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1. Executive Summary

Background and Significance

DCLM Science Division engaged the OSA Group to conduct a comprehensive employee attitude survey. The planning, design, implementation and analysis of the survey were conducted between August and November 2002.

The purpose of the employee survey was to collect the perceptions of DCLM Science Division staff on a range of critical organisational factors that influence the success of the division.

Evaluation of these factors provides a current overview of the organisational climate of the Division and acts as a benchmark for measuring the results of future surveys.

DCLM Science Division employees were invited to complete the DCLM Science Division - Employee Attitude Survey 2002 and the Work Environment Scale (Form R and Form I). The DCLM Science Division Employee Survey was developed to obtain division specific insight. The Work Environment Scale (WES) was used to gain a comparison between science division employee assessments of organizational performance relative to that of the general population as assessed by the WES.

Staff were informed that their individual responses would remain confidential.

Major Findings

Response Rate- Work Environment Scale

Ninety-six employees completed the Form R and Form I of the Work Environment Scale.

As expected, responses to the WES (Form R and Form I) indicate that employees prefer a high level of involvement, coworker cohesion, and supervisor support in the workplace; they also want a relatively high emphasis on autonomy, task orientation, innovation and physical comfort.

The subscale where results suggest some deviation from the normative sample related to managerial control, specifically management's uses rules and procedures to keep employees under control. Employee responses to questions related to this subscale indicate that DCLM Science Division employees assess the current amount of managerial control to be less than that of "other" work environments and that it is at an appropriate level.

Response Rate- DCLM Science Division Employee Attitude Scale

One hundred and six employees completed and returned the DCLM Science Division Employee Survey representing 70% of DCLM Science Division staff. This indicates a high level of commitment to the initiative.

Factors identified as positive contributors to organisational performance included:

- The working relationship between staff within their work areas.
- The leadership behaviours demonstrated by immediate supervisor/ managers.
- The amount of autonomy staff perceive themselves as having in relation to setting their work priorities and decision making in relation to job performance.
- The relevance and application of the work in relation to personal professional development.

Factors identified as requiring attention included:

- Communication by Senior Management on important issues such as the strategic direction of the organisation.
- Professional development opportunities of staff, with respect to relevance and career progression.
- The ability of Senior Management to foster collaboration among work groups.
- Senior Management's management of organisational change.
- Senior Management's accountability.

Recommendations and Strategies

The following recommendations are intended as suggestions as they are conclusions drawn from interpretations of the data only, and do not include input from DCLM Science Division staff. The efficiency of the final recommendations will be dependant upon discussion of the results in management and focus group forums.

Recommendations

1. Review the communicative infrastructure between: - Whole of Department – Division Director – Group Manager – Immediate Supervisor.
2. Develop a “collaborative group” across divisions who discuss common issues and make recommendations to the Whole of Department level.
3. Articulate the strategic direction for the science division and its linkage to the Whole of Department strategic plan.
4. The implementation of a professional development audit which:
 - Identifies vocational needs
 - Matches skills to meet those needs
 - Provide targeted skill development (on the job and off the job training)
 - Articulates a response identifying opportunities
5. An evaluation of IDAPES is recommended.
6. The implementation of a range of employee well-being programs that also feed into what that employees consider the most important generic issue –Work/Life Balance

Other Recommendations**Focus Group Discussion**

Across the Division, responses suggest that employees have concerns in relation to Senior Management’s commitment and ability to provide opportunity for developing new skills, fostering collaboration among work groups and establishing a climate where people can question or contribute to improving on how things are done. Responses also indicate concerns with Senior Management’s professional development planning specifically with regard to acknowledgment of individual needs and interest.

Closer examination of the results however suggests variations among “work groups” (demographic category) in their assessment of “importance versus performance” in relation to these issues. Further exploration and analysis of the specific concerns of each group is necessary and could be achieved through targeted focus group discussion.

The application of this approach across all demographic categories would eventuate in action plan development specific and relevant to needs and perceptions of the demographic group and would be preferable to a “one size fits all” approach.

In terms of other demographics groups it would appear that a focus on:

- Technical staff
- Newer staff
- Staff levels L1 to L3

across issues related to vertical communication, leadership and professional development would be advantageous.

2. Survey Methodology

One hundred and forty five surveys were distributed to DCLM Science Division staff by internal mail. It was requested that staff return the completed surveys to the OSA Group for data input and analysis, thereby guaranteeing confidentiality. Sessions were made available during work hours across all Science Division locations for staff to complete the survey. An OSA consultant was available during these sessions to address concerns related to participation in the survey.

In addition to the DCLM Science Division -Employee Attitude Survey 2002, each employee received the Work Environment Scale (Form R and Form I) for completion.

2.1 Work Environment Scale (Form R and Form I)

The Real Form (Form R) measures managers' and employee's perceptions of their **current** work environment. The Ideal Form (Form I) measures managers' and employees' conceptions of the **ideal** work environment.

Each form contains 90 statements and participants are asked to rate each statement True or False.

The Work Environment Scale (WES) consists of 10 sub scales that measure the actual and preferred environments of work settings. These 10 WES sub scales assess three underlying sets of dimensions. The sub scales are further described in the table below.

Work Environment Scale Sub scales and Descriptions

Relationship Dimensions

1. *Involvement:* the extent to which employees are concerned about and committed to their jobs
2. *Coworker Cohesion:* how much employees are friendly of one another
3. *Supervisor Support:* the extent to which management is supportive of employees and encourages employees to be supportive of one another

Personal Growth Dimensions

4. *Autonomy:* how much employees are encouraged to be self-sufficient and to make their own decisions
5. *Task Orientation:* the emphasis on good planning, efficiency, and getting the job done
6. *Work Pressure:* the degree to which high work demands and time dominate the job milieu

System Maintenance and Change Dimensions

7. *Clarity* whether employees know what to expect in their daily routine and how explicitly rules and policies are communicated
8. *Managerial Control:* how much management uses rules and procedures to keep employees under control
9. *Innovation:* the emphasis on variety, change and new approaches
10. *Physical Comfort:* the extent to which the physical surroundings contribute to a pleasurable work environment

2.2 DCLM Science Division Employee Attitude Survey

Item & Category Generation

During September 2002, consultants from OSA conducted two focus groups at the DCLM Science Division office in Kensington. Staff representing all major work areas participated in the focus groups. Data from the focus groups was utilised to identify current organisational issues and to generate survey question items. The key concepts offered as a structure for the development of focus group discussion included leadership, decision making, employee-employee interpersonal relationship, supervisor-employee interpersonal relationship, manager-manager interpersonal relationship, change processes, key stressors, communication, work satisfaction, roles and responsibilities, and “other” issues.

The survey questions or items were grouped into categories. The categories (designed to reflect the discussion generated by the focus groups) were developed to provide pertinent information relating to DCLM Science Division’s organisational climate. Of note, these categories can also be utilised for benchmarking against future DCLM Science Division survey results.

2.3 Question Response Formats

Survey responses were rated using a seven-point Likert scale. Two response formats were used in the DCLM Science Division survey. Respondents were asked to rate survey items by either “Importance & Performance” and by level of “Agreement”.

Questions rated by “Importance & Performance” (Part 2 A) were contained in the following categories:

- Leadership – Whole of Department Level
- Leadership – Division Director
- Leadership – Group Manager
- Leadership – Immediate Supervisor/Manager
- Work Relationships
- Professional Development
- Autonomy
- Innovation and Improvement

Questions rated from “Strongly Disagree” to “Strongly Agree” (Part 2 B) were contained in the following categories:

- | | |
|------------------------------|----------------------------------|
| • Recognition/Feedback | • Equal Opportunity |
| • Communication – Vertical | • Role Clarity |
| • Communication – Horizontal | • Occupational Health and Safety |
| • Communication – Strategic | • Health |
| • Job Satisfaction | • Skills and Knowledge |
| • Work Demands | • Change |
| • Work/Life Balance | • Infrastructure/ Resources |
| • Morale | • Continual improvement |
| • Commitment | • Job Security |
| • Productivity | |

3. Results

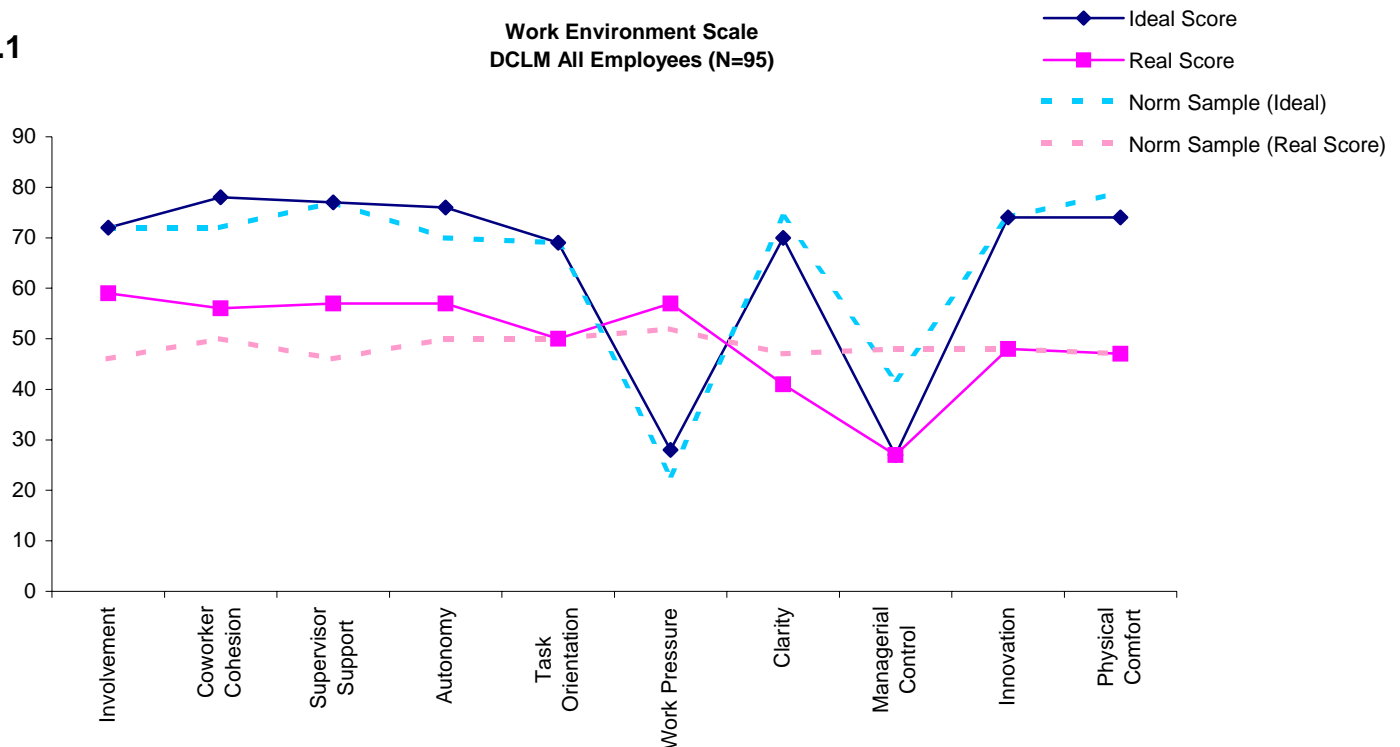
3.1 Work Environment Scale (WES)

As expected, responses to the WES (Form R and Form I) indicate that employees prefer a high level of involvement, coworker cohesion, and supervisor support in the workplace; they also want a relatively high emphasis on autonomy, task orientation, innovation and physical comfort.

A comparison of responses on the Form R and Form I indicates that employees want more emphasis in each of the sub scales items than is currently perceived to exist with the exception of managerial control where responses to items in this subscale indicate that DCLM Science Division employees assess the amount of managerial control in their current environment to be less than that of “other” work environments and that it’s current application is assessed to be at an appropriate level.

Fig. 1 represents the WES Form R and Form I sub-test averages for the normative sample as compared to DCLM Science Division staff responses on each of the sub scales for both forms.

Fig.1



3.2 DCLM Science Division Employee Attitude Survey

3.2.1 Quantitative Analysis

The quantitative results for the Employee Attitude Survey 2002 are presented in three sections. The first section provides the Summary of Results for categories rated according to “Importance & Performance”. The second section presents the Summary of Results for categories rated by “Agreement”. The third section of quantitative analysis presents the Summary or Results for “Important Relationships” between categories and question items.

3.2.2 Response Statistics

The overall number of people responding to the survey was 106. This constitutes a 70% response rate and indicates a high level of staff involvement as well as providing a data sample from which valid conclusion can be drawn. Table 1. shows the breakdown of responses by demographic group.

Table 1. Responses by Demographic Group

RESPONSE STATISTICS DCLM Science Division Attitude Survey - October, 2002 <i>All Employees (106)</i>			
GROUP		GENDER	
Biological Information	23	Male	65
Biodiversity Conversation	47	Female	37
Forest and Tree Corps	28	Unspecified	4
Astronomical Services	3		
* Unspecified	5		
JOB STATUS		JOB TYPE	
Permanent	71	Manager	7
Contract	20	Scientist	41
Part time	7	Technical	39
Full time	6	Administration	17
Casual	2	Unspecified	2
* Unspecified	0		
Length of Service		AGE	
< 2 years	8	< 20	0
2 - 5 years	12	20 - 30	9
6 - 10 years	15	31 - 40	15
11 - 20 years	37	41 - 50	49
21 - 30 years	20	51 - 60	27
30 + years	12	> 60	3
* Unspecified	2	Unspecified	3
		JOB LEVEL	
		L7 +	16
		L4 - L6	52
		L1 - L3	37
		* Unspecified	1

* Indicates the questionnaire returned where this demographic had been omitted

3.2.3 Importance & Performance Ratings

Section 2A of the survey contained statements falling into the following categories with instructions to rate each statement according to **importance** (where 1 = 'not at all important' and 7 = 'very important' and according to **performance** (where 1= performing poorly and 7= performing extremely well)).

- Leadership – Whole of Department Level
- Leadership – Division Director
- Leadership – Group Manager
- Leadership – Immediate Supervisor/Manager
- Work Relationships
- Professional Development
- Autonomy
- Innovation and Improvement

The following tables present the summary of results for "Importance" ratings and "Performance" ratings.

The "Gap" ratings were obtained by calculating the difference between the "Importance" and "Performance" scores. This assists identifying issues that require attention.

Table 2 (1/1 & 1/2) indicates the "Important" factors as rated by all employees (N=106) from most important to least important. How each of these rated in relation to "Performance" is also indicated, as are the "Gap" ratings.

Table 3 (1/1 & 1/2) indicates the "Performance" factors as rated by all employees (N=106) in order from those assessed as performing well to those performing poorly. The "Importance" and "Gap" ratings for each item are also shown.

Table 2

SUMMARY OF RESULTS - RANKED BY 'IMPORTANCE' (Page 1/2)

DCLM Science Division
Attitude Survey - October, 2002
Results for: All Employees (106)

VARIABLE	IMP		PERF		GAP	
	Avg	Rank	Avg	Rank	Avg	Rank
[Q57] Immediate Supervisor/Manager - Treats employees with respect	6.53	1	5.99	2	0.54	96
[Q7] Whole of Department Level - Treat employees with respect	6.48	2	4.69	79	1.79	14
[Q39] Group Manager - Treats employees with respect	6.48	3	5.53	16	0.95	65
[Q55] Immediate Supervisor/Manager - Is approachable	6.48	3	6.10	1	0.38	103
[Q56] Immediate Supervisor/Manager - Is willing to listen	6.47	5	5.94	4	0.53	97
[Q20] Division Director - Treats employees with respect	6.46	6	5.36	30	1.10	55
[Q95] Professional Development (Department) - The work I am involved in is relevant and applied	6.43	7	5.94	3	0.49	98
[Q71] Immediate Supervisor/Manager - Is easy to access	6.41	8	5.80	6	0.61	89
[Q80] Work Relationships - There is a good team spirit within my work group	6.41	9	5.46	24	0.95	64
[Q61] Immediate Supervisor/Manager - Keeps employees well informed about important matters	6.41	10	5.32	34	1.09	56
[Q19] Division Director - Are concerned about employee welfare	6.40	11	5.00	56	1.40	29
[Q79] Work Relationships - Staff work well together to meet goals and objectives	6.38	12	5.57	14	0.81	72
[Q58] Immediate Supervisor/Manager - Encourages me to develop ideas	6.37	13	5.76	7	0.62	88
[Q78] Work Relationships - I can work with the people in my area	6.36	14	5.87	5	0.49	99
[Q15] Division Director - Has a clear sense of purpose and strategic direction for the Science Division	6.35	15	4.91	64	1.44	27
[Q60] Immediate Supervisor/Manager - Conducts good science that is relevant and applied	6.34	16	5.67	12	0.67	83
[Q30] Division Director - Is willing to make the hard decisions when required	6.34	17	5.01	55	1.33	34
[Q38] Group Manager - Are concerned about employee welfare	6.33	18	5.13	48	1.20	45
[Q99] Autonomy - I am given the opportunity to make improvements in mywork area	6.33	18	5.47	21	0.86	68
[Q41] Group Manager - Keeps employees well informed about important matters	6.33	20	5.00	56	1.33	33
[Q100] Innovation and Improvement - I am consulted about changes relevant to my job	6.32	21	5.03	54	1.29	37
[Q69] Immediate Supervisor/Manager - Leads by example	6.32	22	5.43	26	0.88	66
[Q48] Group Manager - Is willing to make the hard decisions when required	6.31	23	5.06	51	1.25	40
[Q85] Work Relationships - Employees treat each other with respect and courtesy	6.31	24	5.73	8	0.58	92
[Q9] Whole of Department Level - Keep employees well informed about important matters	6.31	25	4.33	91	1.98	5
[Q98] Autonomy - I having adequate decision making power to influence the way my job is performed	6.30	26	5.72	10	0.59	91
[Q68] Immediate Supervisor/Manager - Is a good communicator	6.29	27	5.33	33	0.97	62
[Q22] Division Director - Keeps employees well informed about important matters	6.28	28	4.79	77	1.49	25
[Q72] Immediate Supervisor/Manager - Is willing to make the hard decisions when required	6.27	29	5.46	23	0.80	76
[Q11] Whole of Department Level - Lead by example	6.26	30	4.29	93	1.97	7
[Q8] Whole of Department Level - Encourage employees to develop ideas	6.25	31	4.41	89	1.84	12
[Q33] Division Director - Manages change well	6.24	32	5.04	52	1.20	46
[Q50] Group Manager - Deals with issues in an appropriate and timely manner	6.23	33	4.84	74	1.39	30
[Q16] Division Director - Clearly communicates Science Division's goals and strategic direction	6.23	34	4.86	68	1.37	31
[Q40] Group Manager - Encourages employees to develop ideas	6.23	35	5.08	49	1.15	50
[Q43] Group Manager - Leads by example	6.23	36	4.79	76	1.43	28
[Q21] Division Director - Encourages employees to develop ideas	6.22	37	5.03	53	1.19	47
[Q24] Division Director - Leads by example	6.22	37	5.00	56	1.22	42
[Q52] Group Manager - Is easy to access	6.22	39	5.48	20	0.73	78
[Q90] Professional Development (Department) - When work processes or job requirements change, appropriate training is available	6.22	40	4.52	85	1.69	16
[Q29] Division Director - Conducts good science that is relevant and applied	6.22	41	5.34	32	0.87	67
[Q53] Immediate Supervisor/Manager - Fosters collaboration in my work group	6.20	42	5.40	27	0.81	74
[Q32] Division Director - Deals with issues in an appropriate and timely manner	6.20	43	5.15	45	1.05	58
[Q82] Work Relationships - My peers can be relied upon for support when things get difficult at work	6.20	44	5.55	15	0.65	86
[Q89] Professional Development (Department) - The Department supports the professional development of its employees	6.20	44	4.57	83	1.62	19
[Q87] Professional Development (Department) - I have the opportunity to update my job skills	6.19	46	4.60	81	1.59	20
[Q6] Whole of Department Level - Are concerned about employee welfare	6.19	47	4.47	86	1.72	15
[Q67] Immediate Supervisor/Manager - Is a good role model	6.19	47	5.44	25	0.75	77
[Q86] Work Relationships - I feel conflict is managed appropriately	6.19	49	5.00	56	1.19	48
[Q14] Whole of Department Level - Manage change well	6.18	50	4.12	101	2.06	2
[Q47] Group Manager - Conducts good science that is relevant and applied	6.17	51	5.20	42	0.97	61
[Q88] Professional Development (Department) - I have career development opportunities	6.16	52	4.17	98	1.99	4

Variable is a TOP 10 'IMPORTANCE' Score

Variable is a TOP 10 'PERFORMANCE' Score

Variable is a TOP 10 'GAP' Score

LEGEND

SUMMARY OF RESULTS - RANKED BY 'IMPORTANCE' (Page 2/2)

DCLM Science Division
Attitude Survey - October, 2002
Results for: All Employees (106)

VARIABLE	IMP		PERF		GAP	
	Avg	Rank	Avg	Rank	Avg	Rank
[Q31] Division Director - Achieves the outcomes necessary for the smooth functioning of the Science Division	6.16	53	4.86	67	1.29	36
[Q49] Group Manager - Achieves the outcomes necessary for the smooth functioning of the Science Division.	6.15	54	4.88	65	1.27	39
[Q26] Division Director - Is accountable to staff	6.15	55	4.84	71	1.30	35
[Q54] Immediate Supervisor/Manager - Insists on the best performance	6.14	56	5.49	19	0.65	84
[Q2] Whole of Department Level - Have a clear sense of purpose and strategic direction for the Science Division	6.14	57	4.21	95	1.93	8
[Q45] Group Manager - Is accountable to staff	6.14	57	4.84	71	1.29	38
[Q70] Immediate Supervisor/Manager - Is accountable to staff	6.12	59	5.14	47	0.98	60
[Q74] Immediate Supervisor/Manager - Deals with issues in an appropriate and timely manner	6.12	59	5.16	43	0.96	63
[Q81] Work Relationships - I feel accepted by other staff	6.10	61	5.68	11	0.41	101
[Q34] Group Manager - Has a clear sense of purpose and strategic direction for the Science Division	6.09	62	4.94	62	1.16	49
[Q51] Group Manager - Manages change well	6.09	63	4.97	60	1.12	51
[Q75] Immediate Supervisor/Manager - Manages change well	6.08	64	5.38	29	0.71	80
[Q36] Group Manager - Fosters collaboration among work groups	6.08	65	4.59	82	1.49	24
[Q84] Work Relationships - I receive support and assistance from my colleagues	6.08	66	5.53	17	0.55	95
[Q96] Professional Development (Department) - I am up to date with the latest technology and innovations	6.08	66	5.07	50	1.01	59
[Q46] Group Manager - Uses the most appropriate technology	6.06	68	5.38	28	0.68	82
[Q23] Division Director - Does things consistently from one time to the next	6.06	69	4.85	70	1.21	43
[Q102] Innovation and Improvement - People in my workgroup continually try to improve our work group performance	6.06	70	5.22	40	0.84	71
[Q17] Division Director - Fosters collaboration among work groups	6.05	71	4.20	96	1.86	10
[Q105] Innovation and Improvement - The Department has established a climate where people can question our way of doing things to improve things	6.05	72	4.41	88	1.64	18
[Q97] Autonomy - I set my work priorities	6.05	73	5.73	9	0.32	104
[Q13] Whole of Department Level - Are accountable to staff	6.04	74	4.16	99	1.88	9
[Q35] Group Manager - Clearly communicates Science Division's goals and strategic direction	6.04	75	4.81	75	1.23	41
[Q59] Immediate Supervisor/Manager - Uses the most appropriate technology	6.04	76	5.64	13	0.40	102
[Q77] Work Relationships - I find that co-workers get along well with each other	6.04	77	5.47	21	0.57	94
[Q28] Division Director - Uses the most appropriate technology	6.03	78	5.23	39	0.81	75
[Q94] Professional Development (Department) - I believe that the Department offers long-term career opportunities for me	6.02	79	4.05	103	1.97	6
[Q101] Innovation and Improvement - People in my workgroup are encouraged to come up with innovative solutions to work-related problems	6.02	79	5.16	43	0.86	69
[Q1] Whole of Department Level - Have a clear sense of purpose and strategic direction for the Department.	5.98	81	4.13	100	1.85	11
[Q42] Group Manager - Does things consistently from one time to the next	5.97	82	4.86	66	1.10	54
[Q66] Immediate Supervisor/Manager - Fosters collaboration among work groups	5.95	83	5.14	46	0.81	73
[Q37] Group Manager - Insists on best performance only	5.95	84	4.84	73	1.11	53
[Q64] Immediate Supervisor/Manager - Has a clear sense of purpose and direction for the Science Division	5.94	85	5.35	31	0.59	90
[Q10] Whole of Department Level - Do things consistently from one time to the next	5.94	86	4.28	94	1.65	17
[Q83] Work Relationships - My peers are willing to listen to my work related problems	5.93	87	5.51	18	0.42	100
[Q27] Division Director - Is easily accessed	5.93	88	5.28	35	0.65	85
[Q12] Whole of Department Level - Foster leadership skills	5.92	89	4.55	84	1.37	32
[Q18] Division Director - Insists on best performance only	5.92	90	4.71	78	1.21	44
[Q73] Immediate Supervisor/Manager - Achieves the outcomes necessary for the smooth functioning of the Science Division	5.92	90	5.22	41	0.70	81
[Q25] Division Director - Fosters leadership skills	5.91	92	4.85	69	1.05	57
[Q104] Innovation and Improvement - The Department values innovation of quality services	5.90	93	4.45	87	1.45	26
[Q93] Professional Development (Department) - There are opportunities within the Department for developing new skills	5.90	94	4.08	102	1.82	13
[Q3] Whole of Department Level - Clearly communicates the Department's goals and strategic direction	5.87	95	4.29	92	1.58	21
[Q63] Immediate Supervisor/Manager - Does things consistently from one time to the next	5.87	96	5.24	37	0.62	87
[Q91] Professional Development (Department) - I am encouraged to pursue further professional development	5.86	97	4.36	90	1.51	23
[Q4] Whole of Department Level - Foster collaboration among work groups	5.86	98	3.54	105	2.32	1
[Q62] Immediate Supervisor/Manager - Links the Science Division's objectives to my team's goals	5.84	99	5.27	36	0.58	93
[Q103] Innovation and Improvement - In the Science Division, new and different ideas are always being tried out	5.80	100	4.69	80	1.12	52
[Q44] Group Manager - Fosters leadership skills	5.79	101	4.94	63	0.85	70
[Q92] Professional Development (Department) - The professional development planning within the Department takes into account my individual needs and interests	5.78	102	3.74	104	2.04	3
[Q5] Whole of Department Level - Insist on best performance only	5.70	103	4.18	97	1.52	22
[Q65] Immediate Supervisor/Manager - Clearly communicates the Science Division purpose and strategic plan	5.65	104	4.94	61	0.71	79
[Q76] Work Relationships - Co workers having adequate opportunity to mix socially at work	5.39	105	5.24	38	0.15	105

Variable is a TOP 10 'IMPORTANCE' Score

Variable is a TOP 10 'PERFORMANCE' Score

Variable is a TOP 10 'GAP' Score

LEGEND

Table 3

SUMMARY OF RESULTS - RANKED BY 'PERFORMANCE' (Page 1/2)

DCLM Science Division

Attitude Survey - October, 2002

Results for: All Employees (106)

VARIABLE	PERF		IMP		GAP	
	Avg	Rank	Avg	Rank	Avg	Rank
[Q55] Immediate Supervisor/Manager - Is approachable	6.10	1	6.48	3	0.38	103
[Q57] Immediate Supervisor/Manager - Treats employees with respect	5.99	2	6.53	1	0.54	96
[Q95] Professional Development (Department) - The work I am involved in is relevant and applied	5.94	3	6.43	7	0.49	98
[Q56] Immediate Supervisor/Manager - Is willing to listen	5.94	4	6.47	5	0.53	97
[Q78] Work Relationships - I can work with the people in my area	5.87	5	6.36	14	0.49	99
[Q71] Immediate Supervisor/Manager - Is easy to access	5.80	6	6.41	8	0.61	89
[Q58] Immediate Supervisor/Manager - Encourages me to develop ideas	5.76	7	6.37	13	0.62	88
[Q85] Work Relationships - Employees treat each other with respect and courtesy	5.73	8	6.31	24	0.58	92
[Q97] Autonomy - I set my work priorities	5.73	9	6.05	73	0.32	104
[Q98] Autonomy - I having adequate decision making power to influence the way my job is performed	5.72	10	6.30	26	0.59	91
[Q81] Work Relationships - I feel accepted by other staff	5.68	11	6.10	61	0.41	101
[Q60] Immediate Supervisor/Manager - Conducts good science that is relevant and applied	5.67	12	6.34	16	0.67	83
[Q59] Immediate Supervisor/Manager - Uses the most appropriate technology	5.64	13	6.04	76	0.40	102
[Q79] Work Relationships - Staff work well together to meet goals and objectives	5.57	14	6.38	12	0.81	72
[Q82] Work Relationships - My peers can be relied upon for support when things get difficult at work	5.55	15	6.20	44	0.65	86
[Q39] Group Manager - Treats employees with respect	5.53	16	6.48	3	0.95	65
[Q84] Work Relationships - I receive support and assistance from my colleagues	5.53	17	6.08	66	0.55	95
[Q83] Work Relationships - My peers are willing to listen to my work related problems	5.51	18	5.93	87	0.42	100
[Q54] Immediate Supervisor/Manager - Insists on the best performance	5.49	19	6.14	56	0.65	84
[Q52] Group Manager - Is easy to access	5.48	20	6.22	39	0.73	78
[Q77] Work Relationships - I find that co-workers get along well with each other	5.47	21	6.04	77	0.57	94
[Q99] Autonomy - I am given the opportunity to make improvements in my work area	5.47	21	6.33	18	0.86	68
[Q72] Immediate Supervisor/Manager - Is willing to make the hard decisions when required	5.46	23	6.27	29	0.80	76
[Q80] Work Relationships - There is a good team spirit within my work group	5.46	24	6.41	9	0.95	64
[Q67] Immediate Supervisor/Manager - Is a good role model	5.44	25	6.19	47	0.75	77
[Q69] Immediate Supervisor/Manager - Leads by example	5.43	26	6.32	22	0.88	66
[Q53] Immediate Supervisor/Manager - Fosters collaboration in my work group	5.40	27	6.20	42	0.81	74
[Q46] Group Manager - Uses the most appropriate technology	5.38	28	6.06	68	0.68	82
[Q75] Immediate Supervisor/Manager - Manages change well	5.38	29	6.08	64	0.71	80
[Q20] Division Director - Treats employees with respect	5.36	30	6.46	6	1.10	55
[Q64] Immediate Supervisor/Manager - Has a clear sense of purpose and direction for the Science Division	5.35	31	5.94	85	0.59	90
[Q29] Division Director - Conducts good science that is relevant and applied	5.34	32	6.22	41	0.87	67
[Q68] Immediate Supervisor/Manager - Is a good communicator	5.33	33	6.29	27	0.97	62
[Q61] Immediate Supervisor/Manager - Keeps employees well informed about important matters	5.32	34	6.41	10	1.09	56
[Q27] Division Director - Is easily accessed	5.28	35	5.93	88	0.65	85
[Q62] Immediate Supervisor/Manager - Links the Science Division's objectives to my team's goals	5.27	36	5.84	99	0.58	93
[Q63] Immediate Supervisor/Manager - Does things consistently from one time to the next	5.24	37	5.87	96	0.62	87
[Q76] Work Relationships - Co workers having adequate opportunity to mix socially at work	5.24	38	5.39	105	0.15	105
[Q28] Division Director - Uses the most appropriate technology	5.23	39	6.03	78	0.81	75
[Q102] Innovation and Improvement - People in my workgroup continually try to improve our work group performance	5.22	40	6.06	70	0.84	71
[Q73] Immediate Supervisor/Manager - Achieves the outcomes necessary for the smooth functioning of the Science Division	5.22	41	5.92	90	0.70	81
[Q47] Group Manager - Conducts good science that is relevant and applied	5.20	42	6.17	51	0.97	61
[Q74] Immediate Supervisor/Manager - Deals with issues in an appropriate and timely manner	5.16	43	6.12	59	0.96	63
[Q101] Innovation and Improvement - People in my workgroup are encouraged to come up with innovative solutions to work-related problems	5.16	43	6.02	79	0.86	69
[Q32] Division Director - Deals with issues in an appropriate and timely manner	5.15	45	6.20	43	1.05	58
[Q66] Immediate Supervisor/Manager - Fosters collaboration among work groups	5.14	46	5.95	83	0.81	73
[Q70] Immediate Supervisor/Manager - Is accountable to staff	5.14	47	6.12	59	0.98	60
[Q38] Group Manager - Are concerned about employee welfare	5.13	48	6.33	18	1.20	45
[Q40] Group Manager - Encourages employees to develop ideas	5.08	49	6.23	35	1.15	50
[Q96] Professional Development (Department) - I am up to date with the latest technology and innovations	5.07	50	6.08	66	1.01	59
[Q48] Group Manager - Is willing to make the hard decisions when required	5.06	51	6.31	23	1.25	40
[Q33] Division Director - Manages change well	5.04	52	6.24	32	1.20	46

LEGEND

Variable is a TOP 10 'PERFORMANCE' Score

Variable is a TOP 10 'IMPORTANCE' Score

Variable is a TOP 10 'GAP' Score

SUMMARY OF RESULTS - RANKED BY 'PERFORMANCE' (Page 2/2)

DCLM Science Division
Attitude Survey - October, 2002
Results for: All Employees (106)

VARIABLE	PERF		IMP		GAP	
	Avg	Rank	Avg	Rank	Avg	Rank
[Q21] Division Director - Encourages employees to develop ideas	5.03	53	6.22	37	1.19	47
[Q100] Innovation and Improvement - I am consulted about changes relevant to my job	5.03	54	6.32	21	1.29	37
[Q30] Division Director - Is willing to make the hard decisions when required	5.01	55	6.34	17	1.33	34
[Q19] Division Director - Are concerned about employee welfare	5.00	56	6.40	11	1.40	29
[Q24] Division Director - Leads by example	5.00	56	6.22	37	1.22	42
[Q41] Group Manager - Keeps employees well informed about important matters	5.00	56	6.33	20	1.33	33
[Q86] Work Relationships - I feel conflict is managed appropriately	5.00	56	6.19	49	1.19	48
[Q51] Group Manager - Manages change well	4.97	60	6.09	63	1.12	51
[Q65] Immediate Supervisor/Manager - Clearly communicates the Science Division purpose and strategic plan	4.94	61	5.65	104	0.71	79
[Q34] Group Manager - Has a clear sense of purpose and strategic direction for the Science Division	4.94	62	6.09	62	1.16	49
[Q44] Group Manager - Fosters leadership skills	4.94	63	5.79	101	0.85	70
[Q15] Division Director - Has a clear sense of purpose and strategic direction for the Science Division	4.91	64	6.35	15	1.44	27
[Q49] Group Manager - Achieves the outcomes necessary for the smooth functioning of the Science Division.	4.88	65	6.15	54	1.27	39
[Q42] Group Manager - Does things consistently from one time to the next	4.86	66	5.97	82	1.10	54
[Q31] Division Director - Achieves the outcomes necessary for the smooth functioning of the Science Division	4.86	67	6.16	53	1.29	36
[Q16] Division Director - Clearly communicates Science Division's goals and strategic direction	4.86	68	6.23	34	1.37	31
[Q25] Division Director - Fosters leadership skills	4.85	69	5.91	92	1.05	57
[Q23] Division Director - Does things consistently from one time to the next	4.85	70	6.06	69	1.21	43
[Q26] Division Director - Is accountable to staff	4.84	71	6.15	55	1.30	35
[Q45] Group Manager - Is accountable to staff	4.84	71	6.14	57	1.29	38
[Q37] Group Manager - Insists on best performance only	4.84	73	5.95	84	1.11	53
[Q50] Group Manager - Deals with issues in an appropriate and timely manner	4.84	74	6.23	33	1.39	30
[Q35] Group Manager - Clearly communicates Science Division's goals and strategic direction	4.81	75	6.04	75	1.23	41
[Q43] Group Manager - Leads by example	4.79	76	6.23	36	1.43	28
[Q22] Division Director - Keeps employees well informed about important matters	4.79	77	6.28	28	1.49	25
[Q18] Division Director - Insists on best performance only	4.71	78	5.92	90	1.21	44
[Q7] Whole of Department Level - Treat employees with respect	4.69	79	6.48	2	1.79	14
[Q103] Innovation and Improvement - In the Science Division, new and different ideas are always being tried out	4.69	80	5.80	100	1.12	52
[Q87] Professional Development (Department) - I have the opportunity to update my job skills	4.60	81	6.19	46	1.59	20
[Q36] Group Manager - Fosters collaboration among work groups	4.59	82	6.08	65	1.49	24
[Q89] Professional Development (Department) - The Department supports the professional development of its employees	4.57	83	6.20	44	1.62	19
[Q12] Whole of Department Level - Foster leadership skills	4.55	84	5.92	89	1.37	32
[Q90] Professional Development (Department) - When work processes or job requirements change, appropriate training is available	4.52	85	6.22	40	1.69	16
[Q6] Whole of Department Level - Are concerned about employee welfare	4.47	86	6.19	47	1.72	15
[Q104] Innovation and Improvement - The Department values innovation of quality services	4.45	87	5.90	93	1.45	26
[Q105] Innovation and Improvement - The Department has established a climate where people can question our way of doing things to improve things	4.41	88	6.05	72	1.64	18
[Q8] Whole of Department Level - Encourage employees to develop ideas	4.41	89	6.25	31	1.84	12
[Q91] Professional Development (Department) - I am encouraged to pursue further professional development	4.36	90	5.86	97	1.51	23
[Q9] Whole of Department Level - Keep employees well informed about important matters	4.33	91	6.31	25	1.98	5
[Q3] Whole of Department Level - Clearly communicates the Department's goals and strategic direction	4.29	92	5.87	95	1.58	21
[Q11] Whole of Department Level - Lead by example	4.29	93	6.26	30	1.97	7
[Q10] Whole of Department Level - Do things consistently from one time to the next	4.28	94	5.94	86	1.65	17
[Q2] Whole of Department Level - Have a clear sense of purpose and strategic direction for the Science Division	4.21	95	6.14	57	1.93	8
[Q17] Division Director - Fosters collaboration among work groups	4.20	96	6.05	71	1.86	10
[Q5] Whole of Department Level - Insist on best performance only	4.18	97	5.70	103	1.52	22
[Q88] Professional Development (Department) - I have career development opportunities	4.17	98	6.16	52	1.99	4
[Q13] Whole of Department Level - Are accountable to staff	4.16	99	6.04	74	1.88	9
[Q1] Whole of Department Level - Have a clear sense of purpose and strategic direction for the Department.	4.13	100	5.98	81	1.85	11
[Q14] Whole of Department Level - Manage change well	4.12	101	6.18	50	2.06	2
[Q93] Professional Development (Department) - There are opportunities within the Department for developing new skills	4.08	102	5.90	94	1.82	13
[Q94] Professional Development (Department) - I believe that the Department offers long-term career opportunities for me	4.05	103	6.02	79	1.97	6
[Q92] Professional Development (Department) - The professional development planning within the Department takes into account my individual needs and interests	3.74	104	5.78	102	2.04	3
[Q4] Whole of Department Level - Foster collaboration among work groups	3.54	105	5.86	98	2.32	1

Variable is a TOP 10 'PERFORMANCE' Score

Variable is a TOP 10 'IMPORTANCE' Score

Variable is a TOP 10 'GAP' Score

LEGEND

3.2.4 Comparison of Priorities

Each table presents the summary of results for statements rated according to “Importance”, “Performance” and “Gap”.

The Gap ratings were obtained by calculating the difference between the respondent’s assessment of the importance of the item and the respondent’s assessment of its perceived performance. **This calculation (ie the “Gap” rating) assists in highlighting issues that focus groups identify as requiring attention.**

While not statistically significant experience indicates that a “gap” of two points or more suggests items that warrant consideration for further follow up. Organisations can set the cut off at the level assessed relevant to their environment and employee responses.

Table 4 presents the summary of results ranked by ‘GAP’.

Table 5 presents the summary of results ranked by “Prioritised Concern”.

The prioritised concern rating is obtained by taking the mean of the sum of the “Importance” ratings for each item and multiplying it by the “Gap” rating for each item

Table 6 represents the Best Practice Scorecard. This illustrates the comparison of the performance rating across all categories for level 7 + (the leadership team) and all other employees. The score is calculated by converting the performance rating from the 7 point scale to a percentage eg a percentage of 86% = an average rating of 6 on the 7 point scale.

The results indicate little variance between the two groups i.e., Level 7 and All Employees.

Table 7 presents the summary of results in relation to the “Top 10” overall “Importance” “Performance” and “Gap” ratings for the total group of employees (N=106).

Table 4

SUMMARY OF RESULTS - RANKED BY 'GAP' (Page 1/2)

DCLM Science Division
Attitude Survey - October, 2002
Results for: All Employees (106)

VARIABLE	GAP		IMP		PERF	
	Avg	Rank	Avg	Rank	Avg	Rank
[Q4] Whole of Department Level - Foster collaboration among work groups	2.32	1	5.86	98	3.54	105
[Q14] Whole of Department Level - Manage change well	2.06	2	6.18	50	4.12	101
[Q92] Professional Development (Department) - The professional development planning within the Department takes into account my individual needs and interests	2.04	3	5.78	102	3.74	104
[Q88] Professional Development (Department) - I have career development opportunities	1.99	4	6.16	52	4.17	98
[Q9] Whole of Department Level - Keep employees well informed about important matters	1.98	5	6.31	25	4.33	91
[Q94] Professional Development (Department) - I believe that the Department offers long-term career opportunities for me	1.97	6	6.02	79	4.05	103
[Q11] Whole of Department Level - Lead by example	1.97	7	6.26	30	4.29	93
[Q2] Whole of Department Level - Have a clear sense of purpose and strategic direction for the Science Division	1.93	8	6.14	57	4.21	95
[Q13] Whole of Department Level - Are accountable to staff	1.88	9	6.04	74	4.16	99
[Q17] Division Director - Fosters collaboration among work groups	1.86	10	6.05	71	4.20	96
[Q1] Whole of Department Level - Have a clear sense of purpose and strategic direction for the Department.	1.85	11	5.98	81	4.13	100
[Q8] Whole of Department Level - Encourage employees to develop ideas	1.84	12	6.25	31	4.41	89
[Q93] Professional Development (Department) - There are opportunities within the Department for developing new skills	1.82	13	5.90	94	4.08	102
[Q7] Whole of Department Level - Treat employees with respect	1.79	14	6.48	2	4.69	79
[Q6] Whole of Department Level - Are concerned about employee welfare	1.72	15	6.19	47	4.47	86
[Q90] Professional Development (Department) - When work processes or job requirements change, appropriate training is available	1.69	16	6.22	40	4.52	85
[Q10] Whole of Department Level - Do things consistently from one time to the next	1.65	17	5.94	86	4.28	94
[Q105] Innovation and Improvement - The Department has established a climate where people can question our way of doing things to improve things	1.64	18	6.05	72	4.41	88
[Q89] Professional Development (Department) - The Department supports the professional development of its employees	1.62	19	6.20	44	4.57	83
[Q87] Professional Development (Department) - I have the opportunity to update my job skills	1.59	20	6.19	46	4.60	81
[Q3] Whole of Department Level - Clearly communicates the Department's goals and strategic direction	1.58	21	5.87	95	4.29	92
[Q5] Whole of Department Level - Insist on best performance only	1.52	22	5.70	103	4.18	97
[Q91] Professional Development (Department) - I am encouraged to pursue further professional development	1.51	23	5.86	97	4.36	90
[Q36] Group Manager - Fosters collaboration among work groups	1.49	24	6.08	65	4.59	82
[Q22] Division Director - Keeps employees well informed about important matters	1.49	25	6.28	28	4.79	77
[Q104] Innovation and Improvement - The Department values innovation of quality services	1.45	26	5.90	93	4.45	87
[Q15] Division Director - Has a clear sense of purpose and strategic direction for the Science Division	1.44	27	6.35	15	4.91	64
[Q43] Group Manager - Leads by example	1.43	28	6.23	36	4.79	76
[Q19] Division Director - Are concerned about employee welfare	1.40	29	6.40	11	5.00	56
[Q50] Group Manager - Deals with issues in an appropriate and timely manner	1.39	30	6.23	33	4.84	74
[Q16] Division Director - Clearly communicates Science Division's goals and strategic direction	1.37	31	6.23	34	4.86	68
[Q12] Whole of Department Level - Foster leadership skills	1.37	32	5.92	89	4.55	84
[Q41] Group Manager - Keeps employees well informed about important matters	1.33	33	6.33	20	5.00	56
[Q30] Division Director - Is willing to make the hard decisions when required	1.33	34	6.34	17	5.01	55
[Q26] Division Director - Is accountable to staff	1.30	35	6.15	55	4.84	71
[Q31] Division Director - Achieves the outcomes necessary for the smooth functioning of the Science Division	1.29	36	6.16	53	4.86	67
[Q100] Innovation and Improvement - I am consulted about changes relevant to my job	1.29	37	6.32	21	5.03	54
[Q45] Group Manager - Is accountable to staff	1.29	38	6.14	57	4.84	71
[Q49] Group Manager - Achieves the outcomes necessary for the smooth functioning of the Science Division.	1.27	39	6.15	54	4.88	65
[Q48] Group Manager - Is willing to make the hard decisions when required	1.25	40	6.31	23	5.06	51
[Q35] Group Manager - Clearly communicates Science Division's goals and strategic direction	1.23	41	6.04	75	4.81	75
[Q24] Division Director - Leads by example	1.22	42	6.22	37	5.00	56
[Q23] Division Director - Does things consistently from one time to the next	1.21	43	6.06	69	4.85	70
[Q18] Division Director - Insists on best performance only	1.21	44	5.92	90	4.71	78
[Q38] Group Manager - Are concerned about employee welfare	1.20	45	6.33	18	5.13	48
[Q33] Division Director - Manages change well	1.20	46	6.24	32	5.04	52
[Q21] Division Director - Encourages employees to develop ideas	1.19	47	6.22	37	5.03	53
[Q86] Work Relationships - I feel conflict is managed appropriately	1.19	48	6.19	49	5.00	56
[Q34] Group Manager - Has a clear sense of purpose and strategic direction for the Science Division	1.16	49	6.09	62	4.94	62
[Q40] Group Manager - Encourages employees to develop ideas	1.15	50	6.23	35	5.08	49
[Q51] Group Manager - Manages change well	1.12	51	6.09	63	4.97	60
[Q103] Innovation and Improvement - In the Science Division, new and different ideas are always being tried out	1.12	52	5.80	100	4.69	80

Variable is a TOP 10 'GAP' Score

Variable is a TOP 10 'IMPORTANCE' Score

Variable is a TOP 10 'PERFORMANCE' Score

LEGEND

SUMMARY OF RESULTS - RANKED BY 'GAP' (Page 2/2)

DCLM Science Division
Attitude Survey - October, 2002
Results for: All Employees (106)

VARIABLE	GAP		IMP		PERF	
	Avg	Rank	Avg	Rank	Avg	Rank
[Q37] Group Manager - Insists on best performance only	1.11	53	5.95	84	4.84	73
[Q42] Group Manager - Does things consistently from one time to the next	1.10	54	5.97	82	4.86	66
[Q20] Division Director - Treats employees with respect	1.10	55	6.46	6	5.36	30
[Q61] Immediate Supervisor/Manager - Keeps employees well informed about important matters	1.09	56	6.41	10	5.32	34
[Q25] Division Director - Fosters leadership skills	1.05	57	5.91	92	4.85	69
[Q32] Division Director - Deals with issues in an appropriate and timely manner	1.05	58	6.20	43	5.15	45
[Q96] Professional Development (Department) - I am up to date with the latest technology and innovations	1.01	59	6.08	66	5.07	50
[Q70] Immediate Supervisor/Manager - Is accountable to staff	0.98	60	6.12	59	5.14	47
[Q47] Group Manager - Conducts good science that is relevant and applied	0.97	61	6.17	51	5.20	42
[Q68] Immediate Supervisor/Manager - Is a good communicator	0.97	62	6.29	27	5.33	33
[Q74] Immediate Supervisor/Manager - Deals with issues in an appropriate and timely manner	0.96	63	6.12	59	5.16	43
[Q80] Work Relationships - There is a good team spirit within my work group	0.95	64	6.41	9	5.46	24
[Q39] Group Manager - Treats employees with respect	0.95	65	6.48	3	5.53	16
[Q69] Immediate Supervisor/Manager - Leads by example	0.88	66	6.32	22	5.43	26
[Q29] Division Director - Conducts good science that is relevant and applied	0.87	67	6.22	41	5.34	32
[Q99] Autonomy - I am given the opportunity to make improvements in mywork area	0.86	68	6.33	18	5.47	21
[Q101] Innovation and Improvement - People in my workgroup are encouraged to come up with innovative solutions to work-related problems	0.86	69	6.02	79	5.16	43
[Q44] Group Manager - Fosters leadership skills	0.85	70	5.79	101	4.94	63
[Q102] Innovation and Improvement - People in my workgroup continually try to improve our work group performance	0.84	71	6.06	70	5.22	40
[Q79] Work Relationships - Staff work well together to meet goals and objectives	0.81	72	6.38	12	5.57	14
[Q66] Immediate Supervisor/Manager - Fosters collaboration among work groups	0.81	73	5.95	83	5.14	46
[Q53] Immediate Supervisor/Manager - Fosters collaboration in my work group	0.81	74	6.20	42	5.40	27
[Q28] Division Director - Uses the most appropriate technology	0.81	75	6.03	78	5.23	39
[Q72] Immediate Supervisor/Manager - Is willing to make the hard decisions when required	0.80	76	6.27	29	5.46	23
[Q67] Immediate Supervisor/Manager - Is a good role model	0.75	77	6.19	47	5.44	25
[Q52] Group Manager - Is easy to access	0.73	78	6.22	39	5.48	20
[Q65] Immediate Supervisor/Manager - Clearly communications the Science Division purpose and strategic plan	0.71	79	5.65	104	4.94	61
[Q75] Immediate Supervisor/Manager - Manages change well	0.71	80	6.08	64	5.38	29
[Q73] Immediate Supervisor/Manager - Achieves the outcomes necessary for the smooth functioning of the Science Division	0.70	81	5.92	90	5.22	41
[Q46] Group Manager - Uses the most appropriate technology	0.68	82	6.06	68	5.38	28
[Q60] Immediate Supervisor/Manager - Conducts good science that is relevant and applied	0.67	83	6.34	16	5.67	12
[Q54] Immediate Supervisor/Manager - Insists on the best performance	0.65	84	6.14	56	5.49	19
[Q27] Division Director - Is easily accessed	0.65	85	5.93	88	5.28	35
[Q82] Work Relationships - My peers can be relied upon for support when things get difficult at work	0.65	86	6.20	44	5.55	15
[Q63] Immediate Supervisor/Manager - Does things consistently from one time to the next	0.62	87	5.87	96	5.24	37
[Q58] Immediate Supervisor/Manager - Encourages me to develop ideas	0.62	88	6.37	13	5.76	7
[Q71] Immediate Supervisor/Manager - Is easy to access	0.61	89	6.41	8	5.80	6
[Q64] Immediate Supervisor/Manager - Has a clear sense of purpose and direction for the Science Division	0.59	90	5.94	85	5.35	31
[Q98] Autonomy - I having adequate decision making power to influence the way my job is performed	0.59	91	6.30	26	5.72	10
[Q85] Work Relationships - Employees treat each other with respect and courtesy	0.58	92	6.31	24	5.73	8
[Q62] Immediate Supervisor/Manager - Links the Science Division's objectives to my team's goals	0.58	93	5.84	99	5.27	36
[Q77] Work Relationships - I find that co-workers get along well with each other	0.57	94	6.04	77	5.47	21
[Q84] Work Relationships - I receive support and assistance from my colleagues	0.55	95	6.08	66	5.53	17
[Q57] Immediate Supervisor/Manager - Treats employees with respect	0.54	96	6.53	1	5.99	2
[Q56] Immediate Supervisor/Manager - Is willing to listen	0.53	97	6.47	5	5.94	4
[Q95] Professional Development (Department) - The work I am involved in is relevant and applied	0.49	98	6.43	7	5.94	3
[Q78] Work Relationships - I can work with the people in my area	0.49	99	6.36	14	5.87	5
[Q83] Work Relationships - My peers are willing to listen to my work related problems	0.42	100	5.93	87	5.51	18
[Q81] Work Relationships - I feel accepted by other staff	0.41	101	6.10	61	5.68	11
[Q59] Immediate Supervisor/Manager - Uses the most appropriate technology	0.40	102	6.04	76	5.64	13
[Q55] Immediate Supervisor/Manager - Is approachable	0.38	103	6.48	3	6.10	1
[Q97] Autonomy - I set my work priorities	0.32	104	6.05	73	5.73	9
[Q76] Work Relationships - Co workers having adequate opportunity to mix socially at work	0.15	105	5.39	105	5.24	38

Variable is a TOP 10 'GAP' Score

Variable is a TOP 10 'IMPORTANCE' Score

Variable is a TOP 10 'PERFORMANCE' Score

LEGEND

Table 5

SUMMARY OF RESULTS - RANKED BY 'PRIORITISED CONCERN' (Page 1/2)

DCLM Science Division
Attitude Survey - October, 2002
Results for: All Employees (106)

VARIABLE	IMP*GAP	
	Avg	Rank
[Q4] Whole of Department Level - Foster collaboration among work groups	13.59	1
[Q14] Whole of Department Level - Manage change well	12.72	2
[Q9] Whole of Department Level - Keep employees well informed about important matters	12.47	3
[Q11] Whole of Department Level - Lead by example	12.31	4
[Q88] Professional Development (Department) - I have career development opportunities	12.25	5
[Q94] Professional Development (Department) - I believe that the Department offers long-term career opportunities for me	11.86	6
[Q2] Whole of Department Level - Have a clear sense of purpose and strategic direction for the Science Division	11.82	7
[Q92] Professional Development (Department) - The professional development planning within the Department takes into account my individual needs and interests	11.78	8
[Q7] Whole of Department Level - Treat employees with respect	11.61	9
[Q8] Whole of Department Level - Encourage employees to develop ideas	11.52	10
[Q13] Whole of Department Level - Are accountable to staff	11.34	11
[Q17] Division Director - Fosters collaboration among work groups	11.23	12
[Q1] Whole of Department Level - Have a clear sense of purpose and strategic direction for the Department.	11.06	13
[Q93] Professional Development (Department) - There are opportunities within the Department for developing new skills	10.73	14
[Q6] Whole of Department Level - Are concerned about employee welfare	10.67	15
[Q90] Professional Development (Department) - When work processes or job requirements change, appropriate training is available	10.51	16
[Q89] Professional Development (Department) - The Department supports the professional development of its employees	10.05	17
[Q105] Innovation and Improvement - The Department has established a climate where people can question our way of doing things to improve things	9.92	18
[Q87] Professional Development (Department) - I have the opportunity to update my job skills	9.86	19
[Q10] Whole of Department Level - Do things consistently from one time to the next	9.81	20
[Q22] Division Director - Keeps employees well informed about important matters	9.37	21
[Q3] Whole of Department Level - Clearly communicates the Department's goals and strategic direction	9.29	22
[Q15] Division Director - Has a clear sense of purpose and strategic direction for the Science Division	9.13	23
[Q36] Group Manager - Fosters collaboration among work groups	9.09	24
[Q19] Division Director - Are concerned about employee welfare	8.94	25
[Q43] Group Manager - Leads by example	8.92	26
[Q91] Professional Development (Department) - I am encouraged to pursue further professional development	8.83	27
[Q50] Group Manager - Deals with issues in an appropriate and timely manner	8.68	28
[Q5] Whole of Department Level - Insist on best performance only	8.66	29
[Q104] Innovation and Improvement - The Department values innovation of quality services	8.57	30
[Q16] Division Director - Clearly communicates Science Division's goals and strategic direction	8.54	31
[Q30] Division Director - Is willing to make the hard decisions when required	8.40	32
[Q41] Group Manager - Keeps employees well informed about important matters	8.39	33
[Q100] Innovation and Improvement - I am consulted about changes relevant to my job	8.18	34
[Q12] Whole of Department Level - Foster leadership skills	8.12	35
[Q26] Division Director - Is accountable to staff	8.01	36
[Q31] Division Director - Achieves the outcomes necessary for the smooth functioning of the Science Division	7.97	37
[Q45] Group Manager - Is accountable to staff	7.94	38
[Q48] Group Manager - Is willing to make the hard decisions when required	7.87	39
[Q49] Group Manager - Achieves the outcomes necessary for the smooth functioning of the Science Division.	7.79	40
[Q24] Division Director - Leads by example	7.62	41
[Q38] Group Manager - Are concerned about employee welfare	7.61	42
[Q33] Division Director - Manages change well	7.50	43
[Q21] Division Director - Encourages employees to develop ideas	7.42	44
[Q35] Group Manager - Clearly communicates Science Division's goals and strategic direction	7.42	45
[Q23] Division Director - Does things consistently from one time to the next	7.35	46
[Q86] Work Relationships - I feel conflict is managed appropriately	7.35	47
[Q40] Group Manager - Encourages employees to develop ideas	7.14	48
[Q18] Division Director - Insists on best performance only	7.14	49
[Q20] Division Director - Treats employees with respect	7.08	50
[Q34] Group Manager - Has a clear sense of purpose and strategic direction for the Science Division	7.04	51
[Q61] Immediate Supervisor/Manager - Keeps employees well informed about important matters	6.99	52

LEGEND

Variable is a TOP 10 'PRIORITISED CONCERN' Score

SUMMARY OF RESULTS - RANKED BY 'PRIORITISED CONCERN' (Page 2/2)
DCLM Science Division
Attitude Survey - October, 2002
Results for: All Employees (106)
IMP*GAP

VARIABLE	IMP*GAP	
	Avg	Rank
[Q51] Group Manager - Manages change well	6.81	53
[Q42] Group Manager - Does things consistently from one time to the next	6.59	54
[Q37] Group Manager - Insists on best performance only	6.59	55
[Q32] Division Director - Deals with issues in an appropriate and timely manner	6.52	56
[Q103] Innovation and Improvement - In the Science Division, new and different ideas are always being tried out	6.48	57
[Q25] Division Director - Fosters leadership skills	6.23	58
[Q39] Group Manager - Treats employees with respect	6.16	59
[Q96] Professional Development (Department) - I am up to date with the latest technology and innovations	6.14	60
[Q80] Work Relationships - There is a good team spirit within my work group	6.10	61
[Q68] Immediate Supervisor/Manager - Is a good communicator	6.08	62
[Q70] Immediate Supervisor/Manager - Is accountable to staff	6.01	63
[Q47] Group Manager - Conducts good science that is relevant and applied	6.01	64
[Q74] Immediate Supervisor/Manager - Deals with issues in an appropriate and timely manner	5.88	65
[Q69] Immediate Supervisor/Manager - Leads by example	5.57	66
[Q99] Autonomy - I am given the opportunity to make improvements in my work area	5.46	67
[Q29] Division Director - Conducts good science that is relevant and applied	5.43	68
[Q79] Work Relationships - Staff work well together to meet goals and objectives	5.20	69
[Q101] Innovation and Improvement - People in my workgroup are encouraged to come up with innovative solutions to work-related problems	5.17	70
[Q102] Innovation and Improvement - People in my workgroup continually try to improve our work group performance	5.08	71
[Q72] Immediate Supervisor/Manager - Is willing to make the hard decisions when required	5.02	72
[Q53] Immediate Supervisor/Manager - Fosters collaboration in my work group	5.00	73
[Q44] Group Manager - Fosters leadership skills	4.94	74
[Q28] Division Director - Uses the most appropriate technology	4.86	75
[Q66] Immediate Supervisor/Manager - Fosters collaboration among work groups	4.81	76
[Q67] Immediate Supervisor/Manager - Is a good role model	4.66	77
[Q52] Group Manager - Is easy to access	4.55	78
[Q75] Immediate Supervisor/Manager - Manages change well	4.31	79
[Q60] Immediate Supervisor/Manager - Conducts good science that is relevant and applied	4.27	80
[Q46] Group Manager - Uses the most appropriate technology	4.15	81
[Q73] Immediate Supervisor/Manager - Achieves the outcomes necessary for the smooth functioning of the Science Division	4.12	82
[Q65] Immediate Supervisor/Manager - Clearly communicates the Science Division purpose and strategic plan	4.02	83
[Q82] Work Relationships - My peers can be relied upon for support when things get difficult at work	4.01	84
[Q54] Immediate Supervisor/Manager - Insists on the best performance	4.00	85
[Q58] Immediate Supervisor/Manager - Encourages me to develop ideas	3.94	86
[Q71] Immediate Supervisor/Manager - Is easy to access	3.93	87
[Q27] Division Director - Is easily accessed	3.84	88
[Q98] Autonomy - I having adequate decision making power to influence the way my job is performed	3.71	89
[Q85] Work Relationships - Employees treat each other with respect and courtesy	3.68	90
[Q63] Immediate Supervisor/Manager - Does things consistently from one time to the next	3.65	91
[Q57] Immediate Supervisor/Manager - Treats employees with respect	3.56	92
[Q64] Immediate Supervisor/Manager - Has a clear sense of purpose and direction for the Science Division	3.52	93
[Q77] Work Relationships - I find that co-workers get along well with each other	3.43	94
[Q56] Immediate Supervisor/Manager - Is willing to listen	3.40	95
[Q62] Immediate Supervisor/Manager - Links the Science Division's objectives to my team's goals	3.38	96
[Q84] Work Relationships - I receive support and assistance from my colleagues	3.34	97
[Q95] Professional Development (Department) - The work I am involved in is relevant and applied	3.16	98
[Q78] Work Relationships - I can work with the people in my area	3.11	99
[Q81] Work Relationships - I feel accepted by other staff	2.53	100
[Q83] Work Relationships - My peers are willing to listen to my work related problems	2.47	101
[Q55] Immediate Supervisor/Manager - Is approachable	2.46	102
[Q59] Immediate Supervisor/Manager - Uses the most appropriate technology	2.40	103
[Q97] Autonomy - I set my work priorities	1.96	104
[Q76] Work Relationships - Co workers having adequate opportunity to mix socially at work	0.81	105

LEGEND

Variable is a TOP 10 'PRIORITISED CONCERN' Score

Table 6

BEST PRACTICE SCORECARD - CURRENT

DCLM Science Division
Attitude Survey - October, 2002
Results for: Job Level - L7 + (16)

	2002 - Job Level - L7 + (16)	2002 - 2002 - Job Level (Excluding L7 +) (90)
Best Practice Category		
Leadership – Whole of Department Level	60%	61%
Leadership – Division Director	72%	71%
Leadership – Group Manager	71%	72%
Leadership – Immediate Supervisor/Manager	77%	79%
Work Relationships	78%	79%
Professional Development (Department)	73%	63%
Autonomy	86%	79%
Innovation and Improvement	70%	69%
Recognition/ Feedback	76%	71%
Communication – Vertical	65%	60%
Communication – Horizontal	61%	63%
Communication - Strategic	65%	66%
Job Satisfaction	78%	69%
Work Demands	57%	61%
Work/Life Balance	62%	60%
Morale	72%	67%
Commitment	66%	67%
Equal Opportunity	80%	67%
Job Security	80%	55%
Productivity	79%	80%
Role Clarity	81%	80%
Occupational Health and Safety	63%	59%
Health	42%	40%
Skills and Knowledge	82%	75%
Change	75%	71%
Infrastructure/Resource	59%	61%
Organisation Sustainability	67%	64%
Continual Improvement	66%	69%
TOTAL	70%	67%

NOTE: These values are based on 102 common variables.

Table 7

SUMMARY OF RESULTS - 'TOP 10'
DCLM Science Division
Attitude Survey - October, 2002
Results for: All Employees (106)

IMPORTANCE		Avg	PERFORMANCE		Avg	GAP		Avg
[Q57] Immediate Supervisor/Manager - Treats employees with respect		6.53	[Q55] Immediate Supervisor/Manager - Is approachable		6.10	[Q4] Whole of Department Level - Foster collaboration among work groups		2.32
[Q7] Whole of Department Level - Treat employees with respect		6.48	[Q57] Immediate Supervisor/Manager - Treats employees with respect		5.99	[Q14] Whole of Department Level - Manage change well		2.06
[Q39] Group Manager - Treats employees with respect		6.48	[Q95] Professional Development (Department) - The work I am involved in is relevant and applied		5.94	[Q92] Professional Development (Department) - The professional development planning within the Department takes into account my individual needs and interests		2.04
[Q55] Immediate Supervisor/Manager - Is approachable		6.48	[Q56] Immediate Supervisor/Manager - Is willing to listen		5.94	[Q88] Professional Development (Department) - I have career development opportunities		1.99
[Q56] Immediate Supervisor/Manager - Is willing to listen		6.47	[Q78] Work Relationships - I can work with the people in my area		5.87	[Q9] Whole of Department Level - Keep employees well informed about important matters		1.98
[Q20] Division Director - Treats employees with respect		6.46	[Q71] Immediate Supervisor/Manager - Is easy to access		5.80	[Q94] Professional Development (Department) - I believe that the Department offers long-term career opportunities for me		1.97
[Q95] Professional Development (Department) - The work I am involved in is relevant and applied		6.43	[Q58] Immediate Supervisor/Manager - Encourages me to develop ideas		5.76	[Q11] Whole of Department Level - Lead by example		1.97
[Q71] Immediate Supervisor/Manager - Is easy to access		6.41	[Q85] Work Relationships - Employees treat each other with respect and courtesy		5.73	[Q2] Whole of Department Level - Have a clear sense of purpose and strategic direction for the Science Division		1.93
[Q80] Work Relationships - There is a good team spirit within my work group		6.41	[Q97] Autonomy - I set my work priorities		5.73	[Q13] Whole of Department Level - Are accountable to staff		1.88
[Q61] Immediate Supervisor/Manager - Keeps employees well informed about important matters		6.41	[Q98] Autonomy - I having adequate decision making power to influence the way my job is performed		5.72	[Q17] Division Director - Fosters collaboration among work groups		1.86

LEGEND

Variable is in the Top 10 'IMPORTANCE' and Top 10 'PERFORMANCE' scores
 Variable is in the Top 10 'IMPORTANCE' and Top 10 'GAP' scores (Concern)

Table 8 a), 8b) and 8c) provides a comparison of results by the “Importance”, “Performance” and “Gap” rating for the work groups- i.e. Biological Information, Biodiversity Conservation, Forest and Tree Crops and Astronomical Services.

Table 8 a)

COMPARISON OF RESULTS - TOP 5 'IMPORTANCE'							
DCLM Science Division							
Attitude Survey - October, 2002							
Results by: Group							
All Employees (106)	Avg	Group - Biological Information (23)	Avg	Group - Biodiversity Conservation (47)	Avg	Group - Forest and Tree Corps (28)	Avg
[Q57] Immediate Supervisor/Manager - Treats employees with respect	6.53	[Q57] Immediate Supervisor/Manager - Treats employees with respect	6.57	[Q95] Professional Development (Department) - The work I am involved in is relevant and applied	6.52	[Q57] Immediate Supervisor/Manager - Treats employees with respect	6.64
[Q7] Whole of Department Level - Treat employees with respect	6.48	[Q78] Work Relationships - I can work with the people in my area	6.55	[Q57] Immediate Supervisor/Manager - Treats employees with respect	6.50	[Q56] Immediate Supervisor/Manager - Is willing to listen	6.57
[Q39] Group Manager - Treats employees with respect	6.48	[Q55] Immediate Supervisor/Manager - Is approachable	6.52	[Q60] Immediate Supervisor/Manager - Conducts good science that is relevant and applied	6.50	[Q20] Division Director - Treats employees with respect	6.56
[Q55] Immediate Supervisor/Manager - Is approachable	6.48	[Q7] Whole of Department Level - Treat employees with respect	6.50	[Q55] Immediate Supervisor/Manager - Is approachable	6.48	[Q39] Group Manager - Treats employees with respect	6.54
[Q56] Immediate Supervisor/Manager - Is willing to listen	6.47	[Q39] Group Manager - Treats employees with respect	6.50	[Q79] Work Relationships - Staff work well together to meet goals and objectives	6.48	[Q71] Immediate Supervisor/Manager - Is easy to access	6.54

LEGEND

ONLY ONE GROUP gave the variable a HIGH IMPORTANCE SCORE

ALL GROUPS gave the variable a HIGH IMPORTANCE SCORE

Table 8 b)

COMPARISON OF RESULTS - TOP 5 'PERFORMANCE'							
DCLM Science Division							
Attitude Survey - October, 2002							
Results by: Group							
All Employees (106)	Avg	Group - Biological Information (23)	Avg	Group - Biodiversity Conservation (47)	Avg	Group - Forest and Tree Corps (28)	Avg
[Q55] Immediate Supervisor/Manager - Is approachable	6.10	[Q55] Immediate Supervisor/Manager - Is approachable	6.14	[Q55] Immediate Supervisor/Manager - Is approachable	6.11	[Q55] Immediate Supervisor/Manager - Is approachable	6.18
[Q57] Immediate Supervisor/Manager - Treats employees with respect	5.99	[Q78] Work Relationships - I can work with the people in my area	6.00	[Q57] Immediate Supervisor/Manager - Treats employees with respect	6.07	[Q56] Immediate Supervisor/Manager - Is willing to listen	6.14
[Q95] Professional Development (Department) - The work I am involved in is relevant and applied	5.94	[Q57] Immediate Supervisor/Manager - Treats employees with respect	5.95	[Q95] Professional Development (Department) - The work I am involved in is relevant and applied	6.04	[Q57] Immediate Supervisor/Manager - Treats employees with respect	6.11
[Q56] Immediate Supervisor/Manager - Is willing to listen	5.94	[Q85] Work Relationships - Employees treat each other with respect and courtesy	5.91	[Q56] Immediate Supervisor/Manager - Is willing to listen	6.02	[Q39] Group Manager - Treats employees with respect	5.96
[Q78] Work Relationships - I can work with the people in my area	5.87	[Q95] Professional Development (Department) - The work I am involved in is relevant and applied	5.90	[Q58] Immediate Supervisor/Manager - Encourages me to develop ideas	5.93	[Q52] Group Manager - Is easy to access	5.93

LEGEND

ONLY ONE GROUP gave the variable a HIGH PERFORMANCE SCORE

ALL GROUPS gave the variable a HIGH PERFORMANCE SCORE

Table 8 c)

COMPARISON OF RESULTS - TOP 5 'GAP'									
DCLM Science Division									
Attitude Survey - October, 2002									
Results by: Group									
All Employees (106)	Avg	Group - Biological Information (23)	Avg	Group - Biodiversity Conservation (47)	Avg	Group - Forest and Tree Corps (28)	Avg		
[Q4] Whole of Department Level - Foster collaboration among work groups	2.32	[Q4] Whole of Department Level - Foster collaboration among work groups	2.95	[Q4] Whole of Department Level - Foster collaboration among work groups	2.22	[Q4] Whole of Department Level - Foster collaboration among work groups	2.26		
[Q14] Whole of Department Level - Manage change well	2.06	[Q93] Professional Development (Department) - There are opportunities within the Department for developing new skills	2.67	[Q11] Whole of Department Level - Lead by example	2.16	[Q88] Professional Development (Department) - I have career development opportunities	2.14		
[Q92] Professional Development (Department) - The professional development planning within the Department takes into account my individual needs and interests	2.04	[Q92] Professional Development (Department) - The professional development planning within the Department takes into account my individual needs and interests	2.63	[Q13] Whole of Department Level - Are accountable to staff	2.15	[Q94] Professional Development (Department) - I believe that the Department offers long-term career opportunities for me	1.89		
[Q88] Professional Development (Department) - I have career development opportunities	1.99	[Q17] Division Director - Fosters collaboration among work groups	2.57	[Q9] Whole of Department Level - Keep employees well informed about important matters	2.12	[Q14] Whole of Department Level - Manage change well	1.88		
[Q9] Whole of Department Level - Keep employees well informed about important matters	1.98	[Q105] Innovation and Improvement - The Department has established a climate where people can question our way of doing things to improve things	2.53	[Q2] Whole of Department Level - Have a clear sense of purpose and strategic direction for the Science Division	2.10	[Q89] Professional Development (Department) - The Department supports the professional development of its employees	1.86		

LEGEND

ONLY ONE GROUP gave the variable a HIGH GAP SCORE

ALL GROUPS gave the variable a HIGH GAP SCORE

Table 9 a), 9b) and 9c) provides a comparison of results by the “Importance”, “Performance” and “Gap” ratings according to job status –i.e. Permanent, Contract, Part Time, Full Time, and Casual.

Table 9 a)

COMPARISON OF RESULTS - TOP 5 'IMPORTANCE' DCLM Science Division Attitude Survey - October, 2002 <i>Results by: Job Status</i>							
All Employees (106)	Avg	Job Status - Permanent (71)	Avg	Job Status - Contract (20)	Avg	Job Status - Remainder (15)	Avg
[Q57] Immediate Supervisor/Manager - Treats employees with respect	6.53	[Q57] Immediate Supervisor/Manager - Treats employees with respect	6.54	[Q90] Professional Development (Department) - When work processes or job requirements change, appropriate training is available	6.63	[Q7] Whole of Department Level - Treat employees with respect	6.47
[Q7] Whole of Department Level - Treat employees with respect	6.48	[Q39] Group Manager - Treats employees with respect	6.54	[Q87] Professional Development (Department) - I have the opportunity to update my job skills	6.60	[Q58] Immediate Supervisor/Manager - Encourages me to develop ideas	6.46
[Q39] Group Manager - Treats employees with respect	6.48	[Q15] Division Director - Has a clear sense of purpose and strategic direction for the Science Division	6.51	[Q55] Immediate Supervisor/Manager - Is approachable	6.58	[Q55] Immediate Supervisor/Manager - Is approachable	6.43
[Q55] Immediate Supervisor/Manager - Is approachable	6.48	[Q61] Immediate Supervisor/Manager - Keeps employees well informed about important matters	6.48	[Q57] Immediate Supervisor/Manager - Treats employees with respect	6.58	[Q57] Immediate Supervisor/Manager - Treats employees with respect	6.43
[Q56] Immediate Supervisor/Manager - Is willing to listen	6.47	[Q56] Immediate Supervisor/Manager - Is willing to listen	6.47	[Q78] Work Relationships - I can work with the people in my area	6.58	[Q60] Immediate Supervisor/Manager - Conducts good science that is relevant and applied	6.42

LEGEND

ONLY ONE GROUP gave the variable a HIGH IMPORTANCE SCORE
 ALL GROUPS gave the variable a HIGH IMPORTANCE SCORE

Table 9 b)

COMPARISON OF RESULTS - TOP 5 'PERFORMANCE' DCLM Science Division Attitude Survey - October, 2002 <i>Results by: Job Status</i>							
All Employees (106)	Avg	Job Status - Permanent (71)	Avg	Job Status - Contract (20)	Avg	Job Status - Remainder (15)	Avg
[Q55] Immediate Supervisor/Manager - Is approachable	6.10	[Q55] Immediate Supervisor/Manager - Is approachable	6.09	[Q55] Immediate Supervisor/Manager - Is approachable	6.11	[Q57] Immediate Supervisor/Manager - Treats employees with respect	6.29
[Q57] Immediate Supervisor/Manager - Treats employees with respect	5.99	[Q57] Immediate Supervisor/Manager - Treats employees with respect	5.99	[Q39] Group Manager - Treats employees with respect	6.06	[Q82] Work Relationships - My peers can be relied upon for support when things get difficult at work	6.20
[Q95] Professional Development (Department) - The work I am involved in is relevant and applied	5.94	[Q56] Immediate Supervisor/Manager - Is willing to listen	5.90	[Q48] Group Manager - Is willing to make the hard decisions when required	6.06	[Q55] Immediate Supervisor/Manager - Is approachable	6.14
[Q56] Immediate Supervisor/Manager - Is willing to listen	5.94	[Q95] Professional Development (Department) - The work I am involved in is relevant and applied	5.88	[Q78] Work Relationships - I can work with the people in my area	6.05	[Q95] Professional Development (Department) - The work I am involved in is relevant and applied	6.14
[Q78] Work Relationships - I can work with the people in my area	5.87	[Q78] Work Relationships - I can work with the people in my area	5.81	[Q56] Immediate Supervisor/Manager - Is willing to listen	6.00	[Q98] Autonomy - I having adequate decision making power to influence the way my job is performed	6.13

LEGEND

ONLY ONE GROUP gave the variable a HIGH PERFORMANCE SCORE
 ALL GROUPS gave the variable a HIGH PERFORMANCE SCORE

Table 9 c)

COMPARISON OF RESULTS - TOP 5 'GAP'							
DCLM Science Division							
Attitude Survey - October, 2002							
Results by: Job Status							
All Employees (106)	Avg	Job Status - Permanent (71)	Avg	Job Status - Contract (20)	Avg	Job Status - Remainder (15)	Avg
[Q4] Whole of Department Level - Foster collaboration among work groups	2.32	[Q4] Whole of Department Level - Foster collaboration among work groups	2.42	[Q94] Professional Development (Department) - I believe that the Department offers long-term career opportunities for me	3.92	[Q14] Whole of Department Level - Manage change well	1.66
[Q14] Whole of Department Level - Manage change well	2.06	[Q92] Professional Development (Department) - The professional development planning within the Department takes into account my individual needs and interests	2.10	[Q4] Whole of Department Level - Foster collaboration among work groups	2.95	[Q9] Whole of Department Level - Keep employees well informed about important matters	1.63
[Q92] Professional Development (Department) - The professional development planning within the Department takes into account my individual needs and interests	2.04	[Q9] Whole of Department Level - Keep employees well informed about important matters	2.06	[Q92] Professional Development (Department) - The professional development planning within the Department takes into account my individual needs and interests	2.58	[Q11] Whole of Department Level - Lead by example	1.58
[Q88] Professional Development (Department) - I have career development opportunities	1.99	[Q1] Whole of Department Level - Have a clear sense of purpose and strategic direction for the Department.	2.03	[Q14] Whole of Department Level - Manage change well	2.47	[Q88] Professional Development (Department) - I have career development opportunities	1.54
[Q9] Whole of Department Level - Keep employees well informed about important matters	1.98	[Q14] Whole of Department Level - Manage change well	2.02	[Q90] Professional Development (Department) - When work processes or job requirements change, appropriate training is available	2.47	[Q8] Whole of Department Level - Encourage employees to develop ideas	1.49

LEGEND

ONLY ONE GROUP gave the variable a HIGH GAP SCORE

ALL GROUPS gave the variable a HIGH GAP SCORE

Table 10 a), 10b) and 10c) provides a comparison of results by the “Importance”, “Performance” and “Gap” rating according to job level – i.e. L7+, L4 –L6, and L1-L3.

Table 10 a)

COMPARISON OF RESULTS - TOP 5 'IMPORTANCE'							
DCLM Science Division							
Attitude Survey - October, 2002							
Results by: Job Level							
All Employees (106)	Avg	Job Level - L7 + (16)	Avg	Job Level - L4 - L6 (52)	Avg	Job Level - L1 - L3 (37)	Avg
[Q57] Immediate Supervisor/Manager - Treats employees with respect	6.53	[Q98] Autonomy - I having adequate decision making power to influence the way my job is performed	6.88	[Q57] Immediate Supervisor/Manager - Treats employees with respect	6.54	[Q57] Immediate Supervisor/Manager - Treats employees with respect	6.58
[Q7] Whole of Department Level - Treat employees with respect	6.48	[Q99] Autonomy - I am given the opportunity to make improvements in my work area	6.75	[Q7] Whole of Department Level - Treat employees with respect	6.49	[Q55] Immediate Supervisor/Manager - Is approachable	6.54
[Q39] Group Manager - Treats employees with respect	6.48	[Q15] Division Director - Has a clear sense of purpose and strategic direction for the Science Division	6.69	[Q39] Group Manager - Treats employees with respect	6.49	[Q56] Immediate Supervisor/Manager - Is willing to listen	6.53
[Q55] Immediate Supervisor/Manager - Is approachable	6.48	[Q95] Professional Development (Department) - The work I am involved in is relevant and applied	6.67	[Q80] Work Relationships - There is a good team spirit within my work group	6.47	[Q39] Group Manager - Treats employees with respect	6.52
[Q56] Immediate Supervisor/Manager - Is willing to listen	6.47	[Q40] Group Manager - Encourages employees to develop ideas	6.64	[Q56] Immediate Supervisor/Manager - Is willing to listen	6.46	[Q20] Division Director - Treats employees with respect	6.48

LEGEND

ONLY ONE GROUP gave these variable a HIGH IMPORTANCE SCORE

ALL GROUPS gave these variable a HIGH IMPORTANCE SCORE

Table 10 b)

COMPARISON OF RESULTS - TOP 5 'PERFORMANCE'							
DCLM Science Division Attitude Survey - October, 2002 Results by: Job Level							
All Employees (106)	Avg	Job Level - L7 + (16)	Avg	Job Level - L4 - L6 (52)	Avg	Job Level - L1 - L3 (37)	Avg
[Q55] Immediate Supervisor/Manager - Is approachable	6.10	[Q95] Professional Development (Department) - The work I am involved in is relevant and applied	6.40	[Q57] Immediate Supervisor/Manager - Treats employees with respect	6.18	[Q55] Immediate Supervisor/Manager - Is approachable	5.94
[Q57] Immediate Supervisor/Manager - Treats employees with respect	5.99	[Q55] Immediate Supervisor/Manager - Is approachable	6.21	[Q55] Immediate Supervisor/Manager - Is approachable	6.16	[Q78] Work Relationships - I can work with the people in my area	5.83
[Q95] Professional Development (Department) - The work I am involved in is relevant and applied	5.94	[Q99] Autonomy - I am given the opportunity to make improvements in my work area	6.19	[Q56] Immediate Supervisor/Manager - Is willing to listen	6.12	[Q85] Work Relationships - Employees treat each other with respect and courtesy	5.83
[Q56] Immediate Supervisor/Manager - Is willing to listen	5.94	[Q57] Immediate Supervisor/Manager - Treats employees with respect	6.14	[Q60] Immediate Supervisor/Manager - Conducts good science that is relevant and applied	6.06	[Q97] Autonomy - I set my work priorities	5.74
[Q78] Work Relationships - I can work with the people in my area	5.87	[Q39] Group Manager - Treats employees with respect	6.13	[Q95] Professional Development (Department) - The work I am involved in is relevant and applied	5.96	[Q79] Work Relationships - Staff work well together to meet goals and objectives	5.74

LEGEND
 ONLY ONE GROUP gave the variable a HIGH PERFORMANCE SCORE
 ALL GROUPS gave the variable a HIGH PERFORMANCE SCORE

Table 10 c)

COMPARISON OF RESULTS - TOP 5 'GAP'							
DCLM Science Division Attitude Survey - October, 2002 Results by: Job Level							
All Employees (106)	Avg	Job Level - L7 + (16)	Avg	Job Level - L4 - L6 (52)	Avg	Job Level - L1 - L3 (37)	Avg
[Q4] Whole of Department Level - Foster collaboration among work groups	2.32	[Q1] Whole of Department Level - Have a clear sense of purpose and strategic direction for the Department.	2.91	[Q4] Whole of Department Level - Foster collaboration among work groups	2.28	[Q94] Professional Development (Department) - I believe that the Department offers long-term career opportunities for me	2.76
[Q14] Whole of Department Level - Manage change well	2.06	[Q3] Whole of Department Level - Clearly communicates the Department's goals and strategic direction	2.69	[Q14] Whole of Department Level - Manage change well	2.12	[Q92] Professional Development (Department) - The professional development planning within the Department takes into account my individual needs and interests	2.63
[Q92] Professional Development (Department) - The professional development planning within the Department takes into account my individual needs and interests	2.04	[Q4] Whole of Department Level - Foster collaboration among work groups	2.56	[Q88] Professional Development (Department) - I have career development opportunities	2.00	[Q11] Whole of Department Level - Lead by example	2.40
[Q88] Professional Development (Department) - I have career development opportunities	1.99	[Q105] Innovation and Improvement - The Department has established a climate where people can question our way of doing things to improve things	2.40	[Q2] Whole of Department Level - Have a clear sense of purpose and strategic direction for the Science Division	1.92	[Q93] Professional Development (Department) - There are opportunities within the Department for developing new skills	2.33
[Q9] Whole of Department Level - Keep employees well informed about important matters	1.98	[Q2] Whole of Department Level - Have a clear sense of purpose and strategic direction for the Science Division	2.31	[Q9] Whole of Department Level - Keep employees well informed about important matters	1.87	[Q4] Whole of Department Level - Foster collaboration among work groups	2.29

LEGEND
 ONLY ONE GROUP gave the variable a HIGH GAP SCORE
 ALL GROUPS gave the variable a HIGH GAP SCORE

Table 11 a), 11 b) and 11 c) provides a comparison of results by the “Importance”, “Performance” and “Gap” ratings for employees according to length of service.

Table 11 a)

COMPARISON OF RESULTS - TOP 5 'IMPORTANCE' DCLM Science Division Attitude Survey - October, 2002 <i>Results by: Length of Service</i>							
All Employees (106)	Avg	Length of Service - 2 - 5 years (12)	Avg	Length of Service - 6 - 10 years (15)	Avg	Length of Service - 11 - 20 years (37)	Avg
[Q57] Immediate Supervisor/Manager - Treats employees with respect	6.53	[Q20] Division Director - Treats employees with respect	6.83	[Q41] Group Manager - Keeps employees well informed about important matters	6.69	[Q57] Immediate Supervisor/Manager - Treats employees with respect	6.53
[Q7] Whole of Department Level - Treat employees with respect	6.48	[Q7] Whole of Department Level - Treat employees with respect	6.82	[Q80] Work Relationships - There is a good team spirit within my work group	6.64	[Q7] Whole of Department Level - Treat employees with respect	6.52
[Q39] Group Manager - Treats employees with respect	6.48	[Q39] Group Manager - Treats employees with respect	6.67	[Q95] Professional Development (Department) - The work I am involved in is relevant and applied	6.64	[Q55] Immediate Supervisor/Manager - Is approachable	6.50
[Q55] Immediate Supervisor/Manager - Is approachable	6.48	[Q55] Immediate Supervisor/Manager - Is approachable	6.67	[Q29] Division Director - Conducts good science that is relevant and applied	6.58	[Q61] Immediate Supervisor/Manager - Keeps employees well informed about important matters	6.47
[Q56] Immediate Supervisor/Manager - Is willing to listen	6.47	[Q56] Immediate Supervisor/Manager - Is willing to listen	6.67	[Q85] Work Relationships - Employees treat each other with respect and courtesy	6.57	[Q9] Whole of Department Level - Keep employees well informed about important matters	6.42
Length of Service - 21 - 30 years (20)	Avg	Length of Service - 30 + years (12)					
[Q57] Immediate Supervisor/Manager - Treats employees with respect	6.70	[Q39] Group Manager - Treats employees with respect	6.36				
[Q15] Division Director - Has a clear sense of purpose and strategic direction for the Science Division	6.68	[Q79] Work Relationships - Staff work well together to meet goals and objectives	6.33				
[Q7] Whole of Department Level - Treat employees with respect	6.65	[Q30] Division Director - Is willing to make the hard decisions when required	6.30				
[Q39] Group Manager - Treats employees with respect	6.65	[Q15] Division Director - Has a clear sense of purpose and strategic direction for the Science Division	6.27				
[Q56] Immediate Supervisor/Manager - Is willing to listen	6.65	[Q78] Work Relationships - I can work with the people in my area	6.25				



LEGEND
 ONLY ONE GROUP gave the variable a HIGH IMPORTANCE SCORE 
 ALL GROUPS gave the variable a HIGH IMPORTANCE SCORE 

Table 11 b)

COMPARISON OF RESULTS - TOP 5 'PERFORMANCE'							
DCLM Science Division Attitude Survey - October, 2002 Results by: Length of Service							
All Employees (106)	Avg	Length of Service - 2 - 5 years (12)	Avg	Length of Service - 6 - 10 years (15)	Avg	Length of Service - 11 - 20 years (37)	Avg
[Q55] Immediate Supervisor/Manager - Is approachable	6.10	[Q71] Immediate Supervisor/Manager - Is easy to access	6.25	[Q97] Autonomy - I set my work priorities	6.29	[Q57] Immediate Supervisor/Manager - Treats employees with respect	6.17
[Q57] Immediate Supervisor/Manager - Treats employees with respect	5.99	[Q72] Immediate Supervisor/Manager - Is willing to make the hard decisions when required	6.18	[Q55] Immediate Supervisor/Manager - Is approachable	6.25	[Q55] Immediate Supervisor/Manager - Is approachable	6.03
[Q95] Professional Development (Department) - The work I am involved in is relevant and applied	5.94	[Q82] Work Relationships - My peers can be relied upon for support when things get difficult at work	6.18	[Q98] Autonomy - I having adequate decision making power to influence the way my job is performed	6.14	[Q56] Immediate Supervisor/Manager - Is willing to listen	5.86
[Q56] Immediate Supervisor/Manager - Is willing to listen	5.94	[Q55] Immediate Supervisor/Manager - Is approachable	6.17	[Q56] Immediate Supervisor/Manager - Is willing to listen	6.08	[Q78] Work Relationships - I can work with the people in my area	5.86
[Q78] Work Relationships - I can work with the people in my area	5.87	[Q56] Immediate Supervisor/Manager - Is willing to listen	6.17	[Q81] Work Relationships - I feel accepted by other staff	6.07	[Q95] Professional Development (Department) - The work I am involved in is relevant and applied	5.71
Length of Service - 21 - 30 years (20)	Avg	Length of Service - 30 + years (12)	Avg				
[Q55] Immediate Supervisor/Manager - Is approachable	6.20	[Q95] Professional Development (Department) - The work I am involved in is relevant and applied	6.18				
[Q58] Immediate Supervisor/Manager - Encourages me to develop ideas	6.15	[Q27] Division Director - Is easily accessed	6.09				
[Q59] Immediate Supervisor/Manager - Uses the most appropriate technology	6.10	[Q64] Immediate Supervisor/Manager - Has a clear sense of purpose and direction for the Science Division	6.00				
[Q95] Professional Development (Department) - The work I am involved in is relevant and applied	6.10	[Q20] Division Director - Treats employees with respect	5.91				
[Q56] Immediate Supervisor/Manager - Is willing to listen	6.05	[Q29] Division Director - Conducts good science that is relevant and applied	5.91				

LEGEND

ONLY ONE GROUP gave the variable a HIGH PERFORMANCE SCORE
ALL GROUPS gave the variable a HIGH PERFORMANCE SCORE



Table 11 c)

COMPARISON OF RESULTS - TOP 5 'GAP'											
DCLM Science Division											
Attitude Survey - October, 2002											
Results by: Length of Service											
All Employees (106)		Avg	Length of Service - 2 - 5 years (12)		Avg	Length of Service - 6 - 10 years (15)		Avg	Length of Service - 11 - 20 years (37)		Avg
[Q4] Whole of Department Level - Foster collaboration among work groups		2.32	[Q11] Whole of Department Level - Lead by example		3.75	[Q92] Professional Development (Department) - The professional development planning within the Department takes into account my individual needs and interests		2.47	[Q4] Whole of Department Level - Foster collaboration among work groups		2.39
[Q14] Whole of Department Level - Manage change well		2.06	[Q4] Whole of Department Level - Foster collaboration among work groups		3.69	[Q94] Professional Development (Department) - I believe that the Department offers long-term career opportunities for me		2.47	[Q14] Whole of Department Level - Manage change well		2.34
[Q92] Professional Development (Department) - The professional development planning within the Department takes into account my individual needs and interests		2.04	[Q13] Whole of Department Level - Are accountable to staff		3.37	[Q2] Whole of Department Level - Have a clear sense of purpose and strategic direction for the Science Division		2.36	[Q2] Whole of Department Level - Have a clear sense of purpose and strategic direction for the Science Division		2.24
[Q88] Professional Development (Department) - I have career development opportunities		1.99	[Q14] Whole of Department Level - Manage change well		3.35	[Q9] Whole of Department Level - Keep employees well informed about important matters		2.29	[Q92] Professional Development (Department) - The professional development planning within the Department takes into account my individual needs and interests		2.07
[Q9] Whole of Department Level - Keep employees well informed about important matters		1.98	[Q93] Professional Development (Department) - There are opportunities within the Department for developing new skills		3.18	[Q88] Professional Development (Department) - I have career development opportunities		2.27	[Q17] Division Director - Fosters collaboration among work groups		2.06
Length of Service - 21 - 30 years (20)		Avg	Length of Service - 30 + years (12)		Avg						
[Q1] Whole of Department Level - Have a clear sense of purpose and strategic direction for the Department.		2.50	[Q4] Whole of Department Level - Foster collaboration among work groups		1.64						
[Q4] Whole of Department Level - Foster collaboration among work groups		2.32	[Q8] Whole of Department Level - Encourage employees to develop ideas		1.55						
[Q3] Whole of Department Level - Clearly communicates the Department's goals and strategic direction		2.30	[Q43] Group Manager - Leads by example		1.45						
[Q9] Whole of Department Level - Keep employees well informed about important matters		2.25	[Q12] Whole of Department Level - Foster leadership skills		1.44						
[Q88] Professional Development (Department) - I have career development opportunities		2.15	[Q1] Whole of Department Level - Have a clear sense of purpose and strategic direction for the Department.		1.43						

LEGEND

ONLY ONE GROUP gave the variable a HIGH GAP SCORE
 ALL GROUPS gave the variable a HIGH GAP SCORE



Table 12 a), 12 b) and 12 c) provides a comparison of results by the “Importance”, “Performance” and “Gap” ratings for employees according to their job type – i.e. Manager, Scientist, Technical and Administration.

Table 12 a)

COMPARISON OF RESULTS - TOP 5 'IMPORTANCE'							
DCLM Science Division Attitude Survey - October, 2002 Results by: Job Type							
All Employees (106)	Avg	Job Type - Scientist (41)	Avg	Job Type - Technical (39)	Avg	Job Type - Administration (17)	Avg
[Q57] Immediate Supervisor/Manager - Treats employees with respect	6.53	[Q57] Immediate Supervisor/Manager - Treats employees with respect	6.58	[Q57] Immediate Supervisor/Manager - Treats employees with respect	6.56	[Q20] Division Director - Treats employees with respect	6.63
[Q7] Whole of Department Level - Treat employees with respect	6.48	[Q98] Autonomy - I having adequate decision making power to influence the way my job is performed	6.55	[Q39] Group Manager - Treats employees with respect	6.53	[Q7] Whole of Department Level - Treat employees with respect	6.53
[Q39] Group Manager - Treats employees with respect	6.48	[Q55] Immediate Supervisor/Manager - Is approachable	6.53	[Q55] Immediate Supervisor/Manager - Is approachable	6.51	[Q39] Group Manager - Treats employees with respect	6.50
[Q55] Immediate Supervisor/Manager - Is approachable	6.48	[Q7] Whole of Department Level - Treat employees with respect	6.51	[Q56] Immediate Supervisor/Manager - Is willing to listen	6.49	[Q56] Immediate Supervisor/Manager - Is willing to listen	6.50
[Q56] Immediate Supervisor/Manager - Is willing to listen	6.47	[Q20] Division Director - Treats employees with respect	6.50	[Q71] Immediate Supervisor/Manager - Is easy to access	6.45	[Q57] Immediate Supervisor/Manager - Treats employees with respect	6.50

LEGEND
 ONLY ONE GROUP gave the variable a HIGH IMPORTANCE SCORE
 ALL GROUPS gave the variable a HIGH IMPORTANCE SCORE

Table 12 b)

COMPARISON OF RESULTS - TOP 5 'PERFORMANCE'							
DCLM Science Division Attitude Survey - October, 2002 Results by: Job Type							
All Employees (106)	Avg	Job Type - Scientist (41)	Avg	Job Type - Technical (39)	Avg	Job Type - Administration (17)	Avg
[Q55] Immediate Supervisor/Manager - Is approachable	6.10	[Q57] Immediate Supervisor/Manager - Treats employees with respect	6.28	[Q55] Immediate Supervisor/Manager - Is approachable	6.13	[Q55] Immediate Supervisor/Manager - Is approachable	6.13
[Q57] Immediate Supervisor/Manager - Treats employees with respect	5.99	[Q55] Immediate Supervisor/Manager - Is approachable	6.22	[Q57] Immediate Supervisor/Manager - Treats employees with respect	6.00	[Q97] Autonomy - I set my work priorities	6.13
[Q95] Professional Development (Department) - The work I am involved in is relevant and applied	5.94	[Q95] Professional Development (Department) - The work I am involved in is relevant and applied	6.13	[Q56] Immediate Supervisor/Manager - Is willing to listen	5.95	[Q56] Immediate Supervisor/Manager - Is willing to listen	6.06
[Q56] Immediate Supervisor/Manager - Is willing to listen	5.94	[Q56] Immediate Supervisor/Manager - Is willing to listen	6.11	[Q83] Work Relationships - My peers are willing to listen to my work related problems	5.95	[Q98] Autonomy - I having adequate decision making power to influence the way my job is performed	6.06
[Q78] Work Relationships - I can work with the people in my area	5.87	[Q60] Immediate Supervisor/Manager - Conducts good science that is relevant and applied	6.00	[Q95] Professional Development (Department) - The work I am involved in is relevant and applied	5.89	[Q85] Work Relationships - Employees treat each other with respect and courtesy	6.00

LEGEND
 ONLY ONE GROUP gave the variable a HIGH PERFORMANCE SCORE
 ALL GROUPS gave the variable a HIGH PERFORMANCE SCORE

Table 12 c)

COMPARISON OF RESULTS - TOP 5 'GAP'									
DCLM Science Division									
Attitude Survey - October, 2002									
Results by: Job Type									
All Employees (106)	Avg	Job Type - Scientist (41)	Avg	Job Type - Technical (39)	Avg	Job Type - Administration (17)	Avg		
[Q4] Whole of Department Level - Foster collaboration among work groups	2.32	[Q4] Whole of Department Level - Foster collaboration among work groups	2.74	[Q94] Professional Development (Department) - I believe that the Department offers long-term career opportunities for me	2.37	[Q22] Division Director - Keeps employees well informed about important matters	2.48		
[Q14] Whole of Department Level - Manage change well	2.06	[Q17] Division Director - Fosters collaboration among work groups	2.20	[Q92] Professional Development (Department) - The professional development planning within the Department takes into account my individual needs and interests	2.20	[Q20] Division Director - Treats employees with respect	2.34		
[Q92] Professional Development (Department) - The professional development planning within the Department takes into account my individual needs and interests	2.04	[Q14] Whole of Department Level - Manage change well	2.16	[Q88] Professional Development (Department) - I have career development opportunities	2.18	[Q4] Whole of Department Level - Foster collaboration among work groups	2.15		
[Q88] Professional Development (Department) - I have career development opportunities	1.99	[Q9] Whole of Department Level - Keep employees well informed about important matters	2.06	[Q11] Whole of Department Level - Lead by example	2.17	[Q2] Whole of Department Level - Have a clear sense of purpose and strategic direction for the Science Division	2.06		
[Q9] Whole of Department Level - Keep employees well informed about important matters	1.98	[Q13] Whole of Department Level - Are accountable to staff	2.00	[Q14] Whole of Department Level - Manage change well	2.12	[Q9] Whole of Department Level - Keep employees well informed about important matters	2.04		

LEGEND
 ONLY ONE GROUP gave the variable a HIGH GAP SCORE
 ALL GROUPS gave the variable a HIGH GAP SCORE

Table 13 a), 13 b) and 13 c) provides a comparison of results by the “Importance”, “Performance” and “Gap” ratings according to gender.

Table 13 a)

COMPARISON OF RESULTS - TOP 5 'IMPORTANCE'									
DCLM Science Division									
Attitude Survey - October, 2002									
Results by: Gender									
All Employees (106)	Avg	Gender - Male (65)	Avg	Gender - Female (37)	Avg				
[Q57] Immediate Supervisor/Manager - Treats employees with respect	6.53	[Q39] Group Manager - Treats employees with respect	6.47	[Q57] Immediate Supervisor/Manager - Treats employees with respect	6.65				
[Q7] Whole of Department Level - Treat employees with respect	6.48	[Q57] Immediate Supervisor/Manager - Treats employees with respect	6.47	[Q55] Immediate Supervisor/Manager - Is approachable	6.62				
[Q39] Group Manager - Treats employees with respect	6.48	[Q7] Whole of Department Level - Treat employees with respect	6.43	[Q56] Immediate Supervisor/Manager - Is willing to listen	6.62				
[Q55] Immediate Supervisor/Manager - Is approachable	6.48	[Q95] Professional Development (Department) - The work I am involved in is relevant and applied	6.42	[Q7] Whole of Department Level - Treat employees with respect	6.61				
[Q56] Immediate Supervisor/Manager - Is willing to listen	6.47	[Q58] Immediate Supervisor/Manager - Encourages me to develop ideas	6.40	[Q20] Division Director - Treats employees with respect	6.60				

LEGEND
 ONLY ONE GROUP gave the variable a HIGH IMPORTANCE SCORE
 ALL GROUPS gave the variable a HIGH IMPORTANCE SCORE

Table 13 b)

COMPARISON OF RESULTS - TOP 5 'PERFORMANCE'
DCLM Science Division
Attitude Survey - October, 2002
Results by: Gender

All Employees (106)	Avg	Gender - Male (65)	Avg	Gender - Female (37)	Avg
[Q55] Immediate Supervisor/Manager - Is approachable	6.10	[Q55] Immediate Supervisor/Manager - Is approachable	6.03	[Q55] Immediate Supervisor/Manager - Is approachable	6.17
[Q57] Immediate Supervisor/Manager - Treats employees with respect	5.99	[Q57] Immediate Supervisor/Manager - Treats employees with respect	5.93	[Q78] Work Relationships - I can work with the people in my area	6.11
[Q95] Professional Development (Department) - The work I am involved in is relevant and applied	5.94	[Q56] Immediate Supervisor/Manager - Is willing to listen	5.88	[Q56] Immediate Supervisor/Manager - Is willing to listen	6.08
[Q56] Immediate Supervisor/Manager - Is willing to listen	5.94	[Q95] Professional Development (Department) - The work I am involved in is relevant and applied	5.85	[Q85] Work Relationships - Employees treat each other with respect and courtesy	6.08
[Q78] Work Relationships - I can work with the people in my area	5.87	[Q58] Immediate Supervisor/Manager - Encourages me to develop ideas	5.78	[Q95] Professional Development (Department) - The work I am involved in is relevant and applied	6.08

LEGEND

ONLY ONE GROUP gave the variable a HIGH PERFORMANCE SCORE

ALL GROUPS gave the variable a HIGH PERFORMANCE SCORE

Table 13 c)

COMPARISON OF RESULTS - TOP 5 'GAP'
DCLM Science Division
Attitude Survey - October, 2002
Results by: Gender

All Employees (106)	Avg	Gender - Male (65)	Avg	Gender - Female (37)	Avg
[Q4] Whole of Department Level - Foster collaboration among work groups	2.32	[Q4] Whole of Department Level - Foster collaboration among work groups	2.45	[Q94] Professional Development (Department) - I believe that the Department offers long-term career opportunities for me	2.41
[Q14] Whole of Department Level - Manage change well	2.06	[Q1] Whole of Department Level - Have a clear sense of purpose and strategic direction for the Department.	2.37	[Q4] Whole of Department Level - Foster collaboration among work groups	2.28
[Q92] Professional Development (Department) - The professional development planning within the Department takes into account my individual needs and interests	2.04	[Q14] Whole of Department Level - Manage change well	2.22	[Q92] Professional Development (Department) - The professional development planning within the Department takes into account my individual needs and interests	2.04
[Q88] Professional Development (Department) - I have career development opportunities	1.99	[Q9] Whole of Department Level - Keep employees well informed about important matters	2.22	[Q14] Whole of Department Level - Manage change well	1.89
[Q9] Whole of Department Level - Keep employees well informed about important matters	1.98	[Q13] Whole of Department Level - Are accountable to staff	2.21	[Q11] Whole of Department Level - Lead by example	1.85

LEGEND

ONLY ONE GROUP gave the variable a HIGH GAP SCORE

ALL GROUPS gave the variable a HIGH GAP SCORE

Table 14 a), 14 b) and 14 c) provides a comparison of results by the “Importance”, “Performance” and “Gap” ratings according to age groupings.

Table 14 a)

COMPARISON OF RESULTS - TOP 5 'IMPORTANCE' DCLM Science Division Attitude Survey - October, 2002 <i>Results by: Age</i>					
All Employees (106)		Avg	Age - 31 - 40 (15)		Avg
			Age - 41 - 50 (49)		Avg
[Q57] Immediate Supervisor/Manager - Treats employees with respect		6.53	[Q7] Whole of Department Level - Treat employees with respect		6.57
[Q7] Whole of Department Level - Treat employees with respect		6.48	[Q80] Work Relationships - There is a good team spirit within my work group		6.57
[Q39] Group Manager - Treats employees with respect		6.48	[Q88] Professional Development (Department) - I have career development opportunities		6.50
[Q55] Immediate Supervisor/Manager - Is approachable		6.48	[Q94] Professional Development (Department) - I believe that the Department offers long-term career opportunities for me		6.50
[Q56] Immediate Supervisor/Manager - Is willing to listen		6.47	[Q95] Professional Development (Department) - The work I am involved in is relevant and applied		6.50
Age - 51 - 60 (27)		Avg	Remaining Age Groups (12)		Avg
[Q39] Group Manager - Treats employees with respect		6.58	[Q55] Immediate Supervisor/Manager - Is approachable		6.80
[Q15] Division Director - Has a clear sense of purpose and strategic direction for the Science Division		6.56	[Q87] Professional Development (Department) - I have the opportunity to update my job skills		6.73
[Q57] Immediate Supervisor/Manager - Treats employees with respect		6.48	[Q95] Professional Development (Department) - The work I am involved in is relevant and applied		6.73
[Q16] Division Director - Clearly communicates Science Division's goals and strategic direction		6.48	[Q39] Group Manager - Treats employees with respect		6.70
[Q22] Division Director - Keeps employees well informed about important matters		6.48	[Q56] Immediate Supervisor/Manager - Is willing to listen		6.70

LEGEND

ONLY ONE GROUP gave the variable a HIGH IMPORTANCE SCORE
 ALL GROUPS gave the variable a HIGH IMPORTANCE SCORE



Table 14 b)

COMPARISON OF RESULTS - TOP 5 'PERFORMANCE'
DCLM Science Division
Attitude Survey - October, 2002
Results by: Age

All Employees (106)		Age - 31 - 40 (15)		Age - 41 - 50 (49)	
	Avg		Avg		Avg
[Q55] Immediate Supervisor/Manager - Is approachable	6.10	[Q57] Immediate Supervisor/Manager - Treats employees with respect	6.40	[Q57] Immediate Supervisor/Manager - Treats employees with respect	6.04
[Q57] Immediate Supervisor/Manager - Treats employees with respect	5.99	[Q55] Immediate Supervisor/Manager - Is approachable	6.20	[Q95] Professional Development (Department) - The work I am involved in is relevant and applied	6.02
[Q95] Professional Development (Department) - The work I am involved in is relevant and applied	5.94	[Q78] Work Relationships - I can work with the people in my area	6.14	[Q55] Immediate Supervisor/Manager - Is approachable	5.98
[Q56] Immediate Supervisor/Manager - Is willing to listen	5.94	[Q71] Immediate Supervisor/Manager - Is easy to access	6.00	[Q56] Immediate Supervisor/Manager - Is willing to listen	5.96
[Q78] Work Relationships - I can work with the people in my area	5.87	[Q79] Work Relationships - Staff work well together to meet goals and objectives	6.00	[Q97] Autonomy - I set my work priorities	5.85

Age - 51 - 60 (27)		Remaining Age Groups (12)	
	Avg		Avg
[Q55] Immediate Supervisor/Manager - Is approachable	6.15	[Q78] Work Relationships - I can work with the people in my area	6.33
[Q56] Immediate Supervisor/Manager - Is willing to listen	5.93	[Q52] Group Manager - Is easy to access	6.30
[Q57] Immediate Supervisor/Manager - Treats employees with respect	5.85	[Q55] Immediate Supervisor/Manager - Is approachable	6.30
[Q95] Professional Development (Department) - The work I am involved in is relevant and applied	5.81	[Q56] Immediate Supervisor/Manager - Is willing to listen	6.20
[Q27] Division Director - Is easily accessed	5.75	[Q95] Professional Development (Department) - The work I am involved in is relevant and applied	6.18

LEGEND

ONLY ONE GROUP gave the variable a HIGH PERFORMANCE SCORE

ALL GROUPS gave the variable a HIGH PERFORMANCE SCORE



Table 14 c)

COMPARISON OF RESULTS - TOP 5 'GAP'
DCLM Science Division
Attitude Survey - October, 2002
Results by: Age

All Employees (106)		Age - 31 - 40 (15)		Age - 41 - 50 (49)	
	Avg		Avg		Avg
[Q4] Whole of Department Level - Foster collaboration among work groups	2.32	[Q94] Professional Development (Department) - I believe that the Department offers long-term career opportunities for me	2.64	[Q4] Whole of Department Level - Foster collaboration among work groups	2.56
[Q14] Whole of Department Level - Manage change well	2.06	[Q14] Whole of Department Level - Manage change well	2.62	[Q14] Whole of Department Level - Manage change well	2.27
[Q92] Professional Development (Department) - The professional development planning within the Department takes into account my individual needs and interests	2.04	[Q88] Professional Development (Department) - I have career development opportunities	2.50	[Q88] Professional Development (Department) - I have career development opportunities	2.17
[Q88] Professional Development (Department) - I have career development opportunities	1.99	[Q13] Whole of Department Level - Are accountable to staff	2.49	[Q11] Whole of Department Level - Lead by example	2.15
[Q9] Whole of Department Level - Keep employees well informed about important matters	1.98	[Q93] Professional Development (Department) - There are opportunities within the Department for developing new skills	2.45	[Q92] Professional Development (Department) - The professional development planning within the Department takes into account my individual needs and interests	2.13

Age - 51 - 60 (27)		Remaining Age Groups (12)	
	Avg		Avg
[Q9] Whole of Department Level - Keep employees well informed about important matters	2.04	[Q94] Professional Development (Department) - I believe that the Department offers long-term career opportunities for me	3.87
[Q1] Whole of Department Level - Have a clear sense of purpose and strategic direction for the Department.	1.99	[Q14] Whole of Department Level - Manage change well	3.22
[Q4] Whole of Department Level - Foster collaboration among work groups	1.96	[Q92] Professional Development (Department) - The professional development planning within the Department takes into account my individual needs and interests	2.74
[Q2] Whole of Department Level - Have a clear sense of purpose and strategic direction for the Science Division	1.88	[Q4] Whole of Department Level - Foster collaboration among work groups	2.67
[Q50] Group Manager - Deals with issues in an appropriate and timely manner	1.79	[Q8] Whole of Department Level - Encourage employees to develop ideas	2.67

LEGEND

ONLY ONE GROUP gave the variable a HIGH GAP SCORE
 ALL GROUPS gave the variable a HIGH GAP SCORE

3.2.5 Agreement Categories

Section 2B of the DCLM Science Division Employee Attitude Survey contained statements falling into the following categories with instructions to rate each statement according to level of agreement where 1 = “Strongly Disagree” and 7= “Strongly Agree”

Questions contained in these categories were considered to be most reliably evaluated using ratings by level of agreement, rather than ratings of “importance and performance”.

The ratings from these items are best considered as comparable to the “Performance” ratings used in Section 2A.

- | | |
|------------------------------|--------------------------------|
| • Recognition/Feedback | Equal Opportunity |
| • Communication – Vertical | Role Clarity |
| • Communication – Horizontal | Occupational Health and Safety |
| • Communication – Strategic | Health |
| • Job Satisfaction | Skills and Knowledge |
| • Work Demands | Change |
| • Work/Life Balance | Infrastructure/ Resources |
| • Morale | Continual improvement |
| • Commitment | Job Security |
| • Productivity | |

Tables 15 and 16 present the summary of results for the respondent’s perceived level of agreement with each of the statements listed under the above categories.

The above categories were considered to be most reliably evaluated by level of agreement rather than by “Importance” and “Performance”. The ratings from these items are best considered as comparable to the “Performance” ratings in section 2A of the survey.

Table 15

SUMMARY OF RESULTS - 'STRONGLY AGREE' (Page 1/2)**DCLM Science Division
Attitude Survey - October, 2002
Results for: All Employees****VARIABLE**

	Avg	Rank
[Q172] I understand the purpose of my job	6.13	1
[Q155] I believe I am accountable to my managers	5.86	2
[Q186] I understand the need for change	5.85	3
[Q170] I am responsible for keeping my manager up to date about my performance	5.84	4
[Q171] I understand clearly what outcomes are expected of me in my job	5.79	5
[Q130] I am satisfied with the amount of freedom I have to choose my own method of working	5.77	6
[Q173] I understand how my job fits into the Science Division's responsibility to the Department	5.65	7
[Q156] I am proud to tell others that I work for the Science Division	5.63	8
[Q152] I am willing to work beyond what is normally expected of me for the Science Division to be successful	5.59	9
[Q143] I am generally enthusiastic about my job	5.53	10
[Q168] I meet all of the work deadlines that I am required to meet	5.52	11
[Q126] I am satisfied with the amount of responsibility I am given	5.49	12
[Q176] I feel safe in my working environment	5.47	13
[Q185] Staff in my area have the job knowledge and skills to deliver superior quality work and service	5.41	14
[Q169] My area is operating efficiently	5.41	15
[Q111] I have enough information to do my job well	5.40	16
[Q200] People in my work group genuinely try to improve the Science Division's performance	5.34	17
[Q183] I have the skills and knowledge to improve what I do and how I do it	5.31	18
[Q128] I am satisfied with the amount of variety I have in my job	5.30	19
[Q110] I participate in relevant performance appraisals	5.30	20
[Q144] I feel motivated by my job	5.29	21
[Q184] My current job uses my existing skill set	5.24	22
[Q127] I am satisfied with the opportunity to use my abilities	5.23	23
[Q174] In my opinion, people new to my workgroup are given a clear understanding of what is expected of them	5.23	24
[Q158] I am very loyal towards the Science Division	5.22	25
[Q107] I think that my performance on the job is evaluated fairly	5.21	26
[Q175] I typically receive clear explanations of what is to be done	5.21	27
[Q117] I am encouraged and have opportunity to share my ideas with others in my team	5.19	28
[Q124] Overall, I am satisfied with my job	5.19	28
[Q147] Staff seem to take pride in their work	5.18	30
[Q139] My work allows me sufficient time for social activities	5.15	31
[Q109] I have knowledge on how I am performing in my job	5.12	32
[Q189] The work in my area is well organised	5.09	33
[Q162] Harassment and inappropriate behaviours are managed effectively in the Science Division	5.05	34
[Q145] I feel positive at work	5.02	35
[Q137] I manage to balance my work and personal life	4.99	36
[Q159] I would rather work for the Science Division than any other company	4.99	37
[Q123] I am aware of how my work role fits into the strategic direction of the Science Division	4.97	38
[Q133] I am able to manage my workload	4.91	39
[Q153] I find that my values and the values of the Science Division are very similar	4.90	40
[Q118] I share what I have learned with others in the Science Division	4.89	41
[Q151] Employees are generally enthusiastic at work	4.87	42
[Q154] I find staff to be accountable to their managers	4.85	43
[Q131] I am satisfied with the recognition I get for good work	4.81	44
[Q188] I understand the reasons for policy, procedural and organisational changes in the Science Division.	4.79	45
[Q157] The Science Division really inspires me to put in my best effort	4.75	46
[Q197] The Science Division seeks new opportunities	4.71	47
[Q108] My performance appraisals have been conducted on a regular and timely basis	4.70	48
[Q122] Staff are committed to the Science Division's goals and direction	4.70	48
[Q106] I receive adequate and regular recognition for my efforts at work	4.67	50
[Q125] I am satisfied with the physical workplace conditions	4.67	50

Variable is a TOP 10 Score

SUMMARY OF RESULTS - '**STRONGLY AGREE**' (Page 2/2)
DCLM Science Division
Attitude Survey - October, 2002
Results for: All Employees
VARIABLE**Avg Rank**

[Q112] Science Division management keeps staff informed on matters important to staff	4.65	52
[Q163] There are opportunities for promotion and professional development in the Science Division regardless of gender, age or culture	4.62	53
[Q193] Science Division uses and manages it's volunteers appropriately	4.60	54
[Q146] I feel energised at work	4.53	55
[Q187] I receive timely information about how changes at work will affect me	4.48	56
[Q194] Things are sometimes disorganised	4.47	57
[Q120] The Science Division clearly communicates its goals and strategic direction	4.46	58
[Q149] Morale within my work group is high	4.44	59
[Q198] The Science Division communicates its good work to the appropriate audience	4.42	60
[Q199] Science Division staff have ideas that challenge you to re-examine some of the basic assumptions about your work	4.41	61
[Q196] Staff in my area have adequate tools, technology and other resources to support the delivery of superior quality work and services	4.38	62
[Q134] I have too much work and too little time to do it in	4.36	63
[Q121] Staff have a good understanding of the Science Division's goals and direction	4.30	64
[Q129] I feel my job is secure in the Science Division	4.29	65
[Q164] The Department offers a good level of job security	4.25	66
[Q166] I feel secure in my present employment	4.23	67
[Q201] I am confident that Divisional management will act on issues identified by this survey	4.20	68
[Q165] I am confident that I will be able to work for the Department as long as I wish	4.19	69
[Q114] Employees are regularly informed about the Science Division's performance	4.19	70
[Q177] I feel fatigue because of the demands of my work	4.19	70
[Q141] After work, I come home too tired to do some of the things I'd like to do	4.15	72
[Q190] I have adequate resources to do my job	4.09	73
[Q150] There is a positive feeling in the Science Division	4.02	74
[Q136] There are sufficient resources and equipment to complete my work	3.98	75
[Q191] Resources are distributed fairly and equitably	3.98	76
[Q195] The Science Division has adequate systems in place to measure client (eg Nature Cons Div) satisfaction	3.97	77
[Q167] I do not worry about the future of my job	3.88	78
[Q115] IDAPES is useful in helping me achieve my agreed work objectives	3.85	79
[Q113] Employees are regularly informed about Departmental performance	3.84	80
[Q148] Morale within the Science Division is high	3.83	81
[Q132] I am satisfied with my chance of promotion	3.79	82
[Q138] My workplace location is easy to access by public transport	3.73	83
[Q140] My work often conflicts with my family life	3.70	84
[Q116] IDAPES is useful in helping me monitor my ongoing career development	3.63	85
[Q135] There is usually sufficient staff in my area to handle the workload	3.61	86
[Q142] The demands of my job make it difficult to be relaxed at home	3.56	87
[Q192] There are adequate staff in my area	3.44	88
[Q180] Thinking about my work has led to sleeping difficulties	3.34	89
[Q179] My job has impacted negatively on my health	3.25	90
[Q119] The communication between divisions within the Department is excellent	2.99	91
[Q178] I find working in a remote location difficult	2.83	92
[Q160] I am contemplating leaving the Department	2.79	93
[Q161] I am contemplating moving to another part of the Department	2.49	94
[Q181] I seriously think about seeking medical advice	2.38	95
[Q182] I seriously think about seeking counselling	2.26	96

Variable is a TOP 10 Score

Table 16

SUMMARY OF RESULTS - '**STRONGLY DISAGREE**' (Page 1/2)

DCLM Science Division
Attitude Survey - October, 2002
Results for: All Employees

VARIABLE

	Avg	Rank
[Q182] I seriously think about seeking counselling	2.26	1
[Q181] I seriously think about seeking medical advice	2.38	2
[Q161] I am contemplating moving to another part of the Department	2.49	3
[Q160] I am contemplating leaving the Department	2.79	4
[Q178] I find working in a remote location difficult	2.83	5
[Q119] The communication between divisions within the Department is excellent	2.99	6
[Q179] My job has impacted negatively on my health	3.25	7
[Q180] Thinking about my work has led to sleeping difficulties	3.34	8
[Q192] There are adequate staff in my area	3.44	9
[Q142] The demands of my job make it difficult to be relaxed at home	3.56	10
[Q135] There is usually sufficient staff in my area to handle the workload	3.61	11
[Q116] IDAPES is useful in helping me monitor my ongoing career development	3.63	12
[Q140] My work often conflicts with my family life	3.70	13
[Q138] My workplace location is easy to access by public transport	3.73	14
[Q132] I am satisfied with my chance of promotion	3.79	15
[Q148] Morale within the Science Division is high	3.83	16
[Q113] Employees are regularly informed about Departmental performance	3.84	17
[Q115] IDAPES is useful in helping me achieve my agreed work objectives	3.85	18
[Q167] I do not worry about the future of my job	3.88	19
[Q195] The Science Division has adequate systems in place to measure client (eg Nature Cons Div) satisfaction	3.97	20
[Q191] Resources are distributed fairly and equitably	3.98	21
[Q136] There are sufficient resources and equipment to complete my work	3.98	22
[Q150] There is a positive feeling in the Science Division	4.02	23
[Q190] I have adequate resources to do my job	4.09	24
[Q141] After work, I come home too tired to do some of the things I'd like to do	4.15	25
[Q177] I feel fatigue because of the demands of my work	4.19	26
[Q114] Employees are regularly informed about the Science Division's performance	4.19	26
[Q165] I am confident that I will be able to work for the Department as long as I wish	4.19	28
[Q201] I am confident that Divisional management will act on issues identified by this survey	4.20	29
[Q166] I feel secure in my present employment	4.23	30
[Q164] The Department offers a good level of job security	4.25	31
[Q129] I feel my job is secure in the Science Division	4.29	32
[Q121] Staff have a good understanding of the Science Division's goals and direction	4.30	33
[Q134] I have too much work and too little time to do it in	4.36	34
[Q196] Staff in my area have adequate tools, technology and other resources to support the delivery of superior quality work and services	4.38	35
[Q199] Science Division staff have ideas that challenge you to re-examine some of the basic assumptions about your work	4.41	36
[Q198] The Science Division communicates its good work to the appropriate audience	4.42	37
[Q149] Morale within my work group is high	4.44	38
[Q120] The Science Division clearly communicates its goals and strategic direction	4.46	39
[Q194] Things are sometimes disorganised	4.47	40
[Q187] I receive timely information about how changes at work will affect me	4.48	41
[Q146] I feel energised at work	4.53	42
[Q193] Science Division uses and manages it's volunteers appropriately	4.60	43
[Q163] There are opportunities for promotion and professional development in the Science Division regardless of gender, age or culture	4.62	44
[Q112] Science Division management keeps staff informed on matters important to staff	4.65	45
[Q125] I am satisfied with the physical workplace conditions	4.67	46
[Q106] I receive adequate and regular recognition for my efforts at work	4.67	46
[Q122] Staff are committed to the Science Division's goals and direction	4.70	48
[Q108] My performance appraisals have been conducted on a regular and timely basis	4.70	48
[Q197] The Science Division seeks new opportunities	4.71	50

Variable is a TOP 10 Score

SUMMARY OF RESULTS - '*STRONGLY DISAGREE*' (Page 2/2)
DCLM Science Division
Attitude Survey - October, 2002
Results for: All Employees
VARIABLE

	Avg	Rank
[Q157] The Science Division really inspires me to put in my best effort	4.75	51
[Q188] I understand the reasons for policy, procedural and organisational changes in the Science Division.	4.79	52
[Q131] I am satisfied with the recognition I get for good work	4.81	53
[Q154] I find staff to be accountable to their managers	4.85	54
[Q151] Employees are generally enthusiastic at work	4.87	55
[Q118] I share what I have learned with others in the Science Division	4.89	56
[Q153] I find that my values and the values of the Science Division are very similar	4.90	57
[Q133] I am able to manage my workload	4.91	58
[Q123] I am aware of how my work role fits into the strategic direction of the Science Division	4.97	59
[Q159] I would rather work for the Science Division than any other company	4.99	60
[Q137] I manage to balance my work and personal life	4.99	61
[Q145] I feel positive at work	5.02	62
[Q162] Harassment and inappropriate behaviours are managed effectively in the Science Division	5.05	63
[Q189] The work in my area is well organised	5.09	64
[Q109] I have knowledge on how I am performing in my job	5.12	65
[Q139] My work allows me sufficient time for social activities	5.15	66
[Q147] Staff seem to take pride in their work	5.18	67
[Q124] Overall, I am satisfied with my job	5.19	68
[Q117] I am encouraged and have opportunity to share my ideas with others in my team	5.19	68
[Q175] I typically receive clear explanations of what is to be done	5.21	70
[Q107] I think that my performance on the job is evaluated fairly	5.21	71
[Q158] I am very loyal towards the Science Division	5.22	72
[Q174] In my opinion, people new to my workgroup are given a clear understanding of what is expected of them	5.23	73
[Q127] I am satisfied with the opportunity to use my abilities	5.23	74
[Q184] My current job uses my existing skill set	5.24	75
[Q144] I feel motivated by my job	5.29	76
[Q110] I participate in relevant performance appraisals	5.30	77
[Q128] I am satisfied with the amount of variety I have in my job	5.30	78
[Q183] I have the skills and knowledge to improve what I do and how I do it	5.31	79
[Q200] People in my work group genuinely try to improve the Science Division's performance	5.34	80
[Q111] I have enough information to do my job well	5.40	81
[Q169] My area is operating efficiently	5.41	82
[Q185] Staff in my area have the job knowledge and skills to deliver superior quality work and service	5.41	83
[Q176] I feel safe in my working environment	5.47	84
[Q126] I am satisfied with the amount of responsibility I am given	5.49	85
[Q168] I meet all of the work deadlines that I am required to meet	5.52	86
[Q143] I am generally enthusiastic about my job	5.53	87
[Q152] I am willing to work beyond what is normally expected of me for the Science Division to be successful	5.59	88
[Q156] I am proud to tell others that I work for the Science Division	5.63	89
[Q173] I understand how my job fits into the Science Division's responsibility to the Department	5.65	90
[Q130] I am satisfied with the amount of freedom I have to choose my own method of working	5.77	91
[Q171] I understand clearly what outcomes are expected of me in my job	5.79	92
[Q170] I am responsible for keeping my manager up to date about my performance	5.84	93
[Q186] I understand the need for change	5.85	94
[Q155] I believe I am accountable to my managers	5.86	95
[Q172] I understand the purpose of my job	6.13	96

Variable is a TOP 10 Score

3.2.6 Analysis of relationships (Regression Analysis)

Important Relationships

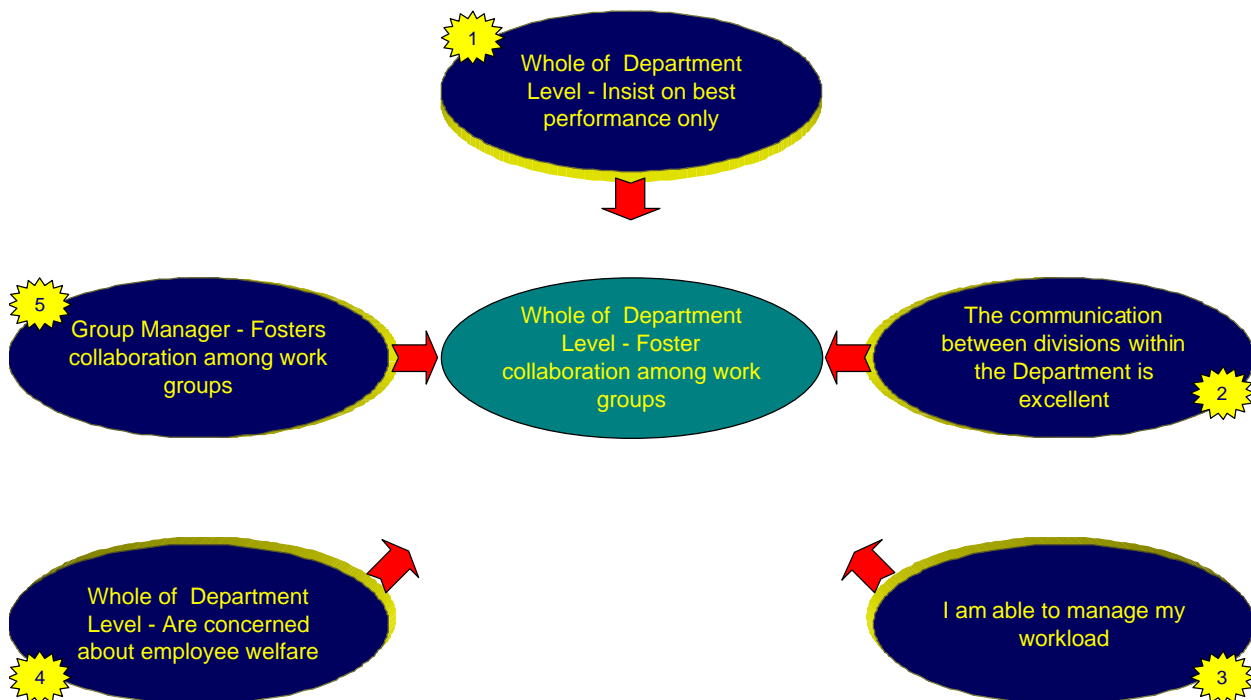
Research and OSA Group experience in conducting Employee Attitude surveys have revealed that a number of organisational factors, often described as “Driving Factors” (eg. remuneration/benefits) heavily influence secondary organisational factors, often described as “Dependent or Outcome Factors” (eg. morale). Results in this section highlight important relationships between “Driving” and “Dependent Factors”. Understanding these relationships provides a basis for establishing strategies to address areas requiring development.

The following charts illustrate key issues that significantly relate to the Dependent Factors of:

- Leadership
- Professional Development
- Communication
- Work/Life Balance
- Work Demands
- Recognition/Feedback

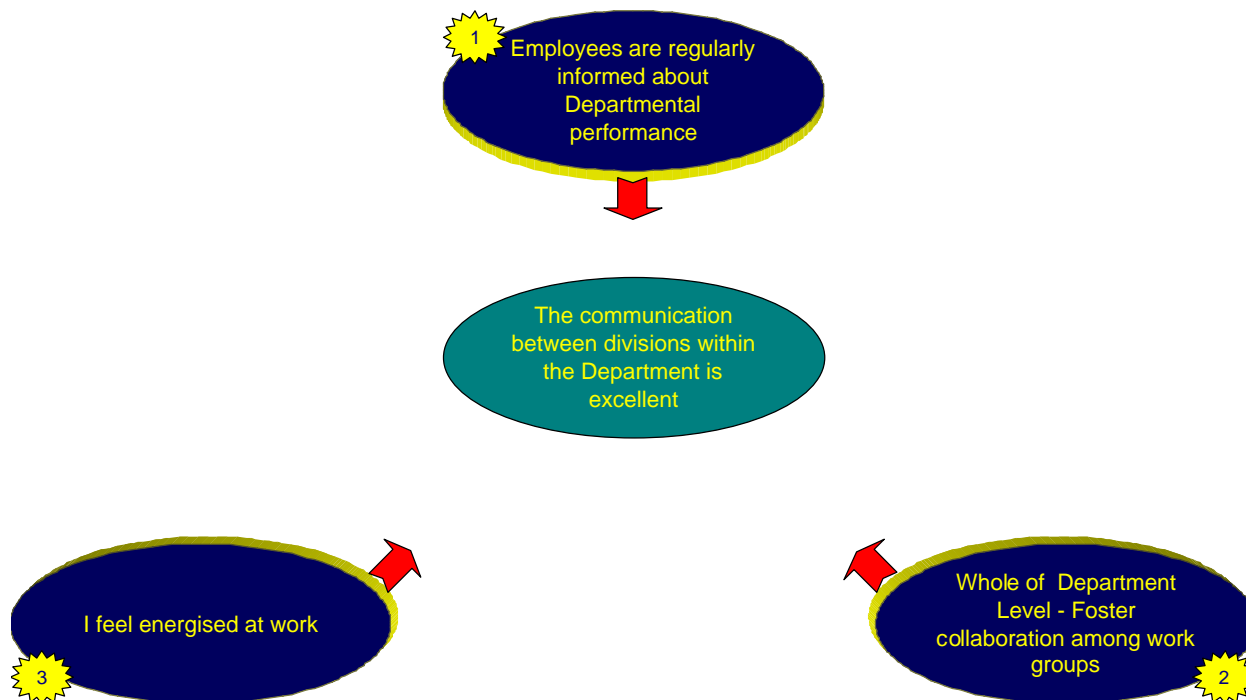
REGRESSION ANALYSIS

WHOLE OF DEPARTMENT LEVEL - FOSTER COLLABORATION AMONG WORK GROUPS



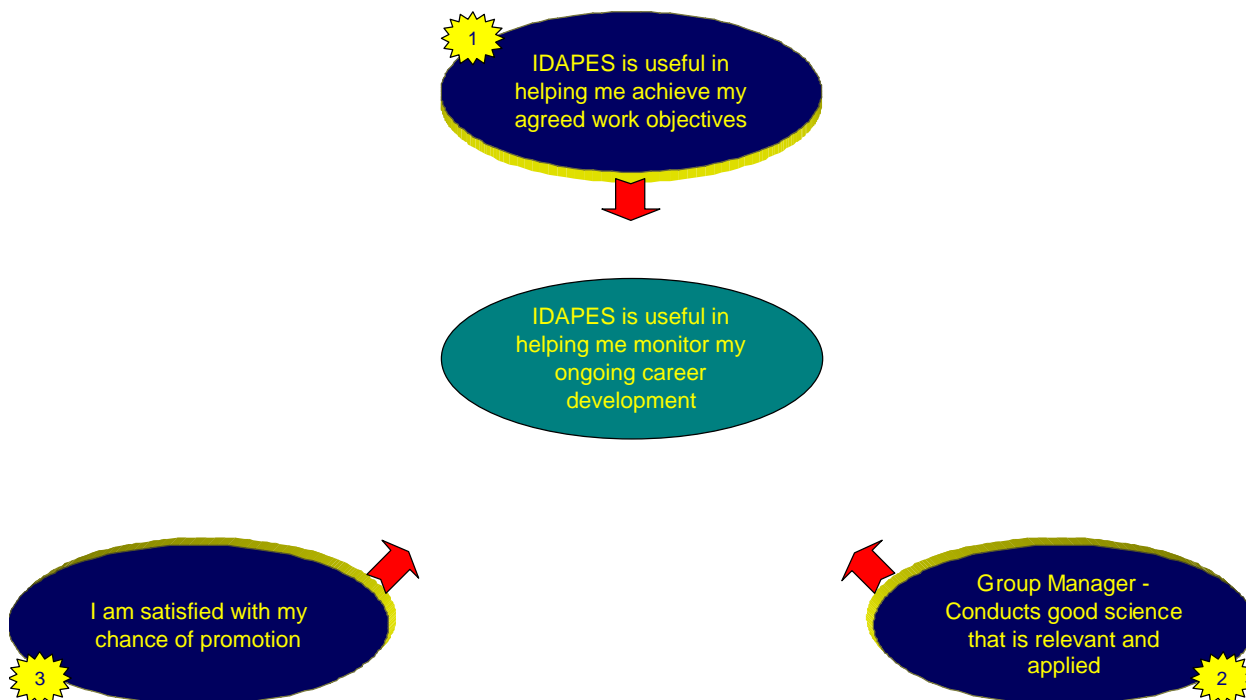
REGRESSION ANALYSIS

THE COMMUNICATION BETWEEN DIVISIONS WITHIN THE DEPARTMENT IS EXCELLENT



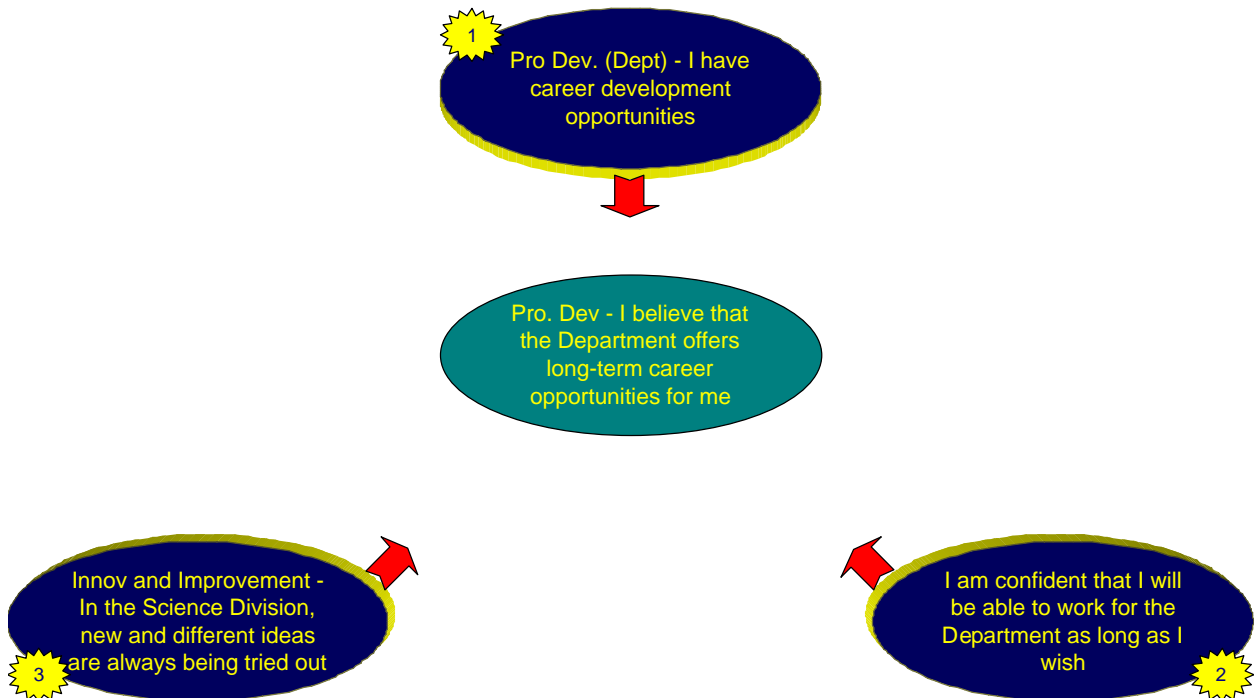
REGRESSION ANALYSIS

IDAPES IS USEFUL IN HELPING ME MONITOR MY ONGOING CAREER DEVELOPMENT



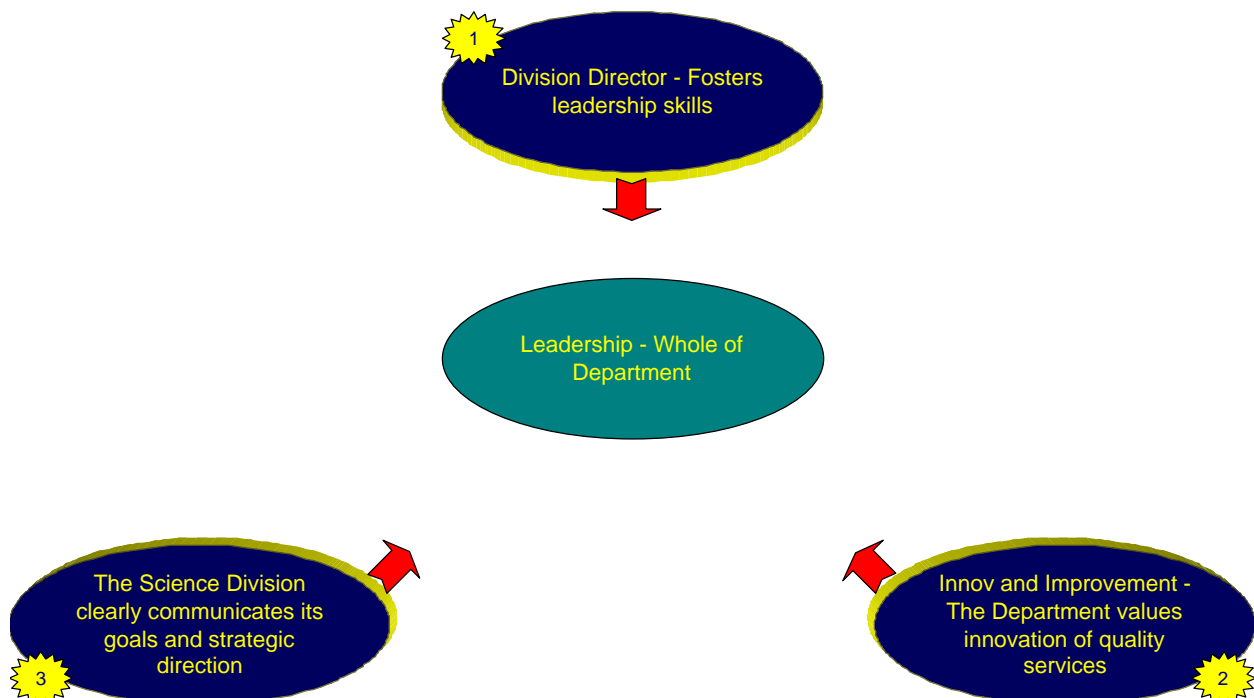
REGRESSION ANALYSIS

PRO. DEV - I BELIEVE THAT THE DEPARTMENT OFFERS LONG-TERM CAREER OPPORTUNITIES FOR ME



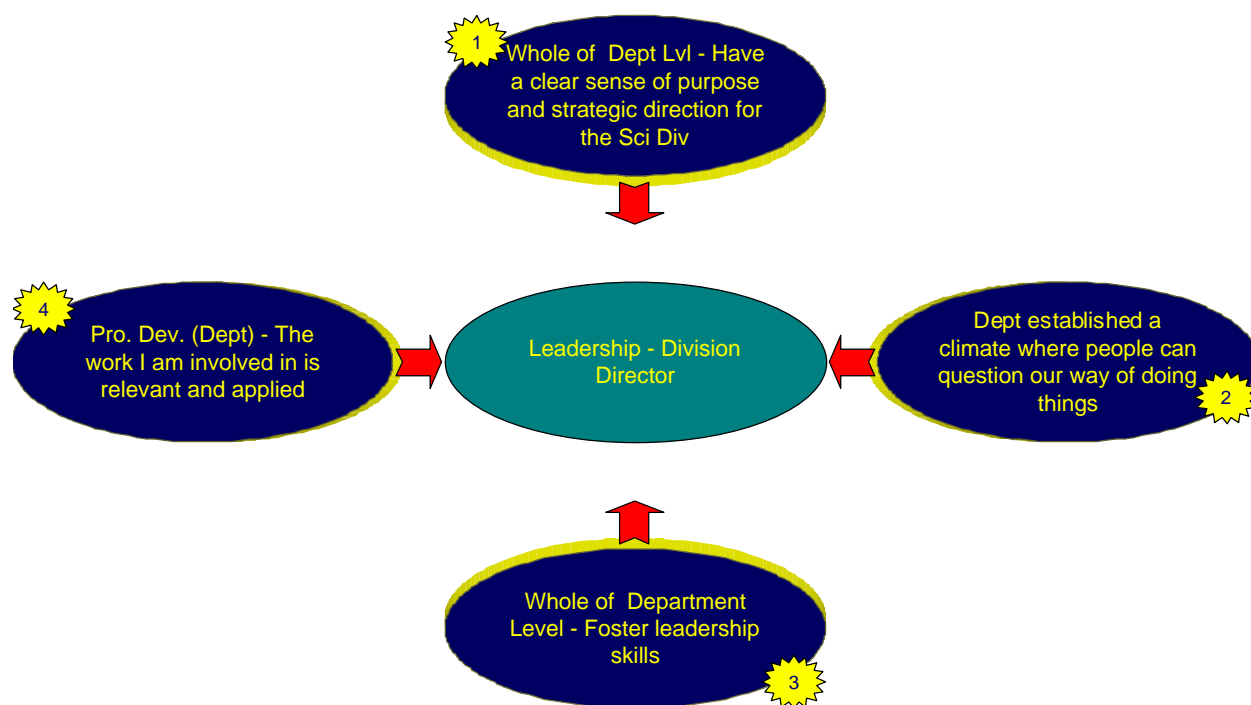
REGRESSION ANALYSIS

LEADERSHIP - WHOLE OF DEPARTMENT



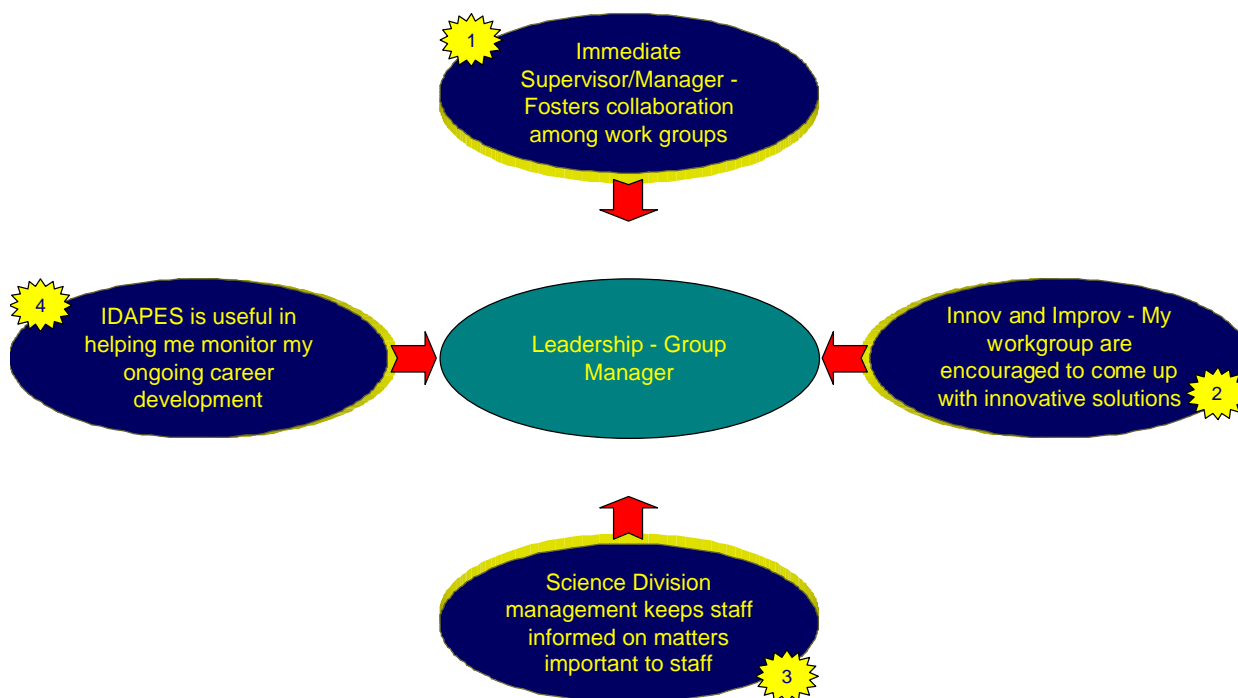
REGRESSION ANALYSIS

LEADERSHIP - DIVISION DIRECTOR



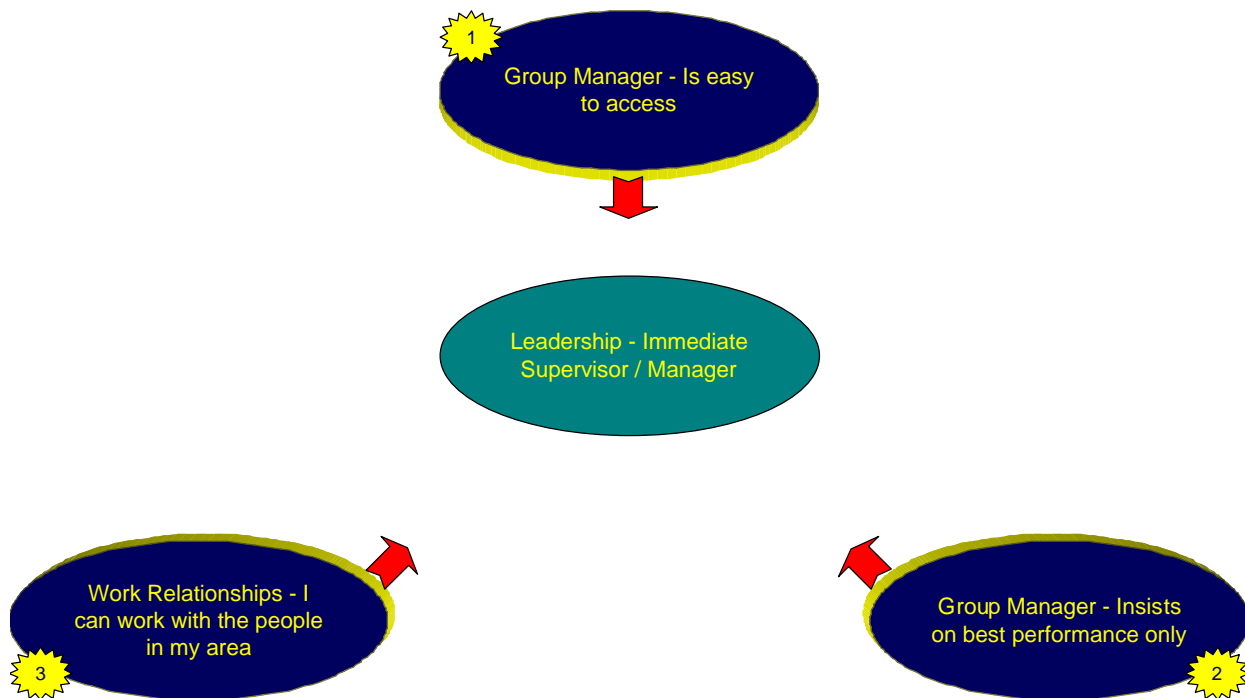
REGRESSION ANALYSIS

LEADERSHIP - GROUP MANAGER



REGRESSION ANALYSIS

LEADERSHIP - IMMEDIATE SUPERVISOR / MANAGER



4. Qualitative Analysis

4.1 Part 3A - Qualitative responses

Part 3A of the survey requested that participants rate from one (of most importance) to thirteen (of least importance) the issues listed.

- ☐ Communication
- ☐ Recognition/Feedback
- ☐ Leadership – Senior/Immediate
- ☐ Terms and Conditions
- ☐ Work Demands
- ☐ Service Provider Agreement (SPA)
- ☐ Information Technology

- ☐ Professional Development
- ☐ Work/Life Balance
- ☐ Innovation and Improvement
- ☐ Work Relationships
- ☐ Equal Opportunity
- ☐ Change Process

Of the 106 employees who returned completed questionnaires eight did not complete this section.

Issues Most Important to Staff
DCLM Science Division
 Attitude Survey - October, 2002
Results for All Employees

ISSUES	IMP	
	%	Rank
Work/Life Balance	24%	1
Communication	20%	2
Leadership – Senior/Immediate	15%	3
Professional Development	7%	4
Work Demands	7%	5
Recognition/Feedback	7%	6
Innovation and Improvement	6%	7
Equal Opportunity	4%	8
Terms and Conditions	4%	9
Service Provider Agreement (SPA)	3%	10
Work Relationships	2%	11
Information Technology	1%	12
Change Progress	1%	13

Issues Least Important to Staff (Part 3 A)
DCLM Science Division
 Attitude Survey - October, 2002
Results for All Employees

ISSUES	IMP	
	%	Rank
Service Provider Agreement (SPA)	50%	1
Information Technology	13%	2
Equal Opportunity	12%	3
Change Progress	9%	4
Terms and Conditions	7%	5
Work/Life Balance	3%	6
Work Demands	2%	7
Recognition/Feedback	1%	8
Leadership – Senior/Immediate	1%	9
Innovation and Improvement	1%	10
Professional Development	0%	11
Work Relationships	0%	12
Communication	0%	13

4.2 Part 3 - Written Comments

Part 3B of the DCLM Science Division Employee Attitude Survey 2002 invited participants to provide comments on the things DCLM Science Division is doing well and to provide suggestions on things that could be done to improve DCLM Science Division.

Of the 106 employees returning completed questionnaires, 40 listed comments on those areas working well and 56 offered comments on the things that could use improvement.

Recorded below is a summary of the comments provided by the survey participants on important issues for DCLM Science Division staff. The comments have been summarised to protect the privacy of respondents. In general, the issues that generated comment were those of *Senior Level Leadership, Staff Development, Work Culture, Innovation and Scientific Standards, Influencing Government Policy and Public Opinion, Allocation of Resources, Equal Opportunity, Internal Communication and Collaboration, Organisational Structure and Strategy, and Workforce Planning*,

Category:*Allocation of Resources*

Generally comments ranged from:

- assessments that good work is being done despite limited resources, to
- that more resources are needed
- suggestions that the management of volunteers is done so as not to devalue the real cost of work needing to be completed,
- that the allocation of resources be relevant to regions,
- that there is equal sharing of resources, and
- that middle management be made to be more accountable.
- more staff needed. Staff availability to meet work demands.
- the provision of up to date resources and technologies.
- reward good performers with more resources, improve mentoring (match mentor to referee, access group if necessary),
- the provision of clerical, secretarial, junior technical support for experienced senior staff to improve efficiency and productivity.

Category:*Influencing Government Policy & Public Opinion*

Generally comments ranged from :

- concern that despite the relevance of research to the community the corporate culture cannot see the benefits of research.
- that while SPA's help the Division be better attuned to the demands of industry and the public the Department should play a more active role in influencing both areas and take a more leading role.
- concern that the Division does not have the power to influence Government decisions.
- despite limited resources and finance the Division produces a huge amount of good work for the Department and "Good News " stories for the Government.
- the need for an emphasis on public education, community outreach and the allocation of more time for groups to do this.

Category: Innovation & Scientific Standards

Generally comments ranged from:

- a belief that there is high quality applied science being produced, the best in Australia.
- concern about a low level of recognition of the value of science being produced by the department.
- concern that the Department and Government does not base its decision making on the good quality and objective information provided by the Division.
- there is no acknowledgement of innovation i.e. the WA Herbarium- Florobase.
- the needs to clearly show how much "Science" is relevant to the achievement of the Department's goals by communicating its achievements and outcomes specifically and directly to its clients - the purchaser.
- more collaboration with Nature Conservation Division and outside Departments.
- a clearer more articulate statement of what the emerging scientific, administrative and operational challenges are for the Science Division and how the Division can review its research program and administrative structure to meet these challenges.
- a greater commitment to writing up and publishing research in peer reviewed literature before taking on new projects.
- a commitment to recruiting younger and new scientists with ideas and skills which will meet the challenges of managing extraordinary diverse biological systems where there are competing land users.
- promotion and sending out as much information about the Department's achievements. We do a lot of great work but need to get that to the community more.
- the direction of research is set by external funding agencies as they provide the operating funds for projects

Category: Senior Level Leadership

Generally comments included:

- recognition of Science Division management's attempts to meet public expectations and departmental objectives while motivating staff to work toward those goals.
 - the director is performing very ably, some officers at all levels are outstanding and very capable.
 - very good people in leadership positions, clear direction following recent changes in gov't policy, clearly visible, accessible to most people at this workplace, willing to consider feedback, perceived to be well respected at the corporate level.
 - leadership that promotes a high standard of research with excellent results, especially in view of the limited operating budget.
 - good attempt to install sensible management systems in a scientific environment.
 - the division has good administration systems.
- and then there were comments suggesting
- less levels of management needed. Some managers seem unable to deal with complex issues and/or ignore them.
 - the suggestion that the management structure be changed so that group managers actually participate in the operations they oversee.
 - concern about group managers, their managerial style, availability and communication style.

- senior management are lacking generally in personnel management, staff feel they are considered as not much more than numbers.
- the perception of nepotism in some areas based more on “mates “ relationships.
- the suggestion that a flatter structure be created.
- restructure to break down the silo's.
- senior management to acknowledging and implement change in relation to how the budget is distributed, projects accepted, funding allocated.

Category: Staff Development

Comments included concerns about

- the need for better induction and training of new staff,
- OHS improvements, team work, and work experience be promoted.
- the opportunity to work with outsiders exchanging information.
- more training courses within the Department and more funding available for external courses.
- the lack of positions for new staff and for those employed who wish to move up severely hampers the amount and quality of the work produced.

and comments suggesting

- professional development has been available paid for by division. Budget processes well managed.
- well being of staff, career opportunities is considered
- training opportunities both in technical and managerial areas are relatively good with a culture of self improvement.
- recommence weekly seminar program.

Category: Work Culture

Generally comments suggest

- that the Division cares about the wellbeing of staff and their families and it is actively supportive in this regard as is evident in it's decision making. This is to be commended. This engenders loyalty, respect and hard work.
- that there is a good working atmosphere at wildlife research centre.
- fostering in the staff a sense of community and worthiness.
- the provision of a fair and open workplace which is safe and where there is equal opportunity for advancement is excellent..
- dedicated people working together to achieve a worthwhile outcome.
- friendly supportive atmosphere, volunteers are great, good informal learning atmosphere, quality of information superb.
- workers cheerful and have good morale and loyalty even though conditions are not fantastic.
- good leadership.

Category: *Equal Opportunities*

Comments in relation to

- job recognition, some groups seem to have better treatment than others which does not help job morale. Rules for some and not for others.
- rectify gender imbalance in management and senior positions. Improve management of staff, particularly ensuring that all staff do a fair days work.
- make it equal opportunity - bosses openly say that they don't want to employ females to do jobs and it is hard for females to get training in "men's work", give people job security or you won't get loyalty back, work with other parts of the Department so we are not us and them.
- destroy the "secret men's business" evident in budget allocation.

Category: *Internal Communication & Collaboration*

Comments centred around:

- the provision of effective computing support,
- recognition of staff achievements in a more effective way,
- provision of adequate technical resources to research scientists (mobilize existing technical resources).
- better communication with in the Division, better communication between Divisions, but this is a two way problem with other Division's not communicating with the Science Division.
- more opportunity for staff in remote locations to be involved in technology transfer within the division, seminars, meetings.
- Science Division can tend to be insular and it needs to work more closely with other Divisions and branches to understand their issues. This may require an adjustment to accept that other cultures and attitudes are worth listening to.
- effect a closer alignment of logical group activities with divisional priorities and initiatives.
- develop in house journal again in hard copy format not electronic. Divisional newsletter would be a good way of enhancing communication between groups in science division.

Category: *Organisational Structure & Strategy*

Comments:

- difficult to integrate the division and improve communication with several centres, therefore consolidate further. Bring whole division together at Kensington.
- increase efforts to ensure media (TV radio, newspapers) are utilised to promote work of the division, need for higher priority for sponsorship efforts to assist conservation projects
- implementation of hard discussions, greater focus on first rate performance as opposed to adequate (on sub standard),
- clear recognition by managers that their role is management and facilitation of research by others (seeking funding, assisting with write up, identifying new research areas and nurturing them until they are developed enough for staff to be appointed with funding),

- more focus on getting previous work published,
- more science staff in regional offices.
- the very strong individualistic attitude of many scientists needs to be moderated and these people encouraged to contribute their skills into a cohesive team approach to the work of the division.
- direct funding into areas that will contribute to positive environmental change and minimise research for research sake.
- use technical officers to do small "consultancy" jobs instead of hiring consultants.
- concern about the attitude of scientists, arrogant, egotistical "holier than thou" attitude. More finances and then scientists will have enough to invite colleagues from other institutions as well as their technical officers.
- reorganise CALM Science – review what and how we do things.
- senior scientists in management roles only, technical officers and junior scientists to do work.
- don't use volunteers when there are technical officers willing.
- recognise the worth of the WA Herbarium. Provide support and funding to complete programs that have been initiated and then funding withdrawn.
- concern that this survey will change nothing in the Department. Any innovative ideas and programs have to struggle or are abandoned because of the lack of funding. Frustrating.
- ensure all future appointees at Scientist level are scientists ie. Don't assume tech officers can become scientists.
- instill a philosophy that contract positions are exactly that and don't perpetuate the belief that contractors can be made permanent. Contractors should be made to compete for externally advertised permanent positions (genuine positions) if they seek permanency

Category: *Workforce Planning*

Comments:

- more funding to update work place and provide more staff.
- proper use of IDAPES to get rid of dead wood (under performing staff) and to celebrate those staff working to a standard. I have done one IDAPES and have received no feedback in 14 months. What is the benefit to me?
- stop user pay between CALM departments, creates antagonism and poor science.
- technical staff award conditions must be reviewed to remove ongoing dissatisfaction and conflict which undermines team unity.
- the need for a PR person to sell the value of the Science Department.
- administration is more like a necessary evil (not good choice of word) rather than an integrated part of operation.

Category: *Other*

This section included concerns about

- job security, contract staff and the potential inefficient and loss of the skills and training invested into the person by the department.
- the suggestion of a cadetship that offers permanency even though projects change.
- safety issues.
- physical working conditions,
- before shifting staff to Kensington from other centres examine the public transport issue to and from Kensington and the daily energy, time and cost.
- work place conditions need to be improved, especially accommodation.
- address the issue of the recruitment of permanent staff .
- the reduction of office support may impact on morale as well as productivity eventually.
- the division needs a system to retain the younger contract people rather than input resources into training and career, only to have them leave due to contracts ending and budget funding loss.
- provide day to day recognition of exceptional skills used by all staff regardless of position, formal recognition of contribution to each project and more specific. Greater use of volunteers and community groups to collect and process data and specimens, Creation of low cost mobile labs or education units.

5. Summary of Major Findings - DCLM Science Division – Employee Attitude Survey 2002

5.1 Current Areas of Strength

Leadership – Immediate Supervisory Management

Leadership by Immediate Supervisors/Managers was largely rated among the higher performance factors at all job levels. This indicates that staff perceive their immediate managers demonstrate positive leadership behaviours. This is likely to be influenced by the level of contact supervisors/ managers have with their direct reports.

Work relationships

The level of cooperation and respect between staff was consistently rated as an area of importance for staff across the organisation. The results indicated that this factor was rated amongst the highest performing categories. The results reflect positive relationships between staff within teams or work groups as opposed to relationships with other areas of the department where there is generally perceived to be a need for greater collaboration.

5.2 Areas Requiring Attention

Leadership – Whole Department

An area of significant importance for all participants is the area of leadership. Performance ratings indicate that immediate supervisors/ managers are seen to be approachable and respectful of employees. “Gap” ratings achieved by calculating the difference between the “Importance” rating and the “Performance” rating suggest that in relation to the Whole Department Level respondents have concern with the management of collaboration between work groups, the management of change, opportunities for professional development, the communication of important matters and accountability.

Professional Development

Professional development relevant to individual needs and interests and the opportunities to progress in their careers was another area where the “gap” rating suggested a high level of dissatisfaction. On the other hand, “Importance” and “Performance” ratings suggest that generally participants are satisfied with their opportunity to work in areas that are relevant and applied.

6. Recommendations

Of primary importance is the communication of the major findings of the survey to all staff highlighting areas of strength and those requiring attention. This can be extremely useful in demonstrating Senior Management's commitment to accepting feedback from staff.

It is vital to the fine-tuning of any interpretations made from these results that further exploration and analysis of the specific concerns of each of the demographic groups is undertaken and can be achieved through targeted focus group discussion.

The application of this approach across all demographic categories would eventuate in action plan development specific and relevant to needs and perceptions of the demographic group and would be preferable to a "one size fits all" approach.

Once this has occurred it is also important to inform staff of the steps that Senior management is both under taking and planning to undertake to address critical issues identified in the survey and from the discussion from the staff survey feedback sessions.

The key recommendations listed below are guides only and based on strategies to:

1. 'Close the gaps' identified between variable importance and perceived performance.
2. Enhance those key drivers (see regression analysis) that impact on these issues seen by as employees as most critical.
3. Address those variables of highest "Prioritized Concern".
4. Address those concerns, with which employees most strongly agree and/or disagree.

The strategies do not take into consideration however the:

1. The differences across demographic groups in relation to specific areas of concern.
2. Consideration in relation to where the cut off is going to be set relative to the size of the "Gap" rating.

Leadership – Whole Department

Key issues under this category were related to:

- Treating employees with respect
- Keeping employees well informed
- Leading by example
- Managing change well
- Providing a clear sense of purpose and strategic direction for the Science Division
- Fostering collaboration among work groups

Recommendation 1

Review the communicative infrastructure between Whole of Department – Division Director – Group Manager – Immediate Supervisor.

Develop a "collaborative group" across divisions to discuss common issues and make recommendations to the Department.

Articulate the strategic direction for the Science Division and its linkage to the Whole of Department strategic plan.

Professional Development

Key issues under this category were related to:

- Career development opportunities
- Long term career options
- Opportunities for developing new skills
- Professional development planning and individual needs

It should be noted that these issues were of greater concern to the following demographic groups:

- Job level L1 –L3
- Technical jobs
- Length of Service 2-5 years

Recommendations 2

Implement professional development audit which:

- Identifies vocational needs
- Matches skills to meet those needs
- Provide targeted response still developmental (on the job ad off the job training)
- Articulates a response identifying opportunities

As the Divisions IDAPES is also related to professional development, job performance and direction it is important to note that there appeared some dissatisfaction with the current system. For example, staff strongly disagreed that IDAPES was:

- Helping them monitor their ongoing career development.
- Was useful in helping them achieve agreed work objectives.

As such an evaluation of IDAPES is recommended.

Recommendation 3

Consider the implementation of a range of employee well-being programs, which should assist in enhancing important Drivers' such as:

- Feeling energised
- Work life balance
- Innovation
- Collaboration
- Recognition
- Morale
- Employee enthusiasm

It should also feed into what employees consider the most important generic issue – Work Life Balance.

Examples of employee well-being programs may include:

- Provision of seminars on key work/life issues eg depression
- Provision of relaxation/yoga sessions
- Health (physical and emotional) assessments

Recommendation 4

As outlined in 5.3.1. above across the Division, responses suggest that employees have concerns in relation to Senior Management's commitment and ability to provide opportunity for developing new skills, fostering collaboration among work groups and establishing a climate where people can question or contribute to improving on how things are done. Responses also indicate concerns with Senior Management's professional development planning specifically with regard to acknowledgment of individual needs and interest and advancement.

Closer examination of the results however suggests variations among "work groups" (demographic category) in their assessment of "importance versus performance" in relation to these issues. Further exploration and analysis of the specific concerns of each group is necessary and could be achieved through targeted focus group discussion.

The application of this approach across all demographic categories would eventuate in action plan development specific and relevant to needs and perceptions of the demographic group and would be preferable to a "one size fits all" approach.

In terms of other demographics groups it would appear that a focus on:

- Technical staff
- Newer staff
- Staff levels L1 to L3

across issues related to vertical communication, leadership and professional development would be advantageous.