ACT GOVERNMENT

2021 EMPLOYEE SURVEY
Directorate-level presentation | Education Directorate

November 2021

ACT Government

ORIMA RESEARCH

ACTPS Survey **summary statistics**

Survey conducted:
26 July to
13 August 2021

ACTPS response rate:
58%
5,664 responses
out of 9,748 invitees and
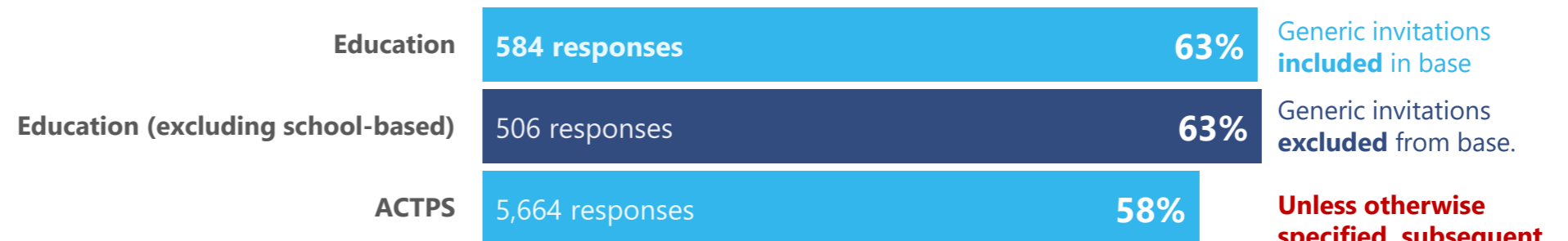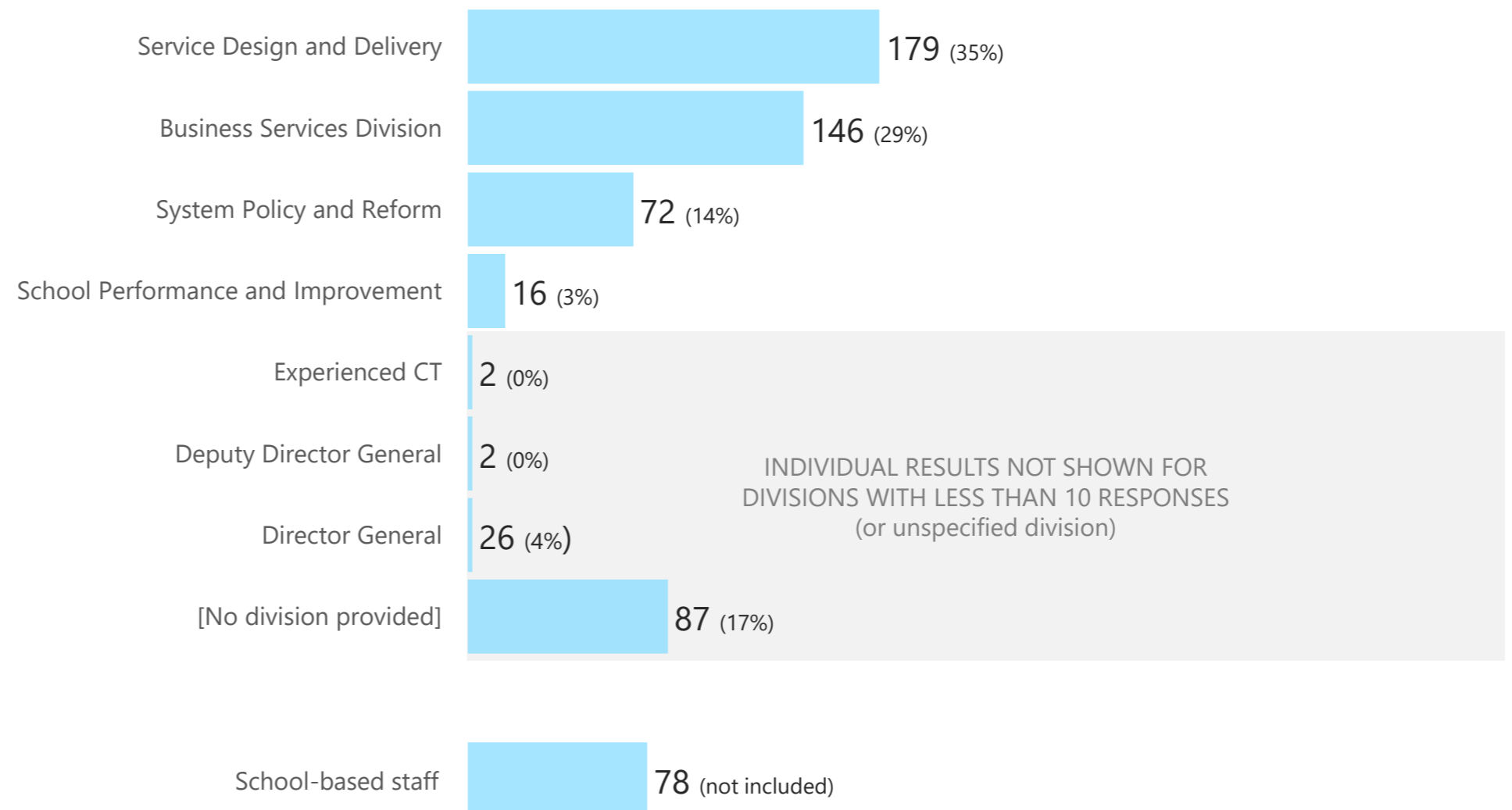participating registrants

Median survey completion time:
26 minutes

Reporting based on:
199 questions

RESPONSE NUMBERS and PARTICIPATION RATE

Category	Responses	Rate	Note
Education	**584 responses**	**63%**	Generic invitations **included** in base
Education (excluding school-based)	506 responses	**63%**	Generic invitations **excluded** from base.
ACTPS	5,664 responses	**58%**	**Unless otherwise specified, subsequent results for Education exclude school-based staff.**

RESPONSE NUMBERS by division

Division	Responses
Service Design and Delivery	179 (35%)
Business Services Division	146 (29%)
System Policy and Reform	72 (14%)
School Performance and Improvement	16 (3%)
Experienced CT	2 (0%)
Deputy Director General	2 (0%)
Director General	26 (4%)
[No division provided]	87 (17%)
School-based staff	78 (not included)

INDIVIDUAL RESULTS NOT SHOWN FOR DIVISIONS WITH LESS THAN 10 RESPONSES (or unspecified division)

This page outlines the key notes to take into consideration when interpreting this report.

RESULTS INCLUDED IN THIS REPORT

- Overall ACTPS results include all responses to the survey. This includes directorates and sector entities that actively participated in the survey, as well as responses from other directorates/entities that did not actively promote the survey to staff.

- In this report, these directorates/entities are referred to as **directorates**.

- This report includes individual results for the Education Directorate (Education).

- Education will also receive access to an online interactive dashboard system, which provides detailed results on each individual question asked in the survey (including the Education tailored questions), and comments provided by respondents through the survey.

RESULT PERCENTAGES

- Percentages in this report are based on the total number of valid responses for each question.

- Results reflect respondents who expressed a view and for whom the questions were applicable.

- Percentage results throughout the report may not add up to 100% (particularly when displayed in chart form) due to rounding, or where respondents were able to select more than one response.

Employees have spoken, and it's time to listen

High Performing Organisation (HPO) Model

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The **High Performing Organisation Model (HPO)** was designed following a comprehensive review of literature and previous research conducted in relation to the key characteristics that drive high performance in businesses. The review found that three key attributes are required to drive high performance, being: purpose (strategy and direction); resourcing; and workforce.

Staff surveys are designed to measure engagement within the workforce, which is one of three key outcome measures identified in the **ORIMA Employee Engagement Model (OREEM)**, along with commitment/loyalty and job satisfaction.

- **Staff engagement** relates to employee motivation and willingness to expend discretionary effort, and is typically driven by intrinsic rewards, job-skills match and career progression/development. Engagement has been shown to have positive relationships with staff performance/productivity, organisational commitment/loyalty and a reciprocal relationship with job and organisational satisfaction.

- **Commitment/loyalty** relates to employee goodwill towards the organisation and can be a proxy indicator for organisational resilience. Organisational commitment/loyalty has been shown to reduce absenteeism and staff turnover while also having a positive impact on organisational performance.
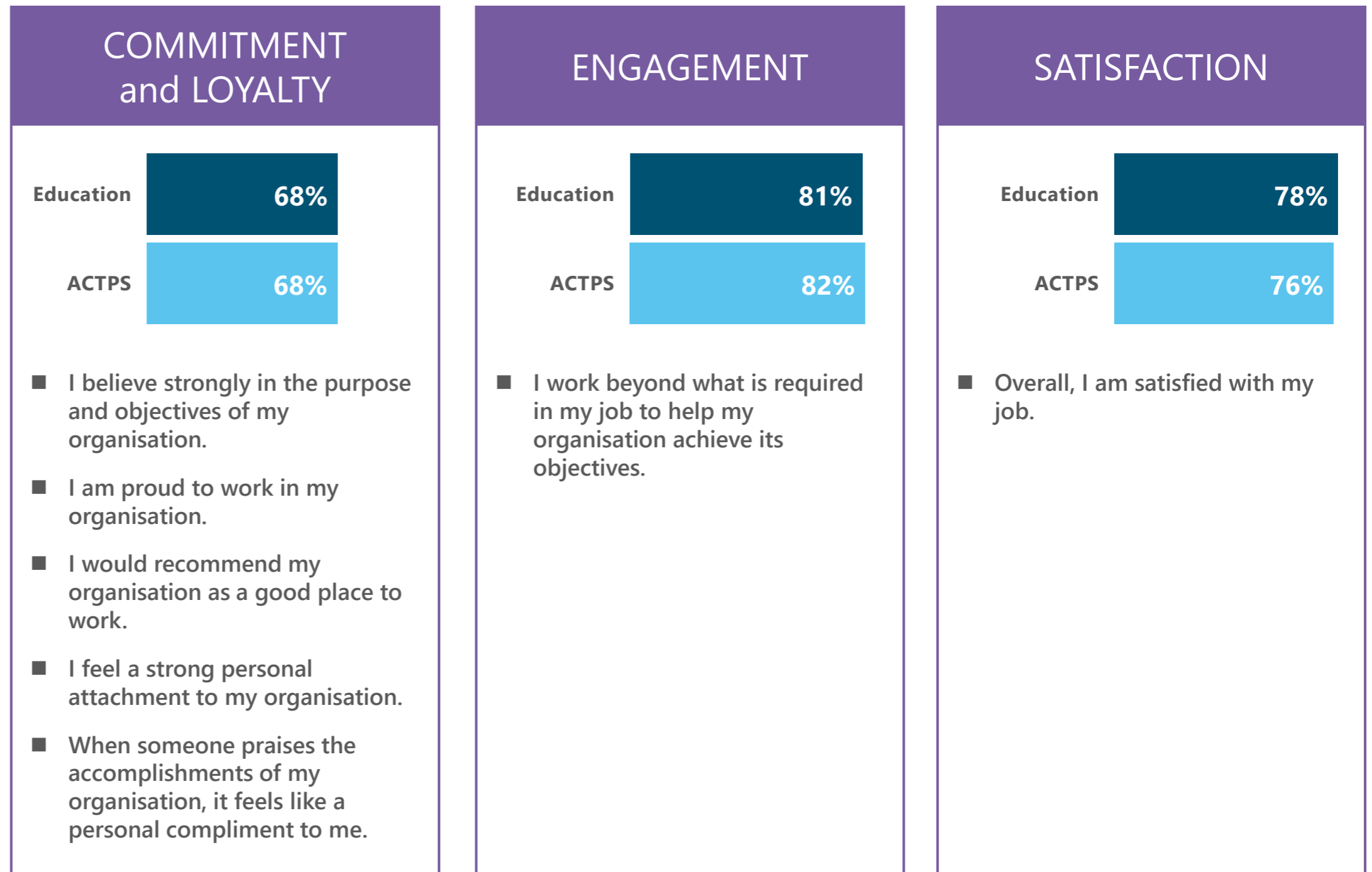
RESOURCING

HPO

WORKFORCE

PURPOSE

Objectives

General workplace themes

- Leadership Factors
- Relationship Factors
- Job and Career Factors
- Corporate Factors
- Effectiveness Factors
- Wellbeing Factors

Staff engagement

Job / Organisation satisfaction

Organisational commitment and loyalty

Organisational performance

Absenteeism

Turnover
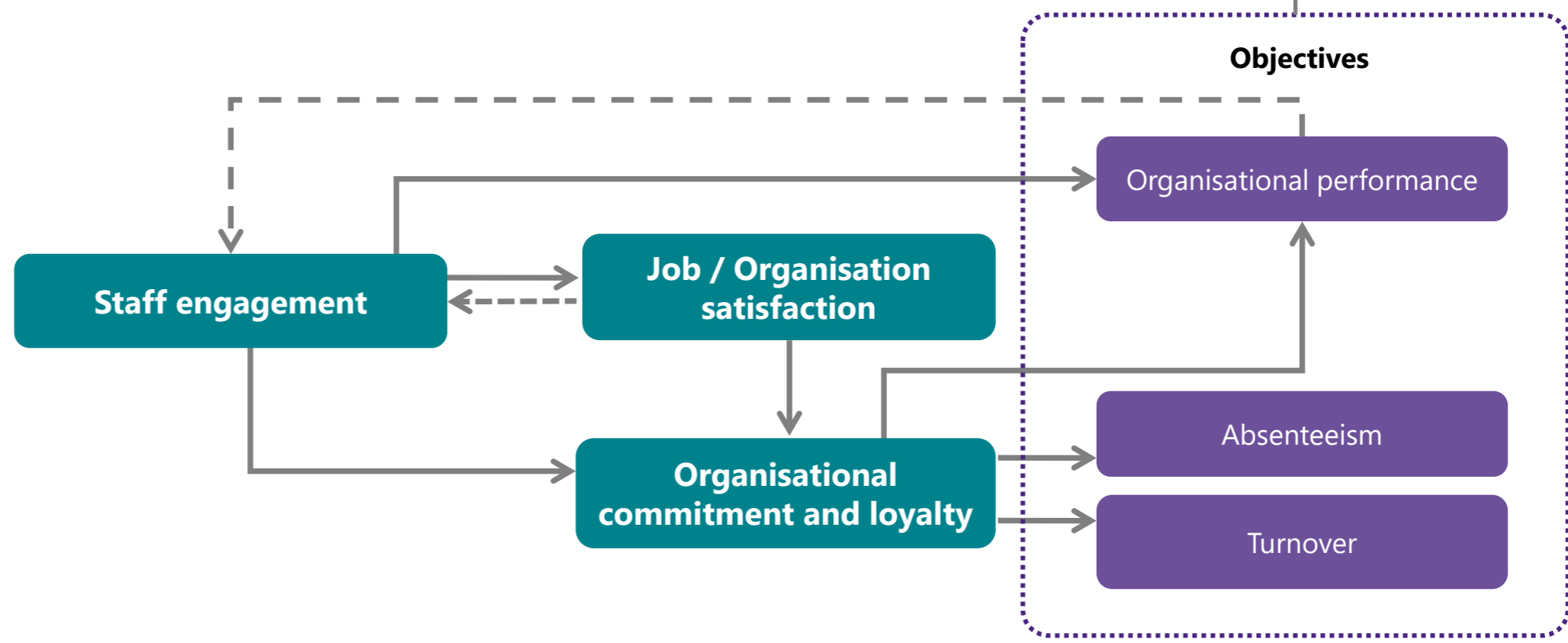
This page illustrates the ratings for the **Key Outcome Measures**.

KEY OUTCOME MEASURES

COMPARISON BETWEEN **EDUCATION** AND THE **ACT PUBLIC SERVICE**

COMMITMENT and LOYALTY

Education	68%
ACTPS	68%

- I believe strongly in the purpose and objectives of my organisation.
- I am proud to work in my organisation.
- I would recommend my organisation as a good place to work.
- I feel a strong personal attachment to my organisation.
- When someone praises the accomplishments of my organisation, it feels like a personal compliment to me.

ENGAGEMENT

Education	81%
ACTPS	82%

- I work beyond what is required in my job to help my organisation achieve its objectives.

SATISFACTION

Education	78%
ACTPS	76%

- Overall, I am satisfied with my job.

This chart shows the scores for employee organisational **commitment and loyalty**, and **engagement** across Education divisions.

COMMITMENT/LOYALTY AND ENGAGEMENT SCORES
ACROSS DIVISIONS
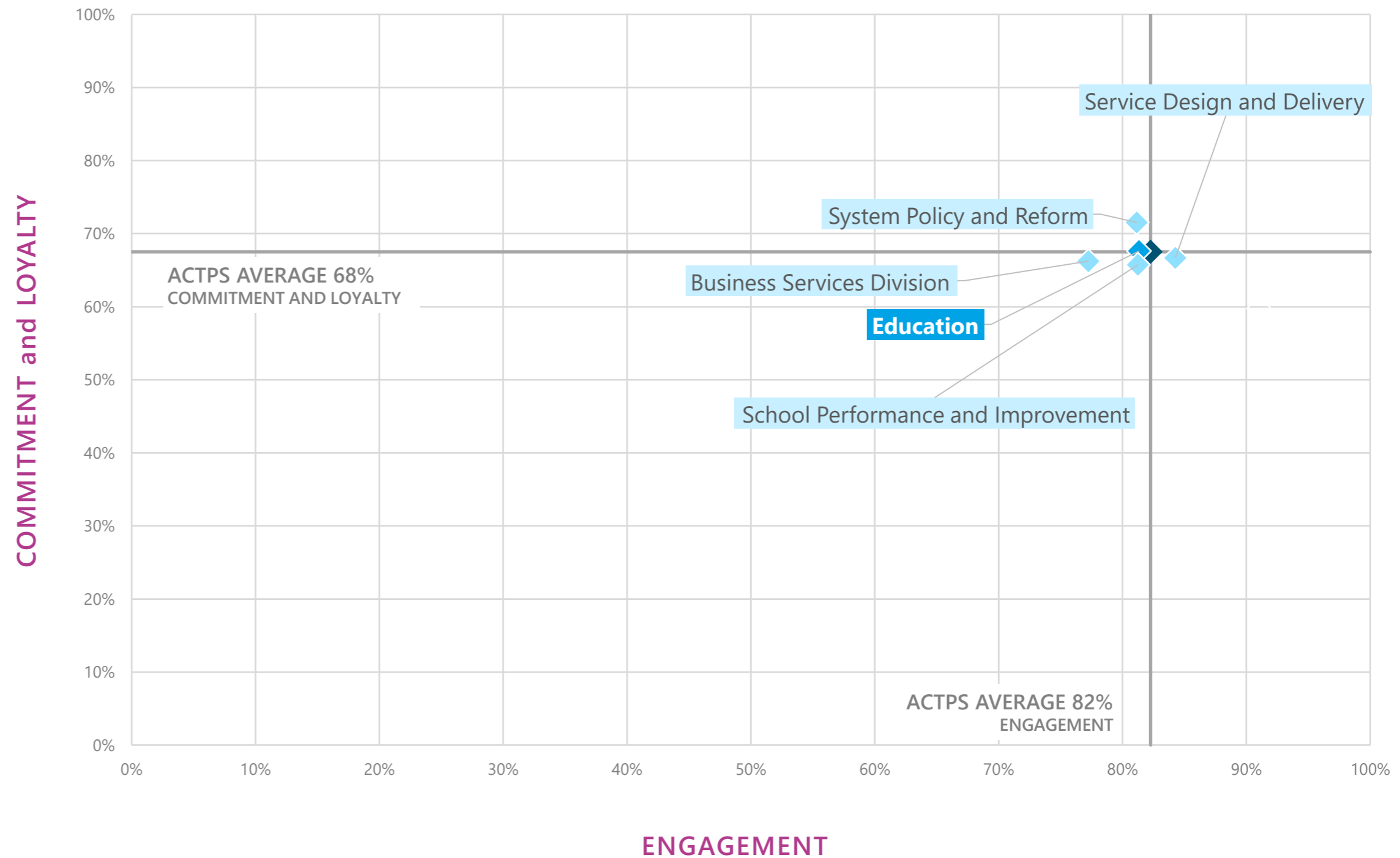
Service Design and Delivery

System Policy and Reform

Business Services Division

Education

School Performance and Improvement

ACTPS AVERAGE 68%
COMMITMENT AND LOYALTY

ACTPS AVERAGE 82%
ENGAGEMENT

COMMITMENT and LOYALTY

ENGAGEMENT

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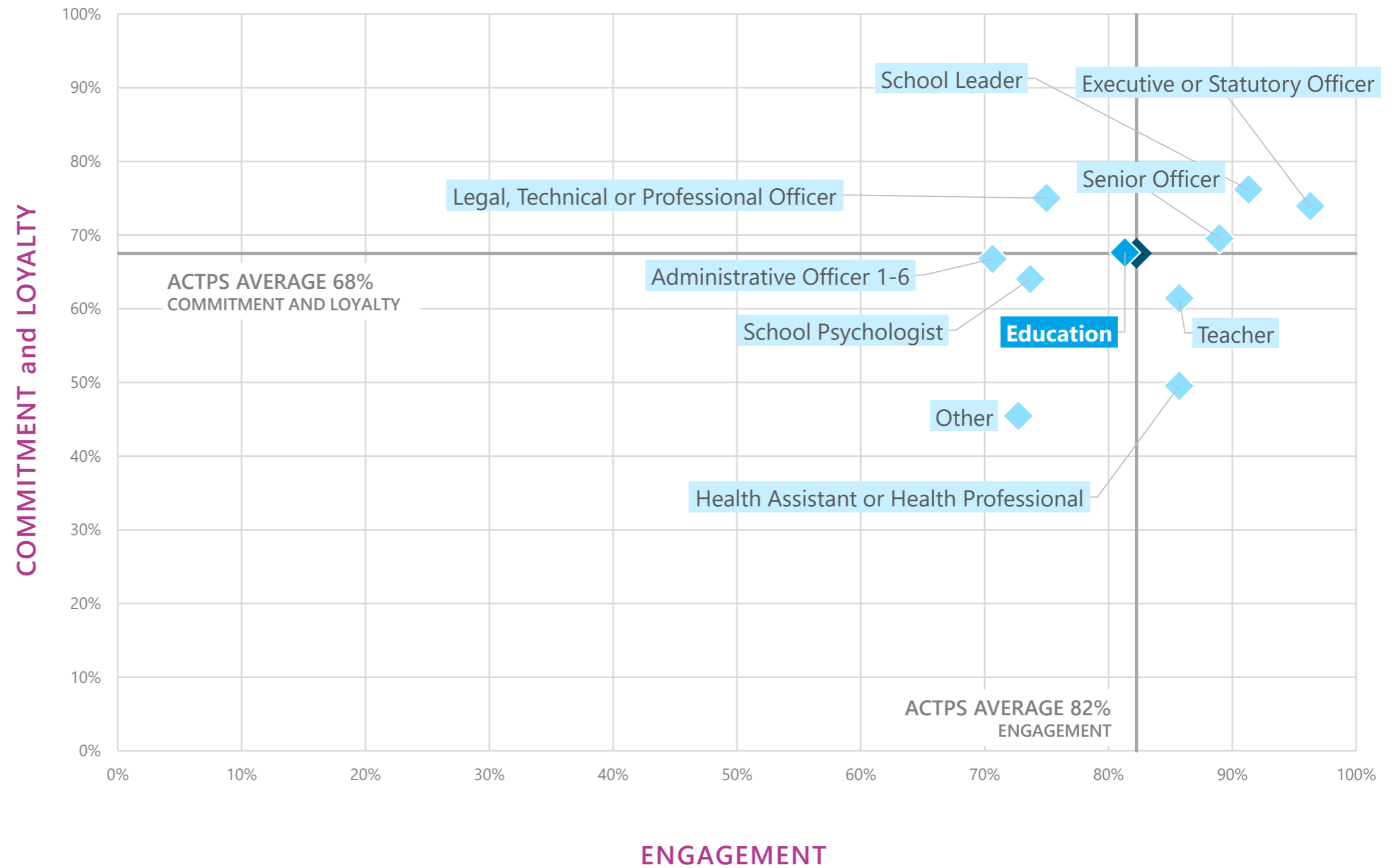# COMMITMENT/LOYALTY AND ENGAGEMENT SCORES
ACROSS JOB ROLES

This chart shows the scores for employee organisational **commitment and loyalty**, and **engagement** across job roles in Education.

COMMITMENT and LOYALTY

School Leader

Executive or Statutory Officer

Senior Officer

Legal, Technical or Professional Officer

ACTPS AVERAGE 68%
COMMITMENT AND LOYALTY

Administrative Officer 1-6

School Psychologist

Education

Teacher

Other

Health Assistant or Health Professional

ACTPS AVERAGE 82%
ENGAGEMENT

ENGAGEMENT

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OVERALL SCORES FOR ALL FACTORS

The survey questions were summarised into the 29 themes (workplace factors) shown in this chart with the average result for all Education participants.

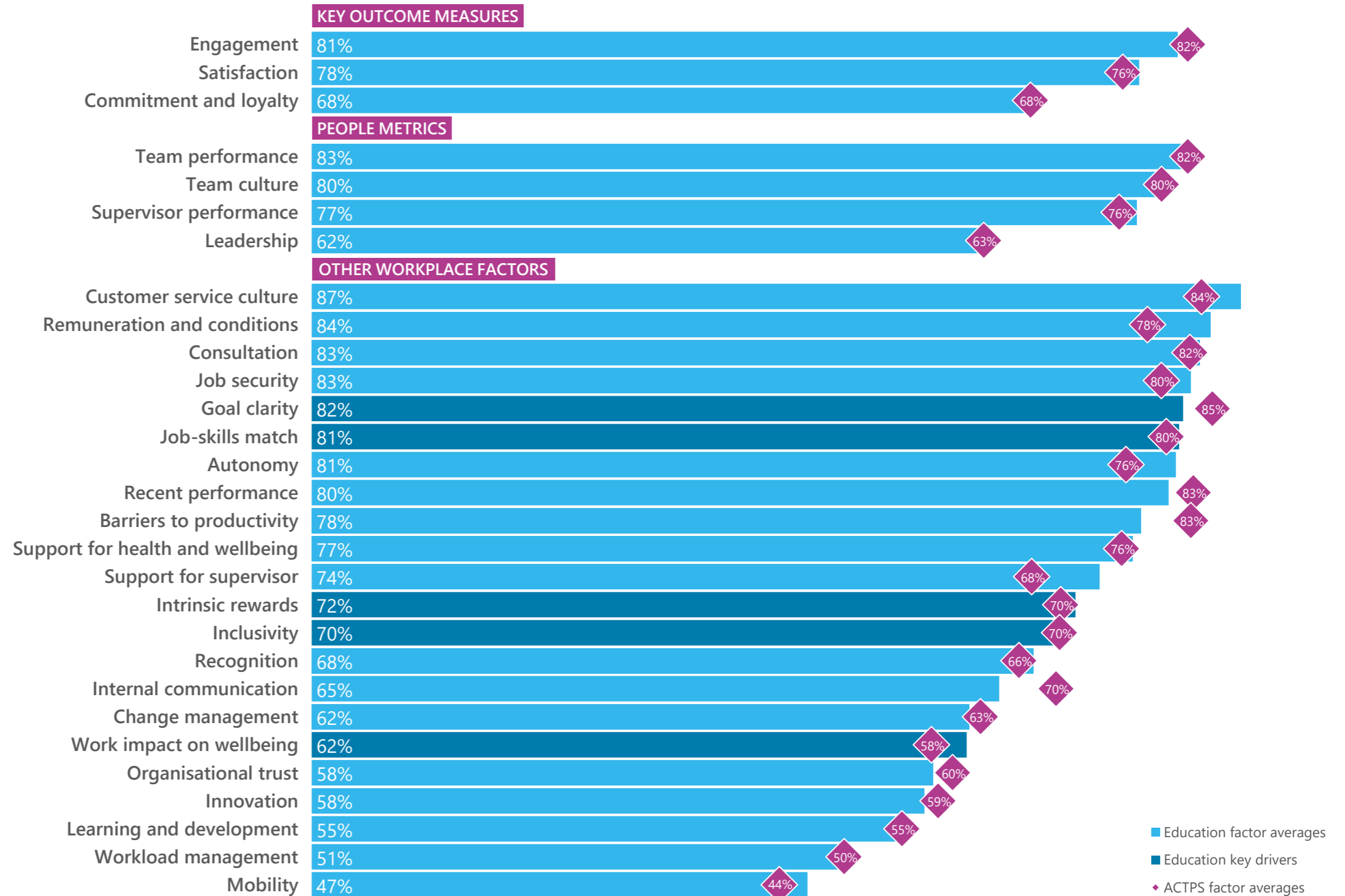Analysis shows that five factors correlated highly with the Key Outcome Measures for Education:

- **Goal clarity**
- **Job-skills match**
- **Intrinsic rewards**
- **Inclusivity**
- **Work impact on wellbeing**

These five factors are referred to as key drivers, and explain:

- **45% of the variation in employee engagement***
- **64% of the variation in employee commitment and loyalty***
- **74% of the variation in employee satisfaction***

Addressing these key drivers is likely to have a greater impact on staff engagement in Education, compared to other factors.

* Note: School-based staff included in overall models. If they are excluded, the set of key drivers remains the same; but the model strengths change slightly: 51% for engagement, 63% for commitment and loyalty, 75% for satisfaction.

KEY OUTCOME MEASURES

Factor	Education factor average	ACTPS factor average
Engagement	81%	82%
Satisfaction	78%	76%
Commitment and loyalty	68%	68%

PEOPLE METRICS

Factor	Education factor average	ACTPS factor average
Team performance	83%	82%
Team culture	80%	80%
Supervisor performance	77%	76%
Leadership	62%	63%

OTHER WORKPLACE FACTORS

Factor	Education factor average	ACTPS factor average
Customer service culture	87%	84%
Remuneration and conditions	84%	78%
Consultation	83%	82%
Job security	83%	80%
Goal clarity	82%	85%
Job-skills match	81%	80%
Autonomy	81%	76%
Recent performance	80%	83%
Barriers to productivity	78%	83%
Support for health and wellbeing	77%	76%
Support for supervisor	74%	68%
Intrinsic rewards	72%	70%
Inclusivity	70%	70%
Recognition	68%	66%
Internal communication	65%	70%
Change management	62%	63%
Work impact on wellbeing	62%	58%
Organisational trust	58%	60%
Innovation	58%	59%
Learning and development	55%	55%
Workload management	51%	50%
Mobility	47%	44%

■ Education factor averages
■ Education key drivers
♦ ACTPS factor averages

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Workplace factors are interrelated.

This diagram shows the relationship between the different workplace factors and can offer a deeper understanding of key drivers across Education that impact on the Key Outcome Measures.

For example, intrinsic rewards is a strong driver of all Key Outcome Measures, and can be best influenced through action strategies that target improving the secondary drivers:
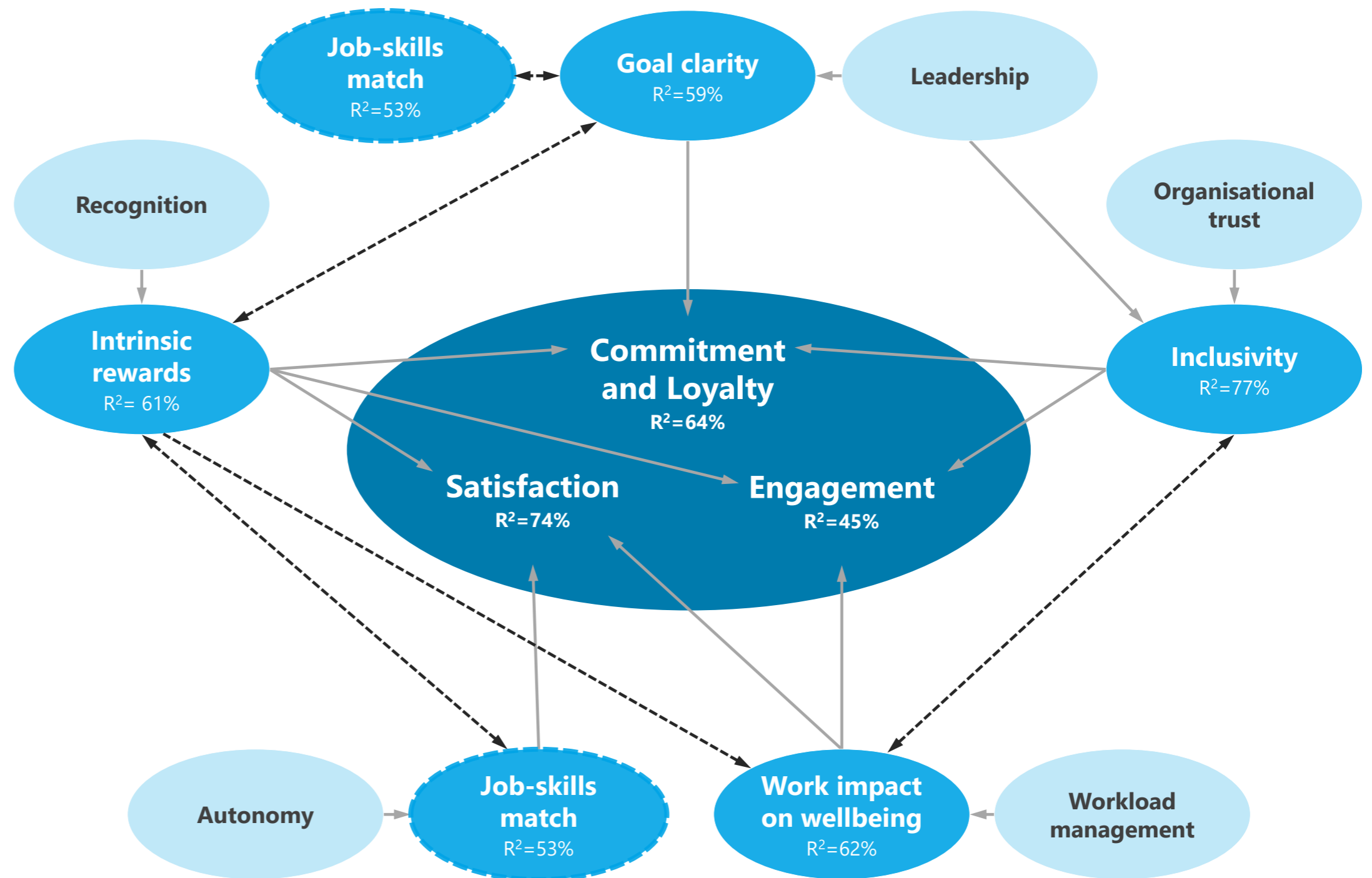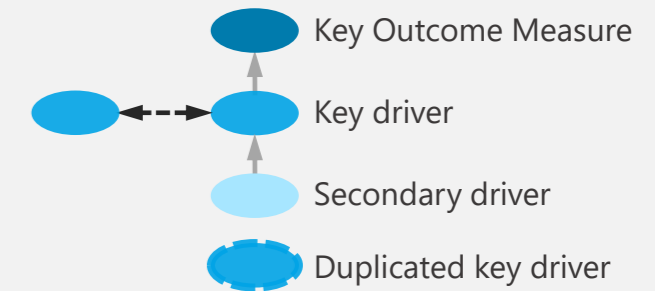
▪ Recognition

And other key drivers:

▪ Goal clarity, and

▪ Job-skills match.

The **R²** score represents the explanatory power of a model, whereby a range of independent variables (or drivers) can be used to predict the movement of a dependent variable (or Key Outcome Measure).

ADDITIONAL AREAS OF FOCUS
FOR EDUCATION

Legend:
- Key Outcome Measure
- Key driver
- Secondary driver
- Duplicated key driver

Job-skills match R^2=53%

Goal clarity R^2=59%

Leadership

Recognition

Organisational trust

Intrinsic rewards R^2= 61%

Commitment and Loyalty R^2=64%

Inclusivity R^2=77%

Satisfaction R^2=74%

Engagement R^2=45%

Autonomy

Job-skills match R^2=53%

Work impact on wellbeing R^2=62%

Workload management

Opportunities to better understand our workforce
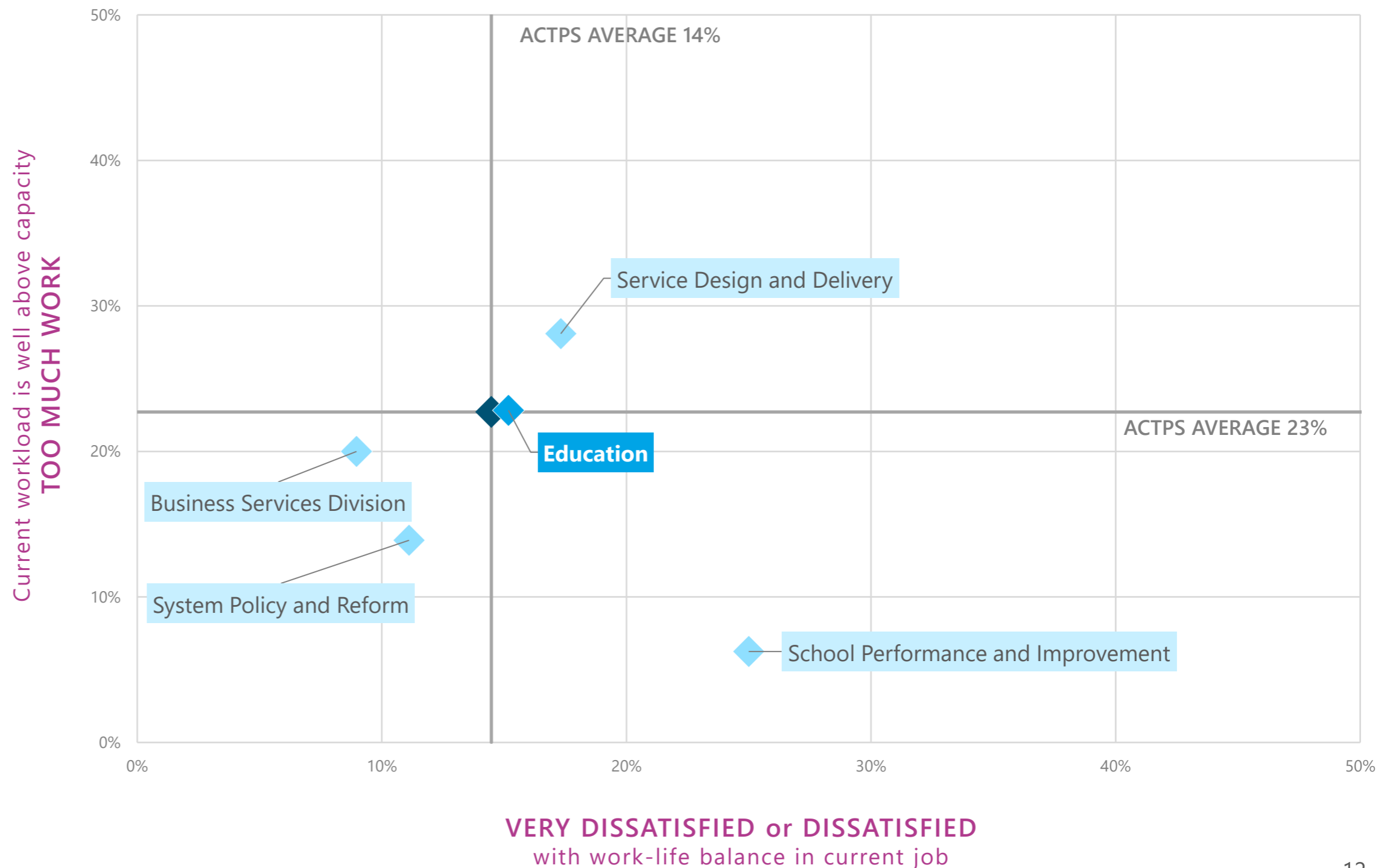
- Workload management
- Productivity barriers
- Inappropriate behaviours
- Wellbeing
- Work stress
- Career intentions

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This graph illustrates the relationship between workload and work-life balance.

Divisions in the top of the chart tend to have a greater proportion of staff working well above capacity, where divisions on the right tend to be more dissatisfied with their work-life balance. Attention should be paid to divisions in the **top-right quadrant** as they have a greater proportion of staff working well above capacity and dissatisfied with their work-life balance.

WORKLOAD MANAGEMENT
ACROSS DIVISIONS

ACTPS AVERAGE 14%

ACTPS AVERAGE 23%

Current workload is well above capacity
TOO MUCH WORK

Service Design and Delivery

Education

Business Services Division

System Policy and Reform

School Performance and Improvement

VERY DISSATISFIED or DISSATISFIED
with work-life balance in current job

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Employees were asked to rate their workgroup performance over the past three months from 1 to 10, where 1 represents the worst possible performance, and 10 represents the best possible performance.

On average, Education employees rated their workgroup's performance as 7.6 out of 10, the same as 7.6 across the ACTPS.
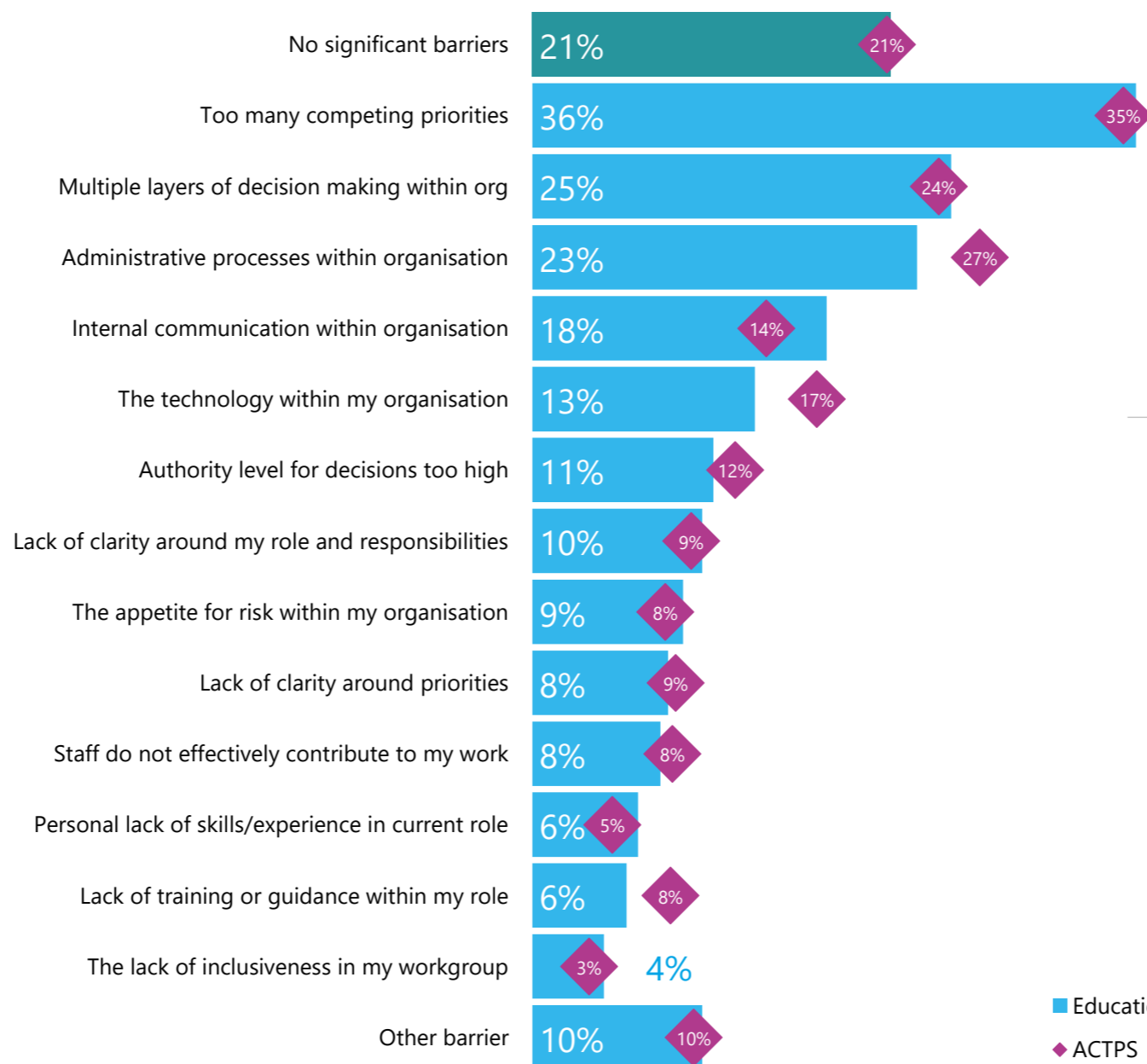
Employees were also asked to nominate up to three barriers to productivity. This page groups performance and productivity barriers.

The most significant productivity barriers related to **too many competing priorities**, **multiple layers of decision making** and **administrative processes**.

PRODUCTIVITY BARRIERS

What are the most significant barriers to you performing at your best?

Maximum 3 selections per respondent

Barrier	Education	ACTPS
No significant barriers	21%	21%
Too many competing priorities	36%	35%
Multiple layers of decision making within org	25%	24%
Administrative processes within organisation	23%	27%
Internal communication within organisation	18%	14%
The technology within my organisation	13%	17%
Authority level for decisions too high	11%	12%
Lack of clarity around my role and responsibilities	10%	9%
The appetite for risk within my organisation	9%	8%
Lack of clarity around priorities	8%	9%
Staff do not effectively contribute to my work	8%	8%
Personal lack of skills/experience in current role	6%	5%
Lack of training or guidance within my role	6%	8%
The lack of inclusiveness in my workgroup	4%	3%
Other barrier	10%	10%

■ Education
◆ ACTPS

Top two barriers by division

	Biggest barrier	Second-biggest barrier
Service Design and Delivery	Too many competing priorities	Administrative processes within organisation
Business Services Division	Too many competing priorities	Multiple layers of decision making
School Performance and Improvement	Internal communication	Too many competing priorities
System Policy and Reform	Too many competing priorities	The technology within my organisation

This page shows the levels of **inappropriate behaviours** experienced or witnessed.

Across Education:

- **Bullying** was seen as coming from a mix of sources, with the main perpetrators being immediate managers, senior staff, and colleagues.

- **Aggression** most commonly took the form of intimidation and abusive language, though physical assault, damage and threats of violence were also highly reported. The aggression and violence was most commonly instigated by clients or customers.

- **Discrimination** was most commonly reported to be based on age and employment activity, and perpetrated mostly by senior staff, immediate managers, and colleagues.

- **Sexual harassment** was mostly perpetrated by colleagues, clients/ customers, and senior staff.

INAPPROPRIATE BEHAVIOURS IN THE LAST 12 MONTHS
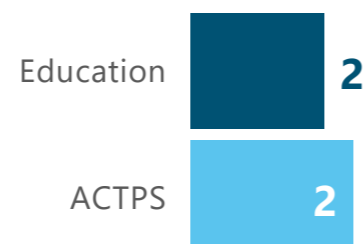
% EXPERIENCED

BULLYING

Education	14
ACTPS	14

AGGRESSION/VIOLENCE

Education	9
ACTPS	10

DISCRIMINATION

Education	8
ACTPS	9

SEXUAL HARASSMENT

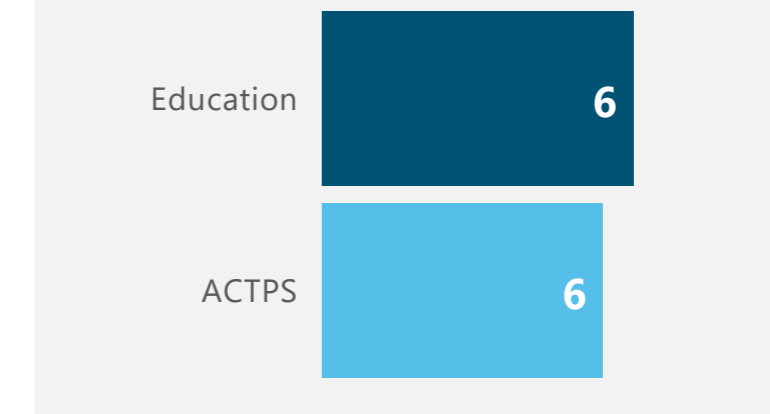|	
Education	2
ACTPS	2

% WITNESSED

CORRUPTION

Education	6
ACTPS	6

Staff were asked how often their work made them feel enthusiastic, happy, miserable, and burned out in the last three months.

These charts summarise those **four wellbeing questions into a single metric of frequent negative emotions**, identifying whether employees were:

- Rarely/never enthusiastic
- Rarely/never happy
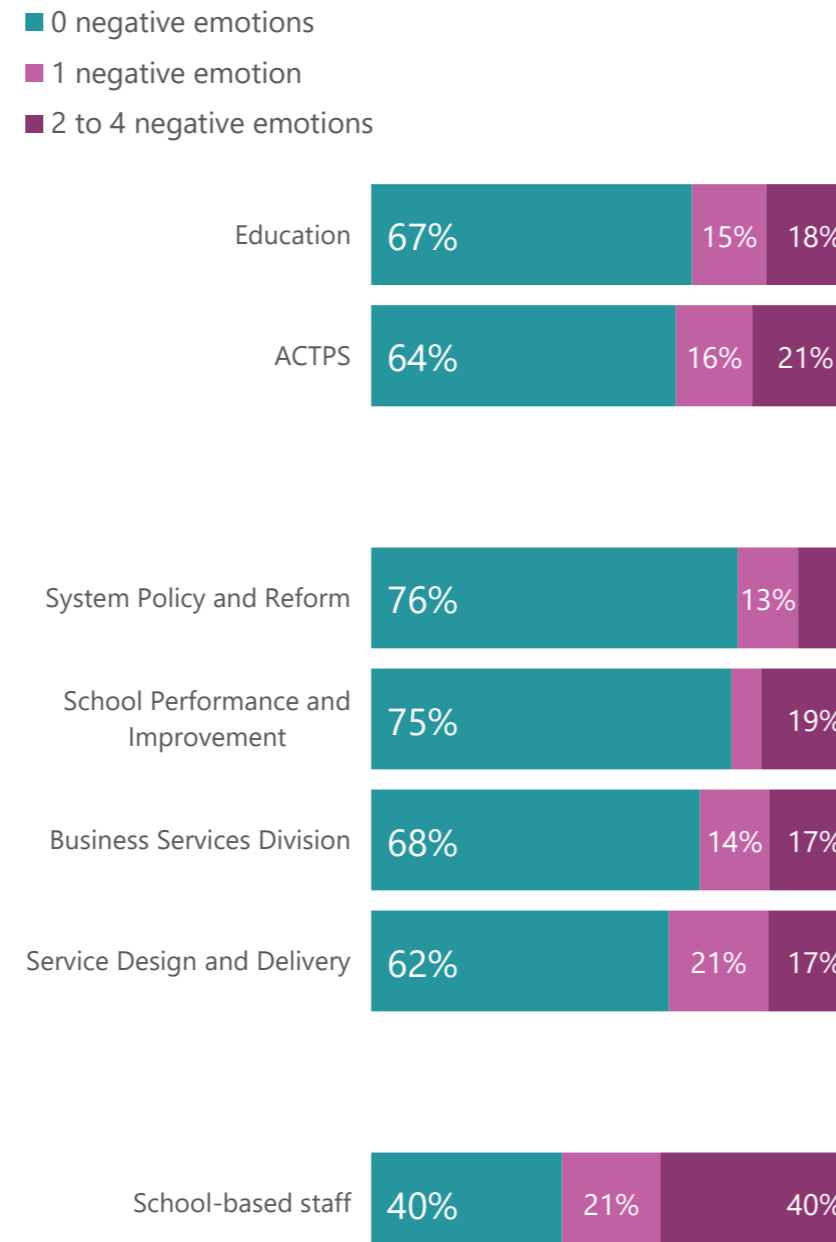- Always/often miserable
- Always/often burned out

Overall, **67% of Education employees reported no frequent experience of negative emotions as a result of work** in the last three months, 16% had frequently experienced one negative emotion and 21% reported more than one.

The chart on the right illustrates the **relationship between wellbeing and employee commitment or goodwill towards one another**.

IMPACT OF WELLBEING AT WORK
NEGATIVE EMOTIONS EXPERIENCED IN THE LAST 3 MONTHS

Percentage of employees experiencing frequent negative emotions

- 0 negative emotions
- 1 negative emotion
- 2 to 4 negative emotions

Division	0	1	2 to 4
Education	67%	15%	18%
ACTPS	64%	16%	21%
System Policy and Reform	76%	13%	
School Performance and Improvement	75%		19%
Business Services Division	68%	14%	17%
Service Design and Delivery	62%	21%	17%
School-based staff	40%	21%	40%

Impact on employee engagement and commitment/loyalty
School-based staff included

Employees in each division with:
- 0 frequent negative emotions
- 1 frequent negative emotion
- 2 to 4 frequent negative emotions

COMMITMENT AND LOYALTY

ENGAGEMENT

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Across Education, **27% of staff reported high, very high, or severe level of work-related stress.**

The most common reported causes of work related stress were **time pressure** and **workload**. The chart on the left shows current work-related stress as the percentage of employees that responded high, very high, or severe levels of work-related stress.

The table on the right shows the top two main causes selected by employees for their work-related stress.

WORK-RELATED STRESS

CURRENT LEVEL OF WORK-RELATED STRESS
% high, very high, severe
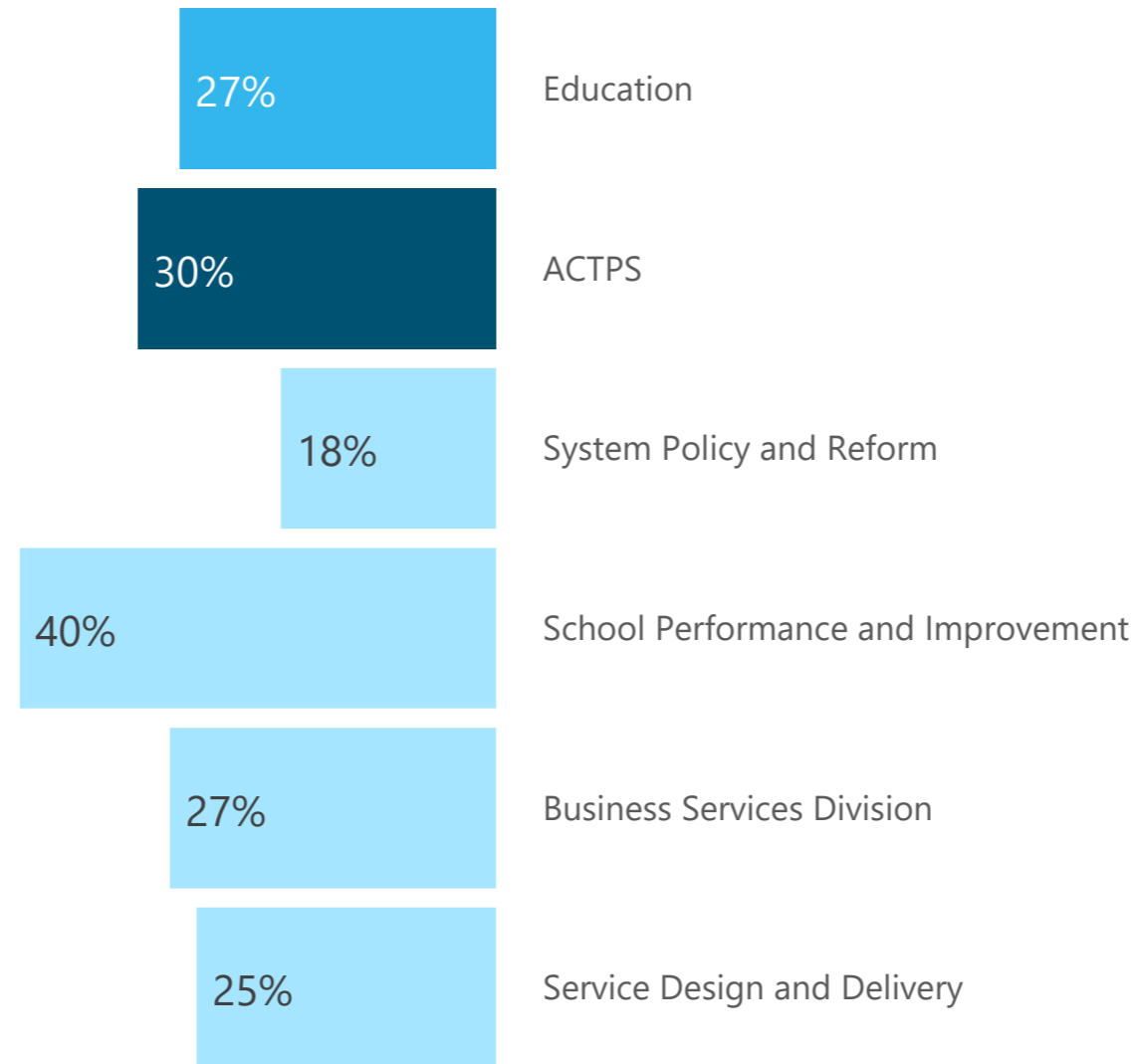
MAIN CAUSES OF WORK-RELATED STRESS
Top 2 causes for each division

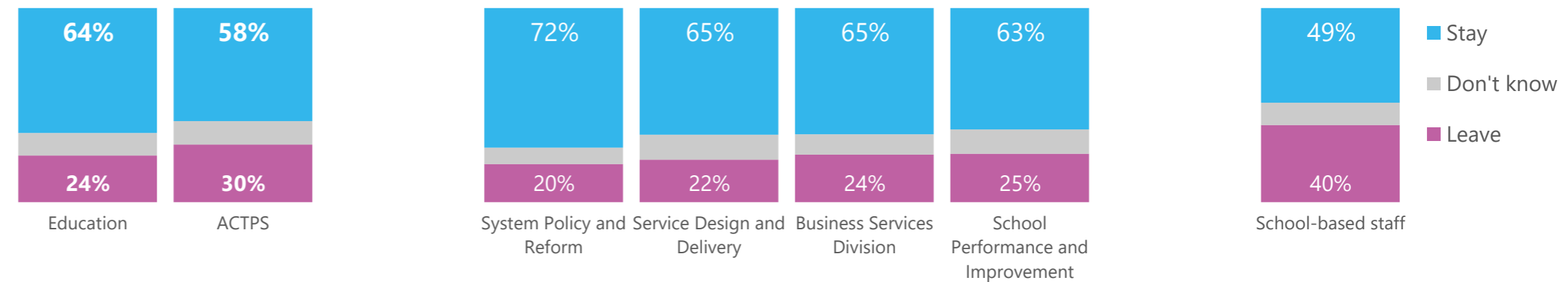| Division	%	Cause 1	Cause 2
Education	27%	Time pressure	Amount of work (workload)
ACTPS	30%	Time pressure	Amount of work (workload)
System Policy and Reform	18%	Time pressure	Amount of work (workload)
School Performance and Improvement	40%	Time pressure / Amount of work (workload) / Staff shortages (Equal first)	
Business Services Division	27%	Time pressure	Amount of work (workload)
Service Design and Delivery	25%	Amount of work (workload)	Time pressure

Employees were asked about their career intentions for the next two years.

64% of Education employees expect to stay in their directorate, with 24% expecting to leave, and 12% uncertain. These are shown in the top chart.

The charts at the bottom, show the reasons behind employees' plan to stay, and the reasons behind their plan to leave.

CAREER INTENTIONS

Which of the following best describes your most likely career plan for the next two years?

	Stay	Don't know	Leave
Education	64%		24%
ACTPS	58%		30%
System Policy and Reform	72%		20%
Service Design and Delivery	65%		22%
Business Services Division	65%		24%
School Performance and Improvement	63%		25%
School-based staff	49%		40%

Legend: ■ Stay ■ Don't know ■ Leave

REASONS FOR **STAYING**

Reason	%
I can continue to work in a field of interest	
My work here is recognised and appreciated	24%
Job security	21%
Values/goal align with organisation's	20%
Good relationship with immediate manager	19%
Good relationship with other team members	18%
Good location/travel time	16%
Good remuneration	14%
Broad range of experiences	13%
Collaborative work environment	13%
Good future career opportunities	10%
I expect promotion/advancement	9%
Good developmental opportunities	9%
Good organisational leadership	9%
I currently enjoy an appropriate workload	8%
No desire to try a different type of work	7%
No opportunity to leave	4%
Other	2%

REASONS FOR **LEAVING**

Reason	%
Opportunity to broaden experience	39%
Lack of future career opportunities	32%
Opportunity to work in a field of interest	31%
To seek/take a promotion elsewhere	29%
Desire to try a different type of work	23%
My workload is excessive	21%
Poor organisational leadership	19%
A lack of recognition for doing a good job	12%
For better remuneration	12%
Not team oriented/collaborative	11%
Poor relationship with immediate manager	7%
Lack of job security in my current position	5%
Lack of developmental opportunities	5%
Better location/reduce travel time	5%
Poor relationship with other team members	5%
No opportunity to stay	4%
Values/goals not aligned with organisation's	4%
Other	4%

Building on our strengths and areas where we can do better

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This diagram identifies areas of strength for each Education division by applying an algorithm over the results.

These factors are where the division scored well, compared to the Education average.

Recognising the strengths of each division can help form the basis for building on the areas for improvement.

STRENGTHS FOR EACH DIVISION

	School Performance and Improvement	System Policy and Reform	Business Services Division	Service Design and Delivery
Barriers to productivity		■		
Change management				■
Customer service culture		■		
Goal clarity				
Innovation			■	
Internal communication				■
Job security		■		
Leadership				■
Learning and development	■		■	
Mobility	■			
Recognition			■	
Remuneration and conditions	■			

NOTE: Darker blue indicates key drivers of Key Outcome Measures for Education

This diagram identifies the factors that are weaker in each division by applying an algorithm over the results.

These factors are where the division scored weaker, compared to the Education average.

This is one of several considerations that should be taken into account when formulating action strategies.
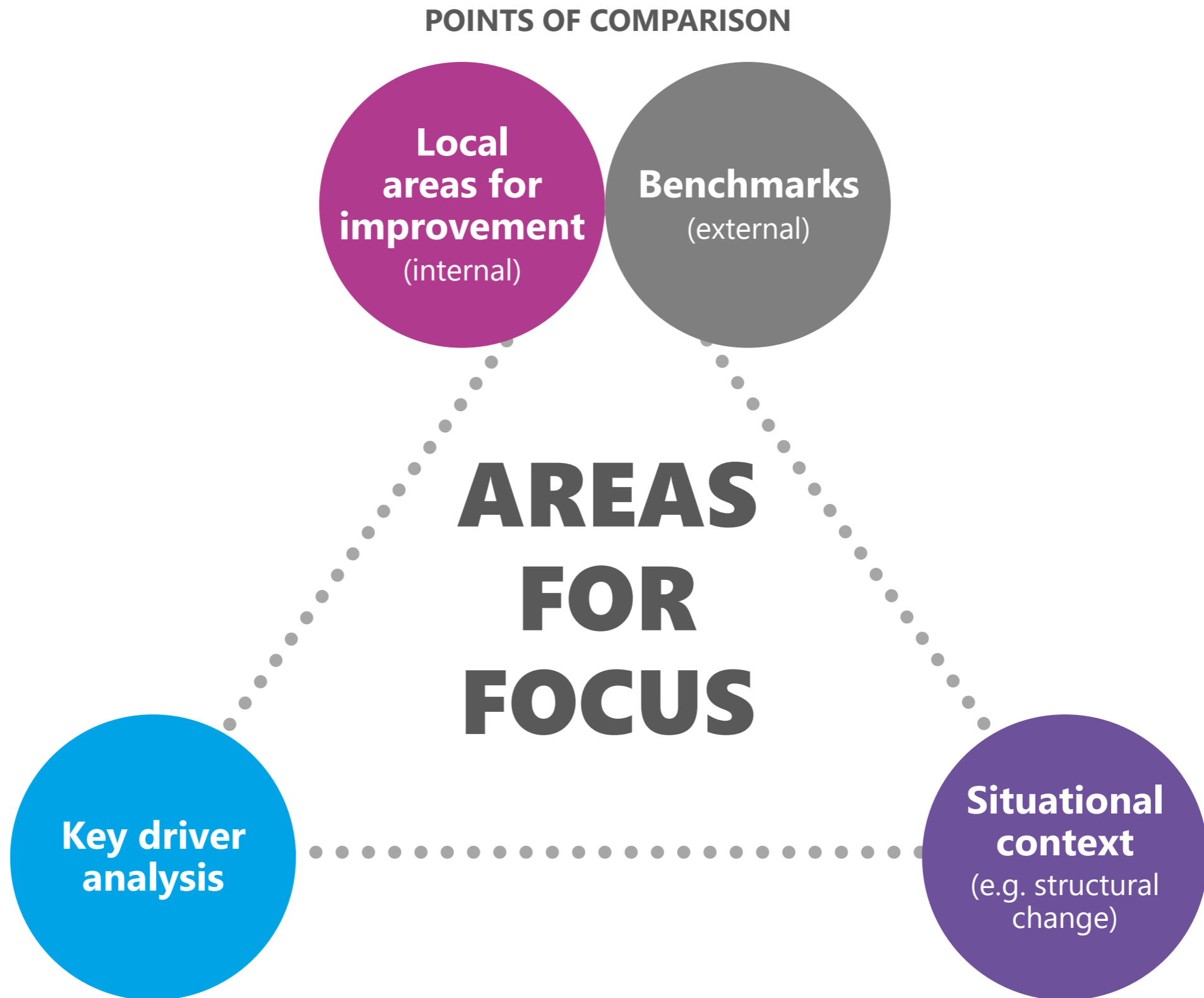
AREAS FOR IMPROVEMENT FOR EACH DIVISION

	School Performance and Improvement	System Policy and Reform	Business Services Division	Service Design and Delivery
Barriers to productivity			■	
Change management				
Innovation		■		
Intrinsic rewards	■			
Job security			■	
Job-skills match	■			
Learning and development				■
Mobility		■		
Recognition		■		
Remuneration and conditions				
Support for health and wellbeing			■	
Workload management				

NOTE: Darker blue indicates key drivers of Key Outcome Measures for Education

Survey results are a powerful tool for prioritising action strategies. In responding to staff concerns it is best to 'triangulate' or balance the following considerations:

- **Internal points of comparison**. How your work area is performing relative to Education as a whole.

- **External benchmarks**. How your work area is performing relative to the ACTPS overall.

- **Key driver analysis**. This provides insight into the workplace metrics that will have the biggest impact on Key Outcome Measures.

- **Situational context**. Circumstances, such as recent organisational change, or the type of work your work area does, can inform how you make sense of and respond to results that are low relative to the above benchmarks.

POINTS OF COMPARISON

Local areas for improvement (internal)

Benchmarks (external)

AREAS FOR FOCUS

Key driver analysis

Situational context (e.g. structural change)

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