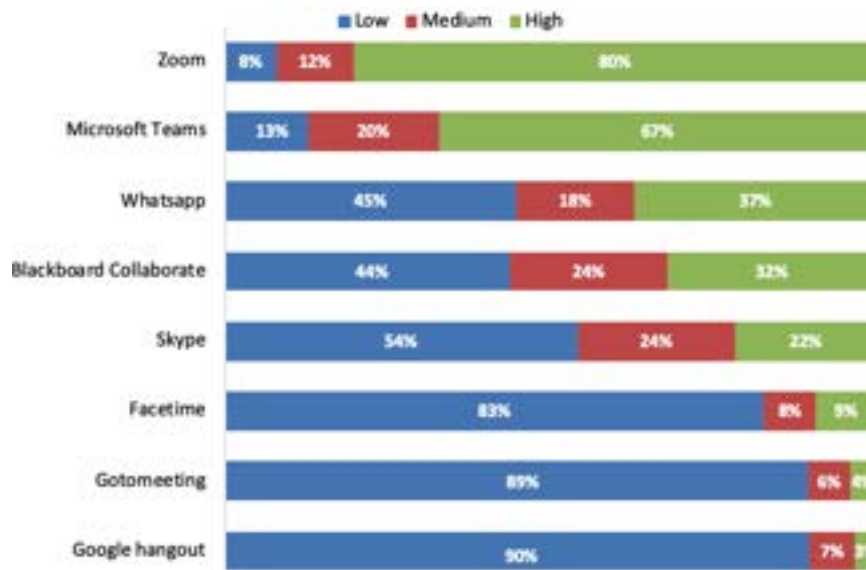
#### 4.5 Positive Attitudes towards Technology

Technology-enabled working from home has become the new normal. People have different experiences, opinions and attitudes towards technology. This survey assesses the tools used by staff as well as their experience with virtual meetings and intention to adopt online-teaching.

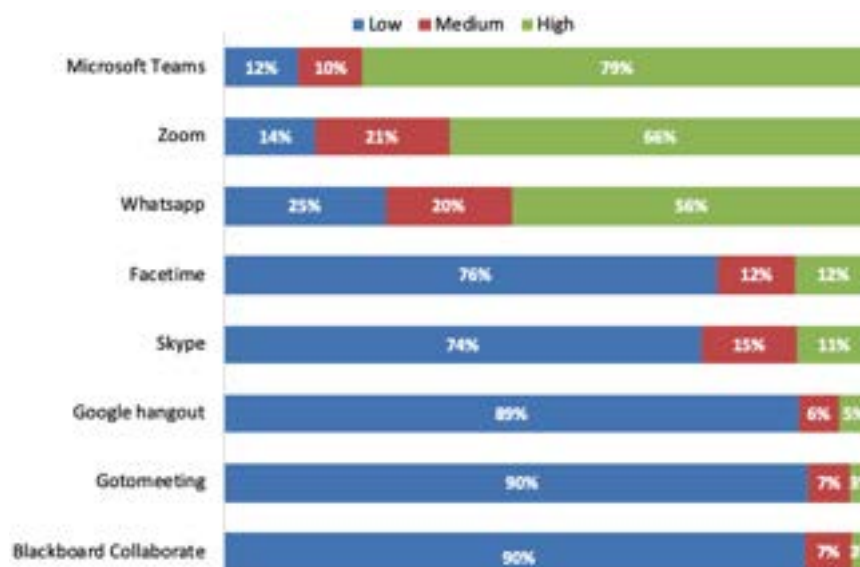
Considering the different roles staff hold, a question was asked whether the respondent had teaching responsibility. If they answered yes, they were directed to questions on (1) frequency of using these tools; (2) tools used for research, teaching, service and socialisation; (3) virtual meeting effectiveness; (4) preferences for teaching; (5) supported needed for moving teaching online; and (6) intention to adopt online teaching. If respondents answered no, they were directed to questions on (1) frequency of using these tools; and (2) tools used for work and socialisation.

Figures 4.8 to 4.10 present the results from two groups (teaching staff and non-teaching staff) as well as the comparison between them on the frequency of tools usage.

**Figure 4.8 Frequency of Tools Usage by Platforms (Teaching Staff)**



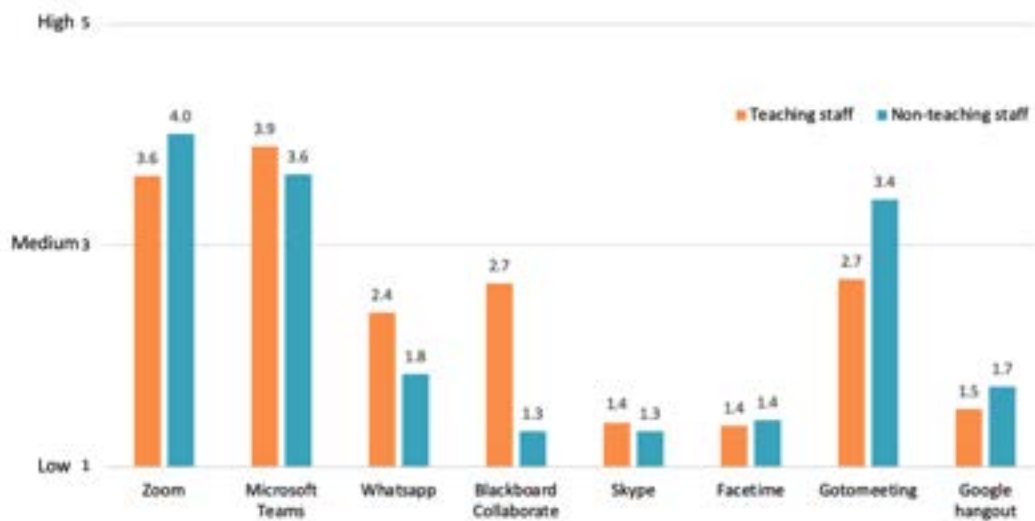
**Figure 4.9 Frequency of Tools Usage by Platforms (Non-Teaching Staff)**



Relation to the frequency of the tool usage:

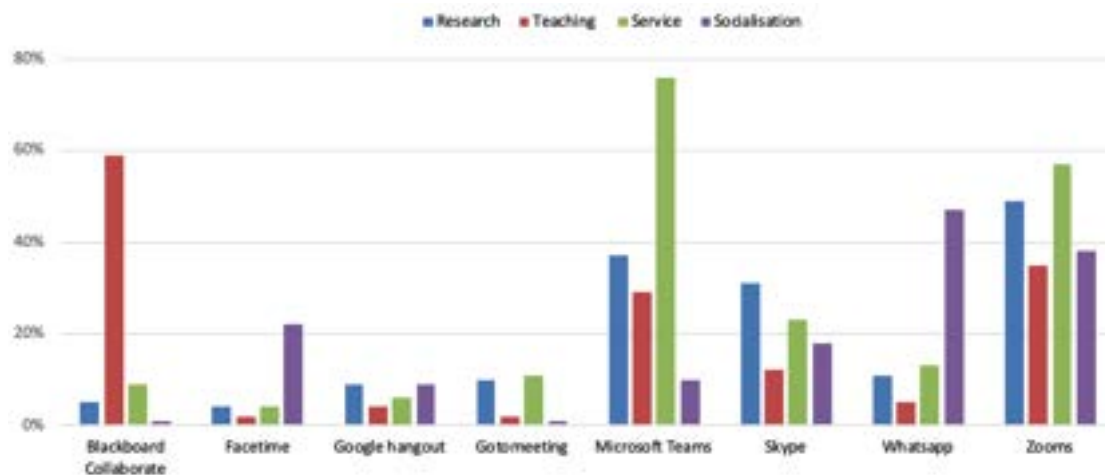
- Microsoft Teams and Zoom are the two most used tools for both teaching and non-teaching staff.
- The top 1 tool used by teaching staff is Zoom (80% with high frequency – often and always), followed by Microsoft Teams (67% with high frequency).
- The top 1 tool used by non-teaching staff is Microsoft Teams (79% with high frequency) followed by Zoom (66%).
- Whatsapp was the third mostly used tool by both teaching and non-teaching staff: 37% of teaching staff and 56% of non-teaching staff used it at high frequency.
- Non-teaching staff had very limited usage with other tools including Facetime, Skype, Google hangout, Gotomeeting and Blackboard Collaborate.
- Almost one third of teaching staff (32%) used Blackboard Collaborate.
- One fifth of teaching staff used Skype (22%).

**Figure 4.10 Comparison between Teaching and Non-teaching Staff on Usage of Tools**

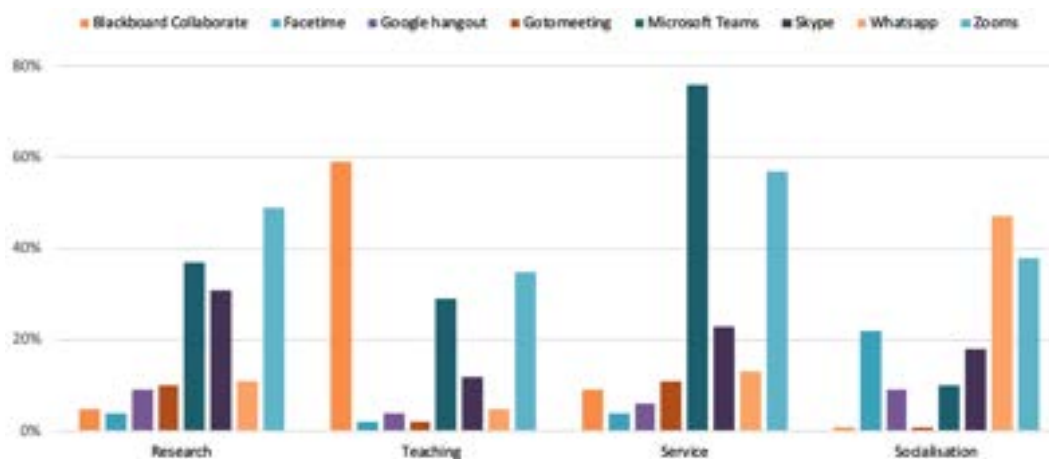


In order to explore what the tools were used for, teaching staff were asked to indicate if they used these tools for research, teaching, service and socialisation. Figures 4.11 and 4.12 present the findings on the different usage of these tools in these areas.

**Figure 4.11 Tools Usage by Platforms (Teaching Staff)**



**Figure 4.12 Tools Usage by Purpose (Teaching Staff)**





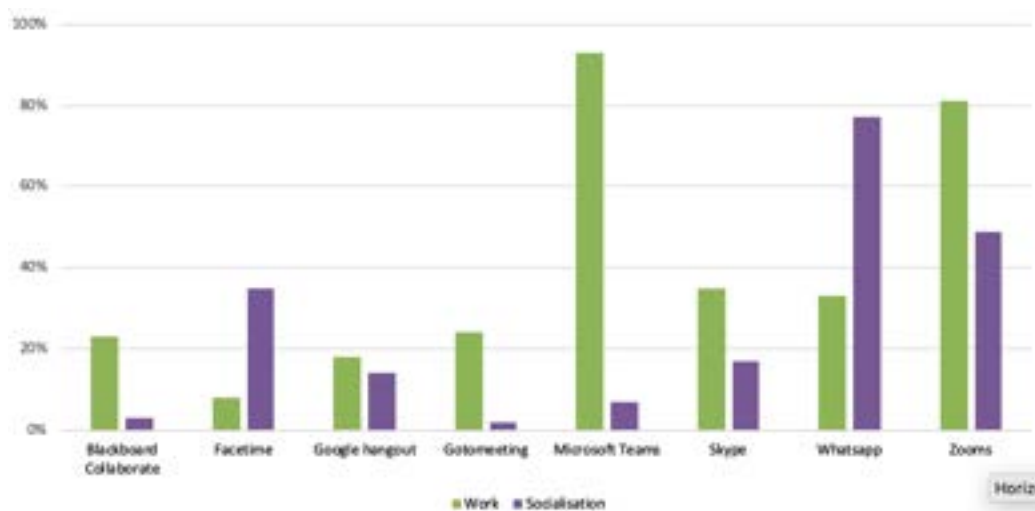
Relation to the purpose of these tools among teaching staff:

- For service, 76% of respondents used Microsoft Teams and 57% used Zoom. The rest of tools were at low usage.
- For research, Zoom was mostly used (49%), followed by Microsoft Teams (37%) and Skype (31%).
- For teaching, Blackboard Collaborate was mostly used (59%), followed by Zoom (35%) and Microsoft Teams (29%).
- For socialisation, Whatsapp was mostly used (47%), followed by Zoom (38%).

As shown in Figure 4.13, relation to the purpose of these tools among non-teaching staff:

- For work, Microsoft Teams was mostly used (90%), followed by Zoom (78%).
- For socialisation, Whatsapp was mostly used (75%), followed by Zoom (46%) and Facetime (33%).

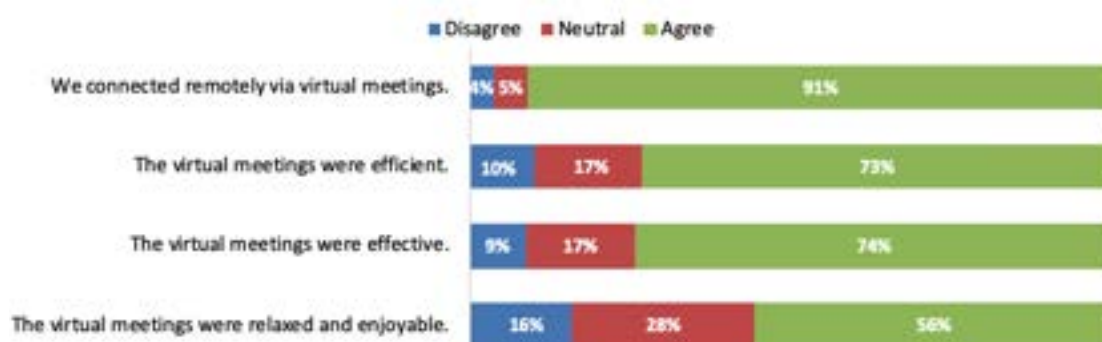
**Figure 4.13 Tools Usage by Platforms (Non-Teaching Staff)**



Both teaching and non-teaching staff were asked about their experience with virtual meetings. Figure 4.14 presents the results on this. Overall, respondents were positive about the virtual meetings.

- 93% of respondents reported that they connected remotely via virtual meetings.
- Over 70% of respondents thought their virtual meetings were efficient (74%) and effective (75%).
- Over half of respondents thought their virtual meetings were relaxed and enjoyable (56%).

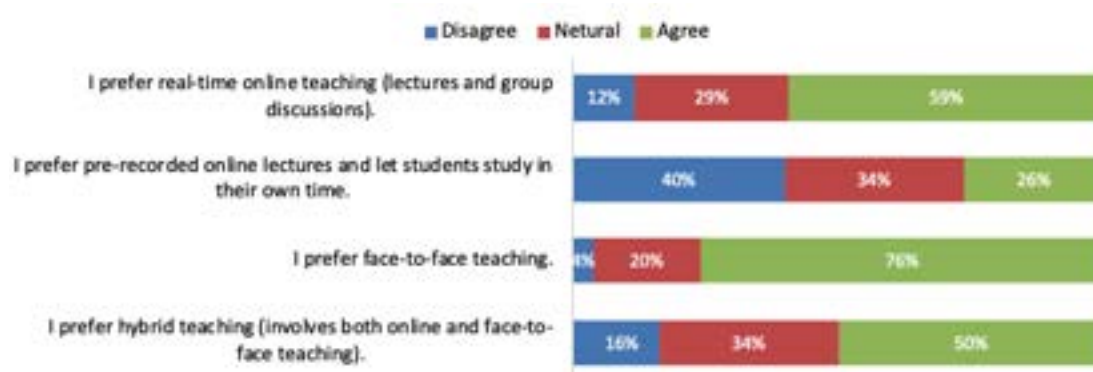
**Figure 4.14 Virtual Meeting Effectiveness**



Preferences for teaching were assessed. Figure 4.15 presents the results for staff's preferences in teaching in the new academic year.

- 76% of respondents indicated that they prefer face-to-face teaching.
- 59% of respondents preferred real-time online teaching.
- 50% of respondents preferred hybrid teaching.
- 26% of respondents preferred pre-recorded online lectures.

**Figure 4.15 Preferences for Teaching**



In terms of support needed for online learning, Figure 4.16 presents the results.

- 87% of respondents were capable to teach online.
- 66% of respondents needed support to move teaching online.
- 82% of respondents were aware that support was available in college to assist them to move teaching online.

**Figure 4.16 Support for Online Learning**

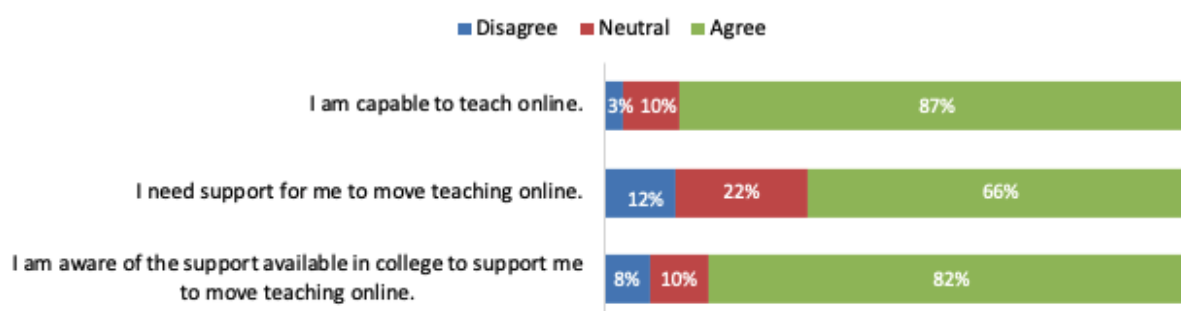
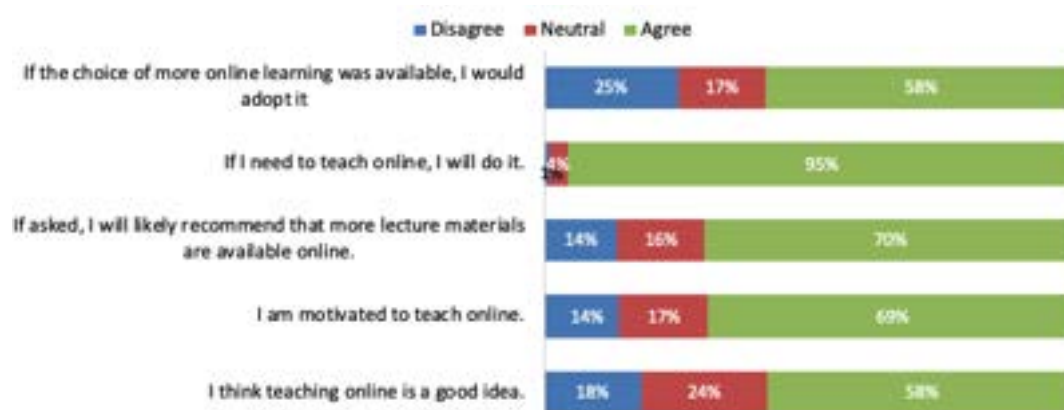


Figure 4.17 presents respondents' ratings on their intention to adopt online teaching. Overall, teaching staff show positive attitudes towards the adoption of online teaching.

- 95% of respondents indicated that if they needed to teach online, they would do that.
- More than two third of respondents recommended that more lecture materials to be available online (70%) and were motivated to teach online (69%).
- Over half of respondents thought online teaching was a good idea (58%) and would adopt it if available (58%).



**Figure 4.17 Intention to Adopt Online Teaching**



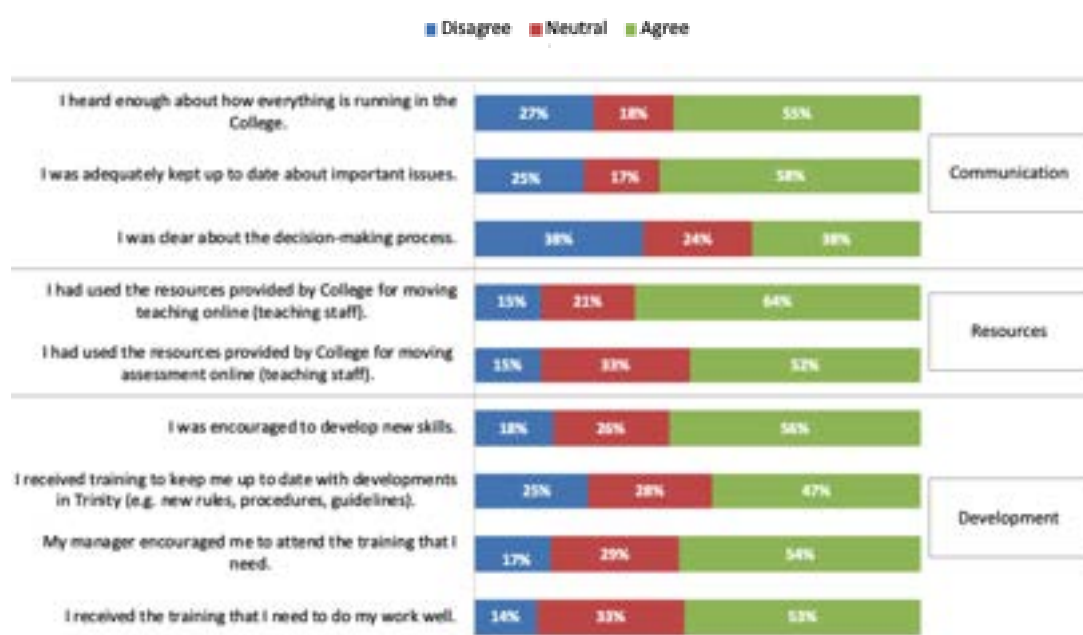
## 4.6 Support from the College

College support was assessed via three aspects: (1) communication from the College; (2) usage of the university resources to move teaching and assessment online; and (3) training and development opportunities. Figure 4.18 presents the findings in regard to the support.

Overall, respondents are relatively positive about the support received from the College during the lockdown.

- Over half of respondents were kept up to date about important issues (58%) and heard about how everything is running in the College (55%).
- 38% of respondents were clear about the decision-making process while 38% were not.
- For resources, respondents (teaching staff) used resources provided by college to move teaching online (64%) and to move assessment online (52%).
- Overall half of respondents were encouraged to develop new skills (56%) and to attend the training they needed (54%).
- Half of respondents (52%) received the training to do work well.
- Almost half of respondents (47%) received training to keep up to date with developments in Trinity while a quarter of respondents did not (25%).

**Figure 4.18 Support from the College**

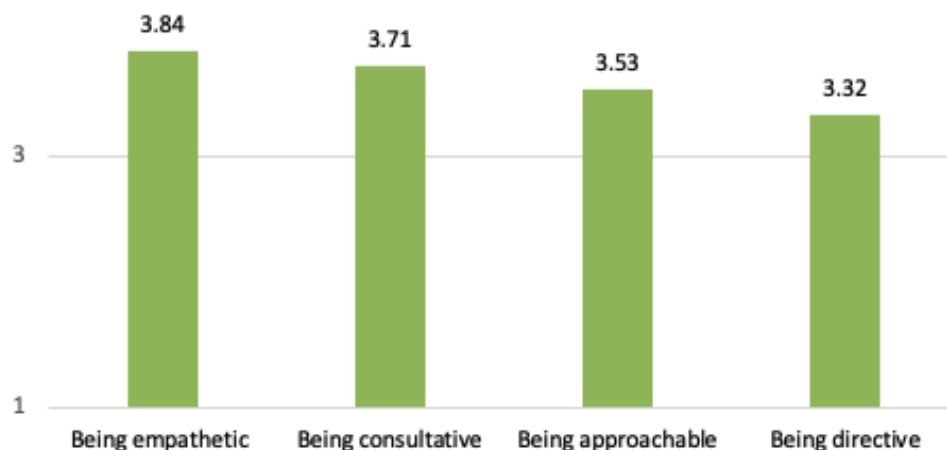


## 4.7 Support from the Line Managers

During this crisis, effective leadership and effective management is essential (Grint, 2020). Line managers interact with team members on a daily basis and the support from line managers is essential to staff's performance and wellbeing (Fu *et al.*, 2020).

This survey captures a number of types of leadership styles including consultative (involving team members in decision making), instructive (providing clear instructions), empathy-based (showing concerns), and approachable leadership (easy to communicate). These types of leadership indicate strong support provided by line managers to team members. Figure 4.19 presents an overview of these leadership styles. Figure 4.20 reports the findings on the support received from line managers.

**Figure 4.19 An Overview of Leadership Styles**



Respondents provided relatively high human-centered leadership, i.e. empathy-based leadership (71%), consultative leadership (68%), followed by being approachable leadership (63%). The function-based leadership – being directive was at the lowest (58%).

Overall, respondents rated highly about their line managers' leadership and the support received from them.

- Over 60% of respondents agreed with all statements in relation to the consultative, empathy-based and approachable leadership.
- For directive leadership, over half of respondents agreed their line managers took charge (63%), made firm decisions and provide explanations (59%), and defined tasks and responsibilities for group members (54%).
- 47% of respondents agreed that their line managers gave instructions to group members.
- Directive leadership has been deemed as the most effective leadership during crisis.

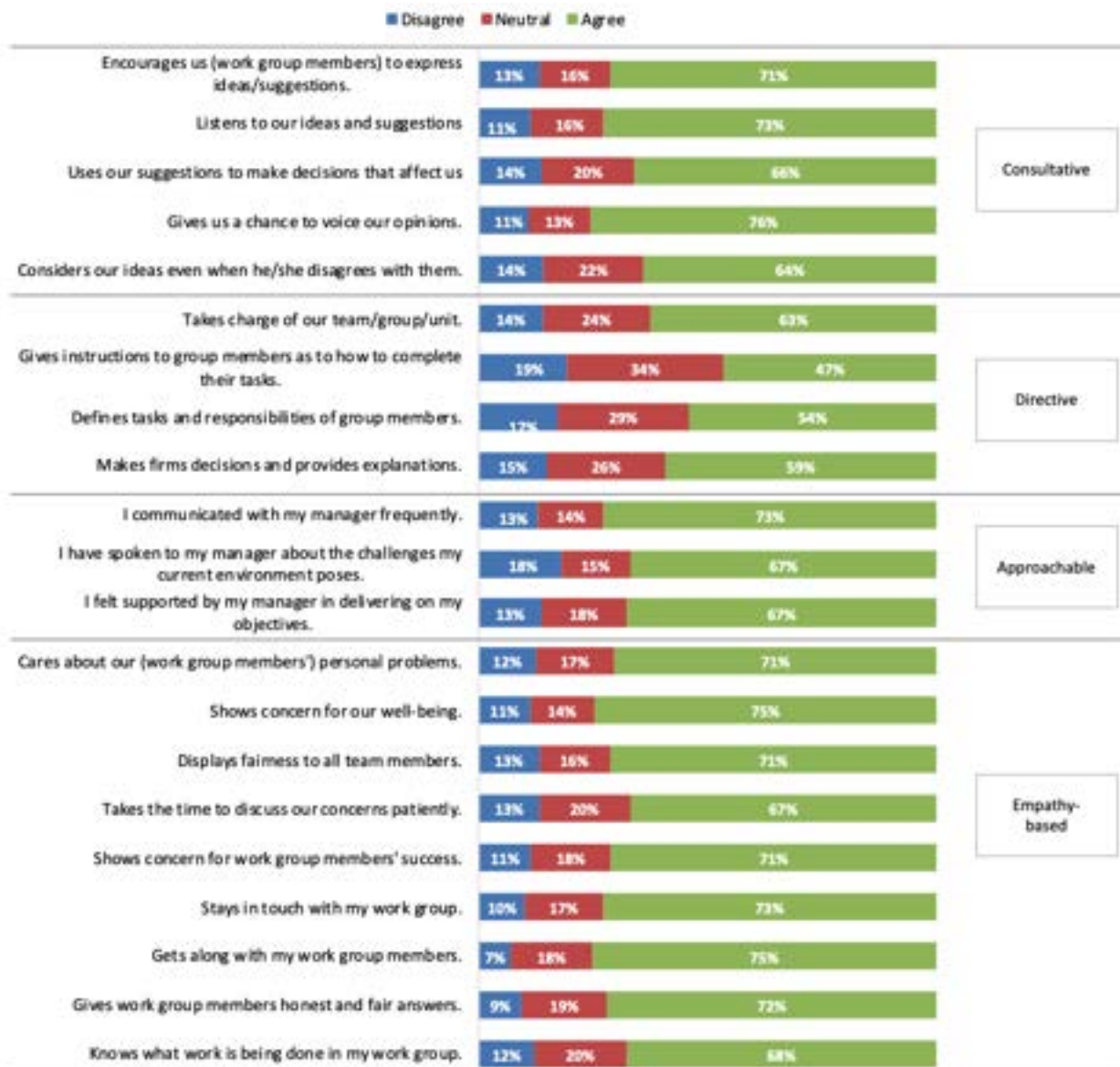
## 4.8 Support from Peers

Support from colleagues and peers is very important for staff to complete their tasks and develop a positive organisational culture. This survey covers within team trust and relational coordination. Relational coordination was developed by Gittell and her colleagues (Gittell, 2000, 2002a, 2002b; Gittell, Seidner and Wimbush, 2010). Relational coordination is defined as "*a mutually reinforcing process of interaction between communication and relationships carried out for the purpose of task integration*" (Gittell 2002a: 301).

Relational coordination is operationalised via seven elements including the timely, accurate, frequent and problem-solving based communication, shared goals, shared knowledge and mutual respect

amongst varied parties. Relational coordination is important when work is ambiguous, and time is tight whereby high-quality communication is needed (Gittell, 2002b).

**Figure 4.20 Support from Line Managers**



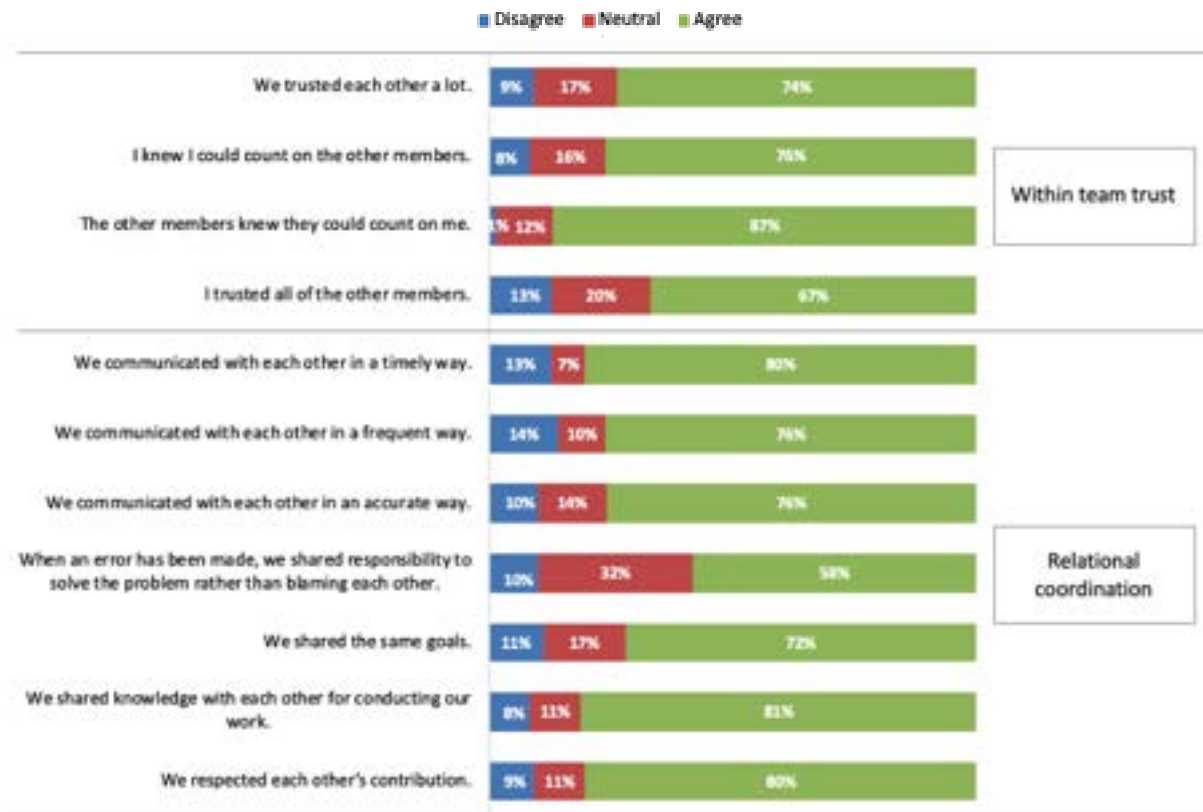
During the crisis, the high quality of communication and professional relationships among staff is critical to ensure the tasks are done and organisations are functioning, particularly during the lockdown. Figure 4.21 presents the findings in relation to within team trust and relational coordination.

Respondents had very positive experienced with the support received from peers.

- Over 80% of respondents agreed with the statements including “The other team members knew they could count on me” (87%), and “we share knowledge with each other” (81%).
- 80% of respondents agreed with the statements on timely communication and mutual respect.

- Over 70% respondents agreed with the statements including “I knew I could count on the other members” (76%), “We trust each other a lot” (74%) as well as on frequent (76%) and accurate communication (76%).
- Over half of respondents (58%) agreed on the shared responsibility.

**Figure 4.21 Support from Peers**



## 4.9 Participation Opportunities

Participation opportunities which is similar to employee voice, enables staff to speak up and their voice to be heard by the organisation. Staff participation and involvement is a great intrinsic motivator for staff wellbeing, commitment and performance. It is also important to organisations to welcome different voices to foster dialogs and conversations, a key source for innovation. Figure 4.22 presents findings with regard to staff perceived opportunity to participate in the College's decision making.

**Figure 4.22 Participation Opportunities**



In relation to participation opportunities, there are both positive and negative aspects.

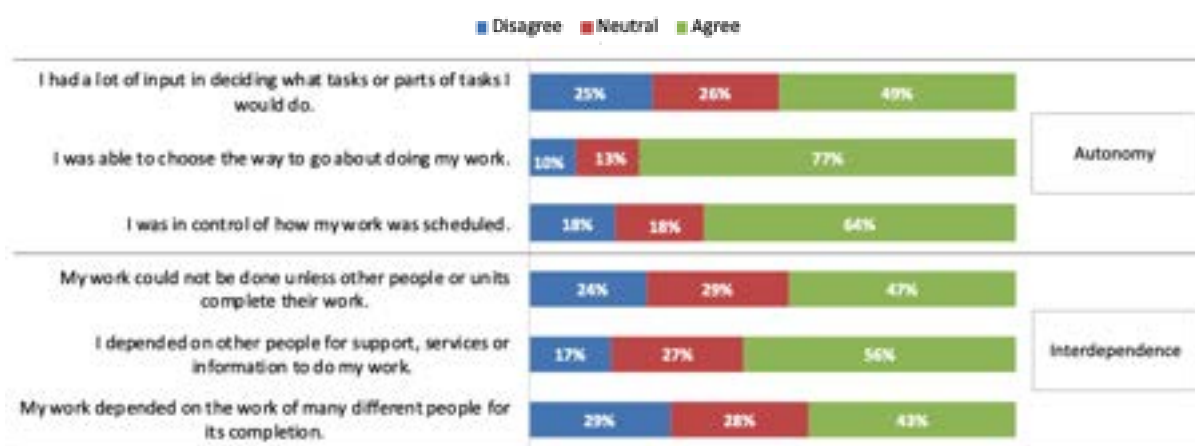
- 62% of respondents agreed that “Suggestions that I make are taken seriously”.
- Half of respondents perceived to have good opportunities to participate in decisions that affected them (51%) and were aware of future plans that might affected the work.
- Only a third of respondents (34%) had knowledge about what was happening in different parts of college and 40% did not.
- Almost a third of respondents (30%) were not aware the future plans.
- A quarter of respondents (26%) perceived not having good opportunities to participate in decisions that affected them.

#### 4.10 Job Design

How job is designed has a major impact on how staff work and perform. Given the knowledge-intensity of the work in college, two aspects of job design were addressed, i.e. job autonomy (having control over how to do the tasks) and job interdependence. Job autonomy and interdependence enables staff to decide how to do their work as well as interact with other people. Figure 4.23 presents findings with regard to these aspects of job design.

- 77% respondents agreed with the statement that “I was able to choose the way to do about doing my work”.
- Half of respondents agreed with the statements that “I had a lot of input in deciding what tasks or parts of tasks I would do” (49%) and “I was in control of how my work was scheduled” (54%).
- Around half of respondents agreed on the statements in relation to job interdependence, suggesting the nature of teamwork at Trinity.

**Figure 4.23 Job Design**



#### 4.11 Staff Expectations for Future Work

Three questions related to work preferences in the future were asked to respondents. They were familiarity of the concept of smart working, preference of work locations, as well as required equipment for work.

Smart working is a set of practices that add greater flexibility to work methods through innovative solutions (McEvoy and O’Beirne, 2019). Flexibility refers to the flexible location, schedule, hours worked and shared responsibility which are some of the markers of smart working. Results from the EY Ireland’s 2019 Diversity & Inclusion Survey Report (McEvoy and O’Beirne, 2019), the majority of organisations (71%) indicate they have a smart working culture that is ‘open to everyone’. Figure 4.24 presents the results on the staff’s familiarity with the concept of smart working.

- Among Trinity staff, only 10% were extremely familiar and 13% were moderate familiar with smart working, and 41% never heard of smart working.

**Figure 4.24 Familiarity with Smart Working**

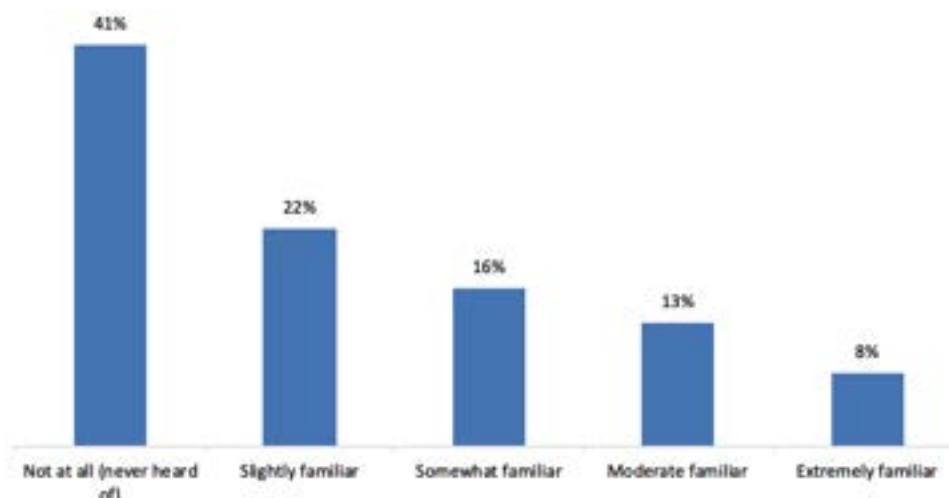


Figure 4.25 presents the results for the question related to the staff's preference for working mode. When asking the preference of working if the campus is available and safe to use (assuming 5 days working):

- 8% chose to work on campus as their preference.
- 9% chose to work completely remotely.
- 78% chose a hybrid/flexible working method.
- 29% preferred to work 2 days on campus and 3 days remotely.
- 25% preferred to work 3 days on campus and 2 days remotely.
- 14% preferred to work 1 day on campus and 4 days remotely.
- 10% preferred to work 4 days on campus and 1 day remotely.
- 5% proposed other methods such as one week on and one week off or completely flexible - at home or in college only as needed.

**Figure 4.25 Staff Preference of Working**

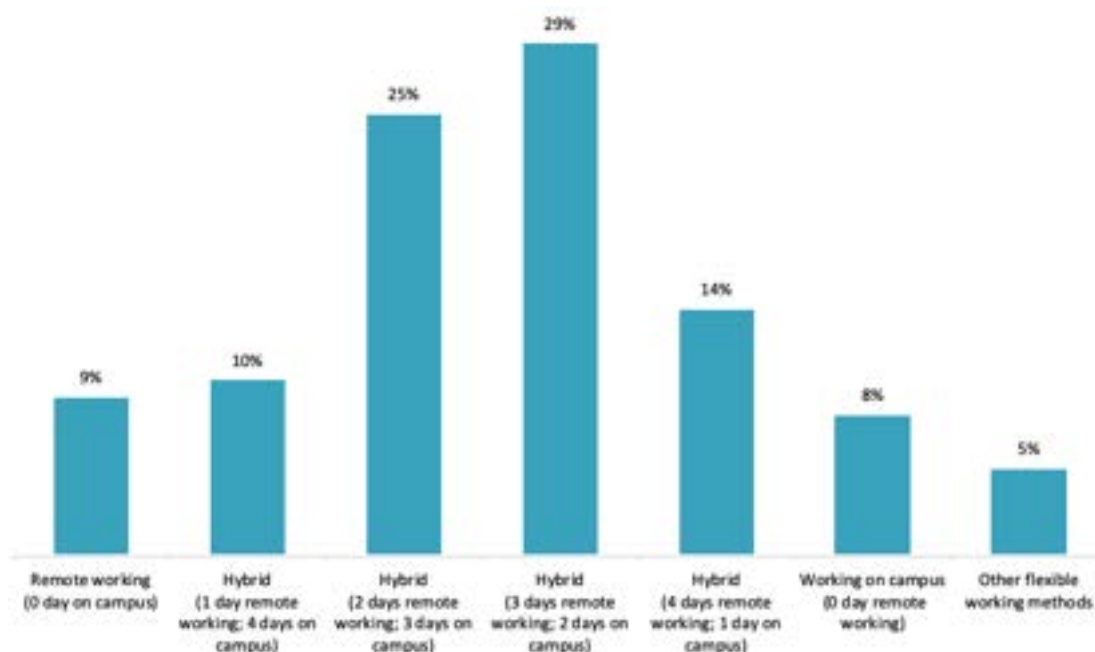




Figure 4.26 presents the results on staffs' preference of working across roles.

- Majority of respondents chose hybrid working mode.
- One significant difference noted in the figure is that the administrative staff had the least preference to work on campus for 5 days.
- A lot of staff in the Building and Services chose working on campus for 5 days.

**Figure 4.26 Staff Preference of Working across Roles**

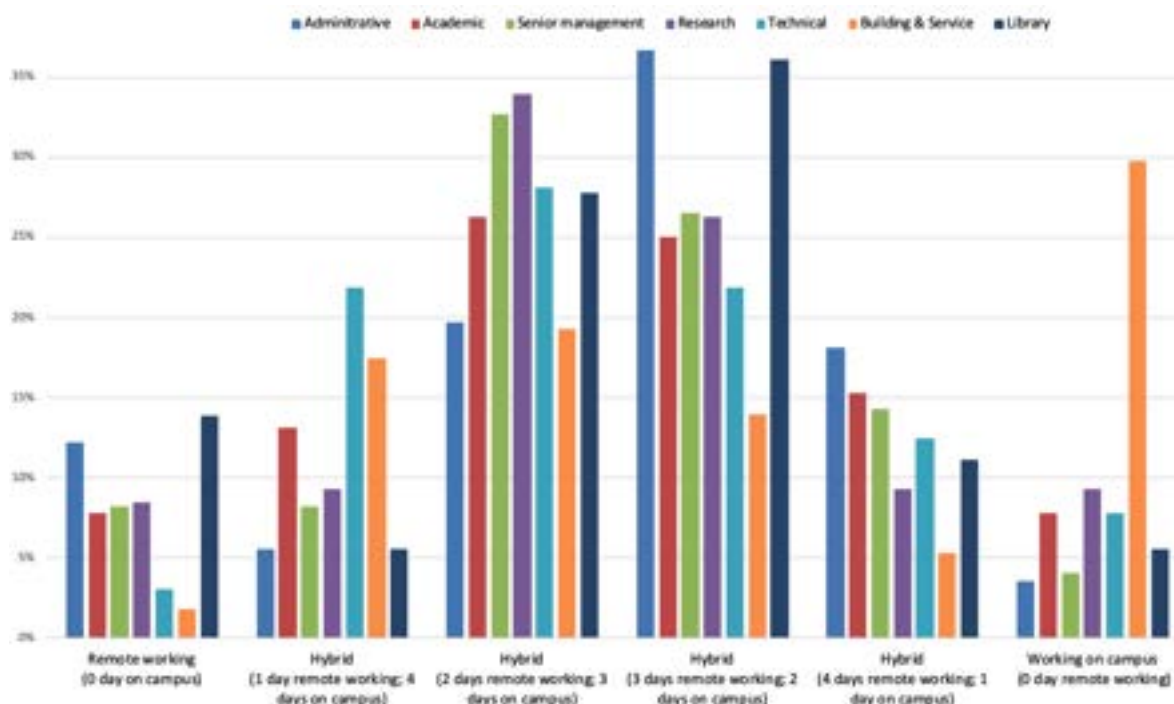
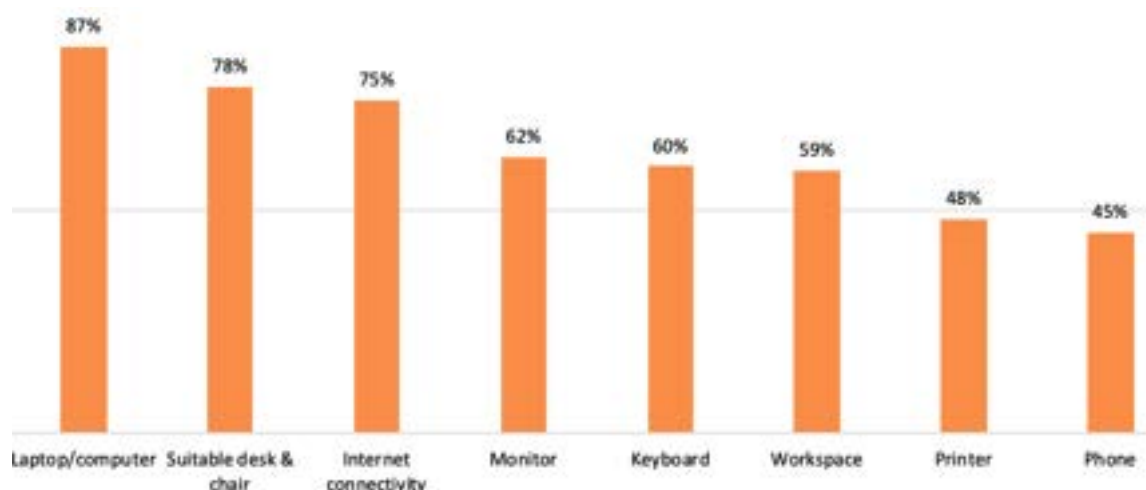


Figure 4.27 presents the results on staffs' required equipment for working from home.

- Laptop/computer was ranked as most required (87%), followed by suitable desk & chair (78%), internet connectivity (75%), monitor (62%), keyboard (60%), workspace (59%), printer (48%) and phone (45%).
- Other equipment indicated by respondents included web camera, mouse, headphone, tablet, printer paper and ink cartridges.

**Figure 4.27 Required Equipment for Working from Home**



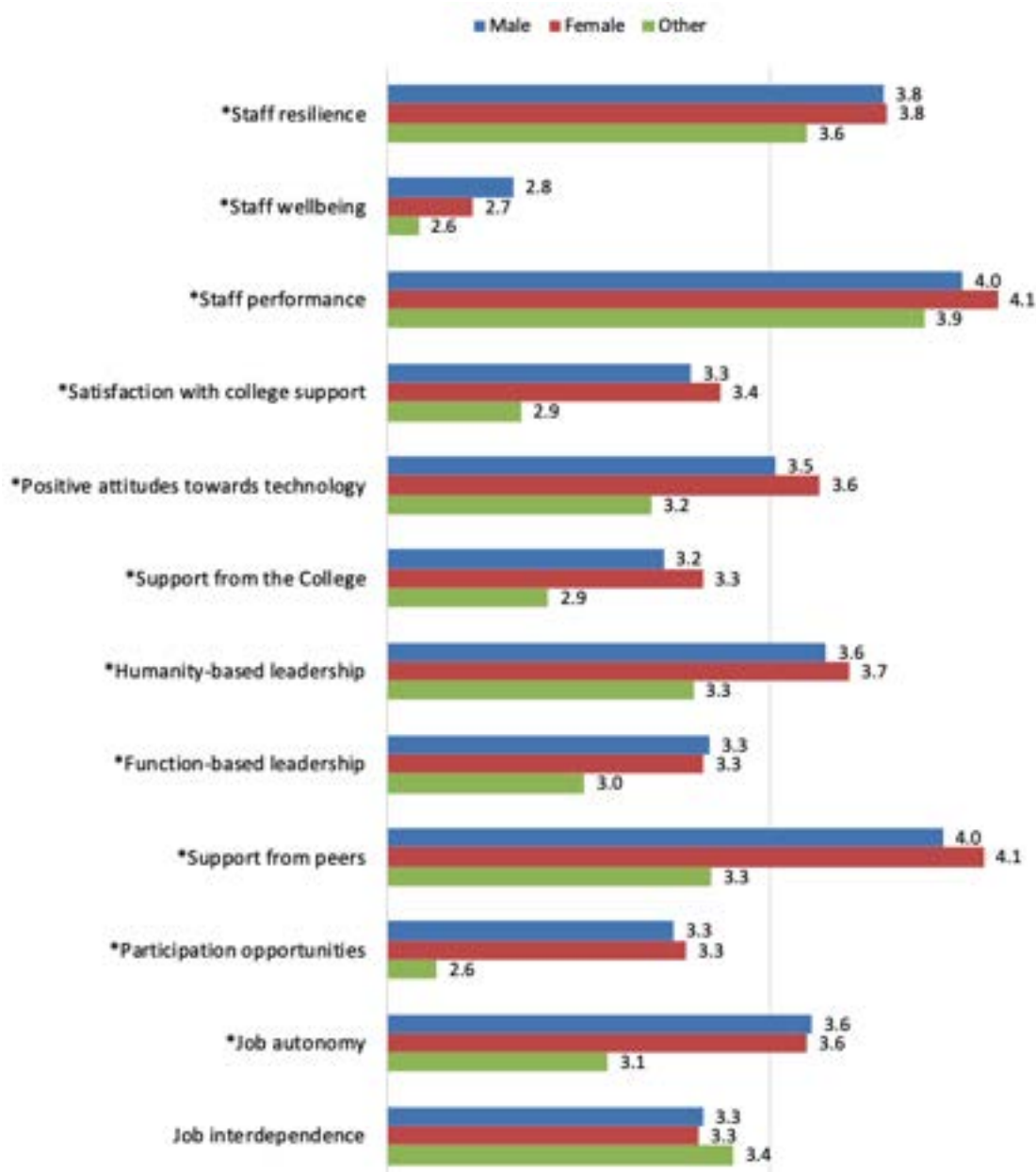


## 4.12 Comparison Analysis

Comparison analysis was conducted based on the mean score for the key constructs in order to identify the different experiences for key categories of staff including gender, tenure, employment type, contract type and roles. This type of analysis examines whether differences in the mean scores between various groups are statistically significant. In the area of statistics, the term significant does not mean important or meaningful, as is implied in the everyday use of the term. A result is deemed statistically significant if it is unlikely to have occurred by chance, and therefore provides enough evidence to signal that group means are different. Where differences are detected, a further test is used to determine which group is significantly different from which others. A symbol of “\*” was used to indicate the significance in the figures.

A number of differences were found across the gender. Figure 4.28 presents the results across female, male and other.

**Figure 4.28 Comparison across Gender**



Note: \* indicates a statistically significant difference.

Table 4.1 presents the findings on the gender differences in relation to the key outcomes and drivers.

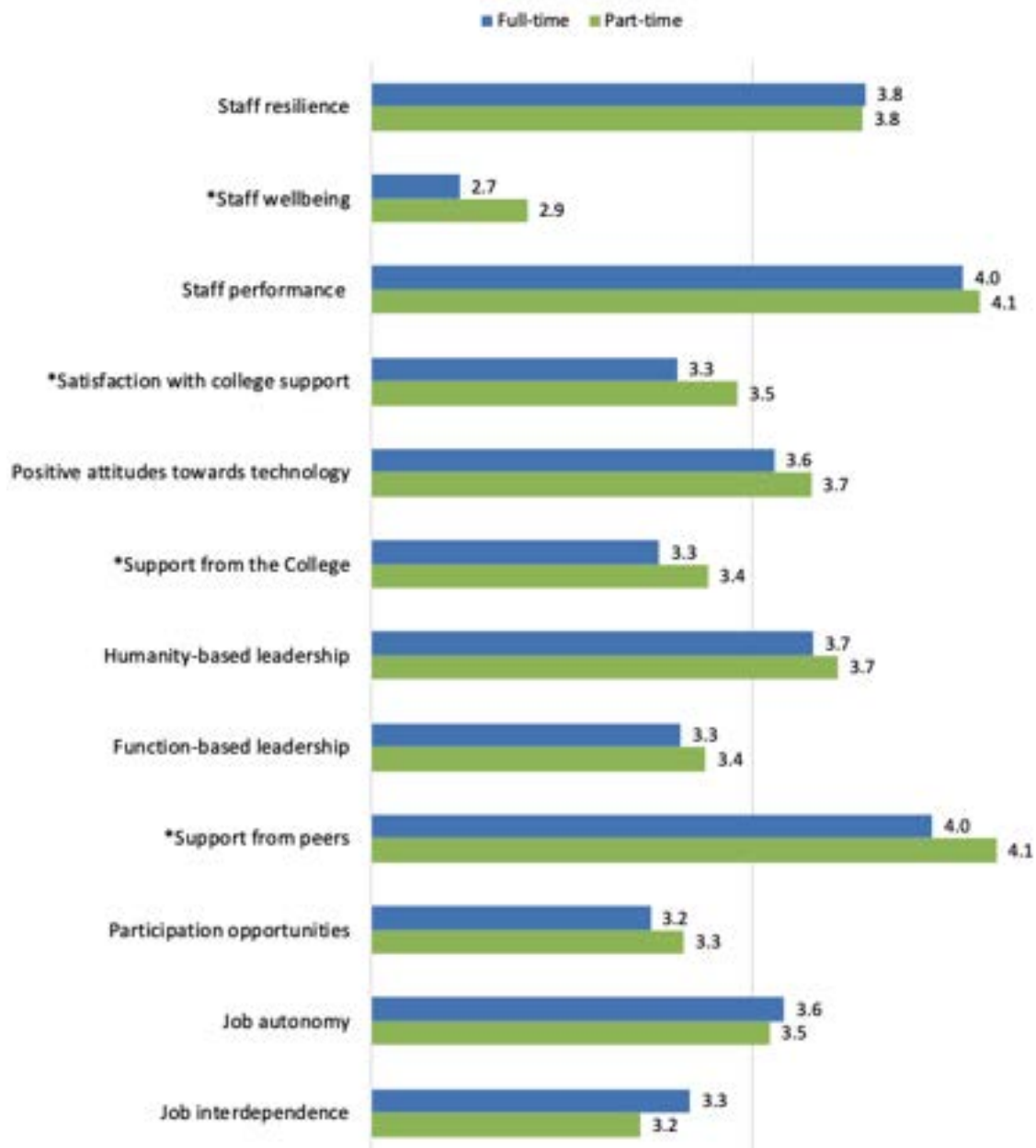
**Table 4.1 Comparison across Gender**

Variables	Difference (Y/N)	Difference
Staff resilience	Y	Female = Male > Other
Staff wellbeing	Y	Female = Other < Male
Staff performance	Y	Female > Male = Other
Satisfaction with college support	Y	Female = Male > Other
Positive attitudes towards technology	Y	Female = Male > Other
Support from the College	Y	Female > Male > Other
Humanity-based leadership	Y	Female = Male > Other
Function-based leadership	Y	Female = Male > Other
Support from peers	Y	Female > Male > Other
Participation opportunities	Y	Female = Male > Other
Job autonomy	Y	Female = Male > Other
Job interdependence	N	None

A number of gender differences were found.

- Both female and male respondents showed higher levels of resilience, satisfaction with college support, positive attitudes towards technology, support from the College, humanity and function-based leadership, support from peers, participation opportunities and job autonomy than others.
- Female respondents demonstrated lower level of wellbeing and higher levels of performance, support from college, and support from peers than male respondents.
- No gender difference was found for job interdependence.

**Figure 4.29 Comparison between Employment Type**

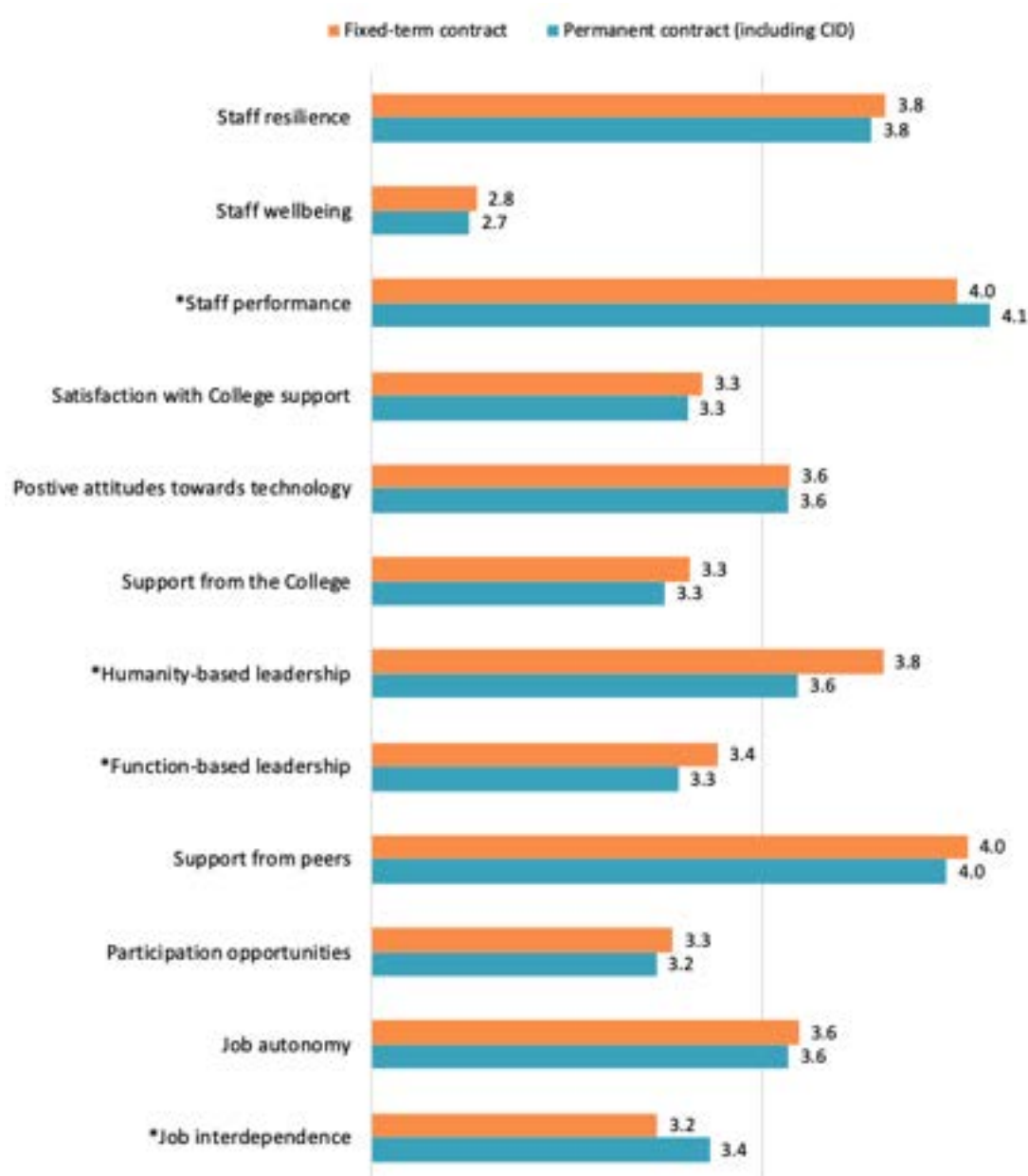


Note: \* indicates a statistically significant difference.

A number of differences were found between employment type (full-time versus part-time). Figure 4.29 presents the results.

- Full-time staff perceived lower level of wellbeing, less support from the College and peers, as well as lower level of satisfaction with college support than part-time staff.
- No difference was found between full-time and part-time staff on resilience, performance, attitudes towards technology.

**Figure 4.30 Comparison between Contract Types**

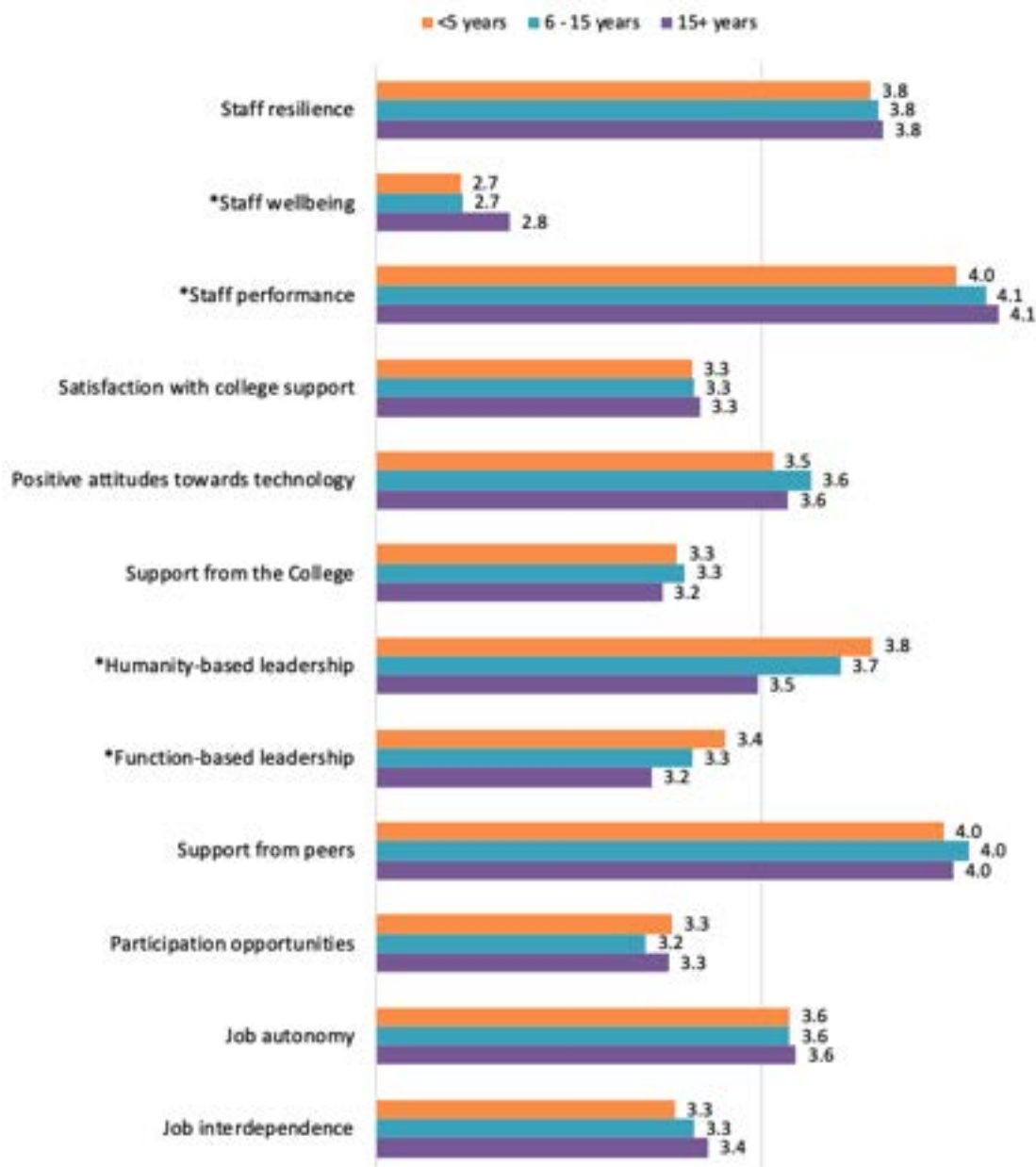


Note: \* indicates a statistically significant difference.

A number of differences were found between contract types. Figure 4.30 presents the results.

- Compared to staff with permanent contract, staff on fixed-term contract experienced lower level of performance, higher level of line manager support (both humanity and function-based), and lower level of interdependence of job.
- No difference was found between staff with permanent contract and those with fixed-term contract on resilience, wellbeing, satisfaction with college support, attitudes towards technology, support from college and peers, participation opportunities and job autonomy.

Figure 4.31 Comparison across Tenure

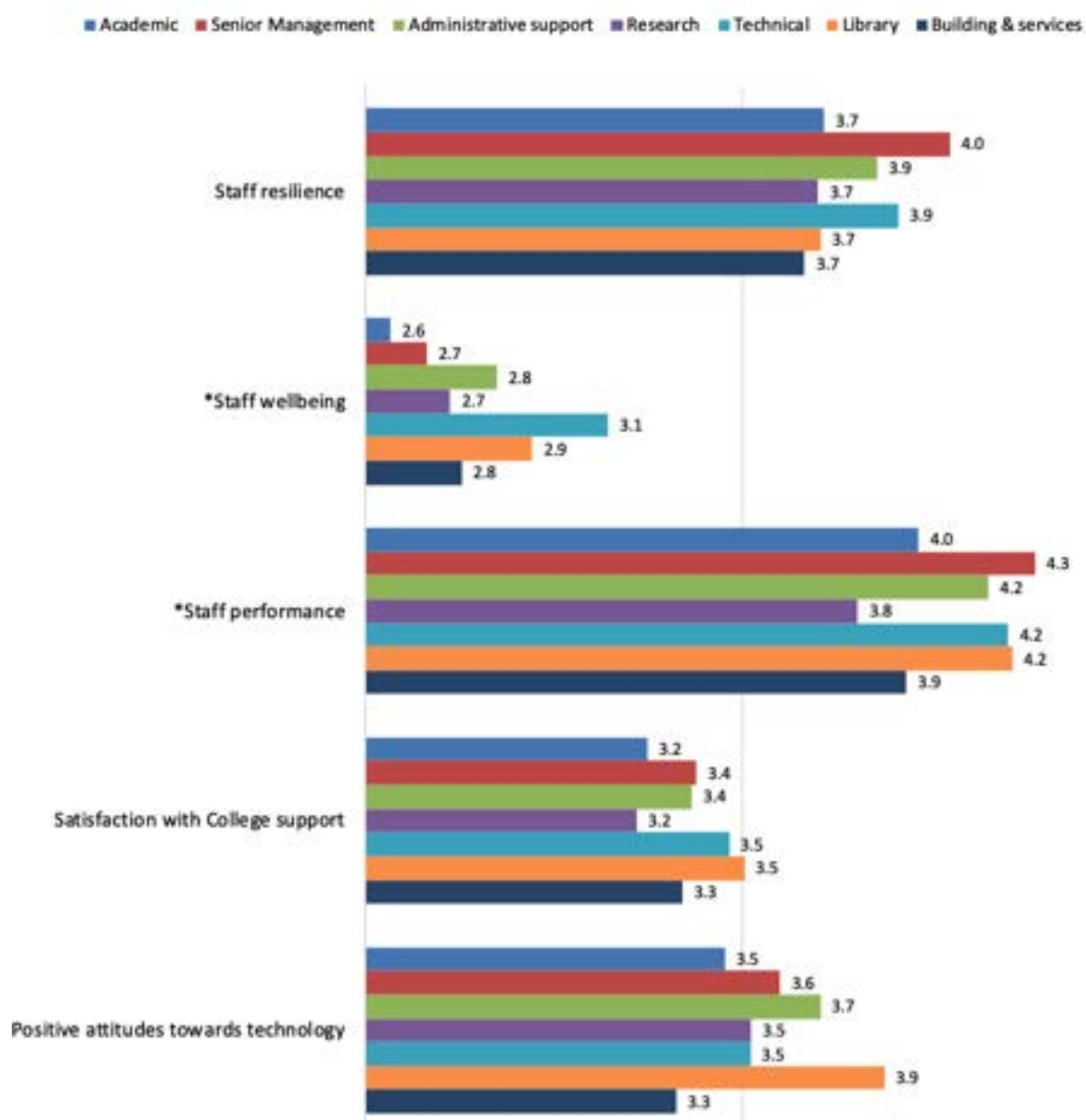


Note: \* indicates a statistically significant difference.

A number of differences were found across tenure. Figure 4.31 presents the results.

- Staff with longer tenure experienced higher level of wellbeing and performance; but lower level of line manager support (both humanity and function-based leadership).

Figure 4.32 Comparison on Outcomes across Roles

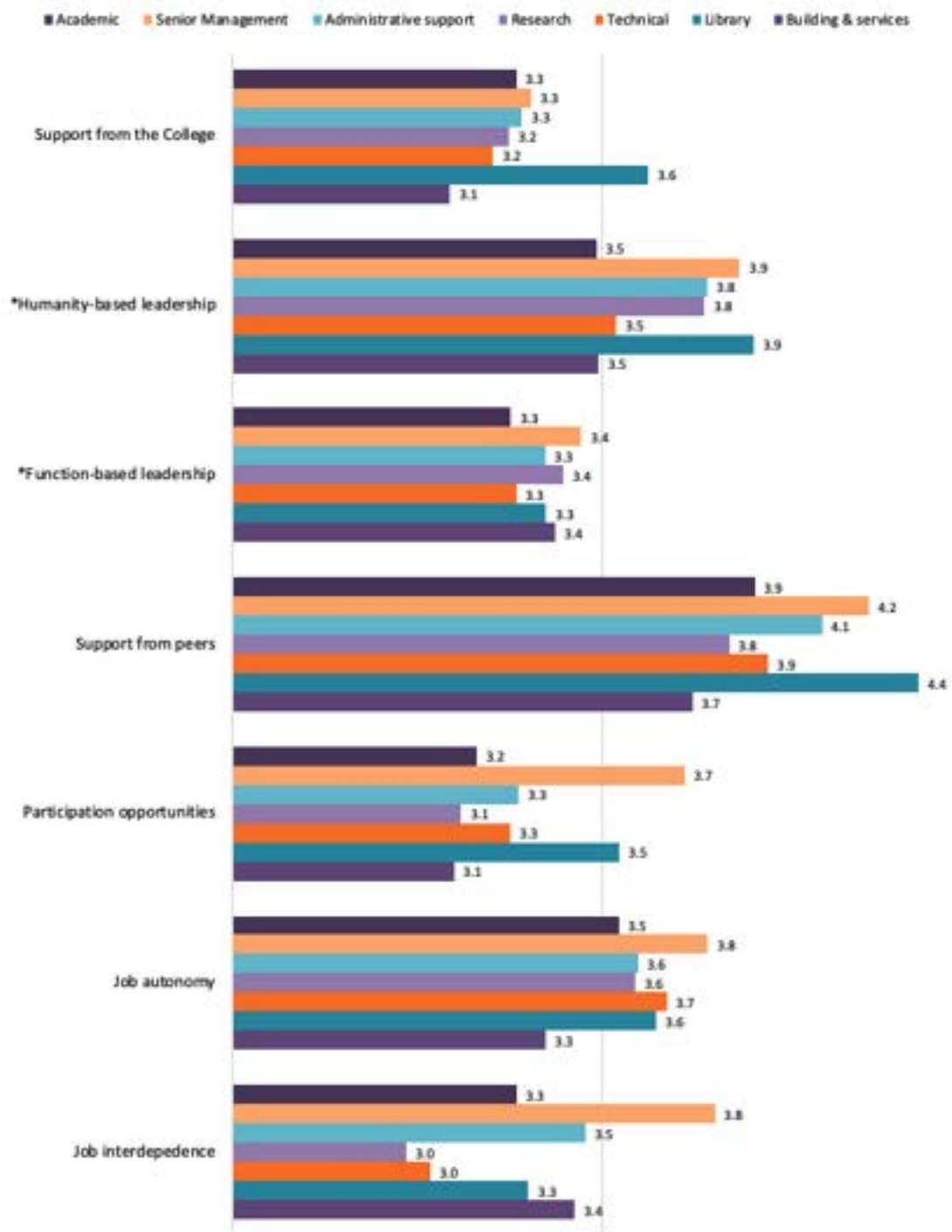


Note: \* indicates a statistically significant difference.

Differences were found across roles on staff wellbeing and performance. Figure 4.32 presents the results.

- Academic staff had the lowest level of wellbeing, followed by senior management, research, administrative support, building & services, library and technical staff.
- Senior management staff perceived the highest level of performance, followed by administrative support, technical, library, academic, building & services and research staff.

Figure 4.33 Comparison on Drivers across Roles



Note: \* indicates a statistically significant difference.

Differences were found across roles on both humanity and function-based leadership. Figure 4.33 presents the results.

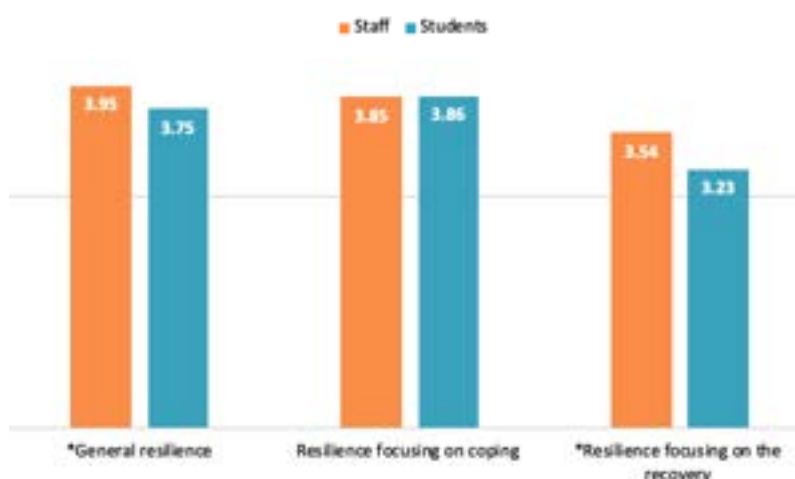
- Senior management and library staff perceived highest level of their line managers' humanity-based leadership, followed by administrative and research staff. Academic, buildings & service and technical perceived lowest level.
- Senior management, research and buildings & service staff perceived higher level of their line managers' function-based leadership than academic, administrative, library and technical staff.



Questions on resilience, wellbeing, preferences, support needed and expectations for online teaching/learning. 1435 students responses were received. Figures 4.34 to 4.37 present the difference between staff and students on these aspects.

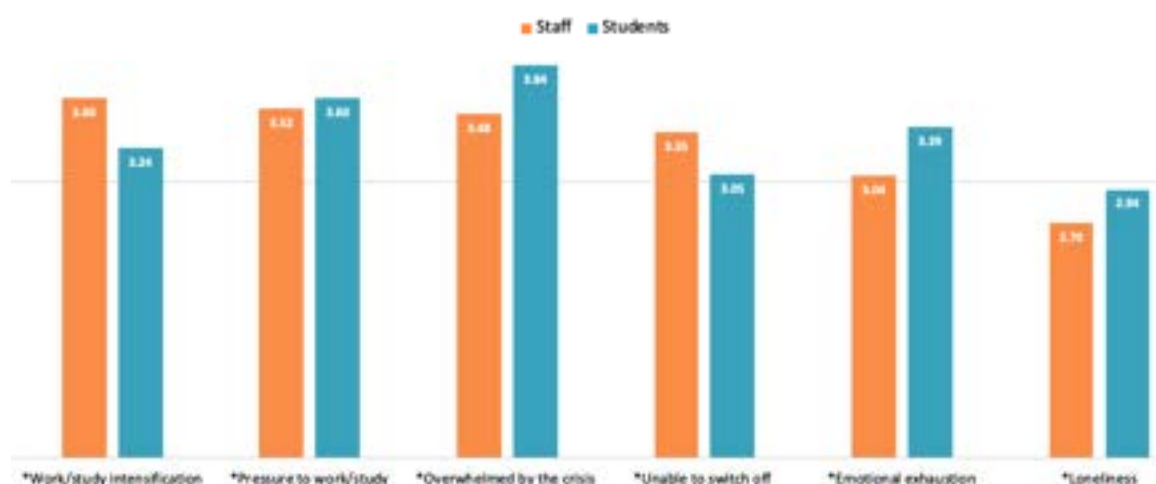
- Staff has higher levels of general resilience and resilience focusing on the recovery than students.
- Students were more overwhelmed by the crisis, more pressure (at study), higher levels of exhaustion and loneliness than staff.
- Staff had higher level of work intensification and unable to switch off than students.
- Both staff and students preferred face-to-face teaching/learning more than the online or hybrid option.
- Gaps was found that students preferred less real-time and more pre-recorded online lectures.
- Staff perceived to be more capable and claimed more support for moving teaching online than students.
- Students' awareness of support available for online learning was much lower than staff's awareness of support available for online teaching.
- Students more preferred studying on campus than staff's preference of working on campus.

**Figure 4.34 Comparison on Resilience between Staff and Students**



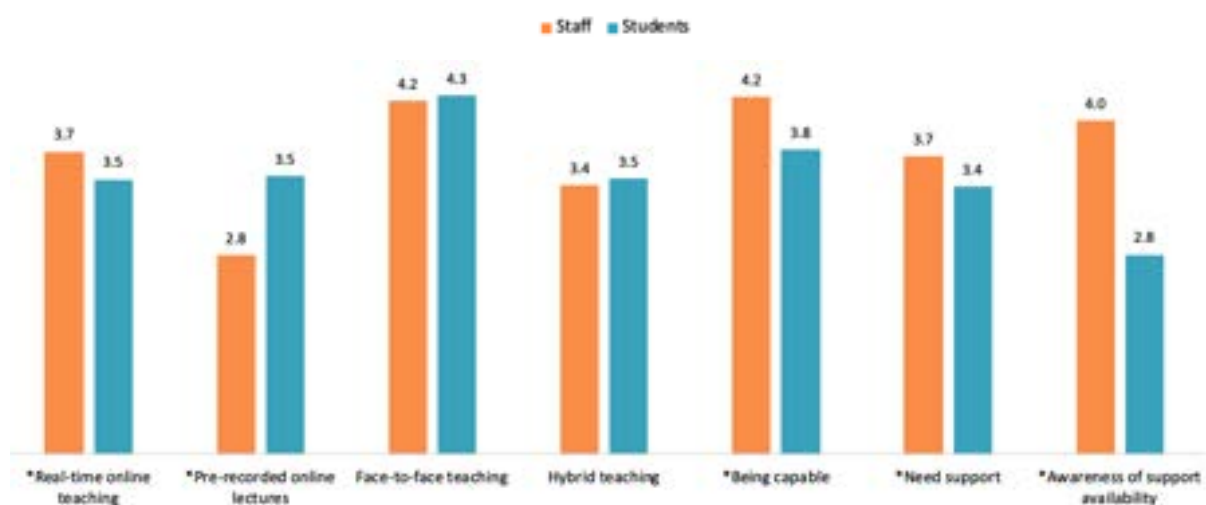
Note: \* indicates a statistically significant difference.

**Figure 4.35 Comparison on Wellbeing between Staff and Students**



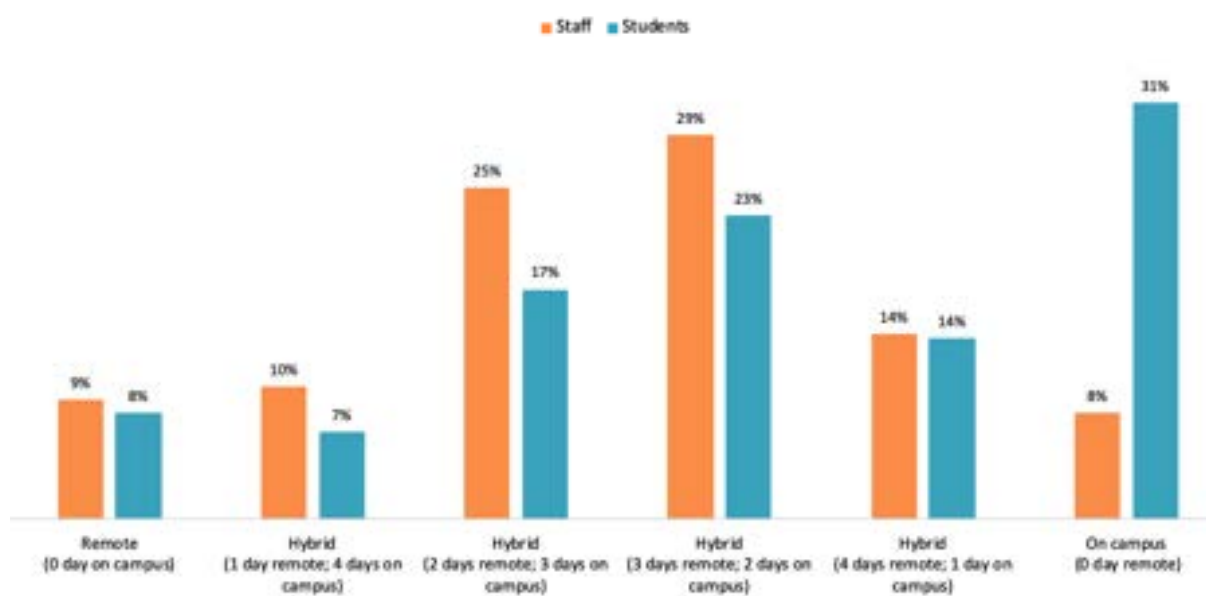
Note: \* indicates a statistically significant difference.

**Figure 4.36 Comparison on Preferences and Support Needed for Online Teaching/Learning between Staff and Students**



Note: \* indicates a statistically significant difference.

**Figure 4.37 Comparison on Preferences for Work/Study between Staff and Students**



## 5 Drivers of Staff Resilience, Wellbeing and Performance

The survey examined a wide range of issues and so in order to isolate those that are most important for staff outcomes including resilience, wellbeing, and performance, a key driver analysis was undertaken. This analysis uses a number of statistical techniques to help in the interpretation of results so as to identify actionable criteria. Following each analysis, we plotted the drivers with the largest impact on each outcome against its presence across the three organisations (i.e. its mean score). This helps to identify those work features that need to be developed, monitored and improved.

### 5.1 Drivers of Staff Resilience

Figure 5.1 plots the main drivers of staff resilience.

**Figure 5.1 Drivers of Staff Resilience**

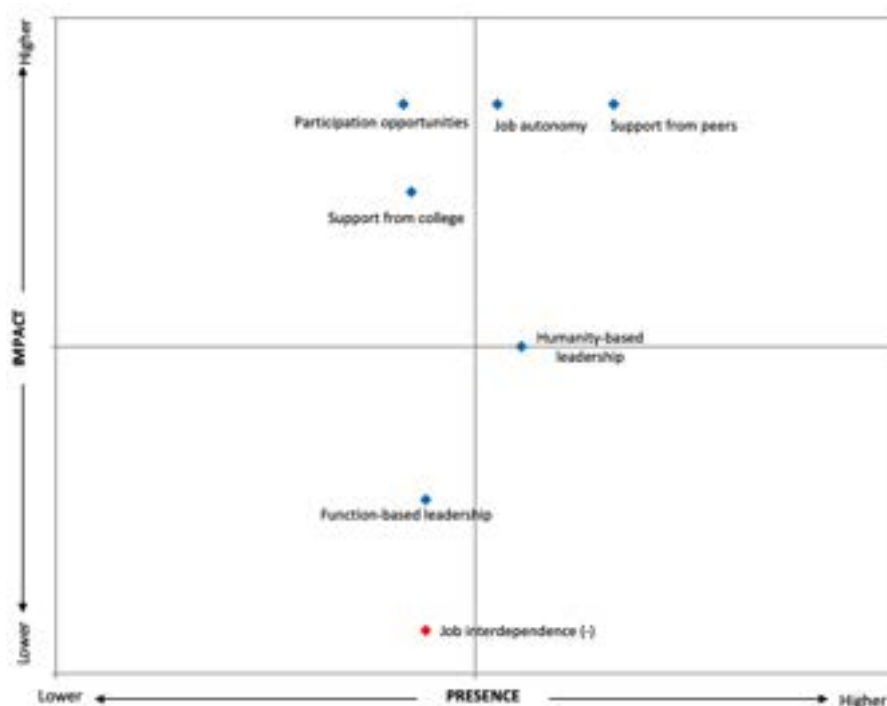


Figure 5.1 shows that the most important drivers of staff resilience are: (1) participation opportunities, (2) job autonomy, (3) support from peers and (4) support from college.

While all of these are significant influences on staff resilience and therefore need to be monitored, the areas in most need of attention are participation opportunities, support from college and function-based leadership which are with low presence among staff. Job interdependence reduces resilience. Clear job description and information on process should be provided to staff.

### 5.2 Drivers of Staff Wellbeing

Figure 5.2 shows that the most important drivers of staff wellbeing are: (1) support from college, (2) job autonomy, (3) participation opportunities and (4) support from peers. Job interdependence significantly reduces wellbeing.

While all of these (except for job interdependence) are significant influences on staff wellbeing and therefore need to be monitored, the areas in most need of attention are support from college, participation opportunities, and function-based leadership which are with low presence among staff. Clear job descriptions and information on process should be provided to staff.

Figure 5.2 Drivers of Staff Wellbeing

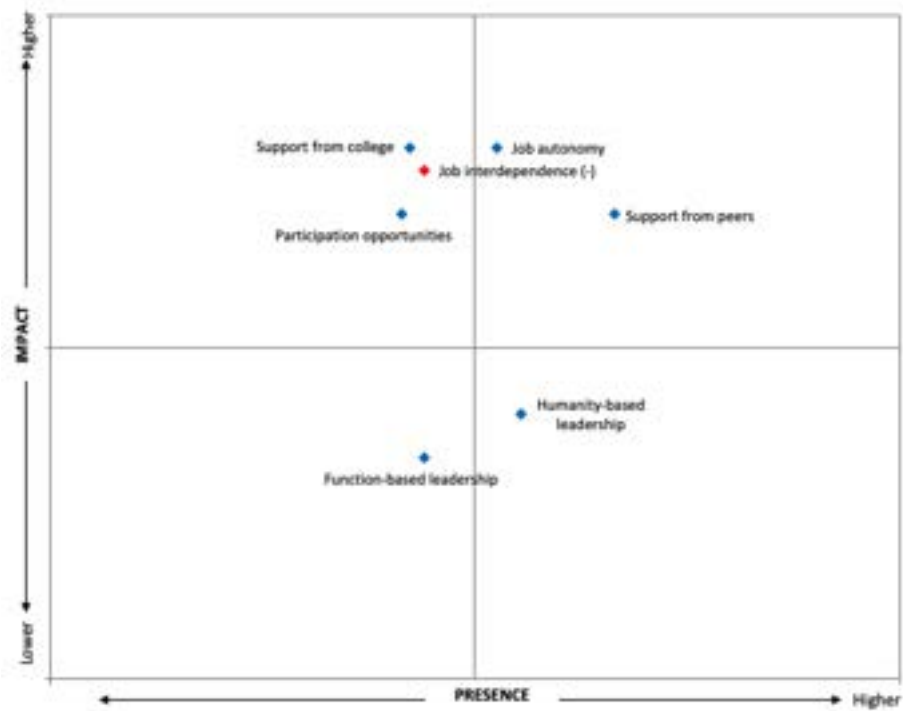
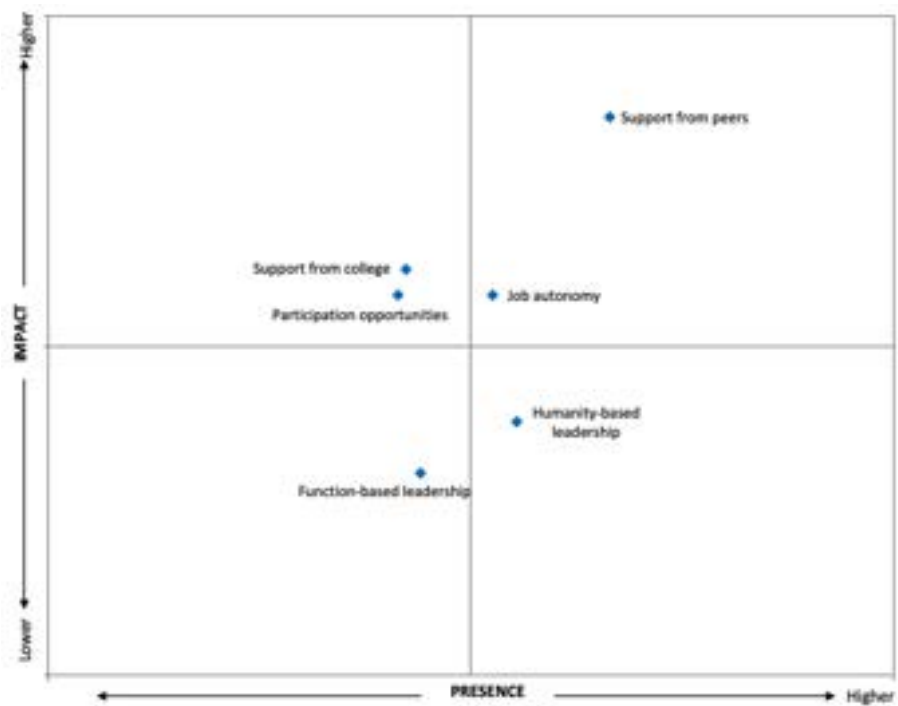


Figure 5.3 Drivers of Staff Performance



### 5.3 Drivers of Staff Performance

Figure 5.3 shows that the most important drivers of staff performance are: (1) support from peers, (2) support from college, (3) participation opportunities, and (4) job autonomy.

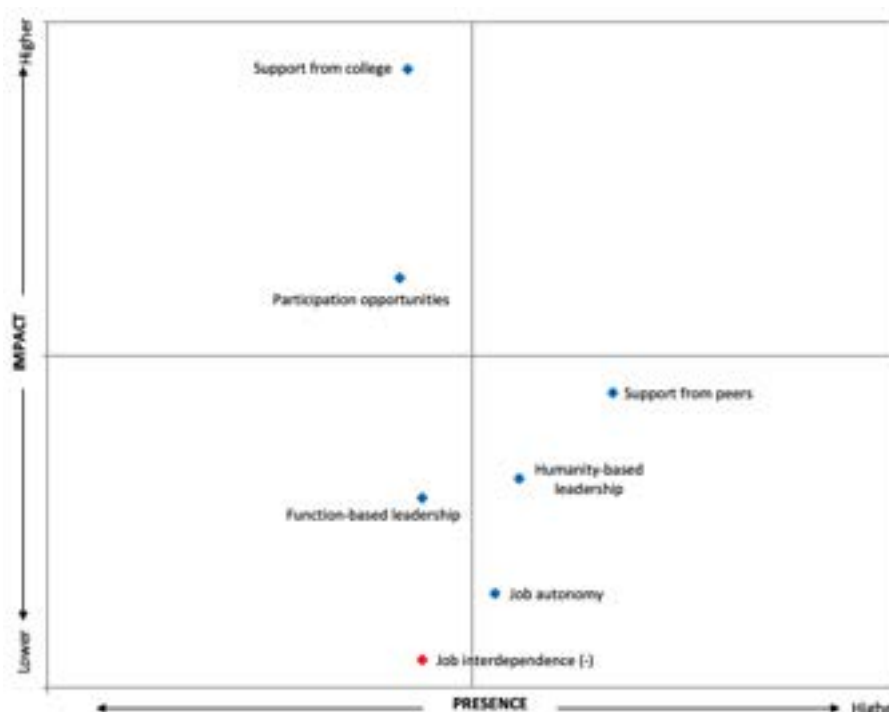
While all of these are significant influences on staff performance and therefore need to be monitored, the areas in most need of attention are support from college and participation opportunities, and function-based leadership which are with low presence among staff.

#### 5.4 Drivers of Staff Satisfaction with College Support

Figure 5.4 shows that the most important drivers of staff satisfaction with college support are: (1) support from college, (2) participation opportunities, (3) support from peers and humanity-based leadership. Job interdependence significantly reduces staff satisfaction with college support.

While all of these are significant influences on staff satisfaction with college support and therefore need to be monitored, the areas in most need of attention are support from college, participation opportunities, and function-based leadership which are with low presence among staff. Clear job description and information on process should be provided to staff.

**Figure 5.4 Drivers of Satisfaction with the College Support**

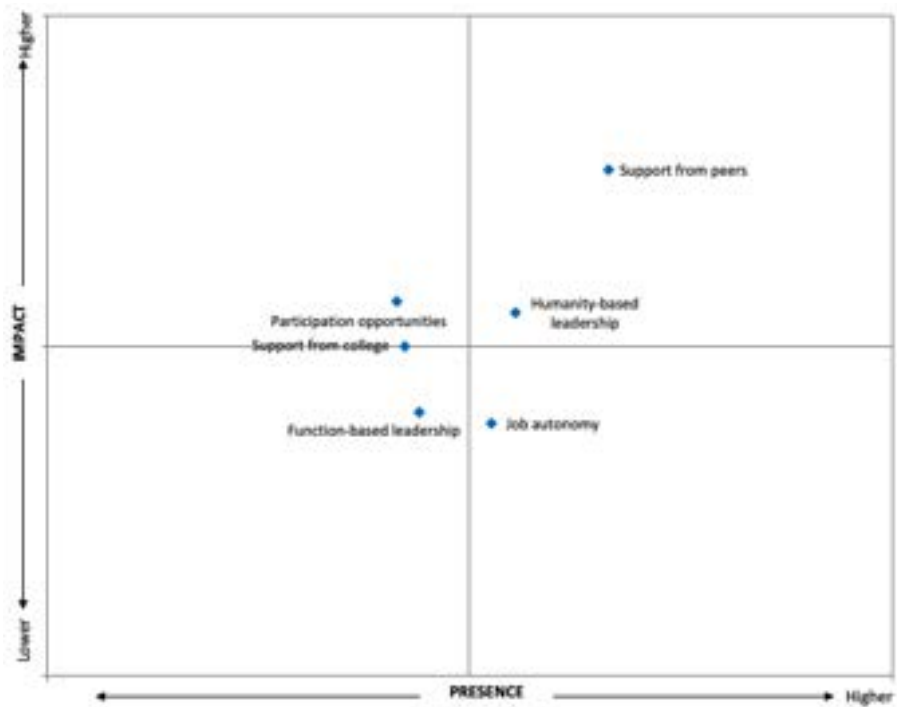


#### 5.5 Drivers of Staff's Positive Attitudes towards Technology

Figure 5.5 shows that the most important drivers of staff's positive attitudes towards technology are: (1) support from peers, (2) participation opportunities, (3) humanity-based leadership and (4) support from college.

While all of these are significant influences on staff's positive attitudes towards technology and therefore need to be monitored, the areas in most need of attention are support from college, participation opportunities, and function-based leadership which are with low presence among staff.

Figure 5.5 Drivers of Positive Attitudes towards Technology



## 6 Staff Comments

There were 240 comments received from staff through the reflective and open-comment section at the end of the survey. To further understand the perspective of staff within the context of COVID-19, thematic analysis was carried out on these comments. This process involved reading, understanding and coding the data, enabling the research team to generate higher order constructs and themes. The coding process were repeated until a clear and shared understanding and interpretation was reached among the researchers.

Six themes emerged from these comments. They were: (1) the impact on work; (2) the impact on wellbeing; (3) support from the College; (4) support from the line managers; (5) challenges; and (6) expectations.

- The impact of lock down on work included mixed perceptions – both decreased and improved productivity at work.
- In the theme of impact on wellbeing, staff expressed mixed perceptions including both positive and negative impact of working from home on wellbeing. The positive impact included improved wellbeing, work-life balance and flexibility. The negative impact included missing interactions with people, mental stress/struggle and unable to switch off.
- In terms of the support from the College, some comments reflected satisfaction with the support received from the College. Dissatisfaction was reflected by the comments on inadequate communication, ineffective communication, lack of timely decisions/communication, lack of staff voice, lack of recognition and lack of care for staff wellbeing.
- For line manager support, the comments revealed that staff experienced inadequate communication, concerns about leadership competences (disrespect), and leadership capabilities.
- A number of challenges were raised in relation to the lack of support to work from home, lack of support for remote office setup, lack of workspace at home, family-work conflict, increased workload, work allocation/arrangement, concerns for safety of work environment, concerns for safety on public transport, moving teaching online, insufficient staff, lack of administrative support, lack of HR support and personal concerns.
- Staff expressed expectations on communication, support for wellbeing and work from home. The most mentioned expectation was flexible and hybrid working to be continued.

Table 6.1 provides the information on the main themes, sub-themes and illustrative quotes under each sub-theme.



**Table 6.1 Staff Experience and Expectations: Sample Comments**

Sub-theme	Sub-theme	Illustrative comments
Impact on work	Reduced productivity	A lot of my work is based in the lab..... therefore cannot be done from home.
		Please let us back into our offices. It makes no sense to lock us out for half a year when most staff have office space that is ideal for social distancing. Productivity (e.g. research) has plummeted massively due to the exaggerated policy of letting college premises stand empty.
		I cannot do any work progressing myself or the projects unless access to instruments is facilitated in a meaningful way. With no data generated, no funding extended I'll face dire problems in 1-2 years and while there is permanent focus on desk-based jobs and permanent teaching staff the group most affected in TCD is as usual utterly ignored and not considered. Within the government regulations we would be able to return to work productively but decisions are done by people who have no concept of working in laboratories and actively prevent us from finding working local solutions by imposing unworkable restrictions on us.
	Improved productivity	I personally find remote working <b>much more efficient than working</b> in the office. The reason for this is lack of distractions which allows me focus on the work that I need to get through better.
		I enjoyed working from home and found that <b>I worked harder and got things done much faster as I didn't have a commute to and from.</b> I used this time to do extra work ... I would love to see trinity applying a work from home model where suitable as I found myself to be very productive and happy
		I enjoy working remotely from home and have been able to complete a lot of Committee work that would have been more difficult to schedule if I had been physically on campus.
		I have been very surprised at <b>how effective working from home can be</b> - I can actually get more done at home without the constant interruptions you get in the office.
		College should mandate Schools to make remote working a reality for staff. <b>Remote working has made me twice as productive and the quality of the work has improved</b> while my work/life balance has massively improved. It has made Trinity an even better place to work in.
		Remote working has been good for me because before lockdown I commuted 3 hours a day which adversely affected me. <b>I felt more effective in many ways working from home</b> but appreciate that on site work can be necessary too.
		I believe that the best way forward is for College to show a positive example in Ireland of a more blended modern way of working where remote working is valued and recognized as real work and staff are measured on their outputs rather than time put in at a desk. All of my colleagues have worked extremely hard since the lockdown, and have adapted I would say within 1-2 weeks of moving to remote working. We were very quickly back to full capacity. I don't believe that it impacted on our productivity at all and in fact it gave us to chance to innovate and do new things we had talked about for ages, run webinars and connect with people in a new way. We love it.

Impact on wellbeing	Improved wellbeing	This shift to remote working has been extremely positive for me. I am <b>healthier mentally and physically than I have ever been</b> since joining Trinity. As a person who gets drained every day in the office due to a mix of introversion and social anxiety, this way of working suits me much better. Between the greatly lessened social interaction and the lack of commute, I have so much more time and energy now on a day to day basis. I am anxious at the thought of having to go back to the office full time in the long run just for "bums on seats" and would prefer to continue mostly remote working in the long term and retain these gains.
		This crisis gave me the opportunity to spend more time with my 25 years old son. He is a totally different personality now. He is more confident, happy and skilful kid now.
		The biggest change for me working from home is that I am no longer commuting for 1.5hrs each way; this means that I am not tired when I start my working day. It allows me more useful use of my time in the evening as I gain the 1.5hrs trip home. Working from home has also allowed me to eat healthier and gives me more time for exercise and community involvement.
		I have found that working at home to be hugely <b>beneficial to my mental health</b> . My work is also of a <b>higher standard working at home</b> . I would like the <b>choice and to be trusted to work from home 4 days a week</b> .
		The upside for me has been that I have physically become much fitter because I am able to go for a long walk every morning before I start my working day. Prior to lock down I couldn't do this because I commute by coach to Dublin City Centre. As a result I have 4 hours back that I previously spent commuting.
		My blood pressure has gone down by about twenty points and my stress levels are much more manageable.
	Improved work-life balance	This has been a positive experience for me. No commuting, <b>more time with my family, more flexible time with family</b> , games.
		Overall working from home has been a very positive experience. In the weeks coming up to exams worked up to 10 hour days 7 days a week but was happy to do it to get exams set up. Love the autonomy that working from home gives me.
		I strongly believe that it would be short sighted of the college to not incorporate a more flexible approach to remote working for staff. Both to encourage a <b>better work life balance</b> and also to maintain safety of staff in the midst of this global pandemic.
		I really hope that remote working becomes at least half of the new normal, <b>the environmental and mental benefits to a better work/life balance are immeasurable</b>
		I have enjoyed working from home and have felt more productive during this time. I feel that not having a long commute is more conducive to having a <b>better work/life balance</b> .
		<b>I have actually felt more useful and important to my team and Director since I have been working remotely</b> , as some of my team were not particularly IT literate. I normally have to <b>commute for over 3 hours per day and not having to do that has been a real positive</b> .
		Working from home has been a <b>huge quality of life improvement for me</b> , I gain 5 hours each day, 3 from commuting and 2 from being able to sleep in longer. In addition, I find my productivity is improved and my connectivity with the rest of the campus (at least the offices using teams) has increased.
		Found working from home great, the hours I normally spend commuting to work I could use more efficiently throughout the day to get my work done. I am nervous about the risk of contamination with such large groups of people in College so felt more at ease working from home.

Impact on wellbeing	Improved work-life balance	After I overcame my initial misgivings about being 'sent home' in March, I actually found it a relief to be working at home. I avoided 2 hours a day spent commuting into and out of Dublin. I got more sleep. I felt better! I had more energy for work. I had more time for exercise. There seems to be an assumption in the questions that this was stressful and difficult. Yes, there were aspects that were - trying to home-school an 8 year old. But, on the whole, I've loved working at home.
		I think it will be important to have a mixture of working from home and on-site in the future, not just because of the Covid crisis, but for the <b>many benefits it brings, such as less traffic on the roads, giving the environment a chance, better work life balance particularly for people who commute long distances</b> , allowing people to live in other parts of the country taking the pressure off big cities, benefiting everybody.
		Not commuting everyday was invigorating and while there has been extra work due to Covid, I am overall a lot more satisfied with my work-life balance and feeling less stressed. I am also able to focus on my work and get more done, without too many distractions.
		I have enjoyed being more creative with cooking and gardening. I believe that this time will help people to be more content in their work when we return and the fear of the pandemic lessens. A normal amount of anxiety is to be expected with these strange times.
	Increased flexibility	I was always someone who rarely worked from home, unless when it suited such as gas boiler service. I <b>adapted very quickly</b> and living alone helped with being able to get work done and no distractions. The <b>work day is longer which still surprises me</b> but I never feel guilty if I have to switch off early or start late to go somewhere to get some life admin done. Once I switch off the computer it never turns back on until the next day and even if I look at email on my phone in the evening, I do not reply. I am someone who has a strong work ethic so that stayed with me while working from home.
		The <b>virtual life can be exhausting</b> , whether for work or for social life. I <b>do want a hybrid work week</b> from now on which means ultimately my department will get more out of me. Even though the <b>day of work may be longer in the home by hours</b> , the less time commuting is such a benefit.
		Going forward, I think <b>at least one of the remote days should be flexible hours</b> . I need to be home every Wednesday to mind the kids. Every night I work between 2 and 4 hours when the kids are asleep- this should be an option for people with young kids as the need so much attention during the day.
	Missing interactions with people	Feeling disconnected at times have led me to feel isolated and anxious occasionally
		The most difficult part of this has been <b>being away from colleagues</b> , missing out on the social aspects of work. Also I felt very <b>isolated</b> even in terms of online check-ins from management.
		I really don't miss being in that toxic atmosphere though I <b>do miss social interactions</b> to an extent.
		I am someone who mostly definitely misses the social interaction with staff and still do. It can be <b>hard to have a casual check in with a staff member virtually</b> as it is quite targeted if you have to set up a call. I have got into the habit of ringing on TEAMS, no notice and if someone answers great.
		I have <b>missed running into people on campus</b> or in the kitchen for coffee.

Impact on wellbeing	Missing interactions with people	To be honest I am looking forward to going back onto campus and <b>being with people face to face</b> . I find it very lonely and stressful working from home. I was in there this week and it wasn't much better. It was like a ghost town and then I just left at 1.30 as the internet crashed on campus!
		I was surprised, frankly, at how much I missed cycling into town and the physical environment; how stimulating being on campus is, <b>the sense of community that working in Trinity provides</b> .
		I miss my colleagues, my students, my work environment.
	Mental stress/struggle	Under normal circumstances, pre-Covid, I would have worked from home regularly and generally found I could work better away from the distractions of the office. Working from home for the past 6 months has been an entirely different experience. The pressures and stress of covid19 have changed the atmosphere of working from home - no longer something done by choice but something pushed upon us for our own safety and the safety of those we love. This added emotional stress and fear made working during the crisis exceptionally difficult, in the same way it affected every other aspect of our lives. Nothing was normal. Nothing was easy. But we got on with it and did our best to manage things and keep productivity levels up.
		The emotional impact of the Covid-19 crisis on family members - children worrying about school, including the Leaving Certificate, partner with serious mental health issues - was much more difficult to cope with than work.
		It's difficult to predict how I will overcome this time. The department I work in is short staffed -without admin support which has led to additional pressure and stresses.
		As someone who is normally very positive and outgoing and rarely has depressive episodes, I had a lot of days that I didn't even want to get out of bed and face the day, and the future looked really bleak. Even now as things improve, although I really want to go back to work, I'm nervous about going out and about never mind going back to work. Anecdotally, a lot of people I know have felt depressed, scared, and are unsure about the future.
		One of the things that I have really struggled with is not being able to get back to see my family in another country. I haven't felt like this would be possible around work but, having only recently moved to Ireland, it has been really difficult to go for months without seeing them.
		The personal cost in terms of mental health, physical health (particularly working long hours with inappropriate desk equipment), loss of personal time has been huge and seems completely unacknowledged.
		I have found working from home a bit of a rollercoaster. There have been some weeks where my motivation and effectiveness were very high and others where I felt quite low.
	Unable to switch off	Home-office is work intruding into my private sphere. I enjoy my work but need to be able to switch off in the evening and week-ends. Only then can I get inspiration to work creatively. Life got very boring, a structureless continuum.
		In my situation there are two adults in a house that has two rooms (kitchen and living room). It means that work is always there looking at you and makes it impossible to switch off.
		I'm currently using my dining table for work, which uses a lot of space and <b>contributes to not being able to switch off at the end of the working day</b> - I don't have an alternative space to use.
		Very <b>good support</b> provided from Trinity throughout this pandemic. Very good support from the team and School of Nursing.

Support from the College	Satisfied with the support	I am really satisfied with my co-workers and management I really enjoying working in Trinity as I am dealing different challenges day by day which enhances my experience and all I feel blessed to be part of one of the best organisation which is Trinity so thanks Trinity to be part of it...
		The <b>support and respect for different working scenarios</b> (e.g. balancing work with two young children) has been <b>incredibly positive</b> and made the transition possible.
		The College and its staff have adjusted remarkably well during this crisis. The <b>training provided online was excellent</b> . Other online events were very well organised and enjoyable. College should build on its strengths, and from the positive experiences of the last few months. I have felt <b>very supported by both my line manager and my immediate colleagues over the past few months</b> .
		Thank you for the level of support provided over the last few months and <b>ensuring the wellbeing of staff members through innovative L&amp;D programmes</b> . It truly shows how much Trinity cares for employees, thank you.
		excellent academic and admin leadership in my school. Head of School has been superb. Very good support from IT service and CAPSL when we moved remote, e.g., the sessions showing us how to use online teaching facilities.
		The College is doing everything possible to <b>ensure staff and students are safe</b> . Email communication from College in relation to updates on keeping working from home/ return to Campus, teaching & exams going online have been great and research returning in a managed and safe way.
		<b>IT support working from home has been amazing as has the Learning and Technology group</b> . In conversation with friends and colleagues in other Universities, no one else seemed to receive the same level of support as Trinity staff & students.
		HR Learning & Development <b>workshops &amp; coffee mornings (and my own dept. coffee mornings) have been a fantastic way of keeping in touch, learning and developing new skills, managing stress in this uncertain time and meeting new people</b> .
		In many ways, I have felt more <b>'connected' to College as I was 'meeting' so many people</b> from different areas within the College Community outside my own Dept.
		I would like to say: <b>Thank you so much for all supporting</b> given to me during this pandemic in the world. I had all support from my line manager and Trinity College as well. Meantime, I became father of little girl, I had my working hours preserved.
Support from the College	Inadequate communication	All round I think <b>TCD has done a good job</b> during the Covid crisis. I am appreciative of their efforts.
		Overall, I think Trinity and my School handled things as well as possible under conditions that no-one could have imagined at the beginning of the academic year.
		The College has handled the crisis well, and there has been excellent support from ITS.
		During this process, my Head of School has been superb.
		The communication from the senior offices has been very poor. In particular in the early stages of college closure I heard more from listening to the radio interviews by the Provost than any email communication to staff. <b>There should be a weekly update</b>

		<p><b>email send with info from the various areas around college; summarized, simplified, linked. There needs to be a bigger effort put into information communication at all levels.</b> At department level there are no notes / minutes from any of the virtual meetings so if you miss them you are in the dark (no water cooler moments to catch up with colleagues). This is going to be even harder over the summer when people take time off. The knowledge gaps are going to cause problems.</p> <p>Not enough communication from College about returning to work and assurance of social distancing etc.</p> <p>More communications. Healthy and safety document emailed to everyone. Monthly reminders on how to prevent Covid19</p> <p>With regards to college, <b>more support is needed for staff from every perspective and especially in terms of communication.</b> Having some sense of certainty reduces stress. Communication on a weekly basis is an imperative</p> <p>I don't think there was enough information given by college either about how things would work. I receive emails from AR, then my line manager about the same issues. There seems to be a serious cross communication problem.</p> <p>Communication between college units and general <b>internal communication leaves a lot to be desired</b>, saying something has been in Council minutes or working group agenda is not a communication, no one has time to read meeting minutes. Show me one international successful organisation which communicates internally by the way of meeting minutes.</p> <p>I feel trinity's <b>handling of the recruitment freeze was inadequate</b>. There was no distinction made between those who are due for a contract renewal and new posts entirely. This has caused great stress and uncertainty among employees who have been working at Trinity for some time and whose contract is due for renewal, whilst watching new employees start work in our own areas.</p> <p>I feel the <b>recruitment freeze communication was handled poorly</b>. It was understandable that new posts would require careful consideration but existing posts on 1, 2 or 3 year contracts were included in the same decision making process. A more appropriate tool for assessing existing posts should be used. It lead to various instances, where a person, having just taken up a post at the start or during the Covid period is potentially in a better situation than someone who has been employed in their post for years and is unfortunate enough to be due a renewal. This, I found to be the most stressful element of this time.</p> <p>Indeed it was interesting to see the <b>same information provided in different ways</b> by two different line managers showing that was <b>not consistency of approach</b>. Even the return to work survey was different for each unit.</p> <p>I appreciate that there has been much talk about how students will safely return to college. I have not yet heard anything about how staff will safely return to college.</p> <p>We as a team worked through all of the crisis, we were not given any information about people infected on campus or even what rooms they were in, management sent people who were in isolation to us for key cards and moving to different apartments, management questioned everything we were doing and got security from outside college that didn't need to be there and were found sleeping at night shifts by staff members that live on campus, I could go on but I feel I should stop, thanks</p> <p>What about the government tax relief system for claiming back heating costs etc - why has the college not advertised these sorts of things to staff?</p>
Support from the College	Inadequate communication	<p>We have had almost no contact from our Head of School or senior management team in the School, and when support was requested for Summer School teaching, very little was forthcoming. This is a great pity but academics are used to working on</p>

		<p>their own if needs be, and so we were able to adapt and manage, and continue to support our students and postgrads to the level they are accustomed to and require, despite a decided lack of encouragement from the HoS.</p> <p>College needed to commit in June to a learning scenario that offers a minimum learning experience for students in September to allow staff to prepare and adapt modules accordingly. <b>Confusion still reigns</b> and is causing high levels of stress as schools make local arrangements in the absence of college leadership on the matter. Timetabling approach - not at all helpful. Chaotic as a result of the <b>lack of clarity</b> on the learning model to be used. Asking staff what face to face teaching time they would like and then telling them, inevitably, that their request could not be met, has wasted weeks of precious preparation time.</p>
	Ineffective communication	<p>There seems to be little guidance from College on a <b>cohesive uniform approach to working remotely and everything is being left to individual departments to decide</b>. What is the best way to approach remote working? Sharing confidential documentation?</p> <p>The consistent level of <b>poor communication from those responsible for making key decisions has had the single most stressful impact on staff attempting to manage change and plan into the future</b>. Compared to other Irish HEI's, where staff receive weekly updates, the provision of just one staff information webinar over the past three months is frankly insulting, and demonstrates an inherent lack of understanding of the daily struggle experienced to try and obtain even the most basic of information required to plan effectively for the coming academic year.</p> <p>When it comes to communication <b>College has not communicate effectively and is slow to make decisions</b>. I also feel that decisions have been made by people who may not be aware of the admin processes of the College and this has led to difficulties in preparing for the next academic year.</p> <p>Much of the workload is not crisis driven but caused by poor communications.</p> <p><b>Overall the College has been poor at communicating</b> and all reopening tasks dumped on schools with little oversight but much criticism.</p> <p>Many <b>communications from college were irrelevant</b> ( e.g. Library, equality etc.) and almost all were TLDR Communication skills really lacking in "leaders" in college</p> <p>The communication from the management in Trinity has been shocking. I can't believe we got a threatening email from HR saying if we went on non-essential travel and had to self-isolate on return that we'd have to take 2 weeks annual leave or unpaid leave because working at home wasn't acceptable. I am on a short term contract, I cannot "rock the boat" by saying I want money for my heating bills. A zoom coffee meeting organised by Trinity is just not enough support for the staff. It's frankly pathetic. I should have access to counselling and it should have been emailed to me how to access this sort of support system. I can't believe the students weren't immediately given a refund for their college accommodation either. Really horrible behaviour. I'm really disgusted by the emails I get from the management in Trinity. The only emails that sound like they're from genuinely nice normal people are from the library!</p>
	Lack of timely decisions/communication	<p>Decisions in College were <b>far too slow</b>. Time frames to meet were consequently far too short. Decision like not extending the exam period caused so many issues with preparing online exams in very short time and delivering them to students in very short time. College shot itself in the foot multiple time - and things could have been easier for staff and student.</p>
	Support from the College	



		Things are changing so rapidly we often feel a few steps behind and hear info through back channels which is frustrating as you are unsure whether it is true.
	Lack of staff voice	I feel unable to voice how hard it is for me as I do not want management to know that I cannot work to my full potential.
		Where <b>proactive attempts were made by staff to provide informed input on decisions</b> we knew would have to be taken, and relating to matters on which we had more insights and knowledge than the members of the WG, <b>as far as we can tell our comments were ignored.</b>
		It is a pity that we have a very hierarchical structure and more sadly, the hierarchical culture that everyone needs to follow the rules which were and could not clearly defined. What is the purpose of our organisation? What are our values? We need to get our people's voice out and such voice needs to be heard.
		I think administrative staff need to be heard and listened to and also be allowed for more flexibility in their work practices.
		I feel extremely stressed and frustrated as clearly <b>I have no voice</b> however, I am grateful that I can articulate my concerns in this survey.
		The move online most of all demonstrated the outdated of the examination process. <b>It would have been useful if faculty had more discretionary power.</b> While the move online was a ton of extra work the only thing that really bothered me was having to spin my wheels waiting for methods/timing/implementation to be approved before properly planning/implementing. All while <b>getting constant emails from stressed students who didn't seem to understand why I couldn't give them answers.</b> Especially given that all of the responsibility for actually implementing them fell to myself.
		I think <b>all decisions were made by TCD to facilitate students</b> , and there was zero consideration at any level given to how academic staff in particular would <b>manage to implement decisions made.</b> Whereas we have a job to do and are paid to do it, and I am passionate about many aspects of my job, the crisis went beyond that -we had enforced working from home circumstances combined with childcare/other caring responsibilities and all of the other challenges that the pandemic has brought for everyone, combined with increased workload from shutting down labs and pivoting to online teaching overnight.
		I feel that Trinity did not handle the crisis well at the beginning, a full shut down should have happened sooner when the first cases emerged... also I felt there was pressure to work on campus and we had to fight to have our walk-in service closed when senior management believed it should be open on the Friday that the lockdown was commencing... Trinity needs to trust and take account of its employees concerns in a better way.
Support from the College	Lack of recognition	Just to note that the general response from College was well managed in the early stages via the COVID working group meetings and information flowed, as soon as it was divided up into new structure the COVID group met less frequently and became a communication channel only, <b>leaving key decisions to be made by a smaller group at higher level it became very hierarchal</b> and gave less opportunity for those who are specialised and operating in other areas <b>to share knowledge and experience.</b>
		There has been no time to take usual holidays this summer and undertaking research has been a challenge it does <b>not feel to me like these issues have been acknowledged</b> by college management or <b>any appreciation has been shown to staff for all of the work that</b> was put in to moving classes on line and the fact we are all continuing to work all summer to prepare for September.

	Lack of care for staff wellbeing	An <b>enormous amount of extra work</b> has been created as a result of Covid. This needs to be <b>acknowledged by college</b> , especially after the years of extra work through the implementation of TEP.
		I have heard nothing about the people who have been on campus throughout the crisis, it <b>feels like we do not exist. Or no one cares.</b> feels like going into the danger zone every day when I leave the safety of my home. I tell myself to make sure I do not bring anything home with me that will affect my family.
		We have been told that we should be back to 100% working from the office by August. Friends of mine who work in UCD have told me that the opposite approach has been taken there - staff must apply to work from the office and this is actively discouraged. I <b>feel my department is putting productivity before me and my colleagues' health.</b>
		I feel extremely <b>stressed and frustrated</b> because I am concerned about getting infected in my place of work. I feel extremely stressed and frustrated as college's priority clearly is 'the Trinity experience for students' and apparently not the well-being of staff.
		All the TCD thinks about is their liability and not how to benefit their people.
Support from line managers	Inadequate communication	Why is it some staff are back working full time and others are not back at all , and their work requires them to be on campus.
		I was disappointed we <b>didn't hear from our School administrator once during our work from home time</b> as the leader of the administrative team I was waiting to receive an email checking how we are / hope we were coping and words of encouragement during this time, this still hasn't come which impacts my overall feeling for the School and place of work.
		The Provost does not supply sufficient information <b>why researchers cannot return to their single occupancy offices.</b> I cannot see that this is a governmental instruction. Also, universities don't feature in the news (RTE, Irish Times); bars/restaurants and hairdressers were seen as lobbying for opening of their businesses and were successful. I don't know whether lobbying of universities is not reported, or does/did not take place.
		School staff were not <b>informed of meetings/agendas</b> (if indeed formal agendas existed) and had very <b>limited information on their outcomes.</b> It is my understanding that there are no minutes or formal meeting notes.
		There have been <b>no attempts at meaningful consultation or collaboration by the HoS/management team.</b>
		To a large extent we know nothing of what is going on. It is a sorry state of affairs when I, and other colleagues, <b>gain our information from better informed colleagues in other Schools and the internal student publications such as Trinity News and University Times.</b>
		In the case of college and communication with the academics that was poor at times, namely <b>getting emails from the senior lecturer with important decisions after these have been communicated to the students;</b> it felt that we were not considered for anything that was actually impacting on us also.
Support from line managers	Inadequate communication	Communication is top to bottom (never bottom up) and <b>I got information quicker reading the university times</b> (student paper) than from HoS/HoD.
		In a nutshell <b>strong communication skills and lines of communication with key personnel</b> , especially leaders/managers are absolutely essential in a remote working setting. Otherwise there is a consequential impact on support staff - unnecessary pressure, deadlines and pinch points are created and the senior manager's monkey becomes everyone else's. It's extremely disrespectful, especially when there is no apparent awareness or acknowledgement of the affects.

		Normal practice for departmental meetings has not been followed for Zoom meetings: no notice is given of upcoming meetings if you missed the meeting where it was announced. I have therefore missed many departmental meetings due to no knowledge that they were happening until the day of the meeting. Then no minutes or agenda are circulated, so I have been completely out the loop of departmental decisions. <b>College should tell all departments to ensure that minutes and agendas are circulated as normal for Zoom meetings.</b>
		I wish to express concerns of <b>uncertainty for people without permanent contracts like me.</b> I think it's important to assess the lack of stability we have at this time and even though we are working away with our colleagues and planning for the future of college, we might not be there and therefore our planning could have been in vain. I wish there was further info provided to those of us with contracts soon to finish, I appreciate there is a lack of clarity on the impact of covid19 on college finances but it's hard to look ahead and plan when we do not know if we will be around.
		I have found the <b>lack of contact from my line manager during this time extremely difficult.</b> I know that they check in and ring other members of staff. This happens both in the office and now during the crisis.
		I have a cold but have been told that <b>my current contract at the discipline</b> I am contracted with may not be renewed after 7th August this year and therefore, I have no idea where I will be working in TCD in a month's time. This is very distressful and unnecessary.
		In 4 months, we have only had 2 online chats together, though I'm in weekly contact with my programme colleagues in the UK. So, I have felt increasingly disconnected from her and sometimes unsure of priorities, and unable to bounce ideas off her.
		<b>Communication</b> , in my department at least, has been <b>virtually non-existent, out of sight, out of mind!</b> This is despite the fact that our most recent departmental quality review highlighted 'poor communication' as the single most important departmental issue.
		Working from home initially caused a lot of stress and confusion but after the initial settling down time, work has been productive. Tasks seem to take longer time due to initial resources not being available. Isolation from group and decision making can be a problem but would improve with better communication.
Support from line managers	Leadership competences (disrespect)	My School Manager <b>denied me force majeure as I was not officially my father's carer.</b> This had an impact on me ever going to my school manager to assistance.
		There has been incident in a meeting by Management in <b>public shaming</b> in where other staff member called afterwards to say that they said they would be crying if they were spoken to like that, and that the stress levels of having gone through that were awful.
		They are the leaders of the Unit and the dept and can be <b>"all over the place" extremely unclear and inarticulate in what they expect</b> , they go on and on about the latest buzz words in this area and haven't a clue that technology is integral to that way of working and we are in the dark ages in respect to that. It is quite clear they the teams manager and director have <b>no real understanding what our work entails</b> in detail; again technology being a big part of it or rather lack of technology.
Support from line managers	Leadership competences (disrespect)	The performance by the Head of School (throughout his tenure, not just during the pandemic) has been disgraceful.
		Trinity does not seem to tackle manager that behave in a disrespectful manner which causes great stress and harm to the team and in staff personal lives. Covid-19 has highlighted poor managers lack of abilities and gaps in future planning and good use of

		resources. For staff teaching face to face we would be safer in working in Tesco's then Trinity So Trinity needs to ensure that all managers attend Respect and dignity workshops and be accountable for their behaviour. Covid-19 just highlights the poor working conditions and poor managers leave staff unsafe. I used to be so proud to work in Trinity, but it hides behind poor managers who are never tackled for their poor management and disrespect. I have never cried at work until I came here.
	Leadership capabilities	<p>There have been <b>decisions made in our unit that have put us backward</b> and now cost our area significant costs and again the leader, just accepts they made <b>the right decision</b> but they did not and instead of standing up and <b>saying I got it wrong</b> which we would all admire continue to lead in this manner. So frustrating!</p> <p>School managers need to be monitored, trained and psychology tested. No school should be permitted to disregard College systems.</p>
Challenges	Lack of support to work from home	<p>I have found it unacceptable that the College does not automatically provide computing equipment and internet access (i.e. dongles with pre-paid internet access) to all staff expected to work from home during the crisis. I have a very old laptop that cannot run the full range of Zoom and Teams with all its functionality, frequently crashes and completely compromises the quality of all my teaching, administrative work, etc.</p> <p>While generally, College responded well to the immediate crisis there was little consideration given to the individual circumstances experienced by staff working remotely. <b>Very few supports were highlighted and wellness seminars can be helpful but do not constitute an adequate response.</b></p> <p>Having 2 small children and zero acknowledgement from College on what will happen come September is a huge concern of mine and I can't see the current situation as sustainable. College needs to provide leadership, support and guidance in this instance otherwise people will have to start making difficult decisions on their participation in the workforce.</p> <p>The support in words from our department has been great, but there is nothing they can do about the lack of workspace and lack of childcare we have experienced. I have a colleague working fulltime who had to mind two small kids while his partner worked online and he was expected to carry out all of his usual tasks. There has been a lot of 'oh you guys are amazing' to the few of us with young kids, but no real allowances made for full-timers</p> <p>As you can tell really pissed off at the <b>lack of any resources</b> (including lack of staff) to actually deliver a quality education. And to facilitate us from <b>helping those staff affected by caring responsibility</b> at this difficult time. Covid-19 has just made this situation more stark by increasing workloads and exposing the ridiculous situation we are in.</p> <p>I feel strongly that in the run up and during the closure the <b>College did not display enough consideration for support staff.</b> While lectures were cancelled and Students and Lecturers had the option to stay at home, support staff were told to come in to work or have days deducted from annual leave.</p> <p>I'm sure many of us (especially teaching staff) had to make <b>unplanned spending to cope with online teaching</b>, and I wonder if college is willing to have some financial support retrospectively.</p>
Challenges	Lack of support for remote office set up	I am aware that many more junior members of staff are using their personal phones and personal laptops, have had to pay for additional broadband coverage, Zoom subscriptions etc in order to continue to work from home. Some are on <b>anti-inflammatory as they are using less than ideal work spaces and furniture. College should acknowledge this.</b>

		I have requested support from our head and deputy head for desk and chair provision suitable to a home environment back in May. I was not given approval yet (as of 16th July) to purchase and expense suitable equipment and advised that HR will be issuing a directive in relation to this. NO updates on this yet
		The provision of essential items to support basic home working is vital if remote working even part time is to be considered for ongoing work. Working from home has had a financial cost including purchase of desk, printer, ink etc for essential only work related outputs. If home working was a choice, then it would have been mine to make but as it not been of my choice and as it will need to continue, I feel it is fair to ask <b>for support for work related minimal requirements at least.</b>
		The College has not <b>addressed the financial aspect of working from home, especially in relation to how we are expected to meet the costs of purchasing the required equipment, buying/upgrading software</b> , expensive supplies such as printer inks, etc.
		I can make do with a laptop and internet and complete my work 100% satisfactorily but ideally I would have dedicated office/ work space/ office furniture, big monitor, etc. to do my work.
		Expected to attend remote meetings and use cloud based forms, sheets etc but expected to use my own, limited internet access to do this (25gb per month) which then reduced what I could access for personal use. When mentioned it was brushed under the carpet by the group. If this is a long term solution then I will not be able to participate in meetings or work on 'live' documents.
		When lock down emerged, there has been no help with logistics e.g. moving PCs to PhD student/staff homes.
		I feel extremely stressed and frustrated that it has been assumed that I can work from home using my own personal laptop, phone and wifi.
		A lot of back and neck pain over the last 4 months that I never had before. Appropriate chairs and desks needed for remote working.
		I do not have a proper chair at home and my back is IN PIECES. There was NEVER any communication with staff about going to get equipment to work at home. It's not good enough if the idea is that if we each individually ask then we'll be allowed to go get our chairs etc.
		Expected to attend remote meetings and use cloud based forms, sheets etc but expected to use my own, limited internet access to do this (25gb per month) which then reduced what I could access for personal use. When mentioned it was brushed under the carpet by the group. If this is a long term solution then I will not be able to participate in meetings or work on 'live' documents.
Challenges	Lack of work space at home	I also have a slow internet at home which again makes many if not most of the online resource put out by the College unusable or at best very much subpar and I don't have any space in my home that can work as "office space" which again makes my participation in meetings difficult and lowers its quality.
		Not having an office space at home I had to move between lounge, kitchen (main space to work) and sometimes even bedroom! Asking us to deliver lectures and correct exams properly in these conditions was insane!
		Presently, I am working from home, or should I say, <b>I am living at work</b> - I have to live and rent with two others

	Lack of work space at home	A close colleague of mine has four adults working from home, two in the kitchen and two in the sitting room. These issues need to be addressed, particularly in light of the fact that Leo Varadkar is openly promoting working from home in the future. People need a workplace as much for their wellbeing as for practical reasons.
		I'm currently using my dining table for work, which uses a lot of space and <b>contributes to not being able to switch off at the end of the working day</b> - I don't have an alternative space to use.
		I do not have an adequate space at home to work from,
		For me, working from home pre-lockdown was easier, because it was just me who was working from home. The lockdown meant that suddenly the house was full and no longer the quiet haven it had been previously. Space had to be found for multiple adults to work simultaneously. We all had to keep out of each other's way. We had to manage simultaneous online meetings without cross over noise. And while many people probably were able to navigate the new waters of finding an optimal working arrangement/ office space, many people also had to balance the new normal of working from home with the heavily increased caring roles that covid19 brought. Children had to be kept amused and encouraged
		There has been no <b>acknowledgement (really)</b> of the need to find a space to work at home / consumables etc., whilst also trying to home-school, and attend to other care issues
	Family-work conflict	Working from home is very difficult. I have young children and no dedicated workspace. The constant commingling of work and family life has taken a toll on my mental and emotional health, put a strain on my family relationships, and negatively impacted my productivity as both a teacher and scholar.
		Working from home has been difficult as I have small children. It is not as productive as the office. I am surprised to hear management declaring it such a success from an early stage. I feel unable to voice how hard it is for me as I do not want management to know that I cannot work to my full potential. Work have been supportive, offering to supply a chair and a monitor. But I work at the kitchen table. There is no space for our family to live with an office chair and monitor at the table. My partner has lost his income so there is added pressure.
		The main issues and challenges faced when working from work was the need to do all of my work and mind my young kids. There was on down time and the deadlines set by college seemed to me to be the same as previous years.
		The clocking system should allow for people to be able to come and go from working as needs be for child care/family responsibilities. The set times such as lunchtime may not be suitable for certain situations.
		my responsibilities at home and at work have all increased significantly since March. It is not ideal but the health of my family members is my main priority. I am still able to complete my work successful but do feel internal pressure to maintain the same level of production pre-COVID.
		Minding my two small children at home during the past three months has had a huge impact on how I feel overall about work, stress from work, work / life balance. Many of my negative answers about my work stemmed from the fact that throughout the day I have two small children constantly at my feet. I worry about the impact my work has had on their well-being (e.g. getting frustrated with the children while trying to finish an email quickly, attending virtual meetings on Teams and telling them that they must not interrupt me). I feel I've given them the impression that my work is more important to me than they are.

Challenges	Family-work conflict	I'm going to have to take a career break next year due to my family commitments as my husband is working abroad and cannot travel due to the restrictions. I feel this will affect my career negatively but it is necessary to look after my child.
		the challenges I faced as both me and my husband were trying to work full time while caring with three small children. It is not that the demands from work were too great, it was that I had no time to work. I had to extend my working day - not to work more, but rather to find a couple of hours, usually early mornings (before 8am) or during lunch (nap time) or at night or weekends to do my work. The real strain was in trying to fit in some work time around everything else, not to work more because I am home. Attending meetings is challenging when you have kids at home.. and this is a source of stress for the future if child care does not resume.
		I found it difficult juggling taking care of my parents and working within my office hours. With having to que for post offices and shops for my parents it resulted in me being late to start at my office hours. Which at time caused me great anxiety. I would then have to make up the hours, which then went late into the evening. I have concerns when I return I will not have time to take care of my parents as they are at high risk of Covid-19.
		I feel the extra hours put in, on top of often caring for children / family, by a lot of member of College staff, is the biggest burden - as well as all the extra reporting.
		More difficult was working from home with 2 school-age children and having to manage their remote learning at the same time. This was a huge challenge that took a lot of energy and attention (and gave me a new respect for teachers!). The frequent interruptions were very hard to balance. I became anxious about my work performance and felt 'on the back foot' several times, especially with more complex tasks related to finance where I needed time to concentrate.
		The most stressful part of the pandemic for me was managing home schooling, children and work. My husband was in work every day as he works in health care so I had responsibility for everything. There were days that were very challenging both work and personal.
		My partner is a front-line worker and we have caring responsibilities for children (school age) and for one who has a disability. There was absolutely no acknowledgement of this reality
		I am a parent and I am VERY disappointed in the complete lack of any consideration given to the demands on parents. This is not a gender issue really. It is a question of responsibilities.
		All my difficulties are ... the challenges of working from home with 3 very young children, and creche closed, where it is not the case, as seems to be assumed (or citing spurious stats) in debates about the impact of the crisis on Covid. I would have done an awful lot more work (i.e. research) if I didn't have the family etc., but having said that I also strongly feel that because of family ... we shouldn't get to do less work than other colleagues. It is a matter of basic equity that people in the same role should do reasonably equivalent workload.
		My response to the pandemic and work is made far less difficult than most people's as I am no longer responsible for either children or parents: had I had to fill this in the years that I had those caring responsibilities, my answers would have been very different I think. When I had those roles I found academic life and parenting/caring very stressful, so I can begin to have some idea of how this must be affecting younger colleagues and those with demands made at home.



Challenges	Increased workload	There is a general <b>expectation that as academics we continue to operate through the summer with no expectation of annual leave.</b>
		the <b>workload for my team has more than doubled during Covid so far.</b> I think <b>burnout is a very real danger.</b> My team have had an extraordinary commitment and gone well above and beyond. I am concerned that this will not be recognised and that this kind of sustained pressure will ruin our "high performance team" culture
		A final point - our staff are still working on administration duties ( handbooks, timetables, new online teaching etc) and many will be unable to take their full leave before the August 17th deadline. I worry that everyone will <b>commence the term very tired with potential for burn out.</b>
		<b>The huge increase in work that this has created cannot be underrepresented.</b>
		There has been a huge volume of work to get programmes online, none of which is accounted for or recognised.
		The <b>expectation that staff can simply get on with the enormous burden of additional work</b> created by Covid in addition to existing work, with seemingly no one <b>caring to ensure this workload is manageable,</b> is just awful.
		A <b>significant understaffing in our own small</b> department has meant we have been asked to carry out tasks in preparation for reopening that need more involvement from upper management.
		An enormous amount of extra work has been created as a result of Covid.
		There has been no time to take usual holidays this summer
		Online teaching and preparation is very draining and time-consuming.
		I have achieved (still am) the completion of all the tasks given to me by working 50-60hr weeks. Nothing less would suffice. I've worked in much more fast-paced and intense organisations and industries but such workloads are not sustainable.
		I have <b>worked significantly longer hours</b> and met deadlines as I was dealing with external deadlines which were still maintained regardless of internal situation.
		I feel extremely stressed and frustrated because I have to prepare f2f and online teaching which is a substantial increase in my work load.
		Covid required a lot of adaptation by academics. I have a number of research students and many new researchers due to commence. I feel we never have enough time.
		Covid has magnified everything. I have not seen the word vacation or holiday for staff mentioned in any college material. I get the impression academics are expected to jump to every ask, be constantly available, stand in when others retire or are ill.
Challenges		It has been difficult to sustain over the past three months, or on the coordination effort required across workgroups which has increased noticeably - to the detriment of work to more productive ends.
		Academic staff contracts don't have holidays allocated so no one checks we are getting even the statutory minimum. I will get far less than the statutory minimum (20 days) this year because I have too much work to take holidays and I regularly have to work an extra day in the week to keep on top of workload.
		I do think that TCD has put EOs/SEOs under <b>a lot of pressure</b> helping to timetable courses and book rooms which could be done <b>centrally from a College timetabling unit.</b>

Challenges	Work allocation/arrangement	The lack of engagement from senior staff with a working from home process was astounding. Staff had to essentially find work for themselves. When ideas like work packages were raised, to ensure fairness of work load, they were dismissed out of hand. I'm certain that junior staff have undertaken far more work than senior staff in many cases.
		The majority of my working day is given over to menial yet time consuming administrative tasks, and <b>everything takes twice as long because it is done remotely</b> . I anticipate that teaching remotely for at least the first semester of 2020/21 will be exceptionally challenging and dispiriting, particularly in my personal circumstances.
		I've had no time to focus on research and am still dealing with administrative issues related to programme delivery etc.
		In addition the administrative burden for academics is growing hugely with each passing week and semester. Changes to FIS and SITS and a requirement that we magically get the time to adjust to new platforms or to start uploading more information to SITS when this is obviously an admin task is bordering on insulting.
	Concerns for safety of work environment	With Covid remaining, a <b>main concern I would have is working in the Arts building with narrow corridors</b> and poor facilities of sub-standard bathrooms.
		Until a vaccine or effective medicine is developed, everything should be online as <b>it is not possible to ensure social distancing in small teaching rooms</b> and with the number of students in TCD. This means in practice that most of the year 2020/21 will be online, with the hope and expectation that a vaccine will be rolled out by next summer.
		To work in the <b>Arts Block</b> again, I would <b>expect formal reassurance that it is absolutely safe to do so</b> , not just in terms of social distancing, but also in terms of sanitation, airing, etc.
		The only difficulty we came up against was when returning to research in the Trinity Centre Tallaght. There is <b>no Safety Officer for the Trinity Centre Tallaght</b> . The building was <b>always open to staff</b> , it never closed. There are currently about 20 non-research staff onsite each day with <b>no contact logs or cleaning taking place</b> since March. Hand sanitizer was only provided last week (1st July) Trinity Centre Tallaght receives little to no help in resources from TCD.
		Despite the provision of PPE and the installation of screens etc. (which are all very welcome developments) I have <b>genuine concerns about returning to an office environment</b> , and especially about the provision of a face-to-face service in the coming months. I do not feel that these concerns are being taken seriously.
		I do not feel that the <b>Arts Building is clean enough or adequately ventilated to be safe</b> - for example I have no independent ventilation in my office. I don't see how social distancing can be maintained and hardly any of the classrooms will be suitable for teaching. The same will apply to much of College, therefore I feel that we should be <b>moving everything online until it is 100% safe to return to the campus</b> - either when a safe vaccine is in place or when the risk of Covid has diminished. Also I have no wish to go <b>anywhere near public transport at the moment</b> . The long-term health repercussions of Covid are not yet known and College should not be asking us to put ourselves and our families at risk when most of us are able to work efficiently from home.
		I am very concerned about the <b>safety of working in the Arts Building in the new term</b> , with no windows or fresh air in the teaching rooms or toilets to allow air to circulate and reduce the virus risk. The <b>toilets are totally inadequate</b> : those on the level 3 in particular always have long queues of female students at every hour before and after classes. Even without lectures in person, there will be crowding in the Ladies' and huge numbers of people touching all taps and handles in there. I would therefore not feel safe using the Ladies' toilets on Level 3 or 4.

Challenges	Concerns for safety of work environment	There are those of us who care for elderly relatives, or immuno-compromised family members and will resist being forced in to work again before the due consideration given to our health and welfare is comprehensively demonstrated by the College authorities. <b>I will need to see what changes have been made to make my working life safer before I would consider setting foot in the campus.</b>
		I asked if face masks will be made mandatory within our building when students return since social distancing is impossible on corridors and stairwells and this was dismissed. I feel this is an important measure that could limit the spread of the virus.
		I am not at all confident about the idea of returning to work during the pandemic. No matter what safety measures are introduced, I don't think anybody's safety can be guaranteed while COVID is still rampant in society and feel much safer working from home.
		I have some <b>concerns</b> about the return to work and the effects of social distancing.
	Concerns for safety on public transport	I am very concerned that a <b>return to work involves public transport</b> where I would have real concerns - my partner would be classified as vulnerable to Covid and I, and he, would be afraid of me bringing it home thru public transport.
		I rely on a <b>very overcrowded and under-serviced bus route</b> to get to work and am anxious about having to use it once campus reopens, as wearing masks on public transport is not yet mandatory, only merely 'encouraged' and social distancing is not being maintained.
		Please think about those commuting in on public transport who may have concerns. I certainly will if the trains are as busy as they were pre-Covid. Either <b>allowing flexibility on start times so we can get</b> less packed trains/buses or allowing us to continue working from home where possible until the virus is eradicated would be best.
		I really do wish that College would give more attention to how those of us who commute to work will travel to College in the coming academic year. We are told that we should try to walk or cycle if we can, but many of us live too far away for this. Those of us who live with vulnerable partners/family members and/or have responsibility for vulnerable/elderly relatives feel <b>*very* apprehensive about returning to public transport, yet College seems unwilling to give any consideration to providing *temporary* access to parking on or near campus.</b> Many of us do not require parking in normal circumstances because we can/prefer to use public transport, but it would be a considerable help to us if we could drive to work <b>*for a limited period*</b> .
		I am very <b>nervous</b> about going back into the office as I have to take <b>public transport</b> .
		I must express <b>my anxiety about using public transport</b> in the future if I return to work.
	Online teaching & learning	Re. working options - I would prefer to work from campus, but the availability of public transport (buses currently running at 50% capacity) is a big issue. Cycling is definitely NOT an option for all (too far, too dangerous).
		Library support has been terrific but for future online teaching resources made available by publishers need to be made permanent (or at least fully available for the next year) and fully accessible.
		Teaching effectively online requires considerable investment if it is to be done well. Not only university buildings need suitable equipment (ca. €11,000 for streaming) but even more troublesome is that <b>many students have only limited means with which to engage with online teaching.</b> This is the core issue and one that is rarely addressed.
		In terms of technology it would be great if Trinity could support Articulate.

Challenges	Online teaching & learning	I cannot imagine the technical staff being as readily available.
		At this stage of COVID-19 the amount of time spent trying to arrange for F2F is vast, ineffective, uncertain and, in view of the disorders anticipated, will not be to the advantage of students, staff or the college. It may be unsafe, and the uncertainties of the coming months as well as the use of online teaching by comparator institutions make it a tactical and possibly a strategic mistake, in my view.
		I find teaching and conducting business online very draining: at the end of a working day that is principally online I feel absolutely exhausted, without any of the breaks that one has naturally during the day - meeting and chatting to colleagues in the post room or the kitchen - they add variety and interest to the working day and one without human interaction is the less for that. I am also very anxious that establishments of all kinds will afterwards see that money can be saved by having courses online instead of actual and I want to stress -very strongly - that there is no desirable substitute for personal engagement. Students learn a range of skills in seminars and tutorials (apart from the actual subject material) and we should not accept any substitute for learning how to live in the world with other people, and that means talking to people, expressing ideas that may be controversial while treating others with dignity and civility. We need to share spaces in all ways and we can only really learn that when we are in the world together.
	Insufficient staff	My view is the University is facing <b>large challenges which it is currently under resourced to deliver</b> . Many policies, plans and directives which all need to be implemented but not adequate resources and structures to deliver.
		There is less support from EOs because most have left. I keep losing academic staff due to retirements and have to come up with ever more imaginative ways to express the same thing
	Lack of administrative support	The administrative support, both within my school and externally (i.e., from AR) was unreliable and borderline catastrophic. Timetables kept changing, results were issued late, errors were made, etc. We cannot do our job as academics if we have to worry about all of that as well.
		Poor admin support.
	Lack of HR Support	I have a disability (psoriatic arthritis) that is not properly recognised by HR. I was treated in an aggressive and blunt manner by both HR and the medical specialist I referred to my HR to assess my condition. These were very disturbing experiences for me.
		Having difficulty accessing healthcare for my partner with cancer we were forced to travel to get lifesaving treatment that was interrupted in Ireland during the pandemic. I haven't <b>received any help from HR or managers trying to sort out some type of paid leave</b> . I'm very disappointed on how poor the response from college has been after over 6 years of service.
	Personal concerns	I'm concerned that the <b>promotion system for research fellows is archaic in TCD</b> . This is the only thing that has caused me stress in the past 3 months. I was informed that my publications were not in line with college requirements in my area.
		My main concern has to do with my contract. Although I have permanent status at TCD (obtained while I worked as an academic), my current contract is specific purpose/fixed term and expires next year. My major worry is: "what happens next"? HR are providing very little support/reassurance. Maybe they can't say in the circumstances, but that's my major worry. My work has involved contributing to an international collaborative project and that is unlikely now to be extended. I'm concerned and stressed about what happens next year. My line manager and more senior people are not very reassuring either!

Challenges	Personal concerns	<p>Overall, the message from college is “flexibility with working arrangements”. However, the COVID/work from home policy assumes that if you have caring responsibilities/children that there are two carers in the home. The Policy does not consider lone parents/carers, parents/carers with family members with special needs or families of front-line workers. The rest of the message is, work from home but if you can’t work from home in a global crisis – use up all leave available to you, until you have no choice but to take unpaid leave. The Global Pandemic is extreme exceptional circumstance. I understand that not all personal circumstance can be written into a HR Policy. However, where you have been instructed by your employer and Government to work from home, and your family commitments does not allow you to do so, you shouldn’t be forced to take unpaid leave. There should be an exceptional circumstance leave policy.</p> <p>I wear hearing aids and sometimes it is difficult to hear everyone talk at Teams meetings.</p>
Expectations	Offer on the remote/hybrid work approach	<p>With regard to remote working, I believe College should show greater flexibility in facilitating people to work from home when they prefer to and when their roles allow it. These past months have shown that many people can work effectively when not in the office or on campus. College generally should consider a more flexible approach for staff in light of the space constraints on campus, the fact that the need to social distance will be with us for some time, the impact long commutes have on people's work/life balance etc. I'm fortunate that my role affords me the opportunity to regularly work from home, but I know of colleagues in other areas who are not given that same opportunity for no reason other than management prefers them to be physically present. College should take the chance now to rethink how and where people can work.</p> <p>Until the pandemic is over I would feel a lot more comfortable working from home as much as possible - in fact some remote working will be necessary if school does not resume as normal in September.</p> <p>In terms of remote working, this crisis has also given us an <b>opportunity to examine how and why we work, how we teach, and how we best effect our goals as both an educator and an employer. It's imperative that we don't revert to the old way of approaching things</b> which had numerous limitations and flaws which this crisis was able to exploit. Thorough, practical support for ongoing remote learning and remote working increases accessibility, efficiency, gives opportunities for job satisfaction and innovative ways of teaching which would strengthen the core values of the university and the wellbeing of everyone within it.</p> <p>I have found the university's <b>pivot to remote working and a digital focus to be fantastic during the crisis, if a little overdue.</b> This crisis has demonstrated that the organisation can move to: - Webinars rather than visiting countries for student recruitment - Increased focus on Digital marketing rather than traditional marketing - Remote working <b>I would welcome the organisation to continue to strive to be digital/mobile first, given most of our target audience would have been born after 1995.</b></p> <p>I started while finishing writing up my PhD during the pandemic (1st of April) <b>working remotely from the UK. This will likely continue until there is a need for me to come to Dublin. On the bright side I am saving a load of money and I can avoid the show that is the Dublin rental market.</b> If remote working works for people, they should be continued to be given this option so that they can avoid what sounds like the hell of Dublin renting.</p> <p>I believe working 2 days a week remotely from home when the work could be done from home will help a lot to raise happier, more creative and confident generation.</p> <p>If the schools return to normal and College allows the same level of flexibility, I could see myself being incredibly productive.</p>

Expectations	Offer on the remote/hybrid work approach	<p>I am hopeful that Trinity will implement policies that facilitate more of this way of working on a permanent basis. It can sometimes feel as though senior management in Trinity are suspicious of Trinity staff - particularly non-academic staff - and think we are not working if we can't be seen to be working. Hopefully the work we have all pulled off in the last few months will lead to a more positive regard of staff and positive shifts in working life for those who have found their life has improved greatly thanks to remote working.</p> <p>individual preferences should be seriously considered on a long-term basis. College should be <b>TRULY flexible regarding future work from home requests/hybrid models</b>. Flexibility should be given to everyone unless there is a compelling justification as to why staff X should attend work every day. The decision should not be made solely by Line Managers as it is clear that there can be bias on LM decisions. Staff should be giving ways to context unilateral decisions. Most staff were available and worked very hard during the crisis. It will be highly demotivating if all simply goes back to inflexible work patterns.</p> <p>I think I would enjoy working from home on different circumstances. The reason why it has been difficult to WFH is related to the uncertainty in relation to the virus and its consequences, not being able to leave the home for months due to the lockdown, the isolation from friends/family and having to mind small kids with no help and work at the same time. I think that with proper child care arrangements working from home would be a beneficial options for many employees.</p> <p>I really believe that the push to go back to campus needs to be lessened from very senior management, hybrid working is normal in most industries, we need to step outside the 1700's</p> <p>I hope and expect that College will take advantage of this unique opportunity to implement a flexible working policy that allows staff to tailor their work practices (<b>including flexible hours, working from home etc</b>) to something that is most suitable for the needs of their team and themselves.</p> <p>I would prefer that Trinity becomes more open to remote working in the future and considers <b>facilitating 100% remote positions for those who wish to avail of it</b>. This could also help with the space issues which affect my department.</p> <p>I do think that remote working will have to be offered as a first choice, where the employee is able to work from home. That is, it should not require manager approval to choose to work from home on a given day.</p> <p>I believe this pandemic has shown that all staff can and are able to work from home given the situation and this opportunity should not pass us by to improve not only working conditions and working life but also the mental health of the staff. Staff members, whether travelling under an hour or in some cases over two hours to get to work each day should be <b>allowed to work remotely from home if they so choose</b>.</p> <p>I can carry out my role fully from home and have opted for one-day a week in the office so as to have some interaction with colleagues - not because my role needs it. I would propose to drive on that day and pay for parking.</p> <p>I want us to have learned- one item in particular is that I would like the remote working to be fully and seriously considered so that people have the opportunity of working at least one day a week from home. I have learned that <b>people in my own team have actually increased their outputs by working from home</b>.</p> <p>College in general have not been supportive regarding remote working for admin staff, while academic staff have lots of freedom in this area. While there have been three remote working policies in place in the last 18 all have been cumbersome and overly bureaucratic making it impossible to apply for and not always supported by management anyway, who seem fixated on presentism rather than real productivity where ever your work.</p>
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Expectations	Offer on the remote/hybrid work approach	<p>I think Trinity have an opportunity to embrace the new normal. The days of 9-5 office work are gone and people need to be given the freedom to choose where they want to live and not be forced to commute adding to environmental harm.</p> <p>I would like to see a more flexible/hybrid approach to remote working. It would <b>increase the benefits of work/life balance</b> particularly due to external factors beyond our control.</p>
	Support for wellbeing	<p>I have not seen any positive steps by the university to actively improve well-being, to encourage staff to take their annual leave.</p> <p>The crisis is unfortunate which leads to losses, negative emotions and ill-being such as stress for almost everyone. This is also the best and most needed time for our college, school, managers and colleagues to show empathy, humanity and support.</p> <p>The College has to consider what it can <b>realistically expect of people with major caring responsibilities, in particular if the schools don't go back. College needs to COMMUNICATE this.</b> They have been completely silent on this as though the person living on their own in their own house with no dependents is in the same situation as the person in a tight house with children they are trying to do home learning with.</p>
	Clear directions	<p>One observation is the pressure from students and in particular about grades that I personally have not experienced before. Whether this is Covid related and their own stress manifesting and or a more insidious issue remains to be seen. But I would say that management needs to do a lot more here to <b>manage expectations, highlight what we expect from students in terms of simple discourse and manners frankly and ultimately support staff.</b></p>
	Support for home office set up	<p>I've been paying for Zoom since March. Considering how much Zoom is being used in College now in multiple ways (including the virtual town halls run by the Provost) it seems like College should get an account for all staff to use. I have made multiple requests for this, all of which are ignored.</p>
		<p>I think the least College should do is to make a once-off equipment grant of, say, 1,000 Euro to each admin and technical employee who had to work online from home, to be spent at the discretion of the receiver rather than through the maze of College purchasing procedures.</p>
		<p>I feel the lack of being able to work from home before the crisis was dealt with swiftly and it shows now many areas can work successfully from home. I was lucky that I brought home my keyboard, mouse and monitor so it made it a little easier to work from home. <b>I think going forward everyone should be supplied with a proper desk, chair for home working with a similar set up in the office so we don't have to bring them in and out.</b></p>
		<p>Strongly feel that if work from home is to become necessary over the longer term, then employers must compensate employees for the use of space in a private home.</p>
	Culture of continuous improvement /future proofing	<p>In general the world of academia is good for its theoretical expertise on humanity challenges (e.g. 'climate change', 'terrorism and unrest', 'demography and overpopulation', 'pandemic', etc.) but it <b>fails to integrate these issues in its own organisation.</b> As such academia <b>fails to lead by example on these issues by not being innovative /modern on the way it works.</b></p>
		<p>I think the COVID situation is a warning to Trinity. <b>Relying on outdated administrative and executive infrastructures and practices will soon make Trinity non-competitive</b> in the evolving world with big economic powers in east Asia. Relying on manual and inefficient ways of doing things, from research, teaching and administration cannot remain competitive and the COVID situation showed that such an inefficient system can be easily pushed to the failure point.</p>



Expectations	Emerge from Crisis Mgt.	I have not felt the <b>move from 'crisis management' to 'project/general management'</b> within the administration team and feel that this should be considered beneficial and would need to be prioritised.
	Support needed to address impact of changes	This has been a challenging time for everyone, and Trinity as an organisation and a community has displayed many positive changes as well as challenges and some missteps. Going forward it's essential that the organisation from top to bottom recognises that this event will have <b>ongoing logistical, personal, and mental health consequences</b> for all involved and we must <b>ensure that sufficient and empathetic support</b> is provided for that.
	Staff engagement	I feel utterly <b>isolated, disconnected and abandoned by my employer</b> , from college to department level. I think one of TCD's greatest challenges moving forward is how to regain any sense of staff loyalty.
	Support for recovery	The fear is that we will have no little <b>resources placing enormous stress on existing staff</b> , who have been flat out managing their work during this crisis. It seems counterproductive that essential staff lost and <b>strict criteria may actually wipe out the ability to be creative and innovative</b> in our response to COVID.
	Communication	I hope if there is an <b>outbreak on campus that the right staff are told where it is and we can then protect</b> ourselves and family, information is so important in the work place, <b>duty of care</b> to all staff first

## 7 Conclusion and Recommendations

This research was carried out to explore the key factors that to help Trinity to build resilience and wellbeing for staff. The survey findings will help Trinity to take timely and impactful actions to improve staff capability to cope with challenges during this uncertain time in global history.

The research investigated a broad range of issues including: staff resilience, wellbeing, performance, their satisfaction with College support, and positive attitudes towards technology. The main drivers of these outcomes that were explored included: support from the College, line managers, peers, participation opportunities and job design.

The researchers carried out a detailed analysis of the data, which involved statistical modelling to identify the drivers that have greatest impact on these issues. The analysis identified a number of factors that were consistently linked to all of the outcomes investigated and so, in many respects, these drivers and outcomes are inter-linked. Three important factors were identified to drive staff resilience, wellbeing, performance, satisfaction and intention to adopt technology which are underdeveloped are: support from college, participation opportunities and function-based leadership.

The research findings suggest four intertwined priorities to ensure staff to be able to cope, live and thrive during the crisis and beyond.

### **Improving staff wellbeing**

Staff's wellbeing was very low during the lockdown period. Improving staff wellbeing needs to be prioritised to enable sustainable high performance. It is only with talented and healthy people, that the organisation will emerge in a stronger position. Possible interventions include:

- Teams to review workload and establish goal and role clarity.
- Continue to provide wellbeing supports, training and supports for individuals, and provide easily accessible and integrated information on all wellbeing supports from across all parts of the university.
- Continue to provide a virtual space for Trinity staff to connect, enhancing social wellbeing.
- Provide a university wide Remote/Hybrid working policy, which provides clarity on the contribution to home office set up.

### **Improving communications and greater staff involvement**

College communication and staff voice were found as important influential factors for staff performance, wellbeing and satisfaction. Possible interventions include:

- Leverage digital technology to enhance College communication and participation using multiple platforms, at multiple levels to create opportunities for a two-way communication, knowledge sharing and knowledge dissemination as a central activity. Examples are providing clarity and create alignment around key College messages, providing opportunities for consultation and input to College decisions, supporting solidarity and trust building during these exceptional times and acknowledging and recognising contribution.
- Establish communication cascade protocols.
- Use of regular engagement surveys and focus groups for an insight driven approach to decision making on engagement interventions
- Use of the new Intranet pulse surveys to get real time data and insight on key university matters.
- Establish a central platform to support the building of networks to share and exchange knowledge, ideas and information across departments in Trinity to support a learning and continuous improvement culture for the benefit of individuals, teams and the University.

- Facilitate opportunities to harness collective wisdom using approaches such as creative problem solving to benefit decision making

### **Developing line managers' leadership Skills**

Line managers are perceived to be people-centred. More effort is needed to develop line managers' leadership skills such as communication, capability to provide clear direction, set performance expectations, offer instructions, goal setting and taking responsibility. Possible interventions include:

- Establish a common understanding of the role and expectations of people managers (Professional Services and Academic Leaders) in Trinity.
- Provide tools and skills training to line managers and staff to manage performance in a climate of uncertainty; setting clear goals & expectations, meaningful feedback & wellbeing conversations and recognising contribution and impact.
- Provide tools and skills to succeed in a new world of work to optimise the management and effectiveness of remote and hybrid teams.
- It is suggested that existing promotion policies and processes are examined to ensure that the criteria for promotion are clear and the processes are fair and transparent.
- Provide regular reporting for line managers on specific purpose and fixed term contract end dates along with guidelines for managers on how and when to engage in contract discussions with employees.
- Prioritise interventions for managers to maintain resilience, such as communities of practice and peer support opportunities, and build the confidence and competence to lead and navigate uncertainty.
- Provide tools and development to support to Heads of School and Heads of Function to translate the Trinity Strategy into aligned business plans and operational priorities so that clear and focused priorities are set.

### **Providing hybrid working opportunities**

From the survey and comments, staff expressed great interest in hybrid working. Hybrid working enables staff to work some days on campus and the other days remotely. It provides staff great flexibility and improved wellbeing. As a leading employer in the public sector, such interest and preference of hybrid working needs to be considered in the future planning, as does the development of the skills to lead and succeed in a hybrid world. Possible interventions include:

- Further explore staff preference for hybrid working in future planning.
- Explore smart working options in future planning.
- Establish collective culture by embracing flexible working.
- Provide required training on remote working.

### **Assisting digital learning**

With the ongoing pandemic, we have quickly responded and adapted our teaching and learning to a hybrid mode with more online elements. Looking forward, Trinity needs to pay more attention to the establishment of digital learning to facilitate the digital generation's learning preference and effectiveness. Possible interventions include:

- Establish digital learning agenda.
- Develop digital learning framework by building staff digital skills in teaching, designing digital curriculum and teaching practices.
- Provide effective support for digital learning.



## Appendix A: The Survey

# YOUR VIEWS *of* WORK AND CHANGE DURING COVID-19 & BEYOND

Dear Participant,

Welcome to our survey about your experience of work and change throughout and beyond the COVID-19 situation.

## What is the purpose of the project?

This project is supported by the Trinity COVID Fund 'Harnessing Trinity's Collective Expertise for the Greater Good'. The aim of this project is to explore the key factors and mechanisms that will help the staff and students of Trinity to build resilience and positive well-being.

## Why should I participate?

A report of the overall findings with only aggregated data will be provided to Trinity. This report will help Trinity to take timely and impactful action to improve our capabilities and opportunities arising from the COVID-19 crisis. You could also choose to opt in a prize draw for €50 TCard voucher after completing the survey. Contact information provided will be used for the purposes of the draw only, processed in compliance with data protection legislation and deleted once the draw is complete.

## What are the questions about?

The questions are related to your experience and expectations at work. They will assist us to capture and better understand your perceptions of management and change in response to your experience of working during the crisis. This survey has been reviewed by Trinity Futures Group, Equality, Diversity and Inclusion, Student Counselling Service, Student Services, Dean of Students, and Data Protection Office.

## Who will read the results?

We assure you that this is a strictly confidential survey. Data will be stored electronically and will be protected by secure passwords known only to the research team. Under no circumstances will your individual responses be made available to anyone outside the research team. More information could be found in the [Specific Privacy Statement](#) (available upon request).

## How long will it take?

The survey will take about 15 to 20 minutes to complete.

## Who should I contact?

If you have any queries regarding the study, please do not hesitate to email to [funa@tcd.ie](mailto:funa@tcd.ie).

**Please return your completed survey to the box provided at the Estates and Facilities Office.** We would like to thank you in advance for your time and effort.

Yours faithfully,

Na and Michele  
Dr. Na Fu and Ms Michele Ryan  
Trinity Business School and HR Department  
Trinity College Dublin, the University of Dublin



Trinity College Dublin  
Coláiste na Tríonóide, Baile Átha Cliath  
The University of Dublin

## Your Role and Your Work

The survey has 5 sections. You will be asked to provide your views on (i) your experience at current work, (ii) work arrangements, (iii) support from the College and Department, (iv) support from line manager, and (v) your expectations for future working. Before the main survey, would you please tell about your current role and work? Thank you very much!

### Your Role and Your Work

1. Please specify your employee category:

- ☐ Academic
- ☐ Research
- ☐ Senior Management
- ☐ Administrative Support
- ☐ Technical
- ☐ Library
- ☐ Buildings & Services
- ☐ Other, please specify:

\_\_\_\_\_

2. Do you work:

- ☐ Full-time
- ☐ Part-time

3. Do you have:

- ☐ Permanent contract (including CID)
- ☐ Fixed-term contract

4. How long have you worked in Trinity?

- ☐ Less than one year
- ☐ 1-5 years
- ☐ 6-10 years
- ☐ 11-15 years
- ☐ 16-20 years
- ☐ 20+ years

5. What is your gender?

- ☐ Female
- ☐ Male
- ☐ Non-binary
- ☐ Prefer not to say
- ☐ Another option not listed (please specify):

\_\_\_\_\_

6. In which unit do you work in the Estates and Facilities Office at Trinity?

\_\_\_\_\_

## SECTION 1 YOUR EXPERIENCE AT WORK IN TRINITY COLLEGE DUBLIN

The statements below examine your experience at work in Trinity College Dublin during the past three months.

During the past three months, during my work...	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
■ I coped with changes to my core tasks.	1	2	3	4	5
■ I have looked for creative ways to alter these difficult situations.	1	2	3	4	5
■ Regardless of what has happened to me, I believed that I could control my reaction to it.	1	2	3	4	5
■ I believed I could grow in positive ways by dealing with these difficult situations.	1	2	3	4	5
■ I have actively looked for ways to replace the losses I encounter.	1	2	3	4	5
During the past three months, during my work...	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
■ I carried out my work well.	1	2	3	4	5
■ I often felt rejected.	1	2	3	4	5
■ I adapted well to changes in my work.	1	2	3	4	5
■ I initiated better ways of doing my work.	1	2	3	4	5
■ I came up with ideas to improve how my work was done.	1	2	3	4	5
■ There were plenty of people I could rely on when I needed to.	1	2	3	4	5

During the past three months, ...	Never	Rarely	Sometimes	Often	Always
■ I ensured my tasks were completed properly.	1	2	3	4	5
■ I learned new skills to help me adapt to changes in my work.	1	2	3	4	5
■ I made changes to the way my work was done.	1	2	3	4	5
■ I felt tired in the morning having to face another day of work.	1	2	3	4	5
■ I was not given enough time to do what is expected of me in my role.	1	2	3	4	5
■ I missed having people around.	1	2	3	4	5
■ I experienced a general sense of emptiness.	1	2	3	4	5
■ Working with people online all day was really a strain for me.	1	2	3	4	5

During the past three months ...	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
■ The demands of the COVID-19 crisis have interfered with my home and family life.	1	2	3	4	5
■ I felt unable to switch off from work.	1	2	3	4	5
■ I was not able to stop thinking about work-related issues in my free time.	1	2	3	4	5
■ I found it difficult to unwind after work.	1	2	3	4	5
■ I tried hard to make myself switch off from work when I finished.	1	2	3	4	5
■ I felt used up at the end of the workday.	1	2	3	4	5
■ I could leave work issues behind when I finish my work.	1	2	3	4	5

In these uncertain times, ...	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
■ I'm worried about what things will be like after the crisis.	1	2	3	4	5
■ I'm overwhelmed by all the things that need to be done because of the crisis.	1	2	3	4	5
■ I try not to think about the crisis because when I do, I get too stressed out.	1	2	3	4	5
■ I feel emotionally drained from my work.	1	2	3	4	5
■ I'm sad about the crisis.	1	2	3	4	5
■ The amount of my time my work takes makes it difficult to fulfil family responsibilities.	1	2	3	4	5
■ Things I want to do at home do not get done because of the extra demands of my work.	1	2	3	4	5

In these uncertain times, ...	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
■ Due to work-related duties, I have had to make changes to my plans for family activities.	1	2	3	4	5
■ I have a dedicated space in my home that I can work from that does not adversely impact on others in my home.	1	2	3	4	5
■ While working from home during this period, I also have caring responsibilities (home schooling, or care of another individual).	1	2	3	4	5
■ I have developed a new routine while working from home.	1	2	3	4	5
■ I find more distractions while working from home.	1	2	3	4	5
■ I find working from home to be more intense.	1	2	3	4	5

## SECTION 2 YOUR WORK ARRANGEMENTS

The statements below relate to your work arrangements during the past three months and in general.

During the past three months, ...	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
■ My working day has been extended.	1	2	3	4	5



■ I found it difficult to adapt to changes in my tasks.	1	2	3	4	5
■ The changes in my tasks had negative consequences for me.	1	2	3	4	5
■ The amount of work I was asked to do was too much.	1	2	3	4	5
■ I never seemed to have enough time to get everything done.	1	2	3	4	5
■ I had a lot of input in deciding what tasks or parts of tasks I would do.	1	2	3	4	5
■ I was able to choose the way to go about doing my work.	1	2	3	4	5
■ I was in control of how my work was scheduled.	1	2	3	4	5

During the past three months, ...	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
■ It was hard for me to relax when I was not working.	1	2	3	4	5
■ I felt obliged to work hard, even when it was not enjoyable.	1	2	3	4	5
■ There was something inside me that drove me to work hard.	1	2	3	4	5
■ I would feel guilty if I took time off work during this period.	1	2	3	4	5
■ It often seemed like I had too much work for one person to do.	1	2	3	4	5
■ The performance standards on my work were too high.	1	2	3	4	5
■ I had too much work to do everything well.	1	2	3	4	5
■ The changes in my tasks caused me problems.	1	2	3	4	5
■ I felt burned out from my work.	1	2	3	4	5

During the past three months, during my work ...	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
■ I seemed to be in a hurry and racing against the clock.	1	2	3	4	5
■ I found myself continuing to work after my co-workers have finished.	1	2	3	4	5
■ I kept busy and did many tasks at once.	1	2	3	4	5
■ I spent more time working than socialising with friends online.	1	2	3	4	5
■ I found myself doing two or three things at once such as eating lunch and writing a memo.	1	2	3	4	5
■ There were enough people I felt close to at work.	1	2	3	4	5
■ There are many people I could trust completely at work.	1	2	3	4	5
■ I felt it was important for me to work hard even when I didn't enjoy what I was doing	1	2	3	4	5

In general, ...	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
■ In general, I like working in Trinity.	1	2	3	4	5
■ I usually take stressful things at work in stride.	1	2	3	4	5
■ My work cannot be done unless other people or units complete their work.	1	2	3	4	5
■ I can get through difficult times at work because I've experienced difficulty before.	1	2	3	4	5
■ I depend on other people for support, services or information to do my work.	1	2	3	4	5
■ I can be "on my own" so to speak at work if I have to.	1	2	3	4	5
■ Most of time, my work depends on the work of many different people for its completion.	1	2	3	4	5
■ All in all, I am satisfied with my current work.	1	2	3	4	5

## What tools have you used in your virtual meetings and for what purpose during the past three months?

	Please circulate an answer to each option					Please circulate an answer to each option	
	Never	Rarely	Sometimes	Often	Always	Work	Socialisation
■ Microsoft Teams	1	2	3	4	5	<input type="checkbox"/>	<input type="checkbox"/>
■ Zoom	1	2	3	4	5	<input type="checkbox"/>	<input type="checkbox"/>
■ Skype	1	2	3	4	5	<input type="checkbox"/>	<input type="checkbox"/>
■ Blackboard Collaborate	1	2	3	4	5	<input type="checkbox"/>	<input type="checkbox"/>
■ GoToMeeting	1	2	3	4	5	<input type="checkbox"/>	<input type="checkbox"/>
■ Google Meet/Hangout	1	2	3	4	5	<input type="checkbox"/>	<input type="checkbox"/>
■ WhatsApp	1	2	3	4	5	<input type="checkbox"/>	<input type="checkbox"/>
■ FaceTime	1	2	3	4	5	<input type="checkbox"/>	<input type="checkbox"/>
■ Other, please specify: _____	1	2	3	4	5	<input type="checkbox"/>	<input type="checkbox"/>

## SECTION 3 SUPPORT FROM COLLEGE AND DEPARTMENT

The statements below relate to support provided by the College and your Department during the past three months and in general.

During the past three months, concerning the communication and support received from the College ...

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
■ I heard enough about how everything is running in the College.	1	2	3	4	5
■ I was adequately kept up to date about important issues.	1	2	3	4	5
■ I was clear about the decision-making process.	1	2	3	4	5
■ I was satisfied for the support from the College for working from home.	1	2	3	4	5
■ The College handled this crisis well.	1	2	3	4	5
■ I was satisfied for the support from the College for moving teaching online.	1	2	3	4	5
■ I had used the resources provided by College for moving teaching online.	1	2	3	4	5
■ I was satisfied for the support from the College for moving assessment online.	1	2	3	4	5
■ I had used the resources provided by College for moving assessment online.	1	2	3	4	5

During the past three months, within my Department/Unit ...

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
■ We communicated with each other in a <b>timely</b> way.	1	2	3	4	5
■ We communicated with each other in a <b>frequent</b> way.	1	2	3	4	5
■ We communicated with each other in an <b>accurate</b> way.	1	2	3	4	5
■ When an error has been made, we shared responsibility to solve the problem rather than blaming each other.	1	2	3	4	5
■ We shared the same goals.	1	2	3	4	5
■ We shared knowledge with each other for conducting our work.	1	2	3	4	5
■ We respected each other's contribution.	1	2	3	4	5

During the past three months, within my Department/Unit ...

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
■ We trusted each other a lot.	1	2	3	4	5
■ We were very competent.	1	2	3	4	5
■ We got our work done effectively.	1	2	3	4	5
■ We performed our tasks well.	1	2	3	4	5
■ I knew I could count on the other members.	1	2	3	4	5

■ The other members knew they could count on me.	1	2	3	4	5
<b>During the past three months, within my Department/Unit ...</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
■ I felt connected with my team/group.	1	2	3	4	5
■ I trusted all of the other members.					
■ I missed the social interaction of physically being on campus.					
<b>During the past three months, within my Department/Unit ...</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
■ We connected remotely via virtual meetings.	1	2	3	4	5
■ The virtual meetings were efficient.	1	2	3	4	5
■ The virtual meetings were effective.	1	2	3	4	5
■ The virtual meetings were relaxed and enjoyable.	1	2	3	4	5
■ The time spent on the virtual meetings was too long.	1	2	3	4	5
<b>In these uncertain times, ...</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
■ I have good opportunities to participate in decisions that affect me.	1	2	3	4	5
■ Suggestions that I make are taken seriously.	1	2	3	4	5
■ I am aware of future plans that may affect us or our work.	1	2	3	4	5
■ I have a good deal of information about what is happening in different parts of college.	1	2	3	4	5
■ I am encouraged to develop new skills.	1	2	3	4	5
■ I receive training to keep me up to date with developments in Trinity (e.g. new rules, procedures, guidelines).	1	2	3	4	5
■ My manager encourages me to attend the training that I need.	1	2	3	4	5
■ I receive the training that I need to do my work well.	1	2	3	4	5
■ I am encouraged to set objectives that are reviewed by my line manager on a regular basis.	1	2	3	4	5

## SECTION 4 SUPPORT FROM YOUR LINE MANAGER

The statements below relate to support provided by your line manager who you directly report to.

<b>During the past few months, my line manager ...</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
■ Encourages us (work group members) to express ideas/suggestions.	1	2	3	4	5
■ Listens to our ideas and suggestions.	1	2	3	4	5
■ Uses our suggestions to make decisions that affect us.	1	2	3	4	5
■ Gives us a chance to voice our opinions.	1	2	3	4	5
■ Considers our ideas even when he/she disagrees with them.	1	2	3	4	5
■ Makes decisions that are based only on his/her own ideas.	1	2	3	4	5
■ Takes charge of our team/group/unit.	1	2	3	4	5
■ Criticizes group members for inappropriate behavior.	1	2	3	4	5
■ Gives instructions to group members as to how to complete their tasks.	1	2	3	4	5
■ Defines tasks and responsibilities of group members.	1	2	3	4	5
■ Makes firms decisions and provides explanations.	1	2	3	4	5
<b>During the past three months, within my Department/Unit ...</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
■ I communicated with my manager frequently.	1	2	3	4	5
■ I have spoken to my manager about the challenges my current environment poses.	1	2	3	4	5

■ I felt supported by my manager in delivering on my objectives.	1	2	3	4	5
■ I assumed a leadership role for my work.	1	2	3	4	5
■ I influenced our group's decisions.	1	2	3	4	5
■ I exhibited leadership in our workgroup.	1	2	3	4	5
■ I led the conversation in our workgroup.	1	2	3	4	5
<b>In general, my line manager ...</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
■ Cares about our (work group members') personal problems.	1	2	3	4	5
■ Shows concern for our well-being.	1	2	3	4	5
■ Displays fairness to all team members.	1	2	3	4	5
■ Takes the time to discuss our concerns patiently.	1	2	3	4	5
■ Shows concern for work group members' success.	1	2	3	4	5
■ Stays in touch with my work group.	1	2	3	4	5
■ Gets along with my work group members.	1	2	3	4	5
■ Gives work group members honest and fair answers.	1	2	3	4	5
■ Knows what work is being done in my work group.	1	2	3	4	5
■ Finds time to chat with work group members.	1	2	3	4	5
<b>Looking forward, I think that ...</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
■ I will bounce back quickly after these hard times.	1	2	3	4	5
■ I will have a hard time making it through these stressful events.	1	2	3	4	5
■ It will take me a long time to recover from this crisis.	1	2	3	4	5
■ It will be hard for me to snap back if more problems arise.					
■ I will come through these difficult times with little trouble.	1	2	3	4	5
■ I will take a long time to get over this.	1	2	3	4	5

## SECTION 5 EXPECTATIONS FOR FUTURE WORKING

This is the final section of questions which ask your experience and expectations for future working.

1. What is your preference of working if the campus is available & safe to use?

- ☐ Remote Working (0 days on campus)  
☐ Hybrid/Flexible (1 day remote working; 4 days on campus)  
☐ Hybrid/Flexible (2 days remote working; 3 days on campus)  
☐ Hybrid/Flexible (3 days remote working; 2 days on campus)  
☐ Hybrid/Flexible (4 days remote working; 1 days on campus)  
☐ Working on Campus (0 days remote working)  
☐ Other please specify \_\_\_\_\_

2. How familiar are you with the concept of smart working?

- ☐ Not at all (never heard of)  
☐ Slightly familiar  
☐ Somewhat familiar  
☐ Moderately familiar  
☐ Extremely familiar

3. Working from home, what equipment/facilities do you need? (please select all that apply)

- ☐ Laptop/computer  
☐ Monitor  
☐ Keyboard  
☐ Printer (if you normally use one)  
☐ Suitable desk and chair  
☐ Phone  
☐ Internet connectivity  
☐ Workspace  
☐ Other necessary equipment (please specify \_\_\_\_\_)

4. What are your living arrangements? (please select all that apply)

- ☐ Living on my own  
☐ Living with Partner  
☐ Living with small children (pre-schoolers)  
☐ Living with school going age children  
☐ Living with adult children over 18  
☐ Living with parents  
☐ Living with friend/flat share – no children  
☐ Other, please specify \_\_\_\_\_

5. Apart from children, are you caring for others? (please select all that apply)

- ☐ No      ☐ Yes, within my home.      ☐ Yes, outside of my home

## SECTION 6 EDI RELATED QUESTIONS

The questions are asked to assess the impact of working from home on various demographic groupings. No reporting will be done where less than 10 responses are received.

7. What is your nationality?

- ☐ Irish  
☐ Other EU/EEA  
☐ Non-EU/EEA  
☐ Dual Nationality  
☐ Prefer not to say

8. What is your sexual orientation?

- ☐ Heterosexual  
☐ Gay or Lesbian  
☐ Bisexual  
☐ Prefer not to say  
☐ Another option not listed (please specify):  
\_\_\_\_\_

9. How would you describe your ethnicity?

(Please select the one box that you feel most closely represents your ethnicity)

*Note: These classifications are taken from the Census 2021 categories and we recognise that they have certain limitations.*

- ☐ White - Irish  
☐ White - Irish Traveller  
☐ White - Roma  
☐ Any other White background  
☐ Black - Irish  
☐ Black - African  
☐ Black - Caribbean  
☐ Any other Black background  
☐ Asian – Irish  
☐ Asian – Chinese  
☐ Asian – Indian/Pakistani/Bangladeshi  
☐ Any other Asian background  
☐ White – Irish Traveller  
☐ Arabic  
☐ Mixed background  
☐ Another option not listed: \_\_\_\_\_

10. Do you have, or consider yourself to have, a disability? (includes physical, intellectual, hearing, learning, cognitive, or emotional disabilities)

*Note: A disability can be understood as a long-term or episodic condition (including physical, sensory, or learning disability, or a medical or mental health condition) which has substantial and long-term effect on day-to-day activities.*

- ☐ Yes  
☐ No  
☐ Prefer not to say

That was the final set of questions for the survey. **We appreciate your time and effort** in participating in the survey. If you wish to share any additional comments please use the following space.

.....  
.....  
.....

If you wish to enter the prize draw for a €50 TCard voucher, please provide your contact details here. Thank you very much!

Name: \_\_\_\_\_ Email: \_\_\_\_\_ Phone number: \_\_\_\_\_

## Appendix B: Notes on Systematic Literature Review

In order to understand the research conducted on management during crisis, a systematic literature review was conducted. The literature search began with sourcing academic articles from six databases: Web of Science, EBSCO, Science Direct, ProQuest, Wiley and SAGE. Each database was selected due to its comprehensive range articles and access to leading management journals.

The following key search terms were used to identify and select articles for inclusion: “crisis management”, “crisis” “crisis leadership”, “leadership during crisis”, “employee wellbeing”, and “employee resilience”. The result of the initial literature search yielded 7416 articles and studies between the six databases. Given the research focus of this study, four criteria were applied: (1) peer-reviewed journals; (2) English language; (3) education, management and social sciences disciplines; and a timeline between 2010 and 2020. After applying for these criteria and reducing duplications, 881 articles and studies were reviewed. Table B.1 summarizes the distribution of results from different databases.

**Table B.1 Identified Records via Database Searches**

Sources	Initial search	After applying the criteria and deleting duplications
Web of Science	90	45
EBSCO	554	79
Science Direct	286	136
ProQuest	6,050	462
Wiley	284	86
SAGE	152	73
<b>In total</b>	<b>7416</b>	<b>881</b>

After screening titles and abstracts, 133 records were kept (748 records were excluded). Figure B.1 presents the distributions of these results over year. Table B.2 presents the top 10 journals with most publications on this topic.

After screening the full-text, 41 records were kept (183 records were excluded) into the analysis. A number of key drivers and employee and organisational outcomes were found to in crisis management. Figure 2.2 presents a literature map demonstrating these factors.

**Figure B.1 Articles Distribution by Year**

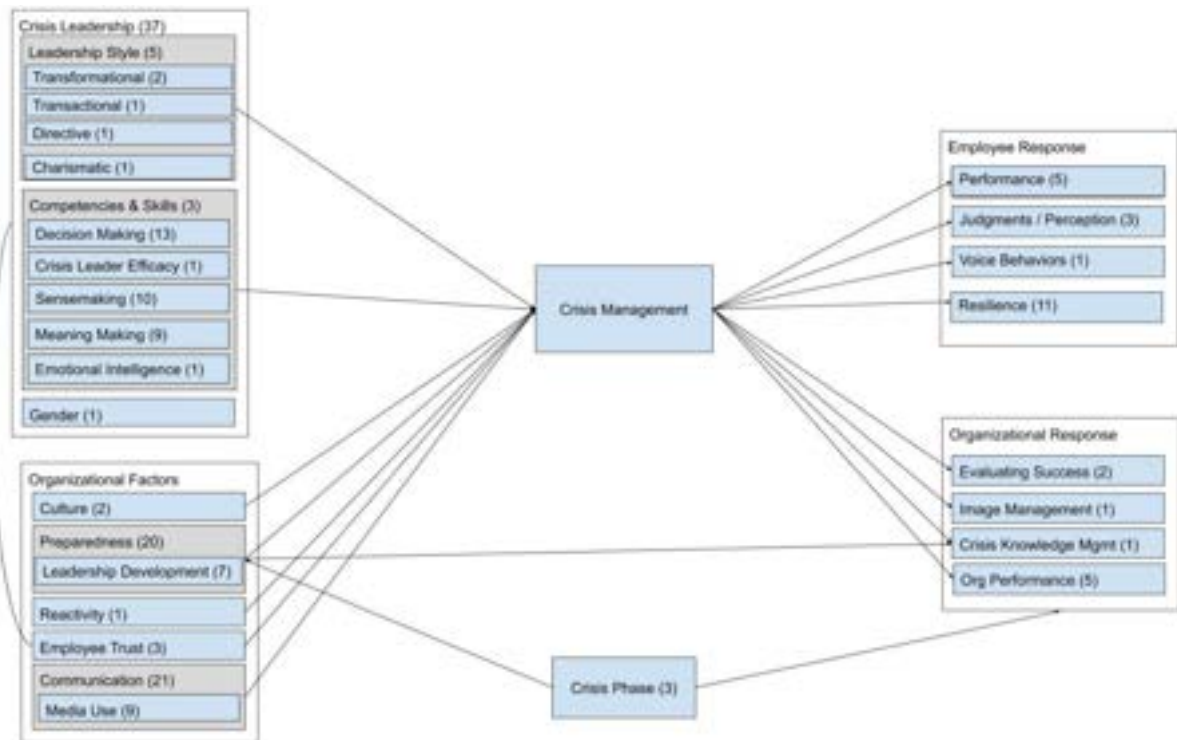


**Table B.2 Top 10 Journals Published by the Selected Articles**

Journal title	No. of papers
<i>Journal of Contingencies and Crisis Management</i>	9
<i>The Leadership Quarterly</i>	6
<i>Journal of Leadership Studies</i>	5
<i>Industrial and Organizational Psychology</i>	4
<i>Journal of Management Education</i>	4
<i>Public Administration</i>	4
<i>Public Relations Review</i>	4
<i>Business Horizons</i>	3
<i>Journal of Business Continuity &amp; Emergency Planning</i>	3
<i>Journal of Business Ethics</i>	3
<i>Journal of Public Affairs</i>	3
<i>Organizational Dynamics</i>	3



Figure B.2 Literature Map of Key Drivers and Outcomes in Crisis Management



## Appendix C: Notes on Survey Methodology

This section provides further details about the survey methodology. It provides additional information about a number of aspects of the study relating to survey administration, survey testing, survey content, and analysis of the data. It also details the ethical guidelines that were adhered to by the research team.

### C.1 Survey Administration

The survey was administered on-line. The option to complete the survey by hard copy was available to participants and these were obtained directly from the research team. The survey responses were returned directly to the research team at TCD, via a secure website.

### C.2 Review Group

The instrument was reviewed by a range of groups and units at Trinity including Trinity Futures Group, HR Department, Equality, Diversity and Inclusion, Student Counselling Service, IT Service, Student Services, Dean of Students, and Data Protection Office. Their comments were incorporated to improve the clarity, face validity and comprehensiveness of the instruments. A copy of the survey is presented in Appendix A of this report.

### C.3 Survey Scales: Validity and Reliability

The scales used in the survey were derived from well-established and validated measures from the academic literature. Following the administration of the survey, tests of validity and reliability were carried out to check for the robustness of each scale among the sample. These tests re-established the validity and reliability of each scale used.

### C.4 Statistical Treatment of the Data

The data was analysed using the Statistical Package for the Social Sciences (SPSS, Version 19). The raw data was presented using descriptive statistics (frequencies and means). The tests for significant differences across groups were carried out using t-tests and analyses of variance (ANOVAs). This type of analysis examines whether differences in the mean scores between various groups are statistically significant (e.g. according to grade, region, age etc.). Where differences are detected, a further post-hoc test is used to determine which group is significantly different from which others. The relative importance of drivers for each outcome examined was tested using hierarchical multiple regression analysis, controlling for relevant background/ demographic variables. The plots presented in Section 5 represent the mean score for each variable (to establish presence) against the Standardised Beta coefficient as derived from the hierarchical regressions (ranging from lowest to highest). The comments that were provided by survey participants were recorded and coded using the NVivo software package.

### C.5 Ethical Issues

The survey was strictly confidential and participation was entirely voluntary. Participants were advised that a full report of the study's finding would be provided to the organisation.

Participants were assured that this is a strictly confidential survey and under no circumstances would individual responses be made available to anyone outside the research team. Access to the data was limited to the research team and the data was stored electronically and protected by secure passwords known only to the research team. More information could be found in the Specific Privacy Statement.

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