

## 2012 State of the Service Agency Survey – Office of the Australian Building and Construction Commissioner

### A. APS Values

1 Does your agency promote the complete and unaltered set of 15 APS Values?

- Yes
- No *[Please provide a copy of the APS Values as promoted by your agency – see the instructions at the end of this page]*

2 Did your agency use any of the following types of learning and development activities for the APS Values during 2011–12?

	Yes – Fully	Yes – Partially	Being Developed	No
a Online training	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
b Awareness raising as part of induction/orientation	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c Sessions on how the APS Values should operate in practice	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d Information on the intranet	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e Use of promotional material (e.g. pamphlets or posters)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f Testing employee knowledge or understanding of the APS Values	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
g Raising awareness of the Ethics Advisory Service <sup>1</sup>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h Training on how the APS Values relate to effective performance	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
i Other <i>[Please specify]</i> <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<sup>1</sup> See [www.apsc.gov.au/aps-employment-policy-and-advice/ethics/ethics-advisory-service](http://www.apsc.gov.au/aps-employment-policy-and-advice/ethics/ethics-advisory-service) for further information.

3 Did your agency have any of the following mechanisms in place during 2011–12 to ensure employees are assessed on how they demonstrate and consistently apply the APS Values?

	Yes – Fully	Yes – Partially	Being Developed	No
a Assessment of application of the APS Values is required to be included in performance assessments	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b Regular use of multi-source feedback (e.g. 360 degree assessments) that includes assessment of application of the APS Values	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
c Monitoring of senior leaders' role in embedding the APS Values (e.g. through staff surveys)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d Other <i>[Please specify]</i> <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4 If your agency used any strategies to embed the APS Values during 2011–12, please **briefly** describe the most effective strategy.

In developing the Agency's 'Statement of Strategic Intent' the Agency adopted APS values and have adopted the new proposed APS values as the Agency's values.

Comment Box A – APS Values

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## B. APS Code of Conduct

5 Did your agency finalise any investigations<sup>2</sup> conducted under your agency's procedures established under section 15(3) of the *Public Service Act 1999* into suspected breaches of the APS Code of Conduct in 2011–12?

- Yes *[Please specify number of employees<sup>3</sup> who were the subject of the investigations]*  
 (employees)
- No *[Please go to question 12]*

<sup>2</sup> This includes **all** investigations conducted under your agency's procedures, established under section 15(3) of the *Public Service Act 1999*, for handling suspected breaches of the Code of Conduct. It does not include initial investigations that do not proceed to misconduct procedures established under section 15(3) of the *Public Service Act 1999*. It does not include the outcomes of reviews of APS actions under section 33 of the *Public Service Act 1999* or investigations of whistleblower reports under section 16 of the *Public Service Act 1999* and Public Service Regulation 2.4.

<sup>3</sup> Employees that have been the subject of more than one Code of Conduct investigation finalised in 2011–12 should only be counted once.

6 How many of the employees reported in question 5 were investigated as a result of:

	Number of Employees
a An inquiry conducted under your agency's whistleblowing procedures?	<input type="text"/> (emp.)
b Conduct identified by supervisors/managers?	<input type="text"/> (emp.)
c Conduct identified by work colleagues?	<input type="text"/> (emp.)
d A complaint from members of the public/stakeholders?	<input type="text"/> (emp.)
e Your agency's compliance/monitoring systems (e.g. audit)?	<input type="text"/> (emp.)
f Other <i>[Please specify]</i> <input type="text"/>	<input type="text"/> (emp.)

7 How many of the employees reported in question 5 were found to have breached the Code of Conduct?

employees

8 How many of the employees reported in question 5 were the subject of an investigation that **commenced** prior to 2011–12?

employees

9 Of the employees reported in question 5 (i.e. those who were the subject of **finalised** investigations), please indicate in the following table:

*\* An individual employee can be counted against more than one element of the Code of Conduct.*

Elements of Code of Conduct	Finalised Investigations	
	i. How many employees were investigated for suspected breach(es) of this element?  (Number*)	ii. Of the employees in i., how many were found to have breached this element?  (Number*)
a Behave honestly and with integrity in the course of APS employment (s. 13(1))	<input type="text"/> (emp.)	<input type="text"/> (emp.)
b Act with care and diligence in the course of APS employment (s. 13(2))	<input type="text"/> (emp.)	<input type="text"/> (emp.)
c When acting in the course of APS employment, treat everyone with respect and courtesy, and without harassment (s. 13(3))	<input type="text"/> (emp.)	<input type="text"/> (emp.)
d When acting in the course of APS employment, comply with all applicable Australian laws (s. 13(4))	<input type="text"/> (emp.)	<input type="text"/> (emp.)
e Comply with any lawful and reasonable direction given by someone in the employee's Agency who has authority to give the direction (s. 13(5))	<input type="text"/> (emp.)	<input type="text"/> (emp.)
f Maintain appropriate confidentiality about dealings that the employee has with any Minister or Minister's member of staff (s. 13(6))	<input type="text"/> (emp.)	<input type="text"/> (emp.)
g Disclose, and take reasonable steps to avoid, any conflict of interest (real or apparent) in connection with APS employment (s. 13(7))	<input type="text"/> (emp.)	<input type="text"/> (emp.)
h Use Commonwealth resources in a proper manner (s. 13(8))	<input type="text"/> (emp.)	<input type="text"/> (emp.)
i Not provide false or misleading information in response to a request for information that is made for official purposes in connection with the employee's APS employment (s. 13(9))	<input type="text"/> (emp.)	<input type="text"/> (emp.)
j Not make improper use of: inside information, or the employee's duties, status, power or authority, in order to gain, or seek to gain, a benefit or advantage for the employee or for any other person (s. 13(10))	<input type="text"/> (emp.)	<input type="text"/> (emp.)
k At all times behave in a way that upholds the APS Values and the integrity and good reputation of the APS (s. 13(11))	<input type="text"/> (emp.)	<input type="text"/> (emp.)
l While on duty overseas, at all times behave in a way that upholds the good reputation of Australia (s. 13(12))	<input type="text"/> (emp.)	<input type="text"/> (emp.)
m Comply with any other conduct requirement that is prescribed by the regulations (s. 13(13))	<input type="text"/> (emp.)	<input type="text"/> (emp.)

10 Of the employees reported in question 5 (i.e. those who were the subject of **finalised** investigations), please indicate in the following table:

*\* An individual employee can be counted against more than one type of misconduct.*

Type of Misconduct	Finalised Investigations	
	i. How many employees were investigated for this type of misconduct? (Number*)	ii. Of the employees in i., how many were found to have breached the Code? (Number*)
a Improper access to personal information (e.g. browsing)	<input type="text"/> (emp.)	<input type="text"/> (emp.)
b Improper use of internet/email at work or using work resources	<input type="text"/> (emp.)	<input type="text"/> (emp.)
c Improper use of resources other than internet/email (e.g. vehicles)	<input type="text"/> (emp.)	<input type="text"/> (emp.)
d Harassment and/or bullying	<input type="text"/> (emp.)	<input type="text"/> (emp.)
e Inappropriate behaviour of employees ( <b>other than harassment or bullying</b> ) during working hours (e.g. treating APS employees, clients or stakeholders disrespectfully) <i>[Please specify the type(s) of behaviour]</i> <input type="text"/>	<input type="text"/> (emp.)	<input type="text"/> (emp.)
f Private behaviour of employees (e.g. at social functions outside working hours or comment made online in a private capacity) <i>[Please specify the type(s) of behaviour]</i> <input type="text"/>	<input type="text"/> (emp.)	<input type="text"/> (emp.)
g Unauthorised disclosure of information (e.g. leaks)	<input type="text"/> (emp.)	<input type="text"/> (emp.)
h Theft	<input type="text"/> (emp.)	<input type="text"/> (emp.)
i Fraud other than theft (e.g. identity fraud)	<input type="text"/> (emp.)	<input type="text"/> (emp.)
j Misuse of drugs or alcohol	<input type="text"/> (emp.)	<input type="text"/> (emp.)
k Conflict of interest	<input type="text"/> (emp.)	<input type="text"/> (emp.)
l Improper use of position status (e.g. abuse of power, exceeding delegations)	<input type="text"/> (emp.)	<input type="text"/> (emp.)
m Other <i>[Please specify]</i> <input type="text"/>	<input type="text"/> (emp.)	<input type="text"/> (emp.)

11 Of the employees reported in question 5 (i.e. those who were the subject of **finalised** investigations), please indicate in the following table:  
 \* An individual employee can be counted against more than one outcome.

Type of Outcome	Finalised Investigations
	How many employees received this type of outcome? (Number*)
a Termination of employment	<input type="text"/> (emp.)
b Reduction in classification	<input type="text"/> (emp.)
c Re-assignment of duties	<input type="text"/> (emp.)
d Reduction in salary	<input type="text"/> (emp.)
e Deductions from salary by way of a fine	<input type="text"/> (emp.)
f Reprimand	<input type="text"/> (emp.)
g Breach found but no sanction imposed	<input type="text"/> (emp.)
h No breach found	<input type="text"/> (emp.)
i Investigation discontinued because of resignation of employee under investigation	<input type="text"/> (emp.)
j Employee counselled	<input type="text"/> (emp.)
k Other <i>[Please specify]</i> <input type="text"/>	<input type="text"/> (emp.)

12 Public Service Regulation 2.4 requires Agency Heads to establish procedures for dealing with reports made by employees under section 16 of the *Public Service Act 1999* (protection for whistleblowers). Does your agency have such procedures in place?

- Yes
- Being developed [\[Please go to question 17\]](#)
- No [\[Please go to question 17\]](#)

13 How many whistleblowing reports were **lodged** (under procedures established in accordance with Public Service Regulation 2.4) with your Agency Head, or a person authorised to receive them, in 2011–12?<sup>4</sup>

reports

<sup>4</sup> Do not include reports for forwarding to the Public Service Commissioner or the Merit Protection Commissioner (e.g. those that have previously been investigated by your agency).

**[Please go to question 15]**

14 If any whistleblowing reports were **lodged** as per question 13, what was the subject matter of these reports  
 \* An individual report can be counted against more than one subject.

Subject Matter of Report	Whistleblowing Reports Lodged? (Number*)
a Improper access to personal information (e.g. browsing)	<input type="text"/> (no.)
b Improper use of internet/email at work or using work resources	<input type="text"/> (no.)
c Improper use of resources other than internet/email (e.g. vehicles)	<input type="text"/> (no.)
d Harassment and/or bullying	<input type="text"/> (no.)
e Inappropriate behaviour of employees ( <b>other than harassment or bullying</b> ) during working hours (e.g. treating APS employees, clients or stakeholders disrespectfully) <i>[Please specify the type(s) of behaviour]</i> <input type="text"/>	<input type="text"/> (no.)
f Private behaviour of employees (e.g. at social functions outside working hours or comment made online in a private capacity) <i>[Please specify the type(s) of behaviour]</i> <input type="text"/>	<input type="text"/> (no.)
g Unauthorised disclosure of information (e.g. leaks)	<input type="text"/> (no.)
h Theft	<input type="text"/> (no.)
i Fraud other than theft (e.g. identity fraud)	<input type="text"/> (no.)
j Misuse of drugs or alcohol	<input type="text"/> (no.)
k Conflict of interest	<input type="text"/> (no.)
l Improper use of position status (e.g. abuse of power, exceeding delegations)	<input type="text"/> (no.)
m Other <i>[Please specify]</i> <input type="text"/>	<input type="text"/> (no.)

15 How many inquiries into whistleblowing reports (made to your Agency Head, or a person authorised to receive them, under procedures established in accordance with Public Service Regulation 2.4) were **finalised** in 2011–12?  
 finalised inquiries

**[Please go to question 17]**

16 Of the **finalised** inquiries reported in question 15, how many resulted in a finding that an investigation into the alleged misconduct should be started under agency procedures for investigating suspected misconduct (i.e. procedures established in accordance with s. 15(3) of the *Public Service Act 1999*)?  
 finalised inquiries

- 17 Please **briefly** describe any **better practice** strategies your agency used in 2011–12 to prevent and/or address bullying and/or harassment.

The Bullying and Harrassment Policy and a range of materials are available for managers on the Agency's intranet site. Advice and face-to-face support is available to staff from managers and the People Learning and Culture Unit. A proactive approach is used in addressing any perceived issues. Staff were also emailed and encouraged to review the valuable resources on the Comcare site which includes a 10 minute Awareness Presentation if they missed the Agency's in-house bullying and harrassment training sessions (conducted by Comcare).

Comment Box B – APS Code of Conduct

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## C. Reviews of Actions

This section relates to the arrangements in your agency for dealing with employee grievances and complaints, in particular reviews of employment actions.

18 Did your agency receive any applications for primary review of employment actions<sup>5</sup> (*other than decisions about breaches of the Code of Conduct and matters that went to a Promotion Review Committee*) in 2011–12?

- Yes
- No [Please go to question 22]**

<sup>5</sup> Provisions relating to review of employment decisions are identified in s.10(1)(o) and s.33 of the *Public Service Act 1999* (and the Public Service Regulations and the Public Service Commissioner's Directions).

19 Of the applications for primary review of employment actions reported in question 18:

a. How many applications for primary review of actions (other than promotions and Code of Conduct decisions) were **received** by your agency in 2011–12?

applications

b. How many applications for primary review of actions (other than promotions and Code of Conduct decisions) were **finalised**<sup>6</sup> in your agency in 2011–12?

applications

<sup>6</sup> The term 'finalised' includes, for example, completed reviews of applications, informal resolution (e.g. through alternative dispute resolution), resignation of employee and withdrawn applications.

c. What was the average timeframe for completing the reviews in (b)?

- Less than 1 month
- 1 to less than 3 months
- 3 to less than 6 months
- 6 months or more
- Not applicable – none completed

d. How many of the reviews in (b) led to no change in decision?

*[Please enter the number of reviews or select 'Not applicable – none finalised']*

reviews

- Not applicable – none finalised

20 Which of the following options did your agency use to conduct primary reviews of actions during 2011–12 (i.e. any of those reviews reported in question 19a)? *[Please select all that apply]*

- Manager from outside employee's work area
- Manager inside employee's work area
- Human resources or other specialist staff member
- Employee from another APS agency
- External provider
- Other *[Please specify]*

21 Which of the following subject matters were relevant to any of the applications **finalised** in your agency during 2011–12 (i.e. those applications reported in question 19b)? *[Please select all that apply]*

- Performance feedback/assessment
- Access to leave or other conditions of employment
- Procedural issues relating to selection exercises
- Bullying or harassment
- Discrimination
- Inappropriate behaviour in the workplace (e.g. when dealing with clients/stakeholders)
- Workplace change (e.g. changes in duties)
- Suspension
- Conduct of other employees
- Other *[Please specify]*
- Not applicable – none finalised

22 During 2011–12, did your agency have alternative dispute resolution processes in place to settle employee grievances or complaints?

- Yes – fully**
- Yes – partially
- Being developed [\[Please go to Comment Box C\]](#)
- No [\[Please go to Comment Box C\]](#)

23 Who conducted the alternative dispute resolution processes? *[Please select all that apply]*

- Agency manager
- Agency employee (other than manager)
- External provider
- Other *[Please specify]***

Comment Box C – Reviews of Actions

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### D. Interactions with Government

This section relates to the policies of your agency regarding interactions with Ministers and/or their offices.

24 During 2011–12, did your agency provide regular (i.e. monthly or more often) services or advice to Ministers and/or their offices?

- Yes
- No [\[Please go to Comment Box D\]](#)

25 During 2011–12, did your agency promote to staff any of the following guidelines?

	Yes – Fully	Yes – Partially	Being Developed	No
a Standards of Ministerial Ethics (December 2007, updated September 2010) <sup>7</sup>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
b Register of Lobbyists (May 2008) <sup>8</sup>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
c Lobbying Code of Conduct (May 2008, updated June 2011) <sup>9</sup>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
d Code of Conduct for Ministerial Staff (July 2008) <sup>10</sup>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

<sup>7</sup> Published by the Department of the Prime Minister and Cabinet in December 2007 and found at [http://www.dpmc.gov.au/guidelines/docs/ministerial\\_ethics.pdf](http://www.dpmc.gov.au/guidelines/docs/ministerial_ethics.pdf)

<sup>8</sup> Created in May 2008, maintained by the Department of the Prime Minister and Cabinet and found at <http://lobbyists.pmc.gov.au/lobbyistsregister/>

<sup>9</sup> Published by the Department of the Prime Minister and Cabinet in May 2008 and found at [http://lobbyists.pmc.gov.au/conduct\\_code.cfm](http://lobbyists.pmc.gov.au/conduct_code.cfm)

<sup>10</sup> Released by the Cabinet Secretary in July 2008 and found at [http://www.smos.gov.au/media/code\\_of\\_conduct.html](http://www.smos.gov.au/media/code_of_conduct.html)

Comment Box D – Interactions with Government

## E. Agency Capability and Efficiency

This section relates to agency capabilities that are important to preparing the APS to meet the challenges of the future, and some aspects of agency efficiency.

**You may wish to involve your senior executives at an early stage to complete this section.**

26 How have demands on your agency head's/executive team's time **changed** over the **last three years** for the following activities?

	Increased Greatly	Increased Slightly	Neither Increased nor Decreased	Decreased Slightly	Decreased Greatly
a Setting strategic directions and priorities	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b Acquiring and/or developing leaders	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c Reallocating resources	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d Managing sensitive stakeholder relationships	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e Delivering policy/programs	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f Identifying and managing risk	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g Workforce planning	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h Performance management and/or staff development	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i Horizon scanning and forward looking	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j Managing significant change	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k Stimulating innovation/creativity	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l Other <i>[Please specify]</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Demands have increased as a result of changed legislation, changed leadership and the agency's transition to a different entity with different foci.

27 Over the **next 12 months (2012–13)**, how will demands on your agency head's/executive team's **change** for the following activities?

	Increase Greatly	Increase Slightly	Neither Increase nor Decrease	Decrease Slightly	Decrease Greatly
a Setting strategic directions and priorities	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b Acquiring and/or developing leaders	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c Reallocating resources	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d Managing sensitive stakeholder relationships	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e Delivering policy/programs	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f Identifying and managing risk	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
g Workforce planning	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h Performance management and/or staff development	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i Horizon scanning and forward looking	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j Managing significant change	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k Stimulating innovation/creativity	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l Other <i>[Please specify]</i> Bedding down a new agency with different foci and different reporting structures.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Asian Century

The scale and pace of Asia's transformation is unprecedented and the implications for Australia are profound. The Australian Government has commissioned a White Paper on Australia in the Asian Century to consider the likely economic and strategic changes in the region and what more can be done to position Australia for the Asian Century. This white paper is due to be released mid-2012. Further information on this initiative can be found at the Department of the Prime Minister and Cabinet's website: [asiancentury.dpmc.gov.au/](http://asiancentury.dpmc.gov.au/).

The following questions are designed to assess the:

- extent to which agencies are currently engaged in aspects of Australia's relationship with Asia
- current skill requirements to engage in this work and the sources of workforce supply for those skills
- direction Asia-related work is taking in agencies.

Asia is defined here as encompassing China, India, Japan, the Republic of Korea and the member countries of the Association of Southeast Asian Nations (ASEAN).

28 Does your agency negotiate agreements, develop policies, formulate strategies and/or enter into partnerships with Asia as part of its current business operations?

- Yes
- No – although need to closely monitor emerging Asian Century issues** [\[Please go to question 33\]](#)
- No, and no need to closely monitor emerging Asian Century issues [\[Please go to question 33\]](#)

29 Overall, how would your agency rate its preparedness to engage with Asia during 2011–12?

- Well prepared
- Moderately prepared
- Not well prepared
- Not at all prepared

30 Based on your agency's current capability, how much change and/or investment is required for the agency to be prepared for engaging with Asia during the **next five years**?

- Major **systemic** change and/or investment
- Considerable change and/or investment
- Some change and/or investment
- No change and/or investment

31 How important did your agency consider the following to be in engaging with Asia during 2011–12?

	Essential	Very Important	Somewhat Important	Not Important
a Leadership with a clear vision and strategy for Asian operations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b Senior staff capable of working cross-culturally in Asia	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c Senior staff with Asian language skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d Strong partnerships with the Asian public sector	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e Strong partnerships with Australian businesses operating in Asia	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f Local Asian staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g An internal agency culture which recognises the importance of Asia	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h Knowledge of the political environment in Asia	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i Knowledge of the history, structure and function of the Asian public sector	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j Other <i>[Please specify]</i> <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

32 How useful would the following be for your agency to build up its Asian capability?

	Essential	Very Useful	Somewhat Useful	Not Useful
a Learning about Asian culture through formal training and education*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b Learning about Asian culture on the job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c E-learning on Asian culture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d Training on the political context in Asia which is targeted to senior staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e Training on the Asian public sector	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f Access to best practice research on engaging with Asia	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g An online forum for sharing information on Asian engagement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h Other <i>[Please specify]</i> <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

\* Formal training and education can include seminars, conferences, classroom training, academic study or formal in-house programs.



Quality of services

33 How important are each of the following stakeholders to your agency's business?

	Essential	Very Important	Somewhat Important	Not Important
a Ministers	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
b Ministerial staff	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
c Other APS agencies	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
d State/territory government agencies	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
e Local government agencies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
f Non-government organisations	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
g Industry stakeholders	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h Tertiary education and research groups	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
i Unions	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j Members of the general public	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k Other, including international bodies <i>[Please specify]</i> International Industrial relations bodies	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

34 What proportion of your agency's overall effort is dedicated to each of the following functions in the conduct of the agency's business?

	(%)
a Service delivery	25
b Regulatory	60
c Policy development	5
d Program design and delivery	10

35 Has your agency identified quantifiable performance indicators/standards for the quality of services provided to **stakeholders**?

- Yes – fully
- Yes – partially**
- Being developed *[Please go to question 37]*
- No *[Please go to question 37]*

36 Which of the following were measured by the performance indicators/standards?

*[Please select all that apply]*

- Accessibility** (e.g. how easy it is for clients to access services or regulations, comment on policy development or influence program design)
- Responsiveness** (e.g. how readily services and policy are tailored to client needs, how quickly complaints are dealt with, how often program delivery timeframes are met)
- Reliability** (e.g. how confident clients are that service quality or regulatory standards are consistently applied, or that policy or programs will achieve desired outcomes)
- Communication** (e.g. how accurate are client expectations of services or programs, how well clients understand regulatory obligations or consequences of new policy)
- Other *[Please specify]*

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## Shared services

37 During 2011–12, did your agency participate in any shared service arrangements?<sup>11</sup>

- Yes – fully
- Yes – partially**
- Being developed *[Please go to question 40]*
- No *[Please go to question 40]*

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<sup>11</sup> Shared service arrangements include obtaining corporate function transactions, such as payroll, from other agenc(ies) or providing corporate function transactions to other agenc(ies).

38 Which of the following shared service arrangements did your agency participate in during 2011–12?  
*[Please select all that apply]*

- Parliamentary
- Security**
- Finance
- Legal
- Human resources**
- Employee Assistance Program**
- Payroll
- Administration
- Property**
- Communications/media
- Information and communications technology**
- Other *[Please specify]*

39 Please **briefly** comment on any successes or lessons learnt by your agency due to participation in shared service arrangements.

Shared Connect Platform (HR/Finance MIS) - Saves development time;  
 Shared DEEWR IT Services- reduces IT staffing requirements and creates efficiencies and scale economies.  
 EAP- (Shared with DEEWR through MOU) optimises use of DEEWR excess contract capacity creating economies and cost savings for smaller agency.  
 Sharing at a less formal level:  
 Smaller agencies often stand to gain more from the sharing of resources (such as standard HR policy and management project framework documents) as larger agencies typically have greater people resources to research and develop projects. Smaller agencies can adapt the 'borrowed' frameworks and processes to their needs.  
 The economies of some shared physical resources are obvious with the avoidance of unnecessarily duplicating infrastructure.  
 A significant amount of extra time is consumed with collaboration meetings but at the same time there is added value from information sharing and the establishment of networks.

## Digital transition

40 What steps did your agency take during 2011–12 to implement the digital transition policy<sup>12</sup> and move towards comprehensive digital information and records management? *[Please select all that apply]*

- Assigned senior responsibility for driving change
- Identified areas of weakness from your agency's Check-up self assessment**
- Developed a plan for improvement
- Other *[Please specify]*
- No steps taken – no plans to move towards digital information and records management
- No steps taken – policy already implemented and agency is fully digital

<sup>12</sup> See [www.naa.gov.au/records-management/digital-transition-policy/](http://www.naa.gov.au/records-management/digital-transition-policy/) for further information.

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### Comment Box E – Agency Capability and Efficiency

Re Digital Transition: Could not fully digitise due to the legal nature of some documents.

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## F. Open Government

This section relates to the use of Web 2.0 technology (such as wikis, blogs, Facebook, YouTube etc.) and the volume of any Freedom of Information requests received.

41 Did your agency have any issues or concerns with its own use of social media and networking tools (i.e. Web 2.0) to engage with stakeholders during 2011–12?

- Yes
- No [[Please go to question 44](#)]

42 Please **briefly** describe your agency's issues or concerns with its own use of social media and networking tools (i.e. Web 2.0) to engage with stakeholders.

43 Please **briefly** comment on whether your agency is able to address these issues or concerns and if so, how they are being addressed.

44 If your agency used social media and networking tools (i.e. Web 2.0) to enhance policy development or service delivery during 2011–12, please provide **one** example.

Sham contracting Twitter account

45 If your agency used social media and networking tools (i.e. Web 2.0) to improve internal or cross-government collaboration during 2011–12, please provide **one** example.

Use of Govdex

46 Did your agency have any guidance material for staff in 2011–12 on the use of social media and networking tools (i.e. Web 2.0)? *[Please select all that apply]*

- Yes, technical guidance on how to use social media and networking tools**
- Yes, on how to represent yourself online (e.g. in accordance with the APS Values and APS Code of Conduct) when using social media and networking tools for work purposes**
- Yes, on how to represent yourself online (e.g. in accordance with the APS Values and APS Code of Conduct) when using social media and networking tools as a participant in a professional network for non-job related purposes (e.g. forums where participants call on their professional expertise in areas such as management, engineering or science etc.)**
- Yes, on how to represent yourself online (e.g. in accordance with the APS Values and APS Code of Conduct) when using social media and networking tools for other personal or home use (not including professional network participation)**
- Yes, as part of more general information technology guidance**
- Being developed
- No

47 Did your agency provide any formal training to staff in 2011–12 on the use of social media and networking tools for work purposes?

- Yes – fully
- Yes – partially
- Being developed
- No**
- Not applicable – staff do not have access to social media and networking tools in the workplace

48 Please **briefly** describe any strategies your agency used in 2011–12 to address online bullying or harassment of staff due to work they had done (e.g. public posts on blogs, chat rooms, social networking sites etc).

No strategies currently in place but no formal reports of harrasment.

49 Please estimate how many Freedom of Information (FOI) requests your agency received in 2011–12.

*[Please enter the number of requests—enter 0 if none received]*

requests

Comment Box F – Open Government

## G. Workplace Diversity

This section relates to the workplace diversity priorities of your agency.

50 Did your agency have a Workplace Diversity Program in place during 2011–12?

- Yes – fully**
- Yes – partially
- Being developed [\[Please go to question 52\]](#)
- No [\[Please go to question 52\]](#)

51 Is your agency's Workplace Diversity Program covered by any of the following means?  
[\[Please select all that apply\]](#)

- Considered as part of an annual business planning cycle
- Information sought as part of agency staff surveys**
- Considered as part of performance assessments
- Included in the agency's annual report
- Other [\[Please specify\]](#)
- None of the above

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## Diversity Disclosure and Data Collection

52 Does your agency collect diversity status information from its **employees**? [\[Please select all that apply\]](#)

- Yes – pre-recruitment (e.g. as part of the application process)**
- Yes – post-recruitment**
- Being developed [\[Please go to question 56\]](#)
- No [\[Please go to question 56\]](#)

53 What methods did your agency use to improve employee disclosure of diversity status in 2011–12?  
*[Please select all that apply]*

- Modified the agency's human resource system
- Directly encouraged employees to update their diversity status on the agency's human resource system**  
*[Please specify how often]*  
 Email campaign linked to 'APSC Focus on Diversity' initiative
- Enlisted managers to encourage employees to update their diversity status on the agency's human resource system**
- Promoted the value of employee disclosure of diversity status**
- Clarified definitions of diversity to employees
- Other *[Please specify]*  
 \_\_\_\_\_
- None of the above

54 If your agency has used the diversity status information collected to inform any human resources strategies, please briefly describe **one** strategy.

Monitoring the number of employees who identify as 'Indigenous Australians' enables the agency to tailor indigenous recruitment initiatives in line with the Agency's Reconciliation Action Plan. It also enables ensuring appropriate mentoring opportunities for indigenous employees.

55 Does your agency provide employees with a 'choose not to answer' option when seeking diversity status information?

- Yes**
- No

56 a. During 2011–12, did your agency collect data on the number of Indigenous Australians who **applied for positions** in the agency?

- Yes – fully** *[Please specify number]* \_\_\_\_\_
- Yes – partially *[Please specify number]* \_\_\_\_\_
- Being developed
- No
- Not applicable – no positions available

b. During 2011–12, did your agency collect data on the number of people with disability who **applied for positions** in the agency?

- Yes – fully *[Please specify number]* \_\_\_\_\_
- Yes – partially *[Please specify number]* \_\_\_\_\_
- Being developed
- No**
- Not applicable – no positions available



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## Employment of Indigenous Australians

57 Did your agency have a formal Indigenous Employment Strategy (IES)<sup>13</sup> in place during 2011–12?

- Yes – fully *[Please go to question 59]*
- Yes – partially** *[Please go to question 59]*
- Being developed *[Please go to question 59]*
- No

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<sup>13</sup> An Indigenous Employment Strategy focuses on the agency and asks what it is doing to improve the way it employs and retains Indigenous Australians. Its emphasis is internal i.e. what workplace environment, recruitment and retention issues are affecting Indigenous employees in this agency.

58 Did your agency's Indigenous employment practices form part of a: *[Please select all that apply]*

- Reconciliation Action Plan<sup>14</sup>
- Workplace diversity program
- Other document(s) *[Please specify]*
- 
- No other documents

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<sup>14</sup> A Reconciliation Action Plan (RAP) is a tool to help agencies build positive relationships between Indigenous and non-Indigenous Australians. A RAP represents a framework for identifying specific actions and realistic targets to contribute to the improvement of the lives of Indigenous Australians in a wider sense, rather than solely at the agency business level.

59 During 2011–12, did your agency use the following measures to recruit and/or retain Indigenous Australians?

	Yes – Fully	Yes – Partially	Being Developed	No	Not Applicable (no Indigenous employees)
a Special measures <sup>15</sup> employment	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	
b Identified positions <sup>16</sup>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	
c Providing other opportunities for Indigenous employees to gain skills and experience under an agency based Indigenous employment scheme (e.g. school based) <sup>17</sup>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	
d Encouraging participation in the Australian Public Service Commission's Career Trek suite of learning and development programs for Indigenous APS employees.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	
e Advertising employment opportunities in Indigenous media (e.g. print, radio)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
f Participating in the Australian Public Service Commission's Pathways whole of government Indigenous recruitment initiatives for entry level, cadet and graduate recruits	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
g Operating an internal agency-based Indigenous employees' network	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h Encouraging participation in external Indigenous employees' networks such as the Indigenous APS Employees Network (IAPSEN)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i Providing study options <i>[Please specify]</i> Assisted Study options were available to all staff. Specific supported study was available for Indigenous cadet.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
j Providing culturally specific training programs for Indigenous employees (other than Career Trek)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
k Providing targeted leadership development opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
l Providing mentoring and/or coaching to Indigenous employees <i>[Please specify]</i> Senior Indigenous employee identified to mentor Indigenous cadet.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m Providing mobility and/or secondment opportunities into mainstream positions <i>[Please specify]</i> Available to all staff.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n Encouraging staff to participate in cultural events (e.g. Reconciliation Week, National Aboriginal and Islander Day Observance Committee [NAIDOC] Week etc.)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o Other recruitment and/or retention strategies <i>[Please specify]</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		

<sup>15</sup> Public Service Commissioner's Directions 4.2, 4.3 and 4.6A allow Agency Heads to limit specified employment opportunities to Indigenous applicants within the framework provided by Commonwealth discrimination legislation.

<sup>16</sup> Agency Heads can create positions that require an understanding of Indigenous culture and issues faced by Indigenous Australians, and the ability to deal effectively and sensitively with these issues. While it is likely that these positions will be occupied by Indigenous Australians, recruitment is on the basis of merit and is not confined to Indigenous Australians.

<sup>17</sup> Public Service Act Regulation 3.3 provides that Agency Heads may approve schemes enabling non-ongoing APS employees to gain skills and experience for the purpose of assisting them to participate in the workforce.

60 Does your agency offer Indigenous cultural awareness **training** to employees? *[Please select all that apply]*

- Yes, for all employees new to the agency
- Yes, for all employees new to the APS
- Yes, for all employees**
- Yes, other *[Please specify which group(s) of employees undertake this training]*
- Being developed *[Please go to question 62]*
- No *[Please go to question 62]*

61 In which of the following ways did employees undertake Indigenous cultural awareness training in 2011–12? *[Please select all that apply]*

- E-learning
- Face to face training – part day only
- Face to face training – 1 or more days
- Other** *[Please specify]*

62 Please **briefly** provide comment on any other Indigenous cultural awareness **activities** your agency offered to employees in 2011–12.

Invitation/encouragement to staff to participate in:  
 - NAIDOC week  
 - Sorry Day  
 - Forums for HR staff  
 - APSC Pathways ExPo for Indigenous cadets and trainees.

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## Employment of people with disability

This section of the survey has been revised to inform the work of the Diversity Council of the Secretaries Board and is also consistent with the As One—APS Disability Employment Strategy (see [www.apsc.gov.au/ data/assets/pdf file/0011/5699/asone.pdf](http://www.apsc.gov.au/data/assets/pdf_file/0011/5699/asone.pdf)).

63 During 2011–12, did your agency use any of the following measures or strategies to promote the employment of people with disability?

	Yes – Fully	Yes – Partially	Being Developed	No	Not Applicable*
a Adopted the definition of 'disability' in Section 4 of the <i>Disability Discrimination Act 1992</i> for developing recruitment and retention strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	
b Adopted the definition of 'disability' used by the ABS <i>Disability, Ageing and Carers: Summary of Findings 2003</i> survey to collect data and statistics from employees	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	
c Provided opportunities for people with disability to gain skills and experience under an agency-based employment scheme <i>[Please specify]</i> <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	
d Identified a SES employee to act as a senior level advocate for employees with disability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
e Provided a documented and clear process for employees with disability to request reasonable adjustments	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f Operated an agency network for employees with disability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
g Other <i>[Please specify]</i> <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		

\* No employees with disability

64 Please provide agency contact officer details (i.e. name, email address and phone number) for any recruitment or retention strategies used by your agency to support the employment of people with disability.

Leanne Harrington  
 Assistant Director - People, Learning and Culture  
 Fair Work Building & Construction  
 Tel (03) 8509 3043 Mob 0434 531 605  
 PO Box 9927, Melbourne, VIC 3001

65 Which of the following strategies did your agency use in 2011–12 to promote to internal stakeholders the business case for employing people with disability? *[Please select all that apply]*

- Awareness raising through training programs
- Information on the intranet
- Use of promotional material (e.g. pamphlets)
- Formal speeches
- Employment campaigns

**Other** *[Please specify]*

The Agency focused on normalising interactions rather than treating disabled staff differently. Development and assimilation of disabled staff, included providing them opportunities to act with higher duties and internal secondments, made a public statement that we see our disabled staff capably performing functions at all levels.

None of the above

66 Which of the following covered the cost of any reasonable adjustments in 2011–12? *[Please select all that apply]*

- Central budget
- Unit level budget
- Other *[Please specify]*

**Not applicable – no reasonable adjustments required**

67 Does your agency offer disability awareness programs to employees? *[Please select all that apply]*

- Yes, for all employees new to the agency
- Yes, for all employees new to the APS
- Yes, for all employees
- Yes, other *[Please specify which group(s) of employees undertake these programs]*

Being developed *[Please go to question 69]*

**No** *[Please go to question 69]*

68 Is participation in your agency's disability awareness programs mandatory for **all** the employees reported in question 67?

- Yes
- No

69 Does your agency offer awareness programs on mental illness (e.g. depression, anxiety, bipolar disorders) to employees? *[Please select all that apply]*

- Yes, for all employees new to the agency
- Yes, for all employees new to the APS
- Yes, for all employees**
- Yes, other *[Please specify which group(s) of employees undertake these programs]*
- Being developed *[Please go to question 71]*
- No *[Please go to question 71]*

70 Is participation in your agency's mental illness awareness programs mandatory for **all** the employees reported in question 69?

- Yes
- No**

71 Did your agency collect information on the **number** of people with disability employed through a disability employment service provider on an **ongoing** basis during 2011–12?

- Yes – fully *[Please specify number]*
- Yes – partially *[Please specify number]*
- Being developed *[Please go to question 73]*
- No *[Please go to question 73]*
- Not applicable – no people with disability were employed** *[Please go to Comment Box G]*

72 Can your agency determine for how many of these employees your agency used the National Disability Recruitment Coordinator service?<sup>18</sup>

- Yes – fully *[Please specify number]*
- Yes – partially *[Please specify number]*
- Being developed
- No

<sup>18</sup> For further information, see [http://www.deewr.gov.au/Employment/Programs/DES/Employer\\_Support/Pages/NDRC.aspx](http://www.deewr.gov.au/Employment/Programs/DES/Employer_Support/Pages/NDRC.aspx)

73 Did your agency collect information on the number of people with disability employed through a disability employment service provider on a **non-ongoing** basis during 2011–12?

- Yes – fully *[Please specify number]*
- Yes – partially *[Please specify number]*
- Being developed *[Please go to question 75]*
- No *[Please go to question 75]*

74 Can your agency determine for how many of these employees your agency used the National Disability Recruitment Coordinator service?

- Yes – fully *[Please specify number]*
- Yes – partially *[Please specify number]*
- Being developed
- No

75 Did your agency collect information on the number of people with disability employed through a disability employment service provider under clause 4.3A of the Public Service Commissioner's Directions during 2011–12?

- Yes – fully *[Please specify number]*
- Yes – partially *[Please specify number]*
- Being developed *[Please go to question 77]*
- No *[Please go to question 77]*

76 Can your agency determine for how many of these employees your agency used the National Disability Recruitment Coordinator service?

- Yes – fully *[Please specify number]*
- Yes – partially *[Please specify number]*
- Being developed
- No

77 Did your agency collect information on the number of people with disability employed through special employment measures limiting employment opportunities only to people with intellectual disability<sup>19</sup> during 2011–12?

- Yes – fully *[Please specify number]*
- Yes – partially *[Please specify number]*
- Being developed *[Please go to Comment Box G]*
- No *[Please go to Comment Box G]*

<sup>19</sup> Public Service Commissioner's Directions 4.2, 4.3 and 4.6A allow agency heads to limit specified employment opportunities to persons with an intellectual disability within the framework provided by Commonwealth discrimination legislation.

78 Can your agency determine for how many of these employees your agency used the National Disability Recruitment Coordinator service?

- Yes – fully *[Please specify number]*
- Yes – partially *[Please specify number]*
- Being developed
- No

Comment Box G – Workplace Diversity

Re Question 71: The Agency has previously utilised the services of a specialist disability employment service provider. The recruited staff member has now won an on-going position within the agency.

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## H. Individual Performance

This section relates to your agency's processes for dealing with individual performance.

### Performance management

79 Did your agency have the following measures in place during 2011–12 to assist in implementing its performance management system?

	Yes – Fully	Yes – Partially	Being Developed	No
a A formal performance appraisal process that is documented and conducted periodically	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b A performance culture where managers and staff engage in regular feedback and discussion on an informal basis	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
c Multi-source feedback for managers	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
d A clear statement of performance expectations derived through discussion with staff	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e Performance appraisals which include key role accountabilities and performance indicators	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f Measures that encourage the active management of high performance and talent among employees	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
g Measures that encourage the active management of underperforming staff	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h Support and assistance for line managers to develop skills in performance management	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i Individualised learning and development plans	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j Linkages between performance assessment and salary progression	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k A performance bonus scheme for individuals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
l Review and reward of groups/teams as well as individuals	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
m A reward and recognition system that is <b>not</b> linked to financial rewards	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
n A process to help ensure consistency in assessment	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o Periodic evaluation of the performance management system	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p Other <i>[Please specify]</i> <div style="border: 1px solid gray; height: 20px; width: 100%; margin-top: 5px;"></div>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

80 Did your agency have the following mechanisms in place during 2011–12 to ensure that line managers implement the agency's performance management system?

	Yes – Fully	Yes – Partially	Being Developed	No
a A defined timeline for the completion of agreement phases	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b Key performance indicators relating to performance management included in line managers' performance agreements	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c Agency-wide performance indicators relating to performance management included in more senior managers' performance agreements	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
d Managers rewarded for superior staff management skills	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
e Managers with a need to improve their staff management skills identified and assistance provided	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
f Compliance with agency performance management directives tested (e.g. in staff surveys)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g An electronic system (i.e. computer based performance management system)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h Other <i>[Please specify]</i> <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

81 Did your agency use any multi-source (i.e. more than self and direct manager) feedback processes for SES employees during 2011–12?

- Yes – fully
- Yes – partially
- Being developed *[Please go to question 85]*
- No** *[Please go to question 85]*
- Not applicable – no SES employees *[Please go to question 85]*

82 What were the sources of feedback? *[Please select all that apply]*

- Self (the individual)
- Direct managers (once removed)
- Subordinate staff
- Peers
- External clients/stakeholders
- Other *[Please specify]*

83 Which of the following were assessed through the multi-source feedback processes?  
*[Please select all that apply]*

- Values/behaviours
- Core competencies (e.g. strategic thinking, communication)
- Other *[Please specify]*

84 How were the multi-source feedback processes conducted? *[Please select all that apply]*

- By internal agency staff
- By external consultants/contractors *[Please provide average cost of any relevant contracts for 2011–12]*  
 \$
- Other *[Please specify]*

85 Is your agency's performance appraisal process linked to any of the following functions?  
*[Please select all that apply]*

- Outcomes sought by government
- Agency operational or strategic planning (short or long-term)**
- Agency learning and development activity planning**
- Work unit planning**
- Succession planning**
- Identification of skill imbalances across agency
- Identification and management of high performers**
- Identification and management of low performers**
- Development of talent management strategies**
- Development of learning and development strategies**
- Development of underperformance management strategies
- Other *[Please specify]*
- None of the above

86 During 2011–12, was your agency's performance management system formally evaluated?

- Yes
- No *[Please go to question 88]***

87 On which of the following dimensions was your agency's performance management system evaluated?  
*[Please select all that apply]*

- Absence of bias in performance decisions
- Motivational value of rewards offered
- Clarity for staff on what constitutes good performance
- Effectiveness in assisting staff to evaluate or improve their own performance
- Other *[Please specify]*

88 Please **briefly** outline how your agency identifies and/or rewards good performance.

Annual Commissioner Award  
 Name and praise good behaviour publicly

Occasional acknowledgement of staff with intranet articles.  
 Enhanced development opportunities for high performing staff including a recently commenced 'Emerging Leaders Program'.

89 During 2011–12, were **all** of your agency's employees<sup>20</sup> required to have a formal performance agreement?

- Yes
- No

<sup>20</sup> Employees here refers to the relevant number of people employed directly by your agency during 2011–12.

Include:

- Full-time and part-time ongoing employees paid through payroll.
- Full-time and part-time non-ongoing employees paid through payroll who are engaged for a specified term or for the duration of a specified task.

Exclude:

- Non-ongoing staff engaged for duties that are irregular or intermittent.
- Workers paid through a third party.

## Management of underperformance

90 Which of the following measures did your agency have in place in 2011–12 to assist in managing any underperformance? *[Please select all that apply]*

- Agency-issued guidelines**
- An agency-designed program or system**
- Step-by-step instructions or templates to guide managers**
- Training of managers
- Coaching or case management services to assist managers**
- Guidance on strategies managers can use to foster performance improvement**
- Short-term objectives for underperforming individuals**
- Dismissal in cases where performance continues to be unsatisfactory**
- Other *[Please specify]*
- None of the above

91 Please **briefly** comment on your agency's overall effectiveness (successes and lessons learnt) in the management of underperformance.

Underperformance is not seen to be managed effectively by all managers. The staff survey suggested it as an area for continued development.

---

## Employee engagement

92 Please **briefly** describe any strategies your agency used in 2011–12 to promote employee engagement.

Each agency manager has identified targets for increasing employee engagement within their units. Many of the initiatives to increase employee engagement centre around improved communication. Initiatives include:

- The Commissioner regularly provides video updates and emails, in response to both issues arising in the media and outcomes following Executive planning events. This has enabled staff to be better informed about the vision of the ABCC and why change is occurring. It has also ensured that staff across all states and units receive clear and consistent messages on key issues.
- The Executive Board identifies key items from each Executive meeting which are to be discussed at team meetings with all staff.
- A number of open forums have been conducted in relation to the development of the ABCC Enterprise Agreement (EA), and restructuring initiatives across the organisation.
- Initiatives to improve communications between units and encouraging more face to face meetings for sharing information.
- Blogs have been developed for the exchange of ideas and information across the entire agency.
- Weekly Electronic newsletter (Hi Vis) to improve communication and information sharing between groups and state offices.
- The Field Operations group and other units looked into ways of improving the transparency of decision making and providing feedback to staff on how their input has been accounted for in the decision making process.
- Training to assist managers in dealing with change was delivered as part of the Pro-active Leadership series.

---

Comment Box H – Individual Performance

## I. Workforce Planning

This section relates to aspects of workforce planning within your agency.

93 Did your agency have a documented workforce plan in 2011–12?

- Yes
- No [\[Please go to question 98\]](#)

94 Did the workforce plan cover all employees?

- Yes
- No

95 In 2011–12, did the workforce plan include the following assessments:

	Yes	No	Not Applicable
a Current business deliverables the agency is required to deliver (in terms of outcomes, outputs and services)?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
b Internal and external business drivers that could impact on future workforce required?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
c Alternative future business scenarios that will vary in their likely impact on future workforce required?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
d Current workforce <b>required</b> in terms of capacity (i.e. numbers) and capability (i.e. skills and knowledge)?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
e Current workforce <b>supply</b> in terms of capacity (i.e. numbers) and capability (i.e. skills and knowledge)?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
f Current workforce <b>gaps</b> in terms of capacity (i.e. numbers) and capability (i.e. skills and knowledge)?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
g Future workforce <b>required</b> in terms of capacity (i.e. numbers) and capability (i.e. skills and knowledge)?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
h Future workforce <b>supply</b> in terms of capacity (i.e. numbers) and capability (i.e. skills and knowledge)?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
i Future workforce <b>gaps</b> in terms of capacity (i.e. numbers) and capability (i.e. skills and knowledge)?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
j Future workforce <b>affordability</b> ?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
k Current and future availability of external supply (in terms of the type of workforce that is, and will be, required)?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
l Strategies or initiatives to address key workforce gaps?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
m Critical job roles?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
n Other workforce risks? <a href="#">[Please specify]</a> <div style="border: 1px solid black; padding: 2px; margin-top: 5px;">Address operating environment and trends</div>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

96 If the workforce plan showed key workforce gaps in questions 95f and/or i, please list **up to** three of these gaps.

- |    |  |
|----|--|
| 1. | Researching industry data & statistical analysis |
| 2. | Policy development                               |
| 3. | Talent retention                                 |

97 If the workforce plan showed strategies or initiatives to address key workforce gaps in question 95i, please list **up to** three of these strategies/initiatives.

- |    |  |
|----|--|
| 1. | Restructure to increase resources for analysis in areas  |
| 2. | Establish policy area to report direct to CEO  |
| 3. | Develop talent management strategies which include an Emerging Leaders Program and succession planning |

98 Is your agency in the process of developing an agency-wide documented workforce plan for **2012–13 (and/or beyond)**?

- Yes
- No



99 Please select up to five of the greatest workforce risks facing your agency in the next five years.  
*[Please choose up to 5 options only]*

- Addressing capability gaps due to agency growth
- Addressing capability gaps due to a reduction in agency size
- Addressing capability gaps due to a changing operating environment**
- Inadequate resources for changing business needs
- Dealing with changing business needs due to varying needs of clients**
- Skill shortages which impact on agency capability
- Loss of public confidence or agency reputation
- Long and costly recruitment
- Recruiting appropriately skilled people
- Loss of corporate knowledge or talent due to retirement
- Loss of corporate knowledge or talent due to competition for staff
- Retaining appropriately skilled employees
- Underdeveloped management or leadership capability among middle managers**
- Underdeveloped management or leadership capability among senior leaders
- Lack of capable employees for future senior leadership roles
- Retaining employees with a high potential for succession**
- Limited career advancement or mobility opportunities for employees**
- Inability to identify or manage talent
- Lack of learning and development opportunities
- Other *[Please specify]*

100 Please select up to three of the greatest workforce challenges experienced by your agency in implementing and/or progressing workforce planning. *[Please choose up to 3 options only]*

- Uncertainty about the future
- Difficulties achieving a consensus on the challenges faced by the agency or the capabilities needed
- Difficulties mapping current capabilities in order to predict future capability requirements**
- Insufficient access to environmental scanning information
- A lack of workforce planning experience
- Resources, time or cost involved in undertaking the task**
- Large agency size or complexity
- Limitations of the existing human resources management system
- Changes in government direction
- Changes in funding or staffing**
- Fluctuating workload
- Inability to access the required workforce data
- Inadequate workforce planning models, tools or processes
- Other *[Please specify]*
- None of the above

Comment Box I – Workforce Planning

## J. APS Skill Shortages

The aim of this section is to identify APS-wide skill shortages to inform potential strategies to address them.

101 Please indicate the extent of any skill shortages<sup>21</sup> experienced by your agency for the following job families<sup>22</sup> in 2011–12.

	Skill Shortages				
	Not Applicable	None	Limited	Moderate	Severe
a Accounting and finance	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b Administration	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c Communications and marketing	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d Compliance and regulation	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e Engineering and technical	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f Information and communications technology	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g Information and knowledge management	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h Intelligence	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i Legal and parliamentary	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j Monitoring and audit	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k Organisational leadership	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l People (Human resources)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m Science and health	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n Service delivery	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o Strategic policy, research, project and program	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
p Trades and labour	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q Other <i>[Please specify]</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input style="width: 100%; height: 20px;" type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<sup>21</sup> Please apply the following codes to this question:

**N/A** – not applicable, skills not used in my agency.

**None** – currently no skill shortages in this area, or skill shortages are **not noticeable** and **do not impact** on my agency achieving business objectives.

**Limited** – skill shortages which are noticeable, but **do not prevent** my agency from achieving business objectives.

**Moderate** – skill shortages which mean my agency is unable to achieve some **minor parts** of its business objectives.

**Severe** – skill shortages which mean my agency is unable to achieve **core parts** of its business objectives.

<sup>22</sup> For further information, see [www.apsc.gov.au/publications-and-media/current-publications/job-family-model](http://www.apsc.gov.au/publications-and-media/current-publications/job-family-model)

102 If your agency used any of the following strategies in 2011–12 to address skill shortages, please select up to three of the **most effective**. *[Please choose up to 3 options only]*

- Improved attraction or recruitment strategies
- Strategies aimed at improving retention or culture (e.g. promoting work-life balance, flexible working arrangements or better employee health)
- Investment in learning and development of the existing workforce
- Investment in knowledge management initiatives
- Strategies aimed at reducing the demands for skills (e.g. redesigning business processes or job redesign)
- Strategies aimed at increasing the supply of skills (e.g. partnering with other organisations, skilled migration, supported study, removing barriers to increased participation)**
- Strategies aimed at better management of the non-ongoing workforce (including contractors and services supplied by third party providers)
- Other *[Please specify]*
- Not Applicable – no skill shortages

Comment Box J – APS Skill Shortages

## K. Leadership Development

A key component of leadership development is talent management. This is defined as a systematic approach to ensuring a sustainable pool of talented people for critical roles, including the identification of roles that are critical to agency business, and the identification and development of high potential employees from which these roles can be filled. The following section relates to aspects of talent management within your agency.

103 Did your agency have an active talent management strategy in 2011–12?

- Yes – fully** *[Please provide a copy – see the instructions at the end of this page]*
- Yes – partially *[Please provide a copy – see the instructions at the end of this page]*
- Being developed *[Please go to question 107]*
- No *[Please go to question 107]*

104 Has your agency's talent management strategy been evaluated for its effectiveness?

- Yes
- No** *[Please go to question 106]*

105 What were the findings of the evaluation (e.g. how effective is the strategy, any areas for improvement etc)?

106 Which roles or positions did your agency's talent management strategy target in 2011–12?  
*[Please select all that apply]*

**Critical roles** *[Please specify]*

Identified critical roles

Agency Head

Senior Executive Service

**Executive Level**

APS 1–6

Other *[Please specify]*

107 Did your agency assess skill set gaps at the SES level in 2011–12?

- Yes – fully
- Yes – partially**
- Being developed [\[Please go to question 109\]](#)
- No [\[Please go to question 109\]](#)
- Not applicable – no SES employees [\[Please go to question 109\]](#)

108 Please **briefly** describe any key skill set gaps identified by your agency at the SES level.

Policy  
Leadership skills for new SES and acting SES

109 Please indicate, by classification level, which of the following measures your agency used to develop talent in 2011–12.

	i) APS 1–6			ii) EL			iii) SES			
	Yes – Fully	Yes – Partially	No	Yes – Fully	Yes – Partially	No	Yes – Fully	Yes – Partially	No	NA*
a A program to systematically develop high potential employees	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
b Identification of critical positions	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c Identification of emerging skill set needs	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d A means of assessing leadership strength in the agency	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
e Programs for building leadership strength	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f Use of relation-based development opportunities (e.g. mentoring, coaching, peer support schemes)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
g Focus on creating in-depth experience within the agency(e.g. internal job rotations)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
h Development opportunities in other APS agencies	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i Development opportunities in other public sector jurisdictions	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
j Development opportunities in the private sector	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
k Development opportunities in the not-for-profit sector	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
l Other – APS 1–6 <i>[Please specify]</i> <input type="text"/>	<input type="radio"/>	<input type="radio"/>								
m Other – EL <i>[Please specify]</i> <input type="text"/>				<input type="radio"/>	<input type="radio"/>					
n Other – SES <i>[Please specify]</i> <input type="text"/>							<input type="radio"/>	<input type="radio"/>		

\* No SES employees

110 Please indicate, by classification level, which of the following challenges in developing talent were experienced by your agency during 2011–12.

	i) APS 1–6			ii) EL			iii) SES			
	Yes – Fully	Yes – Partially	No	Yes – Fully	Yes – Partially	No	Yes – Fully	Yes – Partially	No	NA*
a Identifying talent across the agency	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
b Difficulty in developing talent internally	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
c Difficulty in attracting the required talent	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
d Losing key staff due to competition with other APS agencies	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
e Losing key staff due to competition with the private sector	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
f Retirements leading to a loss of corporate knowledge	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
g Lack of career or mobility opportunities within agency	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
h Lack of talent management framework or strategy	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
i Large size of the agency	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
j Small size of the agency	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
k Limitations in rewarding talent	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
l Lack of employee aspiration	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
m Other – APS 1–6 <i>[Please specify]</i> <input type="text"/>	<input type="radio"/>	<input type="radio"/>								
n Other – EL <i>[Please specify]</i> <input type="text"/>				<input type="radio"/>	<input type="radio"/>					
o Other – SES <i>[Please specify]</i> <input type="text"/>							<input type="radio"/>	<input type="radio"/>		

\* No SES employees

Comment Box K – Leadership Development

Re Question 110 (h): In late 2011 a Talent Management Strategy was developed and subsequently approved by the Executive Board. It is being implemented over the coming 12 month period.

Please provide a copy of your agency's **active talent management strategy for 2011–12** – this should be sent to the Commission along with the final certification page. More information can be found under the 'Clearance – Required Material' item in the portal's main menu bar.



## L. Employment in the APS

This section relates to general employment measures within your agency.

### Recruitment

111 In addition to the APS work level standards, which of the following mechanisms are used by your agency to determine classification levels?

	i) New roles (e.g. NPP funded)				ii) Existing (vacant) roles			
	Yes – Fully	Yes – Partially	No	NA	Yes – Fully	Yes – Partially	No	NA
a Agency work level standards	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b Other work level standards	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
c Comparison with similar internal jobs	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d Comparison with similar external jobs	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
e Corporate/business plans or budgets	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f Recommendation from an internal job evaluation specialist	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g Recommendation from an external job evaluation consultant	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
h Existing classification level of the vacant role					<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i Other <i>[Please specify]</i> <div style="border: 1px solid black; height: 20px; width: 100%; margin-top: 5px;"></div>	<input type="radio"/>	<input type="radio"/>			<input type="radio"/>	<input type="radio"/>		

112 Which of the following did your agency use to measure **non-SES** recruitment performance in 2011–12?  
*[Please select all that apply]*

- Time-to-fill statistics (e.g. time to finalise competitive selection exercises or time to fill positions)**
- Cost of recruitment activities
- Advertising effectiveness (e.g. numbers of applications received, interviews conducted or suitable candidates achieved)**
- Feedback from selection advisory committees**
- Feedback from new recruits**
- Feedback from line areas and management on the recruitment process**
- Feedback from unsuccessful candidates on their satisfaction with the recruitment process (e.g. perceived fairness of the process, feedback received)
- Statistics on reviews against recruitment decisions
- Reviews of the performance of external service providers (e.g. marketing advice, scribes, recruitment agencies)
- Probation reports on new recruits**
- Assessment of the performance of new recruits apart from the performance management system (e.g. reports to management on the performance outcomes of new recruits)**
- Statistics on recruitment outcomes (e.g. internal/external candidate ratio, retention, turnover of new recruits)**
- Performance against targets or benchmarks**
- Evaluation of bulk recruitment rounds
- Feedback from employee surveys (e.g. on attraction factors or recruitment processes)**
- Other *[Please specify]*
- None – the agency did not measure non-SES recruitment performance

113 Did your agency use the same mechanisms to measure **SES** recruitment performance in 2011–12?

- Yes**
- No *[Please specify, if any mechanisms used]*
- Not applicable – no SES recruitment

114 Please **briefly** outline up to **one** innovative recruitment strategy implemented by your agency in 2011–12.

HR provide scribing services by video conference for interstate interview panels rather than flying a staff member interstate to scribe.

115 Please **briefly** outline up to **one** innovative agency induction or onboarding strategy implemented by your agency in 2011–12.

Implemented a buddy system for new employees.

116 Please describe any recruitment strategies that your agency has in place to encourage **younger** workers to join your agency.

No specific strategies targetting younger workers.

117 Please describe any recruitment strategies that your agency has in place to encourage **older** workers to join your agency.

118 Which of the following training and support measures did your agency provide to agency staff members of APS recruitment selection panels in 2011–12? *[Please select all that apply]*

Compulsory formal training

**Optional formal training**

**Guidance material**

**Other *[Please specify]***

One panel member must have formal training

None of the above

---

## Retention

119 Did your agency use any strategies in 2011–12 to improve retention?

Yes – fully

**Yes – partially**

Being developed *[Please go to question 123]*

No *[Please go to question 123]*

120 If your agency used any of the following retention strategies, please indicate whether these strategies were effective.

	Yes	No	Not Applicable
a Management or leadership training	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
b Study assistance	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
c Inclusion of flexible work practices in industrial agreements	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
d Wellbeing programs	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
e Internal mobility opportunities	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
f Retention allowances in industrial agreements	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
g Project allowances	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
h Provisions for employees in remote locations	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
i Performance management system	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
j Performance bonuses	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
k Other <i>[Please specify]</i> <input type="text"/>	<input type="radio"/>	<input type="radio"/>	

121 Please describe any retention strategies that your agency has in place to encourage **younger** workers to remain in your agency.

The strategies above were available to all ABCC staff.

122 Please describe any retention strategies that your agency has in place to encourage **older** workers to remain in your agency.

The strategies above were available to all ABCC staff.

## Exit interviews/surveys

123 During 2011–12, did your agency conduct any exit interviews/surveys for employees leaving the agency?  
*[Please select all that apply]*

- Yes, exit interviews** *[Please provide a copy of the interview questions – see the instructions at the end of this page]*
- Yes, exit surveys** *[Please provide a copy of the survey questions – see the instructions at the end of this page]*
- No *[Please go to question 129]*

124 When were the exit interviews/surveys undertaken? *[Please select all that apply]*

- Prior to employees leaving the agency**
- After employees had left the agency

125 Did your agency analyse and report internally (e.g. to the senior management group) about employee exit information gathered from exit interviews/surveys?

- Yes**
- No

126 Please provide agency contact officer details (i.e. name, email address and phone number) for the exit interviews/surveys conducted by your agency.

Jacqui Mitchell  
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127 a. Did the exit interviews/surveys collect any information that allowed for identification of Indigenous employees?

- Yes
- No**

b. Did the exit interviews/surveys collect any information that allowed for identification of employees with disability?

- Yes
- No**

- 128 Please briefly outline any themes your agency observed in the exit interview/survey data collected (e.g. common reasons why employees were leaving the agency **including any particular differences between diversity groups, genders, classifications or regions**).

80% of employees left the Agency for promotion or transfer opportunities within the Public Service.  
 20 % left for reasons of redundancy.  
 All were positive about the work-life balance offered by the Agency, their remuneration and the working conditions.  
 80% were positive about their development opportunities.  
 There was room for improvement in communication and workplace culture.

## Workplace giving

In February 2010, the Productivity Commission (PC) released its report, *Contribution of the Not-for-Profit Sector*.<sup>23</sup> In that report, the PC recommended that the Australian Government should provide funding and support for a national campaign to promote payroll giving. In response, the government committed to actively encouraging APS agencies to implement and promote workplace giving through their payroll systems.

An increase in funding for not-for-profit organisations, as a result of increased workplace giving from APS employees, would enable these organisations to focus more effort on core activities and less on fundraising.

<sup>23</sup> See [www.pc.gov.au/projects/study/not-for-profit/report](http://www.pc.gov.au/projects/study/not-for-profit/report) for further information.

- 129 Did your agency have any workplace giving programs (i.e. donation to charities through payroll) in place during 2011–12?

- Yes – fully
- Yes – partially
- Being developed [\[Please go to question 132\]](#)
- No [\[Please go to question 132\]](#)**

- 130 Can your agency's human resources system calculate the total number of employees<sup>24</sup> who contributed to the workplace giving programs in 2011–12?

- Yes [\[Please specify the total number of employees\]](#)
- No

<sup>24</sup> Employees here refers to the relevant number of people employed directly by your agency during 2011–12.

Include:

- Full-time and part-time ongoing employees paid through payroll.
- Full-time and part-time non-ongoing employees paid through payroll who are engaged for a specified term or for the duration of a specified task.

Exclude:

- Non-ongoing staff engaged for duties that are irregular or intermittent.
- Workers paid through a third party.

131 Can your agency's human resources system calculate the total amount contributed to the workplace giving programs by employees in 2011–12?

- Yes *[Please specify the total amount]* \$
- No

---

## Teleworking

Teleworking is an arrangement where an employee has a formal agreement with his or her employer to work in a location other than the office, usually a home office. Telework uses information and communications technology to stay connected to other employees and work systems. Agencies may have previously referred to telework as 'home based work'.

132 Does your agency have a **formal** teleworking (or home-based work) policy in place?

- Yes – fully** *[Please provide a copy – see the instructions at the end of this page]*
- Yes – partially *[Please provide a copy – see the instructions at the end of this page]*
- Being developed
- No

133 Did your agency receive any applications in 2011–12 from employees for a regular (**that is, at least two entire work days per week**) teleworking (or home-based work) arrangement?

- Yes
- No** *[Please go to Comment Box L]*
- Information not available *[Please go to Comment Box L]*

134 Can your agency estimate what proportion of applications were granted across the agency?

- Yes *[Please specify %]*  %
- No

135 Which of the following reasons did your agency use for not granting teleworking (or home-based work) arrangements? *[Please select all that apply]*

- Nature of work not suitable for teleworking
- Workplace health and safety concerns
- Security concerns
- Technical issues
- Performance issues
- Other *[Please specify]*
- Information not available
- Not applicable – all applications were granted

Comment Box L – Employment in the APS

Please provide a copy of the following items:

- **interview questions** used by your agency in exit interviews
- **survey questions** used by your agency in exit surveys
- **formal teleworking (or home-based work) policy** in place in your agency

These should be sent to the Commission along with the final certification page. More information can be found under the 'Clearance – Required Material' item in the portal's main menu bar.



## M. Learning and Development

This section of the survey relates to learning and development activities undertaken by your agency. Learning and development includes learning on the job as well as more formal training and education. Seminars, conferences, classroom training, leadership programs, academic study, and formal in-house programs are included, along with mentoring, coaching, job rotation and work placements.

136 Did your agency have a formal learning and development plan in place that was linked to business/agency strategy during 2011–12?

- Yes – fully**
- Yes – partially
- Being developed
- No

137 Please indicate, by classification level, which of the following measures your agency used to identify staff learning and development needs in 2011–12.

	i) APS 1–6			ii) EL			iii) SES			
	Yes – Fully	Yes – Partially	No	Yes – Fully	Yes – Partially	No	Yes – Fully	Yes – Partially	No	NA*
a Through individuals' self-identification	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b Through informal staff discussions with line managers	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c Through consultation with senior managers	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d Through the agency's performance management system	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e Through workforce planning processes	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f Through business/agency planning processes	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g From the results of audits or evaluations	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h Through assessments made after changes to functions	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i Other – APS 1–6 <i>[Please specify]</i> Specific processes for State offices in Roll out of Field Operations manual	<input type="radio"/>	<input checked="" type="radio"/>								
j Other – EL <i>[Please specify]</i> One-on-one dialogue with CEO and EL managers				<input checked="" type="radio"/>	<input type="radio"/>					
k Other – SES <i>[Please specify]</i> CDAC program run by APSC							<input type="radio"/>	<input checked="" type="radio"/>		

\* No SES employees

138 a. Which best describes the number of days of formal training and education (e.g. seminars, conferences, classroom training, academic study, formal in-house programs) taken per **APS 1–6 employee** in your agency during 2011–12?

- None
- 1 to 2 days (includes part day)
- 3 to 5 days
- 6 to 10 days
- More than 10 days
- Information not available**

b. Which best describes the number of days of formal training and education (e.g. seminars, conferences, classroom training, academic study, formal in-house programs) taken per **EL employee** in your agency during 2011–12?

- None
- 1 to 2 days (includes part day)
- 3 to 5 days
- 6 to 10 days
- More than 10 days
- Information not available**

c. Which best describes the number of days of formal training and education (e.g. seminars, conferences, classroom training, academic study, formal in-house programs) taken per **SES employee** in your agency during 2011–12?

- None
- 1 to 2 days (includes part day)
- 3 to 5 days
- 6 to 10 days
- More than 10 days
- Information not available**
- Not applicable – no SES employees

139 Did your agency evaluate its learning and development activities in 2011–12 in any of the following ways?

	Yes – Fully	Yes – Partially	Being Developed	No
a Reaction (e.g. how much did the participants appreciate the activity)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b Learning (e.g. what skills or knowledge did the participants develop during the activity)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
c Behaviour (e.g. what improvement in job performance occurred as a result of the activity)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
d Results (e.g. what improvement in agency performance occurred as a result of the activity)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
e Cost effectiveness (e.g. was there a return on training investment)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
f Other <i>[Please specify]</i> <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

140 Please indicate which of the following leadership, learning and development strategies/initiatives your agency used in 2011–12.

	Yes – Fully	Yes – Partially	Being Developed	No
a Investment in leadership, learning and development is systematically prioritised against recognised skills gaps and deficiencies	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
b Leadership, learning and development programs are formally linked to and reflect the agency's business plans	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
c Leadership, learning and development programs are formally evaluated	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
d Leadership, learning and development programs are directly linked to the agency's performance management system	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e Leadership, learning and development programs are procured centrally	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
f Talent management systems are in place and actively used	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
g Other <i>[Please specify]</i> <input type="text" value="Training bonus offered to staff for Leadership Programs"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

141 Which of the following methods did your agency use for **leadership development** during 2011–12?  
*[Please select all that apply]*

- Formal training**
- Formal education (e.g. university course)**
- Mentoring
- Coaching
- Networks
- Supported on the job learning**
- Job placements**
- Other [Please specify]**  
Training bonus for self initiated leadership courses
- None of the above

142 Which of the following methods did your agency use for **technical and job specific learning and development** during 2011–12? *[Please select all that apply]*

- Formal training**
- Formal education (e.g. university course)**
- Mentoring
- Coaching**
- Networks
- Supported on the job learning**
- Job placements**
- Other *[Please specify]*
- None of the above

143 Which of the following skills are learning and development priorities for your agency in the next 12 months (2012–13)? *[Please select up to five skills]*

- Communication**
- Strategic thinking and analysis
- Influencing and negotiation
- Project and program management**
- People management**
- Leadership**
- Financial management
- Contracts and procurement
- Risk management
- Information and communications technology
- Policy development and implementation
- Working with government
- Customer service delivery
- Technical/professional**
- APS governance and legislative frameworks
- Governance and legislative frameworks specific to your agency
- Other *[Please specify]*

Comment Box M – Learning and Development

## N. Leave Management

This section examines leave management practices in your agency, including volunteering leave and domestic violence leave.

### Workplace absence (unscheduled leave)

Unscheduled leave is defined as leave taken in recognition of circumstances that can generally arise irregularly or unexpectedly, making it difficult to plan, approve or budget for in advance, and which is inclusive of planned medical procedures.

The questions in this section ask for employee numbers on the basis of 'full time equivalent (FTE)'. If you cannot provide information on this basis please use 'headcount'. (Definitions of 'FTE' and 'headcount' can be found in the second text box below.)

***For the purposes of this survey, please use the following definitions for absence type.***

- **Sick** – A workplace absence, regardless of duration, whether paid or unpaid, due to personal illness or injury or to undergo a planned medical procedure.
- **Carer's** – A workplace absence, regardless of duration, whether paid or unpaid, to provide care or support for a member of the employee's immediate family or household who requires care or support.
- **Compensation** – A workplace absence resulting from personal injury or disease sustained out of, or in the course of, employment (i.e. work related) and accepted by Comcare. This leave includes the total number of days or part-days an employee is absent from work due to incapacity. It excludes time spent at work on rehabilitation programs, where rehabilitation takes place at the workplace in paid employment.
- **Specific types of miscellaneous/other** – A workplace absence, regardless of duration, whether paid or unpaid, that is taken upon the death of a member of the employee's immediate family or household (bereavement), or to spend time with a seriously ill, injured or dying person who is a member of the employee's immediate family or household (compassionate), or in the event of an unexpected emergency.
- **Unauthorised absence** – A workplace absence, regardless of duration, whether paid or unpaid, that given the circumstances is not supported or approved by management. For example an absence due to participation in workplace disputes.

*Leave taken for the following events are not to be included*

- Annual/recreational leave
- Long service leave
- Adoption leave
- Purchased leave
- Maternity, paternity and parental leave
- War service leave
- Leave to move house, for study/exams, graduation, ceremonial, jury duty, emergency services duty and Defence Force reserve training/service.

These events are considered either planned events, or as in the case of emergency services duty and Defence Force reserve training/service, are actively supported by the APS.

***Please use the following definitions for employee numbers.***

Full-time equivalent (FTE) refers to the average number of effective FTE employees in your agency during 2011–12. Part-time employees are converted to full-time equivalents.

Include	Exclude
All full-time and part-time <b>ongoing</b> employees paid through payroll. <i>(Part-time employees need to be converted to FTE based on actual hours worked.)</i>	Overtime. Non-ongoing staff engaged for duties that are irregular or intermittent.
All full-time and part-time <b>non-ongoing</b> employees paid through payroll who are engaged for a specified term or for the duration of a specified task. <i>(Part-time employees need to be converted to FTE based on actual hours worked.)</i>	Workers paid through a third party.

If there are substantial numbers of employees operating under different agreed standard work hours (e.g. part-time employees), it is necessary to pro-rata the number of hours per employee. The following example illustrates how this can be done.

*Example:*

Standard hours per fortnight = 75 hours and there are 200 staff.  
But this includes 20 part-time staff:

10 staff work 40 hours per fortnight     $10 \times (40\text{hrs}/75\text{hrs}) = 5.33 \text{ FTE}$   
6 staff work 30 hours per fortnight     $6 \times (30\text{hrs}/75\text{hrs}) = 2.40 \text{ FTE}$   
4 staff work 25 hours per fortnight     $4 \times (25\text{hrs}/75\text{hrs}) = 1.33 \text{ FTE}$

Therefore, total FTE = 180 (full-time staff) + [5.33 + 2.40 + 1.33] (part-time staff)  
= 189.06 FTE

**Headcount** refers to the average number of people employed directly by your agency during 2011–12.

Include	Exclude
All full-time and part-time <b>ongoing</b> employees paid through payroll.	Non-ongoing staff engaged for duties that are irregular or intermittent.
All full-time and part-time <b>non-ongoing</b> employees paid through payroll who are engaged for a specified term or for the duration of a specified task.	Workers paid through a third party.

144 Please list the number<sup>25</sup> of 'full time equivalent (FTE)' APS employees in your agency in 2011–12. *[If FTE is not available, use 'headcount']*<sup>26</sup>

FTE

**OR**

Headcount

<sup>25</sup> This is the average staffing number for 2011–12. If your agency is relatively stable in size, then average staffing numbers can be calculated by averaging the number of people who are on the agency's payroll (excluding non-ongoing staff who are engaged for duties that are irregular or intermittent) at 1 July 2011 and 30 June 2012. Otherwise, if your agency has experienced some major change in workforce composition, then it may be necessary to calculate the average number of employees using the pay periods that fall within the period 1 July 2011 and 30 June 2012 (excluding non-ongoing staff who are engaged for duties that are irregular or intermittent).

<sup>26</sup> See the boxes at the beginning of this section for definition of FTE and Headcount.

145 Please list the total number of FTE days in 2011–12 for each of the following unscheduled leave categories<sup>27</sup> for APS employees in your agency. *[If FTE is not available, use 'headcount']*

If your agency's human resource system does not allow your agency to report unscheduled leave by the following categories:

- a. Please tick this box **and**
- b. Enter the total number of days of unscheduled leave in your agency in 2011–12 below.

Unscheduled leave type	FTE days* (full-time equivalent days)	Headcount days* (only if FTE days not available)
Sick	1181	
Carer's	274	
Compensation	429	
Specific types of miscellaneous/other	65	
Unauthorised absence	0	
<b>Total 2011–12 unscheduled leave</b>	<b>1949</b>	

<sup>27</sup> See the boxes at the beginning of this section for definition of each type of leave category.

\* Where there was no unscheduled leave of a particular type in your agency, please enter '0'.

146 Which of the following strategies did your agency use in 2011–12 to manage unscheduled leave?

	Yes – Fully	Yes – Partially	Being Developed	No
a Promoted a <b>balanced</b> view of workplace absence (i.e. support for genuinely sick or injured employees while deterring any discretionary absence)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
b Built on an understanding of the underlying <b>causes</b> of workplace absence and the impact of culture, practices and leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
c Implemented the short and longer term practices needed to <b>address</b> the underlying causes of workplace absence	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
d Communicated agency expectations and approach to managing workplace absence	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
e Clearly defined roles and responsibilities for line managers in managing workplace absence	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
f Provided support and training to line managers to build their capability to actively address any problematic absences	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
g Monitored workplace absence, identified trends and highlighted areas for further investigation <i>[If selecting 'yes', please specify the lowest classification level within your agency that this information was made available to, and how frequently it was made available to that level]</i>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
SES- Monthly (Executive BoardDashboard reporting)				
h Raised awareness of health and safety issues and promoted employee wellbeing	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i Other <i>[Please specify]</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working to improve employee engagement scores tracked in annual staff survey				



147 If your agency used any of the strategies in question 146 to manage unscheduled leave in 2011–12, which strategy was the **most effective** and why?

No benchmark data was obtained for a particular strategy.

148 During 2011–12, did your agency **formally** evaluate any of its unscheduled leave strategies?

- Yes
- No** [\[Please go to question 150\]](#)
- Not applicable – no unscheduled leave strategies in place [\[Please go to question 150\]](#)

149 What were the findings of the formal evaluation (e.g. effectiveness, any areas for improvement etc)?

### Leave for volunteering

On 30 November 2011, the Australian Government's National Volunteering Strategy was released. In consultation with the Department of the Prime Minister and Cabinet, the Commission is considering how APS agencies could promote volunteering (such as including unpaid volunteer leave in the next Bargaining Framework).

150 Please list the total number of FTE days in 2011–12 for volunteer leave for APS employees in your agency [\[If FTE is not available, use 'headcount'\]](#)

**If your agency's human resource system does not allow your agency to report volunteer leave, please tick this box.**

	FTE days* (full-time equivalent days)	Headcount days* (only if FTE days not available)
Volunteer leave (paid)	<input type="text"/>	<input type="text"/>
Volunteer leave (unpaid)	<input type="text"/>	<input type="text"/>

\* Where there was no volunteer leave in your agency, please enter '0'.

### Leave related to domestic violence issues

APS employees have access to a range of leave entitlements which can be utilised to support various personal circumstances as they arise. One such circumstance is where employees have been subject to domestic violence. In these circumstances, many APS employees are able to access personal or miscellaneous leave entitlements either through a clause in an agency's enterprise agreement or policies expressly permitting their use for this purpose, or because leave for domestic violence purposes has been approved as a reasonable use of an entitlement by a delegate.

151 Please list the total number of FTE days in 2011–12 for leave related to domestic violence issues for APS employees in your agency *[If FTE is not available, use 'headcount']*

**If your agency's human resource system does not allow your agency to report leave for domestic violence issues, please tick this box.**

	FTE days* (full-time equivalent days)	Headcount days* (only if FTE days not available)
Leave for domestic violence issues (paid)	<input type="text"/>	<input type="text"/>
Leave for domestic violence issues (unpaid)	<input type="text"/>	<input type="text"/>

\* Where there was no volunteer leave in your agency, please enter '0'.

152 Please **briefly** comment on any established categories your agency has for employees to record domestic violence leave (e.g. as personal leave, miscellaneous/other leave, domestic violence leave etc).

Comment Box N – Leave Management

### Section A. APS Values – Approval Information

Section not yet approved.

Contact information for this Section:

Name: \_\_\_\_\_

Position: \_\_\_\_\_

Contact Number: \_\_\_\_\_

Comments: \_\_\_\_\_

### Section B. APS Code of Conduct – Approval Information

Section not yet approved.

Contact information for this Section:

Name: \_\_\_\_\_

Position: \_\_\_\_\_

Contact Number: \_\_\_\_\_

Comments: \_\_\_\_\_

### Section C. Reviews of Actions – Approval Information

Section not yet approved.

Contact information for this Section:

Name: \_\_\_\_\_

Position: \_\_\_\_\_

Contact Number: \_\_\_\_\_

Comments: \_\_\_\_\_

### Section D. Interactions with Government – Approval Information

Section not yet approved.

Contact information for this Section:

Name: \_\_\_\_\_

Position: \_\_\_\_\_

Contact Number: \_\_\_\_\_

Comments: \_\_\_\_\_

### Section E. Agency Capability and Efficiency – Approval Information

Section not yet approved.

Contact information for this Section:

Name: \_\_\_\_\_  
 Position: \_\_\_\_\_  
 Contact Number: \_\_\_\_\_  
 Comments: \_\_\_\_\_

### Section F. Open Government – Approval Information

Section not yet approved.

Contact information for this Section:

Name: \_\_\_\_\_  
 Position: \_\_\_\_\_  
 Contact Number: \_\_\_\_\_  
 Comments: \_\_\_\_\_

### Section G. Workplace Diversity – Approval Information

Section not yet approved.

Contact information for this Section:

Name: \_\_\_\_\_  
 Position: \_\_\_\_\_  
 Contact Number: \_\_\_\_\_  
 Comments: \_\_\_\_\_

### Section H. Individual Performance – Approval Information

Section not yet approved.

Contact information for this Section:

Name: \_\_\_\_\_  
 Position: \_\_\_\_\_  
 Contact Number: \_\_\_\_\_  
 Comments: \_\_\_\_\_

### Section I. Workforce Planning – Approval Information

Section not yet approved.

Contact information for this Section:

Name: \_\_\_\_\_  
 Position: \_\_\_\_\_  
 Contact Number: \_\_\_\_\_  
 Comments: \_\_\_\_\_

### Section J. APS Skill Shortages – Approval Information

Section not yet approved.

Contact information for this Section:

Name: \_\_\_\_\_

Position: \_\_\_\_\_

Contact Number: \_\_\_\_\_

Comments: \_\_\_\_\_

### Section K. Leadership Development – Approval Information

Section not yet approved.

Contact information for this Section:

Name: \_\_\_\_\_

Position: \_\_\_\_\_

Contact Number: \_\_\_\_\_

Comments: \_\_\_\_\_

### Section L. Employment in the APS – Approval Information

Section not yet approved.

Contact information for this Section:

Name: \_\_\_\_\_

Position: \_\_\_\_\_

Contact Number: \_\_\_\_\_

Comments: \_\_\_\_\_

### Section M. Learning and Development – Approval Information

Section not yet approved.

Contact information for this Section:

Name: \_\_\_\_\_

Position: \_\_\_\_\_

Contact Number: \_\_\_\_\_

Comments: \_\_\_\_\_

### Section N. Leave Management – Approval Information

Section not yet approved.

Contact information for this Section:

Name: \_\_\_\_\_

Position: \_\_\_\_\_

Contact Number:	_____
Comments:	_____

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