

2013 APSC State of the Service Agency Survey
Office of the Fair Work Building Industry Inspectorate

A. APS Values

1 Did your agency have any of the following mechanisms in place during 2012–13 to ensure employees are assessed on how they demonstrate and consistently apply the **existing** APS Values? ¹

	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"/>	

¹ These are the set of values existing prior to the Public Service Amendment Bill 2012 coming into effect from 1 July 2013.

2 If your agency used any strategies to embed the **existing** APS Values during 2012–13, please briefly describe the most effective strategy.

APS values same as agency values

3 Has your agency communicated the **revised** APS Values ² to employees?

- Yes
 No

² The *Public Service Amendment Act 2013* received Royal Assent on 14 February 2013 and comes into effect on 1 July 2013. The Act makes significant amendments to some provisions of the *Public Service Act 1999*, including replacing the current 15 Values with a concise set of 5 APS Values, complemented by Employment Principles.

4 What strategies has your agency put in place to communicate the **revised** APS Values?

	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 type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
c Face-to-face briefing sessions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" 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 Publication of guidance material	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g Other <i>[Please specify]</i> <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

5 What plans has your agency put in place to embed the **revised** APS Values?

	Yes – Fully	Yes – Partially	Being Developed	No
a Inclusion of the revised APS Values in performance management systems	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b Inclusion in corporate documents	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c Inclusion in induction programs	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d Inclusion in other learning and development programs	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e Inclusion in relevant management policies	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f Other <i>[Please specify]</i> <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Comment Box A – APS Values

B. APS Code of Conduct

6 Did your agency finalise any investigations³ 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 2012–13?

Yes [Please specify number of employees⁴ who were the subject of the investigations]

No [Please go to question 13]

³ 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.

⁴ Employees that have been the subject of more than one Code of Conduct investigation finalised in 2012–13 should only be counted once.

7 How many of the employees reported in question 6 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	<input type="text" value="1"/> emp.

8 How many of the employees reported in question 6 were found to have breached the Code of Conduct?

employees

9 How many of the employees reported in question 6 were the subject of an investigation that **commenced** prior to 2012–13?

employees

- 10 Of the employees reported in question 6 (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))	1 emp.	1 emp.
b Act with care and diligence in the course of APS employment (s. 13(2))	emp.	emp.
c When acting in the course of APS employment, treat everyone with respect and courtesy, and without harassment (s. 13(3))	1 emp.	1 emp.
d When acting in the course of APS employment, comply with all applicable Australian laws (s. 13(4))	emp.	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))	emp.	emp.
f Maintain appropriate confidentiality about dealings that the employee has with any Minister or Minister's member of staff (s. 13(6))	emp.	emp.
g Disclose, and take reasonable steps to avoid, any conflict of interest (real or apparent) in connection with APS employment (s. 13(7))	emp.	emp.
h Use Commonwealth resources in a proper manner (s. 13(8))	emp.	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))	emp.	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))	emp.	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))	1 emp.	1 emp.
l While on duty overseas, at all times behave in a way that upholds the good reputation of Australia (s. 13(12))	emp.	emp.
m Comply with any other conduct requirement that is prescribed by the regulations (s. 13(13))	emp.	emp.

- 11 Of the employees reported in question 6 (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 Failure to act with respect and courtesy (other than harassment or bullying) during working hours <i>[Please specify the type(s) of behaviour]</i> Disrespect	1 <input type="text"/> emp.	1 <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"/> 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 or status (e.g. abuse of power, exceeding delegations)	<input type="text"/> emp.	<input type="text"/> emp.
m Other	<input type="text"/> emp.	<input type="text"/> emp.

- 12 Of the employees reported in question 6 (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	1 <input type="text"/>	emp.
g Breach found but no sanction imposed – other management action taken (e.g. employee counselled)	<input type="text"/>	emp.
h Breach found but no sanction imposed.	<input type="text"/>	emp.
i No breach found – other management action taken (e.g. employee counselled)	<input type="text"/>	emp.
j No breach found	<input type="text"/>	emp.
k Investigation discontinued because of resignation of employee under investigation	<input type="text"/>	emp.
l Other	<input type="text"/>	emp.

- 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 2012–13?⁵

reports

⁵ 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).

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"/> reports
b Improper use of internet/email at work or using work resources	<input type="text"/> reports
c Improper use of resources other than internet/email (e.g. vehicles)	<input type="text"/> reports
d Harassment and/or bullying	<input type="text"/> reports
e Failure to act to with respect and courtesy (other than harassment or bullying) during working hours <i>[Please specify the type(s) of behaviour]</i> <input type="text"/>	<input type="text"/> reports
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"/> reports
g Unauthorised disclosure of information (e.g. leaks)	<input type="text"/> reports
h Theft	<input type="text"/> reports
i Fraud other than theft (e.g. identity fraud)	<input type="text"/> reports
j Misuse of drugs or alcohol	<input type="text"/> reports
k Conflict of interest	<input type="text"/> reports
l Improper use of position or status (e.g. abuse of power, exceeding delegations)	<input type="text"/> reports
m Other	<input type="text"/> reports

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 2012–13?

finalised inquiries

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

Workplace bullying

17 Did your agency have a policy in place regarding how to respond to reports of workplace bullying in 2012–13?

- Yes – fully *[Please provide a copy - see the survey Instructions for more information]*
- Yes – partially *[Please provide a copy - see the survey Instructions for more information]*
- Being developed
- No

18 Did your agency have a workplace bullying prevention program in place in 2012–13?

Yes *[Please describe]*

The bullying and harassment Policy and a range of materials are available for managers on the Agency's intranet. Advice and face to face support is available to staff from managers and HR. A proactive approach is used in addressing any potential issues.

No

19 Please **briefly** describe the most effective programs your agency used in 2012–13 to prevent and/or address bullying and/or harassment.

Taking a proactive approach to potential issues.

Comment Box B – APS Code of Conduct

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.

20 Did your agency receive any applications for primary review of employment actions⁶ (**other than decisions about breaches of the Code of Conduct and matters that went to a Promotion Review Committee**) in 2012–13?

- Yes
- No [Please go to question 24]

⁶ 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).

21 Of the applications for primary review of employment actions reported in question 20:

a. How many applications for primary review of actions (other than promotions and Code of Conduct decisions) were **received** by your agency in 2012–13?

applications received

b. How many applications for primary review of actions (other than promotions and Code of Conduct decisions) were **finalised**⁷ in your agency in 2012–13?

applications finalised

⁷ 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

22 Which of the following options did your agency use to conduct primary reviews of actions during 2012–13 (i.e. any of those reviews reported in question 21a)? *[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

23 Which of the following subject matters were relevant to any of the applications **finalised** in your agency during 2012–13 (i.e. those applications reported in question 21b)? *[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
- Not applicable – none finalised

24 During 2012–13, 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]*

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

- Agency manager
- Agency employee (other than manager)
- External provider
- Other

Comment Box C – Reviews of Actions

D. Interactions with Government

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

26 During 2012–13, 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]*

27 During 2012–13, did your agency promote to staff any of the following guidelines?

	Yes – Fully	Yes – Partially	Being Developed	No
a Standards of Ministerial Ethics (<i>December 2007, updated September 2010</i>) ⁸	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
b Register of Lobbyists (<i>May 2008</i>) ⁹	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
c Lobbying Code of Conduct (<i>May 2008, updated June 2012</i>) ¹⁰	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
d Code of Conduct for Ministerial Staff (<i>July 2008</i>) ¹¹	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

⁸ 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

⁹ Created in May 2008, maintained by the Department of the Prime Minister and Cabinet and found at <http://lobbyists.pmc.gov.au/lobbyistsregister/>

¹⁰ Published by the Department of the Prime Minister and Cabinet in May 2008 and found at http://lobbyists.pmc.gov.au/conduct_code.cfm

¹¹ Released by the Cabinet Secretary in July 2008 and found at 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.

28 How have demands on your agency head/executive team **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 type="radio"/>	<input checked="" 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 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 type="radio"/>	<input checked="" 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	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

29 Over the **next 12 months (2013–14)**, how will demands on your agency head/executive team **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 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 type="radio"/>	<input checked="" 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 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 type="radio"/>	<input checked="" 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	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

30 Please mark your agency's **required** position within the next three years on the following five-level 'maturity model' for the following agency capabilities (the five levels for each of the agency capabilities are defined in Appendix 2).¹²

	Level 1 Awareness	Level 2 General Acceptance	Level 3 Defined	Level 4 Managed	Level 5 Leader/ Excellence
a Stakeholder engagement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
b Strategic planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
c Internal resource allocation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
d Decision-making delegation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
e Risk management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
f Change management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
g Workforce planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
h Staff performance management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

¹² The required positions for agency capabilities are the maturity levels necessary to achieve agency goals within the next three years.

31 Please mark your agency's **current** position on the following five-level 'maturity model' for the following agency capabilities (the five levels for each of the agency capabilities are defined in Appendix 2).

	Level 1 Awareness	Level 2 General Acceptance	Level 3 Defined	Level 4 Managed	Level 5 Leader/ Excellence
a Stakeholder engagement	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
b Strategic planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
c Internal resource allocation	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
d Decision-making delegation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
e Risk management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
f Change management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
g Workforce planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
h Staff performance management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

Asian Century

The scale and pace of Asia's transformation is unprecedented and the implications for Australia are profound. In the future there will be further economic and strategic changes in the region and the APS has an important role to play in positioning Australia to maximise the opportunities and challenges in the Asian Century.

The following questions are designed to assess the:

- extent to which agencies consider the Asian century to be relevant to their work in advising the Government and delivering programs and services
- extent to which agencies are currently engaged in aspects of Australia's relationship with Asia – either through having direct relationships with counterparts in the Asian region and through hosting Asian delegations or counterparts in Australia
- current capability requirements to engage in this work and the sources of workforce supply for those skills
- extent to which the senior executives in the agency (SES Band 2 and above) have deep experience in and knowledge of Asia
- likely direction Asia-related work will take in agencies.

Asia is defined as encompassing Bangladesh, Bhutan, Brunei, Cambodia, China, the Democratic People's Republic of Korea (North Korea), Timor-Leste, Hong Kong, India, Indonesia, Japan, Laos, Macau, Malaysia, Maldives, Mongolia, Myanmar, Nepal, Pakistan, Philippines, Republic of Korea (South Korea), Singapore, Sri Lanka, Taiwan, Thailand and Vietnam.

32 To what extent has the publication of the Asia White Paper influenced the business of your agency?

- No change – the agency has a strong focus on Asia anyway
- No change – agency business is little affected by Asia
- Slight increase in focus on Asia-related issues
- Major increase in focus on Asia-related issues

33 To what extent has the rise of Asia impacted your stakeholders, clients or customers?

- No change – there is a strong focus on Asia among our stakeholders, clients or customers
- No change – there is little focus on Asia among our stakeholders, clients or customers
- There has been a slight increase in focus on Asia-related issues
- There has been a major increase in focus on Asia-related issues

34 Please describe the nature of the dealings that your agency has with Asia as part of its current business operations:
[Please select all that apply]

- Permanent staff located in Asia
- Regular and routine contact with Asian government
- Regular and routine contact with Asian businesses
- Regular and routine contact with Australian businesses dealing with Asia
- None of the above

35 Does your agency include consideration of Asia as part of your agency strategy?

- Yes – routinely
- Yes – for specific activities
- No

36 Please mark your agency's **required** position within the next three years on the following four-level 'maturity model'¹³ for seven key Asia-related agency capabilities (the levels for each of the agency capabilities are defined in Appendix 1).¹⁴

	Level 1 Basic	Level 2 Standard Practice	Level 3 Best Practice	Level 4 Next Practice
a Leadership knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b Leadership behaviours	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c Qualified personnel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d Local partnerships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e Knowledge of local government environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f Supportive agency culture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g Supportive systems and processes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h Information sharing networks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

¹³ The 'maturity model' presented here is based on the AsiaLink capability approach.

¹⁴ The required positions for agency capabilities are the maturity levels necessary to achieve agency goals within the next three years.

37 Please mark where your agency **currently** stands on the following four-level 'maturity model' for seven key Asia-related agency capabilities (the levels for each of the agency capabilities are defined in Appendix 1).¹⁵

	Level 1 Basic	Level 2 Standard Practice	Level 3 Best Practice	Level 4 Next Practice
a Leadership knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b Leadership behaviours	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c Qualified personnel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d Local partnerships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e Knowledge of local government environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f Supportive agency culture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g Supportive systems and processes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h Information sharing networks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

¹⁵ The required positions for agency capabilities are the maturity levels necessary to achieve agency goals within the next three years.

38 Does your agency have a strategy for building employee Asia-related awareness and skills:

	Yes – Fully	Yes – Partially	Being Developed	No
a All employees	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b Senior executives (Band 2 and above)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c Other Leaders and decision makers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d Individuals employed in specific international roles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e Individuals employed overseas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

39 Please describe the strategy you consider to have been most effective in building employee Asia-related awareness and skills in your agency

40 Does your agency have a strategy for building agency Asia capability through:

	Yes – Fully	Yes – Partially	Being Developed	No
a Developing employee skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b Adapting agency systems, processes and governance to increase effectiveness in dealing with Asia	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c Developing inter-agency systems and processes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

41 Please describe the strategy you consider to have been most effective in building agency Asia effectiveness in your agency

42 Based on your agency's current capability, how much change and/or investment is required for the agency to be prepared for responding to the Asian Century 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

43 Did your agency use any of the following during 2012–13 to build its Asian Century capability?

	Yes	No
a Learning about Asia through formal training and education*	<input type="radio"/>	<input type="radio"/>
b Learning about Asia on the job	<input type="radio"/>	<input type="radio"/>
c E-learning on the Asian region	<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"/>
e Training on the Asian public sector	<input type="radio"/>	<input type="radio"/>
f Access to best practice research on engaging with Asia	<input type="radio"/>	<input type="radio"/>
g An online forum for sharing information on engaging with counterparts in Asia	<input type="radio"/>	<input type="radio"/>
h Other <i>[Please specify]</i>	<input type="radio"/>	

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

Shared services

44 During 2012–13, did your agency participate in any shared service arrangements? ¹⁶

- Yes – fully
- Yes – partially
- Being developed *[Please go to question 47]*
- No *[Please go to question 47]*

¹⁶ Shared service arrangements include obtaining corporate function transactions, such as payroll, from other agencies or providing corporate function transactions to other agencies.

45 Which of the following shared service arrangements did your agency participate in during 2012–13?
[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]*

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

Response to efficiency dividend

47 Did your agency use any of the following workforce strategies during 2012–13 in response to the efficiency dividend?
[Please select all that apply]

- Executive approval for recruitment actions
- Active review of vacant positions
- Job redesign of vacated positions (e.g. review of full-time/part-time status, requirement for ongoing employment, etc.)
- General review of classification level of agency workforce
- Other *[Please specify]*

48 Please **briefly** describe any other steps your agency has taken to respond to the efficiency dividend.

Comment Box E – Agency Capability and Efficiency

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.

49 If your agency used social media and networking tools (i.e. Web 2.0) to enhance policy development or service delivery during 2012–13, please provide **up to three** examples.

- i.
- ii.
- iii.

50 If your agency used social media and networking tools (i.e. Web 2.0) to improve internal or cross-government collaboration during 2012–13, please provide **up to three** examples.

- i.
- ii.
- iii.

51 Did your agency have any guidance material for staff in 2012–13 on the use of social media and networking tools?
[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. consistent 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. consistent with the APS Values and APS Code of Conduct) when using social media and networking tools **in a professional capacity for non-job related purposes** (e.g. in 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. consistent 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

52 Did your agency provide any formal training to staff in 2012–13 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

53 How many Freedom of Information (FOI) requests did your agency receive in 2012–13?

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

3

Comment Box F – Open Government

G. Workplace Diversity

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

54 Did your agency have a Workplace Diversity Program in place during 2012–13?

- Yes – fully
- Yes – partially
- Being developed [Please go to question 57]
- No [Please go to question 57]

55 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

56 Is your agency's Workplace Diversity Program published on your agency's external website?

- Yes
- No

57 Does your agency have a policy in place to actively support the engagement of Indigenous-owned businesses (using the relevant Commonwealth Procurement Exemption guidelines)?

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

58 During 2012–13, did your agency collect data on the number of Indigenous-owned businesses engaged to provide services to your agency?

- Yes [Please specify number]
- No

59 Is your agency a Supply Nation member? ¹⁷

- Yes
- No [Please go to question 61]

¹⁷ Supply Nation (formerly known as the Australian Indigenous Minority Supplier Council) is a business-to-business membership body connecting Australian corporate and government organisations with Indigenous business suppliers.

60 Please specify the number, and total value, of business sourced through this membership: ¹⁸

businesses

total value

¹⁸ This information is made available from Supply Nation to members on request.

61 Does your agency have a policy in place to actively support disability enterprises (businesses that exist to provide employment to people with disability) – using the relevant Commonwealth Procurement Exemption guidelines?

- Yes – fully
- Yes – partially
- Being developed *[Please go to question 63]*
- No *[Please go to question 63]*

62 During 2012–13, did your agency collect data on the number of disability enterprises (businesses that exist to provide employment to people with disability), that were engaged to provide services to your agency?

- Yes *[Please specify number]*
- No

Diversity disclosure and data collection

63 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 67a]*
- No *[Please go to question 67a]*

64 What methods did your agency use to improve employee disclosure of diversity status in 2012–13?
[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 many times employees were encouraged to update]
- 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 describe]*
- None of the above

- 65 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 enables the agency to tailor indigenous recruitment initiatives in line with the agency's Reconciliation Action Plan.

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

Yes

No

- 67 a. During 2012–13, did your agency collect data on the number of Indigenous Australians who **applied for positions** in the agency?

Yes *[Please specify number]*

No

- b. During 2012–13, did your agency collect data on the number of people with disability who **applied for positions** in the agency?

Yes *[Please specify number]*

No

Employment of Indigenous Australians

- 68 Did your agency have a formal Indigenous Employment Strategy (IES)¹⁹ in place during 2012–13?

Yes – fully

Yes – partially

Being developed *[Please go to question 70]*

No *[Please go to question 70]*

¹⁹ 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.

- 69 Is your agency's IES published on your agency's external website?

Yes

No

70 Were your agency's Indigenous employment practices incorporated into a: *[Please select all that apply]*

Reconciliation Action Plan²⁰

Workplace diversity program

Other document(s) *[Please specify]*

None

²⁰ 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.

71 During 2012–13, did your agency use the following measures to recruit and/or retain Indigenous Australians?

	Yes – Fully	Yes – Partially	Being Developed	No	NA (no Indigenous employees)
a Special measures ²¹ employment	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	
b Identified positions ²²	<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) ²³	<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 type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	
g Operating an internal agency-based Indigenous employees' network	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" 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	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input 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 checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
k Providing targeted leadership development opportunities	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
l Providing mentoring and/or coaching to Indigenous employees	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m Providing mobility and/or secondment opportunities into mainstream positions	<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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		

²¹ 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.

²² 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.

²³ 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.

72 Does your agency offer Indigenous cultural awareness training to employees?

	Voluntary	Mandatory	Being Developed	No
a Yes, for all employees	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
b Yes, for all employees new to the APS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c Yes, for all employees new to the agency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d Yes, other <i>[Please specify which group(s) of employees undertake this training]</i> <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

73 In which of the following ways did employees undertake Indigenous cultural awareness training in 2012–13?
[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]*

74 Please **briefly** provide comment on any other Indigenous cultural awareness **activities** your agency offered to employees in 2012–13.

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 http://www.apsc.gov.au/___data/assets/pdf_file/0011/5699/asone.pdf for further information).

75 Did your agency have a formal strategy in place (e.g. a Disability Action Plan) for the employment of people with disability during 2012–13?

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

76 Is your agency's strategy for the employment of people with disability published on your agency's external website?

- Yes
- No

77 During 2012–13, 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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	
d Identified an 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 Agreed to participate in the RecruitAbility Scheme trial	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
h Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		

* No employees with disability

78 Which of the following strategies did your agency use in 2012–13 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
- No strategies used

79 Which of the following covered the cost of any reasonable adjustments in 2012–13?

- Central budget
- Unit level budget
- Other
- Not applicable – no reasonable adjustments required

80 Does your agency offer disability awareness programs to employees?

	Voluntary	Mandatory	Being Developed	No
a Yes, for all employees	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
b Yes, for all employees new to the APS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c Yes, for all employees new to the agency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d Yes, other <i>[Please specify which group(s) of employees undertake these programs]</i> <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

81 Does your agency offer awareness programs on mental illness (e.g. depression, anxiety, bipolar disorders) to employees?

	Voluntary	Mandatory	Being Developed	No
a Yes, for all employees	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b Yes, for all employees new to the APS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c Yes, for all employees new to the agency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d Yes, other <i>[Please specify which group(s) of employees undertake these programs]</i> <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

82 Did your agency collect information on the **number** of people with disability employed through a disability employment service provider on an **ongoing** basis during 2012–13?

- Yes *[Please specify number]*
- No

83 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 2012–13?

- Yes
- No

84 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 2012–13?

- Yes *[Please specify number]*
- No

85 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 disability²⁴ during 2012–13?

- Yes *[Please specify number]*
- No

²⁴ 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.

86 Can your agency determine how many of these employees used a Disability Employment Service Provider?

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

Women in leadership

87 Please indicate the number of men and women in your agency's senior leadership group, irrespective of their classification level.

Level	Male	Female
a Agency head	<input type="text" value="1"/>	<input type="text"/>
b Direct report to agency head	<input type="text" value="3"/>	<input type="text" value="2"/>
c Direct reports to those who report directly to the agency head	<input type="text" value="5"/>	<input type="text" value="2"/>

Comment Box G – Workplace Diversity

H. Individual Performance

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

Performance management

88 Did your agency have the following measures in place during 2012–13 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 Processes 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 checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m A reward and recognition system that is not linked to financial rewards	<input type="radio"/>	<input checked="" type="radio"/>	<input 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 type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
p Training for staff in receiving feedback	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
q Training for managers in providing feedback, specifically when managing underperforming staff	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
r Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

89 Did your agency have the following mechanisms in place during 2012–13 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 type="radio"/>	<input checked="" 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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

90 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
- None of the above

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

Rewards and Recognition Program, development opportunities for staff, acknowledgement in internal communications

92 During 2012–13, were **all** of your agency's employees²⁵ required to have a formal performance agreement?

Yes

No

²⁵ Employees here refer to the relevant number of people employed directly by your agency during 2012–13.

- 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

93 Which of the following measures did your agency have in place in 2012–13 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
- None of the above

94 During 2012–13, how many employees in your agency were placed on a formal underperformance process?

[Please specify number of employees]

employees

95 During 2012–13, how many formal underperformance processes were finalised?

[Please specify number of processes]

processes finalised

96 Of the employees reported in question 95 (i.e. those who were the subject of a finalised underperformance process), please complete the following table:

Type of Outcome	How many employees received this type of outcome? (number)
a Termination of employment	<input type="text"/>
b Reduction in classification	<input type="text"/>
c Deferral of pay progression	<input type="text"/>
d Re-assignment of duties	<input type="text"/>
e Process successful; performance improved to acceptable standard	<input type="text"/>
f Other <i>[Please specify]</i> <input type="text"/>	<input type="text"/>

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

Area for continual development

Comment Box H – Individual Performance

I. Workforce Planning

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

98 a. Did your agency have a documented workforce plan for 2012–13?

- Yes – fully *[Please provide a copy of your workforce plan]*
- Yes – partially *[Please provide a copy of your workforce plan]*
- Being developed *[Please go to question 103]*
- No *[Please go to question 103]*

b. Was this your agency's first documented workforce plan?

- Yes
- No

c. What is the time frame for this workforce plan?

- One year
- Two years
- Three years
- Four or more years

d. Does this workforce plan cover 2013–14?

- Yes *[Please go to question 99]*
- No

e. If this workforce plan does not cover 2013–14, is your agency developing a workforce plan for 2013–14?

- Yes
- No

99 Did the 2012–13 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 required 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 supply 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 gaps 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 required 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 supply 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 gaps 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 affordability ?	<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? <i>[Please specify]</i> Address operating environment and trends	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

100 If the workforce plan showed key workforce gaps in questions 99f and/or i, please list **up to** three of these gaps.

- i.
- ii.
- iii.

101 If the workforce plan included strategies or initiatives to address key workforce gaps in question 99l, please list **up to** three of these strategies/initiatives.

- i.
- ii.
- iii.

102 Does your agency routinely evaluate the effectiveness of these strategies in addressing the workforce risks identified?

- Yes
- No

103 Please select up to five of the greatest workforce risks facing your agency in the next five years.

[Please select up to five 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

104 Please select up to three of the greatest workforce challenges experienced by your agency in implementing and/or progressing workforce planning. *[Please select up to three 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

105 Is workforce planning integrated into agency business planning cycles?

- Yes
- No

106 Are workforce risks routinely included in agency risk management planning?

- Yes
- No

Comment Box I – Workforce Planning

J. APS Occupational Shortages

The aim of this section is to identify skill shortages in specific occupation groups in the APS to inform potential strategies to address them.

107 Did your agency use the APS Job Family Model in the conduct of any formal analyses of occupational groups?

- Yes
- No – the agency has not conducted any formal analyses of occupational groups
- No, we use another job family model *[Please specify]*

108 Please indicate the extent of any skill shortages²⁶ experienced by your agency for the following job families²⁷ in 2012–13.

		Skill shortages				
		NA	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 checked="" type="radio"/>	<input 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"/>

²⁶ Please apply the following codes to this question:

- **NA** – 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.

²⁷ For further information, see <http://www.apsc.gov.au/publications-and-media/current-publications/job-family-model>

109 a. If your agency experienced any skills shortages in the **Accounting and finance** occupational group please indicate the impact this difficulty had on your agency's capability within the following job roles.

		Capability impact on your agency			
		None	Limited	Moderate	Severe
a	Accounts processing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b	Budgeting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c	Financial accounting or reporting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d	Finance analyst	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e	General finance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f	Management accounting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g	Performance/output reporting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h	Tax accounting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i	Non-executive manager	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j	Executive manager	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k	Other <i>[Please specify]</i> <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

b. Please briefly describe any learning and development strategies your agency has applied to address any key skills shortages in the job rule described above.

110 a. If your agency experienced any skills shortages in the **People (Human resources)** occupational group please indicate the impact this difficulty had on your agency's capability within the following job roles.

		Capability impact on your agency			
		None	Limited	Moderate	Severe
a	Human resources generalist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b	Learning and development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c	Occupational health and safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d	Payroll	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e	Performance management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f	Recruitment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g	Talent management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h	Worker's compensation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i	Workforce planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j	Workplace relations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k	Non-executive manager	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l	Executive manager	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m	Other <i>[Please specify]</i> <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

b. Please briefly describe any learning and development strategies your agency has applied to address any key skills shortages in the job role described above.

111 a. If your agency experienced any skills shortages in the **Information and communication technology** occupational group please indicate the impact this difficulty had on your agency's capability within the following job roles.

		Capability impact on your agency			
		None	Limited	Moderate	Severe
a	Strategic leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b	Procurement and vendor relations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c	Quality assurance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d	Program-project management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e	Business process analysis/design	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f	Systems analysis/design	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g	Development and programming	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h	Web and multimedia content development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i	Testing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j	Systems integration and deployment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k	Service management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l	Systems administration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m	Security	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n	Networks and telecommunications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o	Databases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p	Infrastructure and facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q	Information/knowledge management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
r	Helpdesk/support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
s	Training and development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

b. Please briefly describe any learning and development strategies your agency has applied to address any key skills shortages in the job role described above.

112 If your agency used any of the following strategies in 2012–13 to address skill shortages, please select up to three of the **most effective**. *[Please select up to three]*

- 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 through participation in in-house programs
- Investment in learning and development of the existing workforce through participation in external programs
- 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)
- Strategies aimed at attracting skilled employees using existing remuneration strategies (e.g. Individual Flexibility Agreements)
- Strategies aimed at attracting skilled employees using non-remuneration strategies (e.g. professional development, training, flexible work)
- Other *[Please specify]*
- Not applicable – no skill shortages

Comment Box J – APS Occupational Shortages

K. Talent 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.

113 Did your agency have an active talent management strategy in 2012–13? *[Please select all that apply]*

Yes – for SES only

Yes – for EL2

Yes – for other staff *[Please specify]*

Covers all staff

Being developed *[Please go to question 116]*

No *[Please go to question 116]*

114 If yes, what was its main purpose?

Building leadership bench strength

Retaining high potential employees

Development of high potential employees

Better understanding of the workforce

Other

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

Yes

No

116 Did your agency assess skill set gaps at the SES level in 2012–13?

Yes – fully

Yes – partially

Being developed *[Please go to question 118]*

No *[Please go to question 118]*

Not applicable – no SES employees *[Please go to question 118]*

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

118 Please indicate, by classification level, which of the following measures your agency used to develop talent in 2012–13.

	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 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"/>
j Development opportunities in 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"/>
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 Participation in an APSC whole of APS talent management program (including CDAC)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input 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

119 Please indicate, by classification level, which of the following challenges in developing talent were experienced by your agency during 2012–13.

	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 – Talent Development

L. Employment in the APS

This section relates to general employment measures within your agency.

Recruitment

120 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	<input type="radio"/>	<input type="radio"/>			<input type="radio"/>	<input type="radio"/>		

121 Which of the following did your agency use to measure **non-SES** recruitment performance in 2012–13?

[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
- None – the agency did not measure non-SES recruitment performance

122 Did your agency use the same mechanisms to measure **SES** recruitment performance in 2012–13?

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

123 Please **briefly** outline **one** innovative recruitment strategy implemented by your agency in 2012–13.

124 Please **briefly** outline **one** innovative agency induction or onboarding strategy implemented by your agency in 2012–13.

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

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

No specific strategy

Retention

127 Did your agency use any strategies in 2012–13 to improve retention?

- Yes – fully
- Yes – partially
- Being developed *[Please go to question 131]*
- No *[Please go to question 131]*

128 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	<input type="radio"/>	<input type="radio"/>	

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

The strategies above are available to all staff

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

The strategies above are available to all staff

Exit interviews/surveys

131 During 2012–13, did your agency conduct any exit interviews/surveys for employees leaving the agency?
[Please select all that apply]

- Yes, exit interviews
- Yes, exit surveys
- No *[Please go to question 136]*

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

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

133 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

134 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

135 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**).

Limited career opportunities, transfer opportunities within APS

Workplace giving

In February 2010, the Productivity Commission (PC) released its report, Contribution of the Not-for-Profit Sector.²⁸ 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.

²⁸ See www.pc.gov.au/projects/study/not-for-profit/report for further information.

136 Did your agency have any workplace giving programs (i.e. donation to charities through payroll) in place during 2012–13?

- Yes – fully
- Yes – partially
- Being developed [Please go to question 138]
- No [Please go to question 138]

137 Can your agency's human resources system calculate the total number of employees²⁹ who contributed to the workplace giving programs in 2012–13?

- Yes [Please specify the total number of employees]
- No

²⁹ Employees here refers to people employed directly by your agency.

- 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.

138 Can your agency's human resources system calculate the total amount contributed to the workplace giving programs by employees in 2012–13?

- Yes [Please specify the total \$]
- 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'.

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

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

140 Did your agency receive any applications in 2012–13 from employees for a **regular (that is, at least one entire work day per week)** teleworking (or home-based work) arrangement?

- Yes
- No *[Please go to question 143]*
- Information not available *[Please go to question 143]*

141 Please provide an estimate of what proportion of applications were granted across the agency?

- All
- More than half but not all
- Less than half
- Unable to provide an estimate

142 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

SES Remuneration Strategies

143 Does your agency have an articulated strategy for developing SES remuneration levels?

- Yes *[Please provide a copy - see the survey Instructions for more information]*
- No

144 Does your agency use any of the following for developing SES remuneration levels? *[Please select all that apply]*

- Determined by Agency Head
- Determined by Agency Executive
- Internal remuneration committee
- Internal remuneration committee with external representation
- Review of internal remuneration benchmarks
- Review of other remuneration benchmarks

Other *[Please specify]*

None of the above

Comment Box L – Employment in the APS

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.

145 Did your agency have a formal learning and development plan in place that was linked to business/agency strategy during 2012–13?

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

146 Please indicate, by classification level, which of the following measures your agency used to identify staff learning and development needs in 2012–13.

	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	<input type="radio"/>	<input type="radio"/>								
j Other – EL				<input type="radio"/>	<input type="radio"/>					
k Other – SES							<input type="radio"/>	<input type="radio"/>		

* No SES employees

147 a. Please describe any strategies your agency used to encourage learning through on-the-job experiences, tasks, and problem solving?

b. Did your agency formally evaluate the extent to which learning takes place through on the job experiences, tasks, and problem solving?

- Yes
- No

148 Did your agency evaluate its learning and development activities in 2012–13 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 checked="" type="radio"/>	<input 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"/>

149 Please indicate which of the following leadership, learning and development strategies/initiatives your agency used in 2012–13.

	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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

150 Is investment in leadership, learning and development linked to the APS Leadership and Core Skills Strategy 2012–13? ³⁰

- Yes – fully
- Yes – partially
- No

³⁰ <http://www.apsc.gov.au/learn/leadership-and-core-skills>

151 Which of the following methods did your agency use for **leadership skills**³¹ development during 2012–13?
[Please select all that apply]

- Formal in-house training
- Formal external training
- Formal education (e.g. university course)
- Mentoring
- Coaching
- Networks
- Supported on the job learning
- Job placements
- Other
- None of the above

³¹ Leadership skills allow public servants to influence others and set the culture of our workplaces. Leadership is a practice rather than a position and leaders are developed at all levels, although the initial focus is on the SES.

152 Which of the following methods did your agency use for **management skills**³² development during 2012–13?
[Please select all that apply]

- Formal in-house training
- Formal external training
- Formal education (e.g. university course)
- Mentoring
- Coaching
- Networks
- Supported on the job learning
- Job placements
- Other
- None of the above

³² Management skills build on the core public service skills and provide the skills that are needed as public servants move into positions of authority (normally at the EL-SES levels, although some APS staff are in positions of authority).

153 Which of the following methods did your agency use for **foundation/core skills**³³ **development** during 2012–13?
[Please select all that apply]

- Formal in-house training
- Formal external training
- Formal education (e.g. university course)
- Mentoring
- Coaching
- Networks
- Supported on the job learning
- Job placements
- Other
- None of the above

³³ Foundation and core skills: essential workplace skills relevant to employees at all levels. Foundation skills are not specific to the public sector, although they are applied differently in different public sector contexts (policy development, delivery, regulation). Core public service skills are public sector-specific knowledge and skills that are essential to the public service institution and of relevance to all public servants. Development of core skills would normally occur at the APS-EL levels.

154 Which of the following skills are learning and development priorities for your agency in the next 12 months **(2013–14)**? *[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
- Indigenous Cultural Capability Development
- Diversity
- Building relationship and engagement
- People and organisational development
- Applying legal and ethical frameworks
- Working within and across teams
- Decision making and judgement
- Other

Comment Box M – Learning and Development

N. Leave Management

This section examines leave management practices in your agency, including volunteering 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 2012–13. Part-time employees are converted to full-time equivalents.

INCLUDE

All full-time and part-time **ongoing** employees paid through payroll.
(Part-time employees need to be converted to FTE based on actual hours worked.)

All 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.
(Part-time employees need to be converted to FTE based on actual hours worked.)

EXCLUDE

Overtime.

Non-ongoing staff engaged for duties that are irregular or intermittent.

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 2012–13.

INCLUDE

All full-time and part-time **ongoing** employees paid through payroll.

All 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.

155 Please list the number³⁴ of 'full time equivalent (FTE)' APS employees in your agency in 2012–13.

*[If FTE is not available, use 'headcount']*³⁵

FTE

OR

headcount

³⁴ This is the average staffing number for 2012–13. 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 2012 and 30 June 2013. 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 2012 and 30 June 2013 (excluding non-ongoing staff who are engaged for duties that are irregular or intermittent).

³⁵ See the boxes at the beginning of this section for definition of FTE and Headcount.

156 Please list the **total number of FTE days** in 2012–13 for each of the following unscheduled leave categories³⁶ 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 2012–13 in the last row of the table below.

Unscheduled leave type	FTE days* (full-time equivalent days)	Headcount days* (only if FTE days not available)
a Sick	<input type="text" value="907"/>	<input type="text"/>
b Caree's	<input type="text" value="242"/>	<input type="text"/>
c Compensation	<input type="text" value="310"/>	<input type="text"/>
d Specific types of miscellaneous/other	<input type="text" value="25"/>	<input type="text"/>
e Unauthorised absence	<input type="text" value="0"/>	<input type="text"/>
Total 2012–13 unscheduled leave	<input type="text" value="1484"/>	<input type="text"/>

³⁶ 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'.

157 For the 2012–13 unscheduled leave data is your agency able to disaggregate the data by the following:

Category	Yes	No
a Days of the week leave was taken	<input checked="" type="radio"/>	<input type="radio"/>
b Sex of employees taking leave	<input checked="" type="radio"/>	<input type="radio"/>
c APS classification of employees taking leave	<input checked="" type="radio"/>	<input type="radio"/>
d Age of employees taking leave	<input checked="" type="radio"/>	<input type="radio"/>
e Work location (by state/region) of employees taking leave	<input checked="" type="radio"/>	<input type="radio"/>
f Job family/occupation group	<input type="radio"/>	<input checked="" type="radio"/>

158 During 2012–13, did your agency report the following data related to unscheduled leave?

Category	Yes at agency level	Yes at group/division level	Yes at lower level	No	Not able to disaggregate data
a Days of the week leave was taken	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
b Sex of employees taking leave	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
c APS classification of employees taking leave	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
d Age of employees taking leave	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
e Work location (by state/region) of employees taking leave	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
f Job family/occupation group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

159 Which of the following strategies did your agency use in 2012–13 to manage unscheduled leave?

	Yes – Fully	Yes – Partially	Being Developed	No
a Promoted a balanced 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 causes 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 address 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"/>
<input type="text" value="SES at montly Executive Board Meeting"/>				
h Raised awareness of health and safety issues and promoted employee wellbeing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i Other <i>[Please specify]</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="text"/>				

160 If your agency used any of the strategies in question 159 to manage unscheduled leave in 2012–13, which strategies were the **most effective** and why?

161 During 2012–13, did your agency **formally** evaluate any of its unscheduled leave strategies?

- Yes
- No *[Please go to question 163]*
- Not applicable – no unscheduled leave strategies in place *[Please go to question 163]*

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

Managing long-term leave

163 If your agency used any strategies to specifically manage employees while on long term leave (e.g. maternity leave, compensation leave, etc.) in 2012–13, which strategies were the **most effective** and why?

Keeping in touch strategy

164 If your agency used any strategies to specifically manage employees returning to work while after long term leave (e.g. maternity leave, convalescence leave, etc.) in 2012–13, which strategies were the **most effective** and why?

Leave for volunteering

On 30 November 2012, 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.

165 Please list the **total number of FTE days** in 2012–13 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'.

Comment Box N – Leave Management

O. Health and Wellbeing

This section relates to your agency's support practices for employee health and wellbeing.

166 Did your agency have any workplace health and wellbeing programs in place during 2012–13?

- Yes – fully
 Yes – partially
 Being developed *[Please go to question 168]*
 No *[Please go to question 168]*

167 Which of the following issues did your agency's health and wellbeing programs target? *[Please select all that apply]*

- General lifestyle/health/fitness (e.g. counselling or periodic assessments)
 Ergonomics (e.g. workstation assessments)
 Smoking
 Alcohol use
 Diet
 Exercise
 Mental health
 Other *[Please specify]*

168 Did your agency use any of the following strategies in 2012–13 to accommodate employees with ongoing health issues? *[Please select all that apply]*

- Flexible working arrangements
 Supervisory support and assistance
 Social inclusion strategies
 Workplace diversity strategies
 Upskilling
 Targeted training
 Health resources and services
 Other *[Please specify]*

- None of the above

Comment Box O – Health and Wellbeing