

# How's Work Going 2011

*Department of Education Employee Survey Results*



Evaluation & Accountability

June 2011

Crown copyright, Province of Nova Scotia, 2011

Copies of this paper are available on the website of the Public Service Commission, [www.gov.ns.ca/psc/survey](http://www.gov.ns.ca/psc/survey)  
Additionally, you can contact the Evaluation and Accountability division of the Public Service Commission at the address below.

Prepared by:

Katharine Cox-Brown, CGA, MPA  
Director, Evaluation and Accountability  
NS Public Service Commission

Rima Thomeh, BCD (Hons)  
Coordinator, Evaluation and Accountability  
NS Public Service Commission

Data Analysis by:

Melissa Neil, MASP, BSc (Hons)  
Program Evaluator, Evaluation and Accountability  
NS Public Service Commission

Contact Information:

Public Service Commission  
5<sup>th</sup> Floor, World Trade & Convention Centre  
PO Box 943  
Halifax NS B3J 2V9  
Tel: 902-424-8383  
Email: [coxbrokm@gov.ns.ca](mailto:coxbrokm@gov.ns.ca)

ISBN: 978-1-55457-310-3

## Contents

List of Tables .....	3
List of Figures .....	4
Chapter 1- Survey Background Information .....	5
1-1 <i>Why do we survey?</i> .....	5
1-2 <i>Who did we survey?</i> .....	5
1-3 <i>How to read this report?</i> .....	5
Chapter 2- Outcome Results .....	7
2-1 Engagement Outcome Summary .....	7
2-2 Engagement Details .....	8
2-3 How does Education's engagement compare? .....	9
2-4 How can the level of employee engagement be improved? .....	10
2-4-1 <i>What do employees value?</i> .....	10
2-4-2 <i>What attracted them to work for Government?</i> .....	10
2-4-3 <i>What factors influence employees' level of satisfaction and commitment with the organization?</i> .....	11
2-4-4 <i>How is the Department performing in relation to the drivers (factors) of engagement?</i> .....	13
2-4-5 <i>Where does the Department need to focus to improve their employees' work environment?</i> .....	13
Chapter 3- Quality Work Environment .....	15
3-1 Your Job - Productivity Capacity .....	15
3-1-1 <i>Productivity Capacity Details</i> .....	15
3-1-2 <i>Productivity Capacity Comparison</i> .....	16
3-2 Talent Capacity- Your Career .....	17
3-2-1 <i>Talent Capacity Details</i> .....	17
3-2-2 <i>Talent Capacity Comparison</i> .....	18

3-3 Workplace Culture- Your Workplace .....	19
3-3-1 Workplace Culture Details .....	19
3-3-2 Workplace Culture Comparison .....	21
3-4 Leadership - Your Leader .....	23
3-4-1 Leadership Details .....	23
3-4-2 Leadership Comparison .....	24
Chapter 4 - Other Work Environment Questions .....	26
4-1 Respectful Environment .....	26
4-2 Inclusive Environment .....	27
4-3 Employees' Retention Intentions .....	28
Appendix I Mean Scores.....	29

## List of Tables

Table 1 Engagement Index and Engagement Outcome Results for 2011	7
Table 2 Comparison between Department and Corporate results for 2011 for engagement outcomes .....	9
Table 3 Driver Indices for 2011 .....	13
Table 4 Comparison between Department and Corporate results for 2011 for job productivity survey results .....	16
Table 5 Comparison between Department and Corporate results for 2011 for talent capacity results .....	18
Table 6 Comparison between Department and Corporate results for 2011 for Workplace Culture results .....	22
Table 7 Comparison between Department and Corporate results for 2011 for Leadership results .....	24
Table 8 Who harassed/bullied the employee in 2011 .....	26
Table 9 Who the employee experienced racism and/or discrimination from in 2011.....	27

Table 10 Type of racism and/or discrimination experienced in 2011 ....	27
Table 11 Employees retention intentions for 2011 .....	28
Table 12 Reason employees are planning to leave the department within the next 5 years .....	28

## List of Figures

Figure 1 Detail engagement outcome results for 2011 .....	8
Figure 2 Interjurisdictional Employee Engagement Model .....	11
Figure 3 Engagement Drivers by Category.....	12
Figure 4 Priority Action Matrix Grid.....	14
Figure 5 Detail job productivity capacity results for 2011 .....	15
Figure 6 Detail talent capacity results for 2011 .....	17
Figure 7 Detail workplace culture results for 2011.....	20
Figure 8 Leadership Details for 2011 .....	23

## Chapter 1- Survey Background Information

### 1-1 Why do we survey?

We regularly survey employees to understand how to improve the public service workplace. Asking employees what they think about their work environment is common in the employment world today. It is a fundamental part of building a strong public service and improving client service for our citizens.

“How’s Work Going” employee survey measures employee engagement and the drivers that lead to organizational satisfaction and commitment. Employee Engagement is a critical element to the success of any organization. Increased levels of employee engagement results in an increase in employee performance and retention creating a productive and committed public service.

Research has shown that an increase in employee engagement results in an increase in client satisfaction which builds confidence in government.

### 1-2 Who did we survey?

The survey was sent to all employees in an online format. This report contains the results of all permanent, contract and term employees who responded to the survey. Department of Education had a response rate of 51%. The survey was open between March 2<sup>nd</sup> - 31<sup>st</sup>, 2011.

### 1-3 How to read this report?

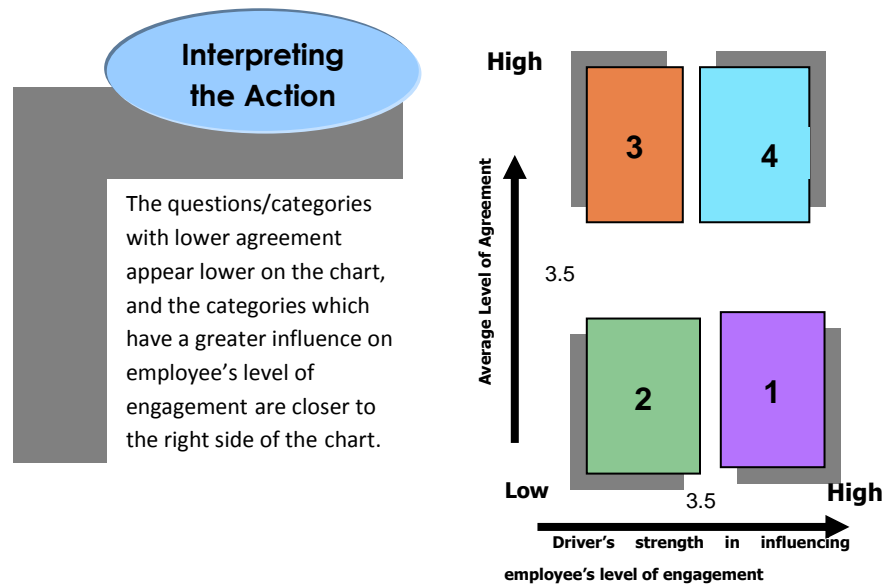
In this report, the results are presented in the following matter:

• <b>Engagement Score</b>	Engagement index which measures the extent to which individuals feel connected to and involved in their job and their organization and their level of satisfaction and commitment.
• <b>Disagree- Agreement Percentage</b>	Percentage of respondents who strongly disagreed and somewhat disagreed.
• <b>Neutral - Agreement Percentage</b>	Percentage of respondents who either agreed or disagreed.
• <b>Agree - Agreement Percentage</b>	Percentage of respondents who strongly agreed and somewhat agreed.
• <b>Mean Category Score</b>	The respondents average score calculated for each category (1-5 range).

Category Guide			
Clear Strength 75% and over	Strength 60-74%	Area for Improvement 50-59%	Area for Concern Under 50%

To help understand the results and to determine where government should continue to focus its response and action efforts, the 2011 survey was also analyzed using a method which comprises both the level of agreement and the strength of the category in influencing an employees' level of engagement (satisfaction and commitment)

The 2011 survey maps the average agreement score using descriptive statistics and driver strength on an action grid, as illustrated below:



## Chapter 2- Outcome Results

### 2-1 Engagement Outcome Summary

In 2006, the Government of Nova Scotia established the Employee Engagement Index based on the Public Sector Interjurisdictional Engagement Model. The Employee Engagement Index measures the extent to which individuals feel connected to and involved in their job and their organization and their level of satisfaction and commitment. The index is an average calculation of six satisfaction and commitment agreement scores. The percent who agreed with each of the six questions that comprise the Employee Engagement Index is also provided below.

	Agreement Score
<b>Job Satisfaction</b>	
Job Satisfaction	60
<b>Organizational Satisfaction</b>	
Department Satisfaction	52
Overall Satisfaction	66
<b>Organizational Commitment</b>	
Proud	67
Preference to stay with NS Government	67
Inspired	71
Would Recommend as a great place to work	61
<b>Engagement Index</b>	<b>64</b>

Table 1 Engagement Index and Engagement Outcome Results for 2011

Education employee index is 64 and would be considered a strength.



## 2-2 Engagement Details

Figure 1 below summarizes employees' responses regarding engagement outcome results.

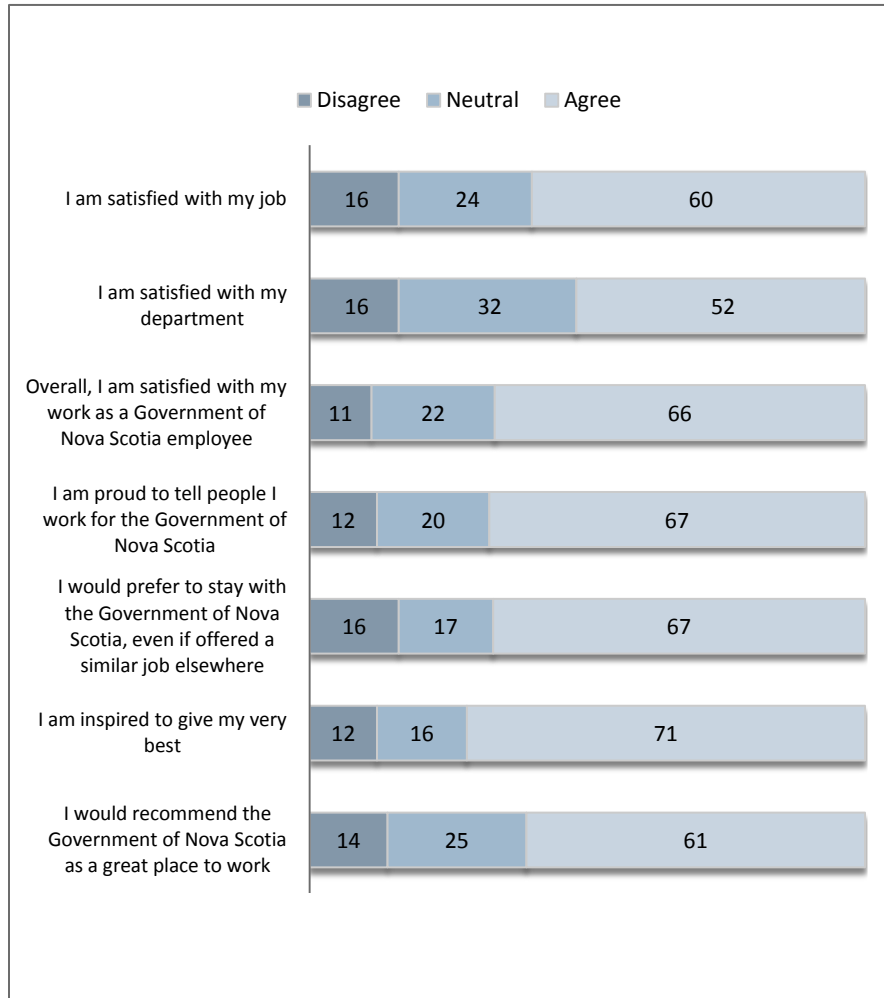


Figure 1 Detail engagement outcome results for 2011

## 2-3 How does Education's engagement compare?

Table 2 below compares the Department results to the overall Corporate results for 2011 employee survey employee engagement outcome results.

	Department Agreement Score	Corporate Agreement Score
<b>Job Satisfaction</b>		
Job Satisfaction	60	59
<b>Organizational Satisfaction</b>		
Department Satisfaction	52	53
Overall Satisfaction	66	67
<b>Organizational Commitment</b>		
Proud	67	62
Preference to stay with Government of Nova Scotia	67	62
Inspired	71	68
Would Recommend as a great place to work	61	57
<b>Engagement Level</b>		
Engagement Level	64	62

**Table 2 Comparison between Department and Corporate results for 2011 for engagement outcomes**

Clear Strength	Strength	Area for Improvement	Area for Concern
----------------	----------	----------------------	------------------

As noted in the table above, Education shares the same strengths and areas for improvement as seen in the corporate results. Using the strength-improvement category guide, Education has stronger job satisfaction and would recommend in comparison to the corporate results.

## 2-4 How can the level of employee engagement be improved?

To motivate and retain **employees** it is essential to understand what government employees **feel are important aspects** of their work environment. Management needs to know:

- What do employees value?
- What attracted them to work for Government?
- What factor(s) influence employees' level of engagement (satisfaction and commitment)?
- How is the Department performing in relations to the drivers (factors) of engagement?
- Where does Department need to focus to improve their employees' work environment to keep its employees engaged?

### 2-4-1 What do employees value?

The survey results reveal that Education employees value:

1. Challenging and interesting work -14%
2. Pay and benefits- 13%
3. Having the opportunity to balance work and personal life – 10%
4. A chance to make a difference – 9%
5. Opportunities for growth and advancement- 9%
6. A chance to learn new skills and to develop – 8%
7. Freedom to make decisions about how I do my job- 8%

### 2-4-2 What attracted them to work for Government?

What is important to them is very similar to what attracted them to work for the Government of Nova Scotia in the first place, which was:

1. Opportunity to work in chosen Field -22%
2. Compensation- 14%
3. Opportunity for work-life balance – 14%
4. Work location- 13%
5. Desire to work for the public service- 13%
6. Career advancement opportunities- 12%
7. Support for training and related professional development activities- 9%

### 2-4-3 What factors influence employees' level of satisfaction and commitment with the organization?

There are several drivers of employee engagement, which can be measured. These include employees perceptions of their opportunities for input into decisions that affect their work; productive, collaborative and respectful working relationships; clear expectations and sense of direction for the organization; confidence in leadership; job fit with skills and interests; opportunities for learning and development; recognition for their work; and, having the support they need to provide customers quality service while achieving a balance between work and personal life. Figure 2 illustrates this:

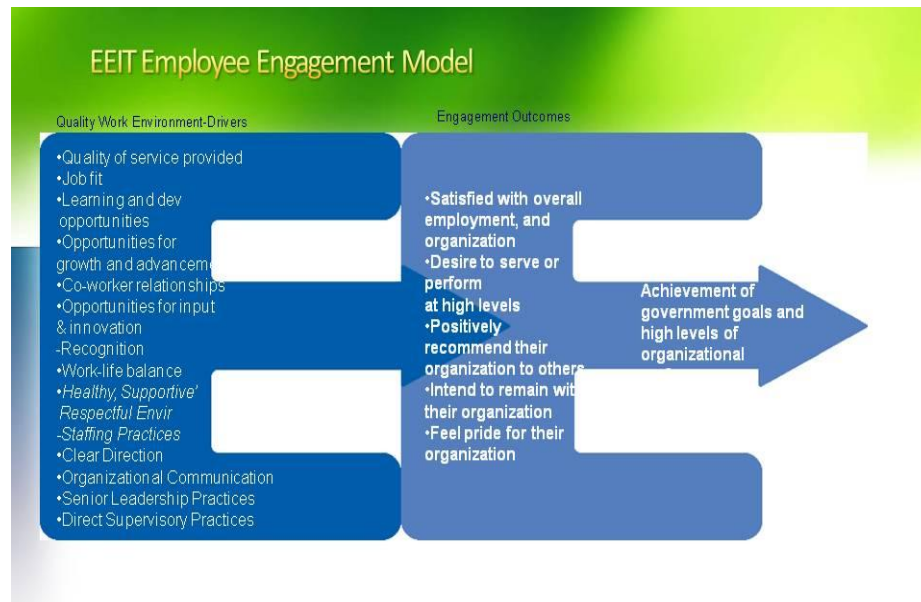


Figure 2 Interjurisdictional Employee Engagement Model

The drivers (quality environment indicators) can be grouped under four categories.



**Figure 3 Engagement Drivers by Category**

An analysis of the correlations between the engagement drivers and indicators can show where action and attention should be focused to improve employee engagement and quality work environment. The Evaluation and Accountability unit of the PSC has performed this analysis. The list below outlines the factors influencing employees' level of commitment and satisfaction, based on the Education 2011 survey results.

1. Job satisfaction
2. Opportunities for Career Growth and Advancement
3. Staffing Practices
4. Senior Leadership Practices
5. Healthy, Supportive and Respectful work environment
6. Organizational Communication

The list below outlines the top factors influencing employees' job satisfaction, based on the Education 2011 survey results.

1. Recognition
2. Healthy, Supportive and Respectful work environment
3. Provided support to provide quality service
4. Senior Leadership Practices
5. Compensation
6. Involvement and Innovation
7. (tied) Quality Work Life, and Staffing Practices

#### 2-4-4 How is the Department performing in relation to the drivers (factors) of engagement?

A Quality Environment Index can be used to understand how a Department is performing in relations to the drivers of employee engagement. This report calculates a Quality Work Environment Index which is based on the quality environment indicators used in the Public Sector Interjurisdictional Engagement Model. The Quality Work Environment index is an average calculation of the 13 EEIT drivers' agreement scores. Additional indices have been calculated for each of the four categories of drivers as well using the EEIT driver's common questions.

For Education:

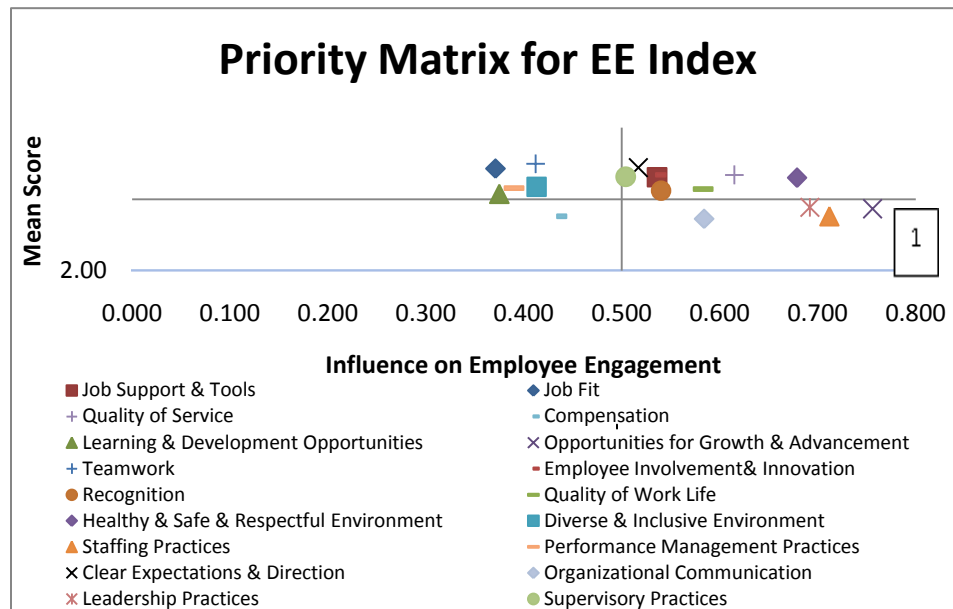
	Index
Job Productivity Index	78
Talent Capacity Index	61
Workplace Culture Index	71
Leadership Index	63
Overall- Quality Environment Index	68

Table 3 Driver Indices for 2011

#### 2-4-5 Where does the Department need to focus to improve their employees' work environment?

To help understand the results and to determine where Government should continue to focus its response and action efforts, the 2011 survey was analyzed using a method which comprises both the level of agreement and the strength of the individual drivers.

Evaluation and Accountability calculated the average scores for each of the 18 drivers. The mean score and the driver strength score for each of the 18 drivers was then mapped on a scatter plot. This scatter plot, shown in Figure 4, provides a visual picture to illustrate how employees perceive their current work environment and what influences their level of satisfaction and commitment.



**Figure 4 Priority Action Matrix Grid**

The drivers with lower agreement appear lower on the chart, and the drivers which have a greater influence on employee's engagement are closer to the right side of the chart. The focus for Government would be in the lower right quadrant (Quadrant 1).

Based on the analysis of employee engagement drivers and analyzing how employees perceive their current work environment, the categories that follow into quadrant 1 and where the Department focus should be are:

- Opportunities for Career Growth and Advancement
- Staffing Practices
- Leadership Practices
- Organization Communication

All of these categories are also the corporate focus as well.



The next section of this report provides insight into how Education is progressing with each driver. By reviewing how employees responded to the drivers of engagement along with drilling down further by examining the favourable score per question, management can gain an understanding where to focus improve employees' level of engagement (satisfaction and commitment).

## Chapter 3- Quality Work Environment

### 3-1 Your Job - Productivity Capacity

#### 3-1-1 Productivity Capacity Details

Figure 5 below summarizes the disagreement, neutral and agreement scores for the job – productivity capacity (job support, job fit, quality of service provided and compensation drivers) results.

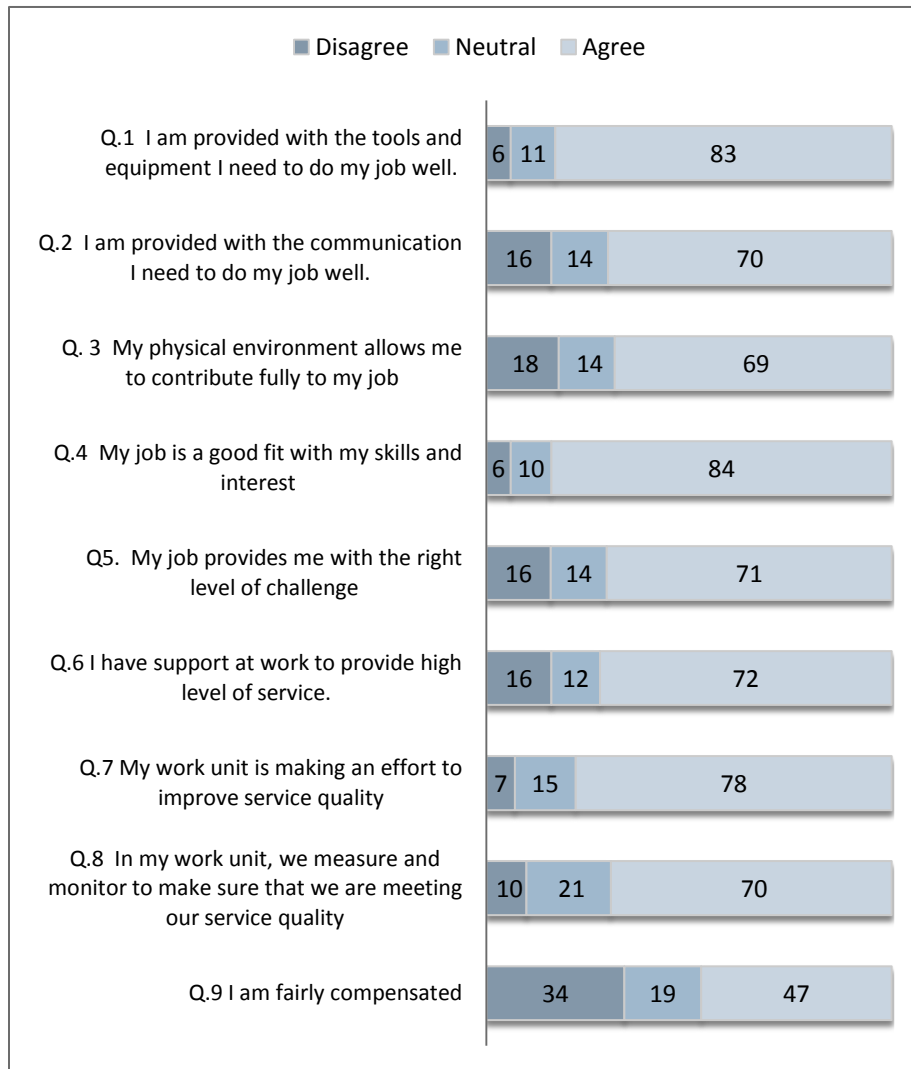


Figure 5 Detail job productivity capacity results for 2011



### 3-1-2 Productivity Capacity Comparison

Table 4 below compares the Department results to the overall Corporate results for 2011 employee survey productivity capacity results.

	Education	Corporate
<b>Job Support and Tools</b>		
Provided with the tools and equipment needed to do job well	83	72
Provided with the communication needed to do job well	70	58
Physical work environment allows employees to fully contribute to job	69	71
<b>Job Fit</b>		
Job is a good fit with skills and interests	84	79
Job provides right level of challenge	71	66
<b>Quality of Service Provided</b>		
Have support at work to provide high level of service	72	61
Work unit is making an effort to improve service quality	78	68
Work unit measures and monitors to make sure they are meeting their service quality	70	56
<b>Compensation</b>		
Compensated fairly for job	47	44

**Table 4 Comparison between Department and Corporate results for 2011 for job productivity survey results**

As noted in the table above, Education shares similar strengths and areas for improvement with the corporate results. There is no unique area for concern for Education. Compensation is a corporate-wide concern.

Using the strength-improvement category guide, in comparison to the corporate results Education is stronger the following areas:

- Providing job support such as tools and equipment
- Communication
- Work units making an effort to improve service quality

## 3-2 Talent Capacity- Your Career

### 3-2-1 Talent Capacity Details

Figure 6 summarizes the disagreement, neutral, and agreement scores for the career-talent capacity results (learning and development, opportunities for career advancement, and growth drivers).



Figure 6 Detail talent capacity results for 2011

### 3-2-2 Talent Capacity Comparison

Table 5 below compares the Department results to the overall Corporate results for 2011 employee survey talent capacity results.

	Education	Corporate
<b>Learning and Development Opportunities</b>		
Organization supports work-related learning and development	71	62
Have access to training opportunities	65	62
Training and development received met work-related needs	55	62
Satisfied with the quality of training and development received from department	56	54
Satisfied with the quality of training and development received from PSC	54	53
<b>Opportunities for Career Growth and Advancement</b>		
See a future for career working for the Government of Nova Scotia	65	60
Have opportunities for career growth within the Government of Nova Scotia	50	42
Have opportunities for career growth within the department	32	32
Satisfied with the way career growth and advancement is progressing	43	38

**Table 5 Comparison between Department and Corporate results for 2011 for talent capacity results**

As noted in the table above, Education shares similar strengths and areas for improvement with the corporate results. Concern for opportunities for career growth and advancement and satisfaction with career progress are corporate-wide issues.

Education does have one unique area of concern. Education is not as strong in the following area:

- Training and development received met work-related needs

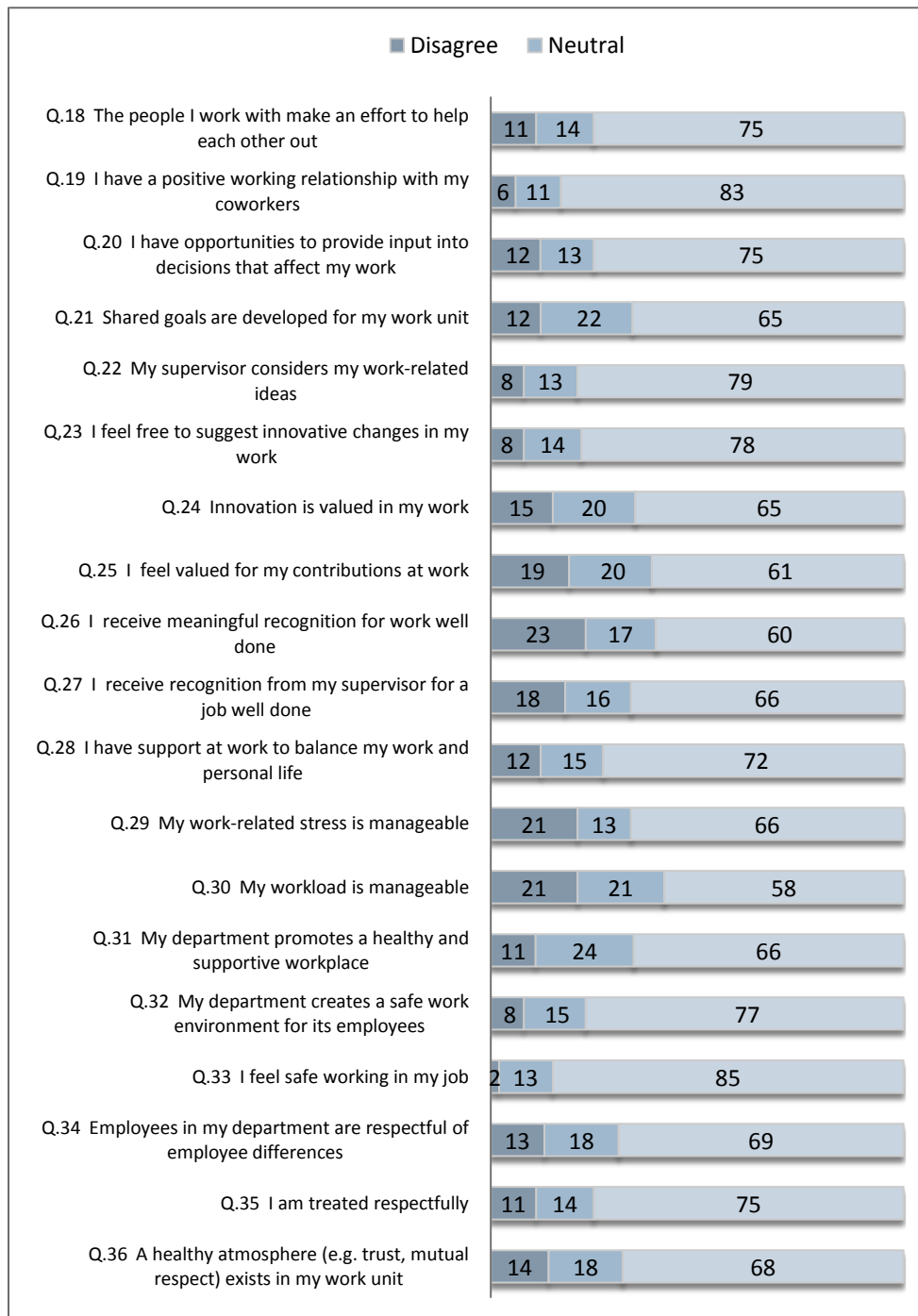
Using the strength-improvement category guide, in comparison to the corporate results Education is stronger the following area:

- Opportunities for career growth within the Government of Nova Scotia

### 3-3 Workplace Culture- Your Workplace

#### 3-3-1 Workplace Culture Details

Figure 7 (continued on next page) summarizes the disagreement, neutral, and agreement scores for the workplace culture results (coworker relationships, employee involvement, innovation, recognition, quality of work life, healthy, supportive and respectful environment, diverse and inclusive workplace, staffing practices, and performance management practices).



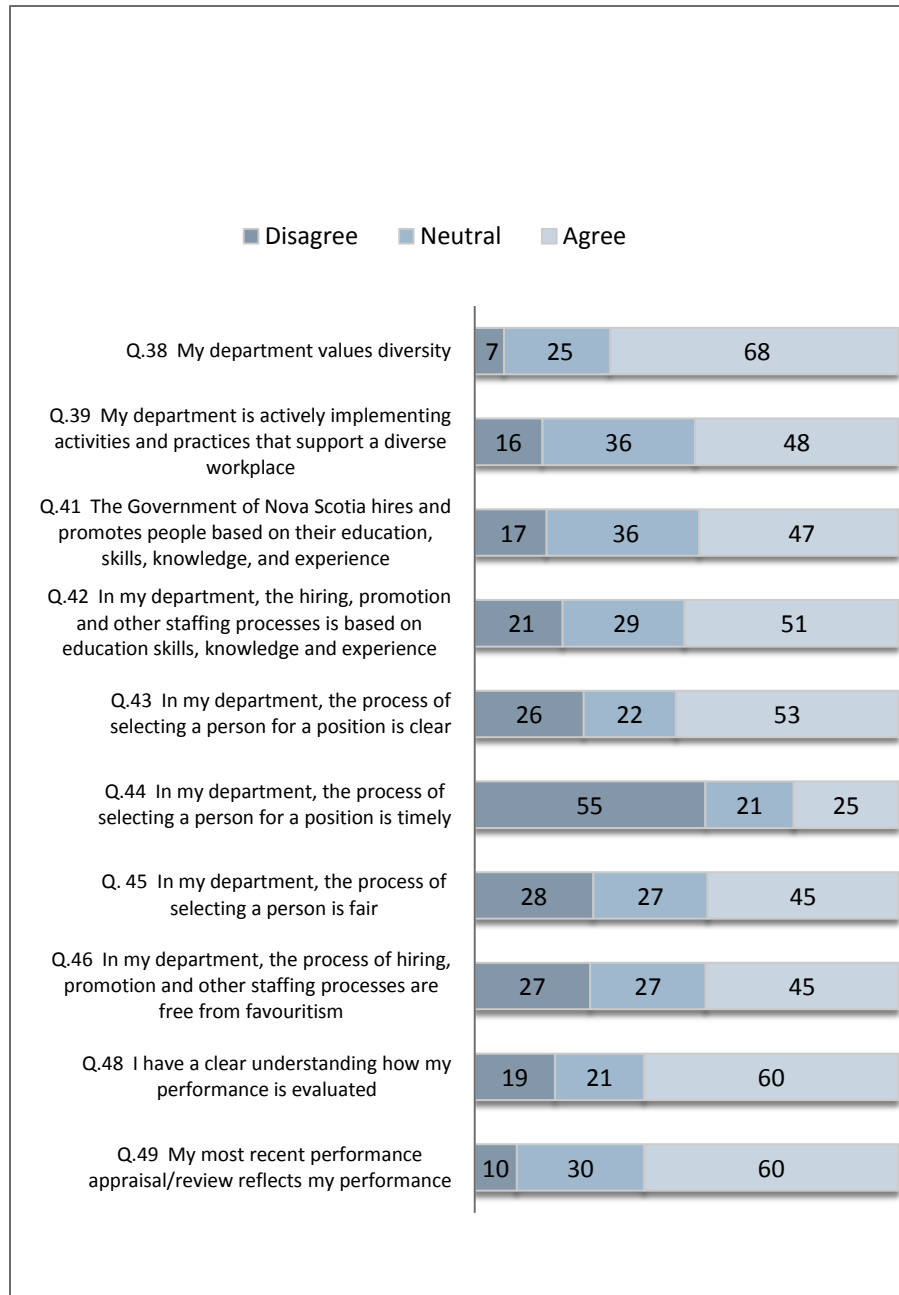


Figure 7 Detail workplace culture results for 2011

### 3-3-2 Workplace Culture Comparison

Table 6 (continued on next page) compares the Department results to the overall Corporate results for 2011 employee survey workplace culture results.

	Education	Corporate
<b>Coworker Relationship</b>		
The people I work with make an effort to help each other	75	77
Have a positive working relationship with coworkers	83	84
<b>Employee Involvement and Innovation</b>		
Have opportunities to provide input into decisions that affect their work	75	60
Shared goals are developed for work unit	65	51
Supervisor considers their work-related ideas	79	69
Feel free to suggest innovative changes in their work	78	67
Innovation is valued in their work	65	54
<b>Recognition</b>		
Feel valued for contributions at work	61	54
Receive meaningful recognition for work well done	60	47
Receive recognition from supervisor for a job well done	66	58
<b>Quality of Work Life</b>		
Have support at work to balance work and personal life	72	62
Work-related stress is manageable	66	59
Workload is manageable	58	58
<b>Healthy, Supportive and Respectful Environment</b>		
Department promotes a healthy and supportive workplace	66	59
Department creates a safe work environment for its employees	77	73
Employees feel safe working in their job	85	78
Employees in department are respectful of employee differences	69	69
Treated respectfully at work	75	74
A healthy atmosphere (trust, mutual respect) exists in work unit	68	62
<b>Diverse and Inclusive Environment</b>		
Department values diversity	65	67
Department is actively implementing activities and practices that support a diverse workplace	48	54
<b>Staffing Practices</b>		
NS Government hires and promotes people based on their education, skills, knowledge and experience	47	49

In the department, the hiring, promotion and other staffing processes is based on their education, skills, knowledge and experience	51	48
In the department, the process of selecting a person for a position is clear	53	47
In the department, the process of selecting a person for a position is timely	25	21
In the department, the process of selecting a person is fair	45	41
In the department, hiring, promotion and other staffing processes are free from favouritism	45	38
Performance Management Practices		
Participated in a performance appraisal/review with direct supervisor in the past 12 months (yes/no scale)	51	65
% who didn't participate in a performance appraisal/review who would like to	66	76
Have a clear understanding of how performance is evaluated	60	59
Most recent performance appraisal/review reflects performance	60	67

**Table 6 Comparison between Department and Corporate results for 2011 for Workplace Culture results**

As noted in the table on this page and the previous page, Education shares similar strengths and areas for improvement with the corporate results. Concern for the timeliness, fairness and favouritism in the staffing practice are a corporate wide issue.

Education does have unique areas of concern. Using the strength-improvement category guide, in comparison to the corporate results Education is not as strong the following areas:

- Department is actively implementing activities and practices that support a diverse workplace
- Participation in performance appraisals
- Employees desire to participate in performance appraisals.

Using the strength-improvement category guide, in comparison to the corporate results Education is stronger the following areas:

- Employee Involvement and Innovation
- Recognition
- Workload and work-related stress
- Creating a healthy supportive and safe environment
- Treating employees respectfully
- Perception of merit hiring and understanding of the staffing practices
- Understanding the performance management practices

### 3-4 Leadership - Your Leader

#### 3-4-1 Leadership Details

Figure 8 summarizes the disagreement, neutral, and agreement scores for leadership practices results (clear direction and expectations, organizational communication, senior leadership practices and direct supervisory practices drivers).

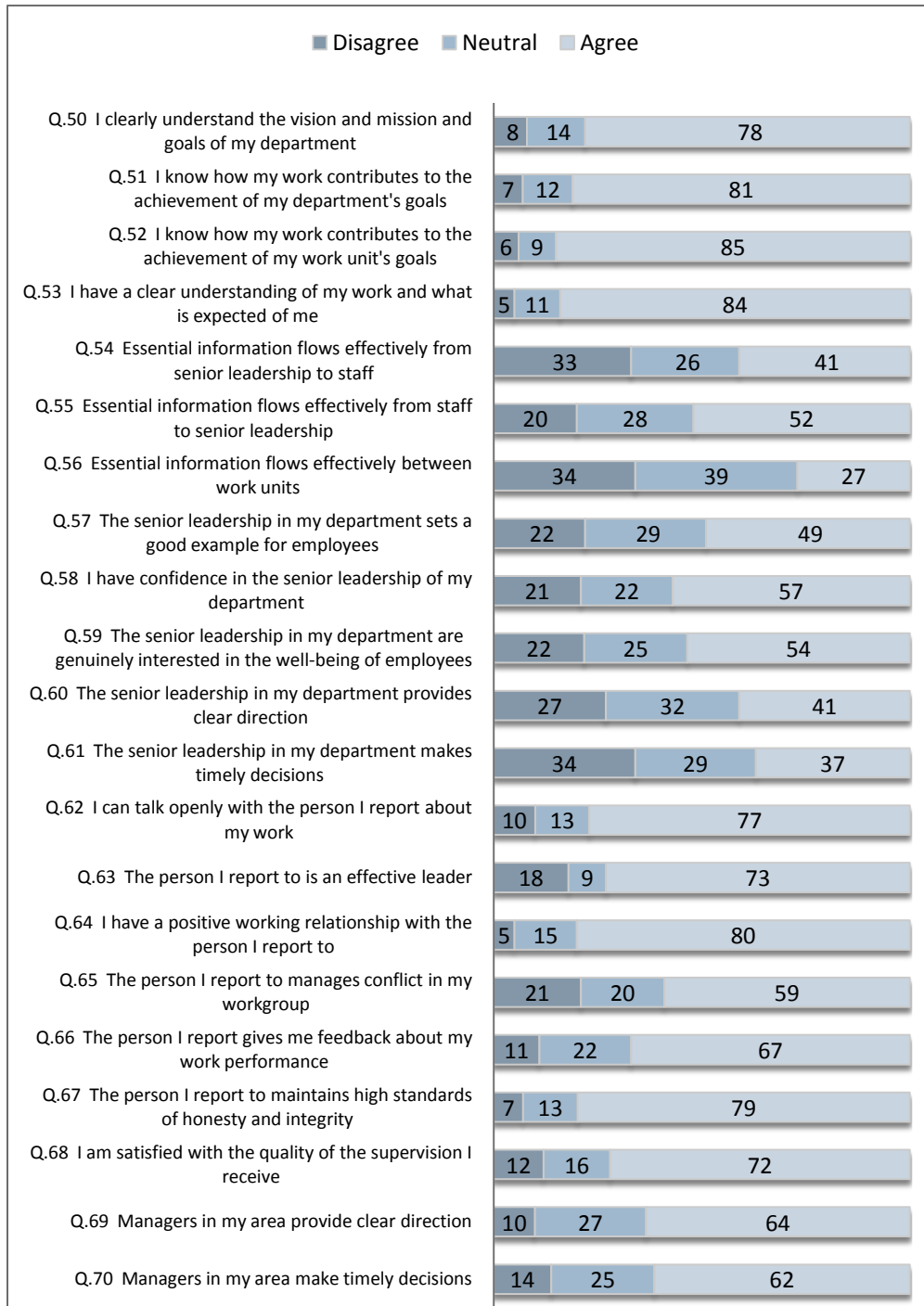


Figure 8 Leadership Details for 2011



### 3-4-2 Leadership Comparison

Table 7 below compares the Department results to the overall Corporate results for 2011 employee survey leadership results.

	Education	Corporate
Clear Direction and Expectations		
Clearly understood the vision, mission and goals of the department	78	68
Know how work contributes to the achievement of department goals	81	73
Know how work contributes to the achievement of work unit goals	85	79
Have a clear understanding of their work and what is expected of them	84	79
Organizational Communication		
Essential information flows effectively from senior leadership to staff	41	37
Essential information flows effectively from staff to senior leadership	52	43
Essential information flows effectively between work units	27	33
Senior Leadership Practices		
Department senior leadership sets a good example	49	48
Have confidence in the department senior leadership	57	48
Department senior leadership are genuinely interested in the well being of employees	54	49
Department senior leadership provides clear direction	41	42
Department senior leadership makes timely decisions	37	36
Direct Supervisory Practices		
Employees can talk openly with the person they report to about work	77	76
Person report to is an effective leader	73	63
Employees have a positive working relationship with the person they report to	80	77
Person they report to manages conflict in the workgroup	59	54
Person they report to gives employees feedback on their work performance	67	63
Person they report to maintains high standards of honesty and integrity	79	72
Satisfied with the quality of supervision received	72	65
Managers provide clear direction	64	56
Managers make timely decisions	62	51

Table 7 Comparison between Department and Corporate results for 2011 for Leadership results

As noted in the table on the previous page, Education shares similar strengths and areas for improvement with the corporate results. Concern for the organizational communication and senior leadership practices are corporate-wide issues.

Education has no unique areas of concern.

Using the strength-improvement category guide, in comparison to the corporate results Education is stronger the following areas:

- Employees understanding of the departments visions, mission and goals
- Employees knowing how their work contributes to the achievement of the department goals.
- The effective flow of essential information from staff to senior leadership
- Confidence in senior leadership
- Senior leadership genuinely interested in employees
- Person they report to maintains high standards of honesty and integrity
- Managers clarity and timeliness of their decisions

## Chapter 4 - Other Work Environment Questions

### 4-1 Respectful Environment

As shown in the survey, 18% of Education employees have experienced bullying behavior in the last 12 months. And 41% who experienced bullying behavior reported the behavior.

Corporately 25% of employees experienced bullying, with 45% stating they reported the behavior.

The majority of the behaviour was experienced from a coworker or a manager. The table below outlines the percentage.

Experienced the bullying behavior from:	
Coworker or colleague	35%
Another manager in the organization	17%
Someone who works for another part of the organization	17%
The person they report to	13%
A member of the public	4%
A client	4%
Someone who works in the government workplace who is not a direct employee of government	4%
Someone you manage	4%

Table 8 Who harassed/bullied the employee in 2011

## 4-2 Inclusive Environment

As shown in the survey, 7% of Education employees have experienced racism and/or discrimination in the last 12 months. Only 43% of employees who experienced racism and/or discrimination reported the behavior.

Corporately 7% of employees experienced racism and/or discrimination, with 30% stating they reported the behavior.

The majority of the behaviour was experienced from a manager or coworker. The table below outlines the percentage.

Experienced the racism and/or discrimination from:	
Another manager in your organization	33%
Coworker or colleague	22%
Someone who works for another part of the organization	22%
A member of the public	11%
Someone who works at a Government workplace but not a direct employee of Government	11%

Table 9 Who the employee experienced racism and/or discrimination from in 2011

The table below outlines the type of racism and/or discrimination experienced.

Racism and/or discrimination experienced:	
Race	43%
Sex (Gender)	29%
National or Aboriginal origin	29%

Table 10 Type of racism and/or discrimination experienced in 2011

### 4-3 Employees' Retention Intentions

As shown in the tables below, 40% of Education employees are planning on leaving within the next 5 years. The main reason for leaving is retirement and to pursue other employment opportunities.

The table below outlines employees stated intentions to stay with the Government of Nova Scotia.

Employees intend to stay	
<b>2 years or less</b>	17%
<b>Between 3-5 years</b>	23%
<b>Between 6-10 years</b>	22%
<b>11 years or more</b>	39%

Table 11 Employees retention intentions for 2011

The table below outlines the reasons an employees is planning on leaving the organization within the next 5 years

Reason for Leaving:	
<b>Retirement</b>	53%
<b>Pursuing other employment opportunities</b>	18%
<b>Job itself (not interesting work or lack of challenge)</b>	10%
<b>Management (lack of support or recognition)</b>	10%
<b>Other</b>	8%
<b>Pursuing other educational training</b>	3%

Table 12 Reason employees are planning to leave the department within the next 5 years

## Appendix I Mean Scores

	Mean Score
<b>Productivity</b>	
<b><u>Job Support and Tools</u></b>	
Provided with the tools and equipment needed to do job well	4.26
Provided with the communication needed to do job well	3.85
Physical work environment allows employees to fully contribute to job	3.76
<b><u>Job Fit</u></b>	
Job is a good fit with skills and interests	4.35
Job provides right level of challenge	3.93
<b><u>Quality of Service</u></b>	
Have support at work to provide high level of service	3.94
Work unit is making an effort to improve service quality	4.17
Work unit measures and monitors to make sure they are meeting their service quality	3.91
<b><u>Compensation</u></b>	
Compensated fairly for job	3.14
<b>Talent Capacity</b>	
<b><u>Learning and Development</u></b>	
Organization supports work-related learning and development	3.84
Have access to training opportunities	3.75
Training and development received met work-related needs	3.53
Satisfied with the quality of training and development received from department	3.43
Satisfied with the quality of training and development received from PSC	3.46
<b><u>Opportunities for Career Growth and Advancement</u></b>	
See a future for career working for the Government of Nova Scotia	3.79
Have opportunities for career growth within the Government of Nova Scotia	3.32
Have opportunities for career growth within the department	2.83
Satisfied with the way career growth and advancement is progressing	3.25
<b>Workplace Culture</b>	

	Mean Score
<b><u>Coworker Relationship</u></b>	
The people I work with make an effort to help each other	4.12
Have a positive working relationship with coworkers	4.35
<b><u>Employee Involvement and Innovation</u></b>	
Have opportunities to provide input into decisions that affect their work	3.95
Shared goals are developed for work unit	3.81
Supervisor considers their work-related ideas	4.18
Feel free to suggest innovative changes in their work	4.21
Innovation is valued in their work	3.89
<b><u>Recognition</u></b>	
Feel valued for contributions at work	3.70
Receive meaningful recognition for work well done	3.56
Receive recognition from supervisor for a job well done	3.79
<b><u>Quality of Work Life</u></b>	
Have support at work to balance work and personal life	3.93
Work-related stress is manageable	3.67
Workload is manageable	3.53
<b><u>Healthy, Supportive and Respectful Environment</u></b>	
Department promotes a healthy and supportive workplace	3.74
Department creates a safe work environment for its employees	4.01
Employees feel safe working in their job	4.26
Employees in department are respectful of employee differences	3.86
Treated respectfully at work	4.02
A healthy atmosphere (trust, mutual respect) exists in work unit	3.80
<b><u>Diverse and Inclusive Environment</u></b>	
Department values diversity	3.89
Department is actively implementing activities and practices that support a diverse workplace	3.62
<b><u>Staffing Practices</u></b>	
NS Government hires and promotes people based on their education, skills, knowledge and experience	3.37
In the department, the hiring, promotion and other staffing processes is based on their education, skills, knowledge and	3.38

	Mean Score
experience	
In the department, the process of selecting a person for a position is clear	3.31
In the department, the process of selecting a person for a position is timely	2.45
In the department, the process of selecting a person is fair	3.17
In the department, hiring, promotion and other staffing processes are free from favouritism	3.18
<b><u>Performance Management Practices</u></b>	
Have a clear understanding of how performance is evaluated	3.65
Most recent performance appraisal/review reflects performance	3.82
<b><u>Leadership</u></b>	
<b><u>Clear Direction and Expectations</u></b>	
Clearly understood the vision, mission and goals of the department	4.01
Know how work contributes to the achievement of department goals	4.10
Know how work contributes to the achievement of work unit goals	4.25
Have a clear understanding of their work and what is expected of them	4.28
<b><u>Organizational Communication</u></b>	
Essential information flows effectively from senior leadership to staff	3.03
Essential information flows effectively from staff to senior leadership	3.36
Essential information flows effectively between work units	2.88
<b><u>Senior Leadership Practices</u></b>	
Department senior leadership sets a good example	3.44
Have confidence in the department senior leadership	3.48
Department senior leadership are genuinely interested in the well-being of employees	3.45
Department senior leadership provides clear direction	3.19
Department senior leadership makes timely decisions	3.05
<b><u>Direct Supervisory Practices</u></b>	
Employees can talk openly with the person they report to about work	4.15
Person report to is an effective leader	3.96



	Mean Score
Employees have a positive working relationship with the person they report to	4.27
Person they report to manages conflict in the workgroup	3.64
Person they report to gives employees feedback on their work performance	3.88
Person they report to maintains high standards of honesty and integrity	4.23
Satisfied with the quality of supervision received	4.00
Managers provide clear direction	3.84
Managers make timely decisions	3.76
<b><u>Overall</u></b>	
Work for an effective organization	3.72
Satisfied with my job	3.67
Satisfied with my department	3.52
Overall satisfied with work as a Government of Nova Scotia employee	3.79
Proud to tell people work as a Government of Nova Scotia employee	3.91
Prefer to stay with the Government of Nova Scotia, even if offered a similar job elsewhere	3.77
Inspired to give my very best	3.99
Would recommend the Government of Nova Scotia as a great place to work	3.72