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| Report Title: | Public Service Census 2024 | | |
| Report No: | 2024-0072 | | |
| Date: | 11 March 2024 | | |
| To: | Hon Nicola Willis, Minister for the Public Service | | |
| Action Sought: | Agree | Due Date | 18 March 2024 |
| Contact Person: | Josh Masson, Chief Data Officer, Strategy and Policy | | |
| Contact No: | 9(2)(a) privacy | | |
| Encl: | Yes | Priority: | Medium |
| Security Level: | IN CONFIDENCE | | |

Executive Summary

1. You have asked for further information about Te Taunaki | Public Service Census (the Census) planned for 2024.
2. A December 2023 report [[2023-0313](#)] covered the origin, purpose and topics covered in the draft 2024 survey.
3. The information that we collect through the Census helps to inform the Commission's statutory work including performance management, workforce policies and interventions, and the guidance and support we provide on integrity matters. This helps to ensure that the public service is:
 - a. targeting performance management interventions to drive efficient use of resources,
 - b. developing and deploying the public service's capability to best deliver on government priorities, and
 - c. effectively promoting the core principles that drive public trust and confidence.
4. Appendix One is a diagram that maps the topics being collected, the areas of public service performance that the survey informs, and how these drive outcomes, and trust and confidence, for New Zealanders. In this way, the Census is consistent with the current government's focus on performance and delivery.
5. In addition, the benefits of the Commission running the Census on behalf of the Public Service are consistent with your focus on effective fiscal management and include:
 - a. Comprehensive data that is broadly comparable between agencies to identify issues and monitor trends on topics that are critical to performance. This also allows us to benchmark against other jurisdictions.
 - b. High quality questions that are based on established industry standards (e.g. Stats NZ questions) or developed based on lengthy consultation with stakeholder groups (e.g. disability measurement).

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- c. Economies of scale. By undertaking such a survey centrally many agencies are covered under a single contract price at a substantially lower cost than individual agencies procuring similar surveys separately.
 - d. Increased transparency to Ministers and the public, as in the past all questions have been reported at the system and agency level on the Commission website.
- 6. This report provides some further detail on use cases for the questions currently proposed for the 2024 survey. The 2021 Census was primarily focussed on diversity, inclusion and Māori Crown capability. The topics in the 2024 draft survey are designed meet a much broader range of information needs across the system.
- 7. New topics are focussed on requirements of the Public Service Act 2020 including aspects that support the delivery of better public services, good employer requirements, and the Public Service Principles. There are also questions relating to factors that enable people to be productive (e.g. having clear work objectives and manager support to achieve them).
- 8. We are attaching the draft questionnaire for the survey. We welcome your views on topics covered, and your comfort that the survey is aligned with government priorities.
- 9. The Census is currently planned for May 2024 to align with agency annual report timelines. This enables agencies to use the data to publicly report on the state of their organisation, and to monitor changes since the first census. This timing also enables us to budget for the costs of the Census in the 2023/24 financial year (\$130,000 or \$2 per person).
- 10. In order to remain on the current timeframe, any changes to the draft questions would be required by 18 March.

Recommended Action

We recommend that you:

- a **Note** the connection between the topics covered in the Public Service Census, the areas for public service performance and how they drive outcomes, and trust and confidence, for New Zealanders as set out in Appendix One.
- b **Provide** any feedback on the proposed question set for the next Public Service Census.
- c **Note** that the Census is currently scheduled to run in May 2024, to enable agencies to report on findings in their annual reports.
- d **Agree** that Te Kawa Mataaho release this briefing in full once it has been considered by you and the content of the next Census has been confirmed.

Agree/disagree.

Hon Nicola Willis
Minister for the Public Service

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Purpose of Report

11. This report supplements a December report [2023-0313] on the Te Taunaki | Public Service Census 2024 (the Census). It provides information on the use-cases for the proposed topics.

Background

12. Historically, Public Service departments have run a range of staff surveys. There is limited capability within agencies to design and deliver staff surveys, meaning they often rely on contractor/consultant expertise at greater cost. Over the last five years, this has amounted to approximately \$5 million expenditure. Topics are not consistent, results are not comparable, and there is no system level information gained from the expenditure.
13. In May/June 2021, the Commission ran the first Census to fill information gaps about employee experiences, motivations, as well as key demographic information. This adopted the practice of many similar jurisdictions including Australia, Canada, and UK.
14. Information from the Census was used to support the Commission's work programme. It also supported agencies, for example by identifying areas where more training was needed. It enabled whole of government monitoring and assurance on international obligations around disability measurement, the Better Later Life Strategy, and recommendations of the Royal Commission of Inquiry to the Christchurch terror attack.
15. The benefits of the Commission running the Census on behalf of the Public Service include:
 - a. Comprehensive data that is comparable between agencies to identify issues and monitor trends on topics that are critical to performance. This also allows us to benchmark against other jurisdictions and compare agency performance over time.
 - b. High quality questions that are based on established industry standards (e.g. Stats NZ questions) or developed based on lengthy consultation with stakeholder groups (e.g. disability measurement).
 - c. Economies of scale. By undertaking such a survey centrally many agencies are covered under a single contract price at a substantially lower cost than individual agencies procuring similar surveys separately.
 - d. Increased transparency to Ministers and the public, as in the past all questions have been reported at the system and agency level on the Commission website.
16. We are aware of agencies that have cancelled other planned staff surveys because they expect to participate in the 2024 Census. Due to economies of scale, our survey costs \$130K to cover all employees of departments and departmental agencies, taking the cost per person from \$35 when procured by individual agencies, to \$2/pp. This survey costs the Commission less than \$3,500 per agency to run, compared to an average of 65K when agencies procure on their own.
17. The data made possible by this centralised model provides a robust and powerful lever for benchmarking and informing work to improve system and agency performance. Data is reported publicly at the agency and system level, giving Ministers and the Commission a tool for accountability of agency performance in any topic the survey covers.
18. The next Census is planned for May 2024, with results available from July. In order support accountability requirements, agencies want to include their results in their annual reports and this is the last point in 2024 that the survey could be run to ensure results are available in time for annual reporting.

Topics to be included

19. The Census is the only current mechanism for getting information directly from public servants across the whole Public Service. Though we collect administrative data from agencies, this survey fills knowledge gaps on the experiences and some demographic characteristics of public servants, information that is not otherwise available. The collection method, direct from public servants, means that the topics selected are those on which public servants can provide useful information and offers a valuable and cost-effective insight into the public sector workforce. This is just one input into the performance data used to assess agencies and the system.
20. The 2021 Census was primarily focussed on diversity, inclusion and Māori Crown capability. The topics in the 2024 draft survey are designed meet a much broader range of information needs across the system, which adopts the model used in equivalent surveys in Australia, UK, and Canada.
21. The new topics are focussed on requirements of the Public Service Act including aspects that support the delivery of better public services, good employer requirements, and the Public Service Principles. There are also questions relating to factors than enable people to be productive (e.g. having clear work objectives and manager support to achieve them).
22. Questions have been developed through consultation with stakeholders including agencies and system leads to ensure they provide information to support whole of system work programmes. The Commission has also liaised with international jurisdictions, academic experts, and employee-led networks. New questions were user tested to ensure they made sense in a New Zealand context.
23. To ensure we can benchmark performance, where possible we have utilised the same questions that other jurisdictions ask (e.g. bullying/harassment, recommending agency as a good place to work, how change is managed in organisation). Demographic questions were sourced from StatsNZ to enable comparability with NZ population wherever possible. Topics from the 2021 survey were retained but with a smaller number of questions covering them to ensure the survey length was kept the same.
24. **Appendix One** shows a diagram the connect between Census topics, public service performance and how they drive outcomes, and trust and confidence, for New Zealanders.
25. **Appendix Two** of this briefing sets out:
 - a. The proposed topics to be covered by the Census;
 - b. Examples of how the information collected will inform our work (the 'use case'); and
 - c. A description of how the interventions and policies that the Census helps to shape support the public service's ability deliver on your government's priorities.
26. **Appendix Three** provides the draft survey in full.

Next steps

27. Pending your feedback on topics covered and the Government's priorities, the survey questionnaire included below (Appendix Three) is the version intended to be used. We welcome your feedback on topic areas or questions you wish to add or remove.
28. In order to continue with the current plan to deliver the survey in in May 2024, changes to the draft questions would be required by 18 March. If you have substantial new topics you

would wish to work with us on, this may require that we change the timing of the survey. Removing topics would not impact our ability to deliver the survey.

29. If you wished to ensure that the Census delivers on the potential benefits related to economies of scale, we could also discuss the setting of expectations about the purchase or delivery of other surveys by agencies.

Appendix Two - Census topics and link to wider outcomes for public service performance and delivery

| Topic domains * | Examples of how they inform our work | Examples of outcomes they contribute to |
|---|--|---|
| BETTER PUBLIC SERVICES | | |
| <ul style="list-style-type: none"> • Management of poor performance • Clarity of work objectives • Barriers to completing objectives • Innovation • Clarity of agency priorities • Team collaboration • Interagency collaboration • Workload • Perceived team productivity • Change management • Skills matched to job • Customer facing roles • Languages spoken | <p>These topics help us to gauge people's understanding of their agency's priorities and how well they feel they are placed to contribute to them.</p> <p>While the survey cannot directly measure productivity, there are indicators for the factors that enable people to be productive (e.g. having clear work objectives and manager support to achieve them).</p> <p>These questions help us identify barriers to productivity and effectiveness within agencies and across the Public Service. Data is also intended to support Agency Capability Reviews to directly drive agency improvement.</p> | <p>Focusing our performance management interventions in these areas will help to ensure that the public service makes efficient use of resources. This will better enable us to deliver on the priorities of the government and improve outcomes for New Zealanders. More effectively collaborating within and across agencies, and innovating are important contributors to this. Focusing on priorities, working smarter, with the right tools and leadership, will help us to deliver more for less.</p> |
| WORKFORCE CAPABILITY & MOBILITY | | |
| <ul style="list-style-type: none"> • Access to learning and development • Mobility intentions • Interest in/barriers to secondments • Reasons for leaving • Reasons for joining (new starters) • Tenure in role/agency/public sector • Use of/reasons for flexible/hybrid work • Impact of flexible work on productivity | <p>Gathering information on flexible and hybrid work by public servants to better understand its impact on productivity and job satisfaction, as many of the arrangements are informal, they are not captured in administrative information. We would use this to inform refreshing the Flexible by Default Guidance and hybrid working guidance.</p> <p>Understanding people's mobility intentions and reasons for leaving help us to better understand and anticipate workforce attrition. This data is used for workforce planning and supports the development of mobility (secondment) guidance, for example.</p> | <p>Shaping our workforce policies and interventions in this way helps to ensure the public service is attracting, retaining and developing the talent it needs and this can be effectively deployed to the priorities of the government. Meeting our requirements to act as a good employer helps to ensure that we can keep and grow the talent we need to</p> |

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| Topic domains * | Examples of how they inform our work | Examples of outcomes they contribute to |
|--|---|---|
| <ul style="list-style-type: none"> • Satisfaction with pay and benefits | <p>Questions about employment start date, time in public sector, permanent/fixed term contract are required for cohort analysis on other topics (e.g. career development and leadership). Administrative data on an agency basis does not follow people's careers if they move between departments. This means we have no way of knowing how long people have spent in the Public Service overall.</p> <p>Heads of profession (e.g. legal, policy, finance) and System Leads use occupational reporting to understand the experiences of their groups, and to understand whether their occupation is representative of overall New Zealand demographic groups.</p> <p>Occupation is also used in exploring pay gaps and differences in pay satisfaction. And information about pay and benefits contributes to exploring pay gaps under Kia Toipoto Public Service Pay Gaps Action Plan, and informs system pay strategies and pay guidance. While understanding seniority supports the Leadership Strategy for New Zealand's Public Service by allowing analysis of other topics for the cohort of leaders.</p> <p>Questions around work/life balance, job satisfaction, stress, inappropriate workplace behaviour (perceived bullying, sexual, and racial harassment) and discrimination enables assessment of the performance of agencies (including contributing to Agency Capability Reviews which are designed to drive improved performance). The survey will provide data to help measure improvement to agency culture and behaviours over time. There is public interest in this data and there have been attempts by third parties to collect similar information through surveys will far less reach (and therefore less reliable results).</p> <p>The survey also enables reporting on units within large agencies (100 or more people). This provides a richer picture for agencies and makes more effective use of the data.</p> <p>Measures such as satisfaction with career development, training completed, career aspirations, and skill match to job helps support assessment of agency performance in their duty to act as 'good employer' as required by the Public Service Act (Section 73).</p> | <p>deliver. We continue to look for opportunities to adapt the way the public service works to best deliver for the government. This includes optimal use of flexible and hybrid working arrangements, and exploring new mechanisms for workforce mobility to meet Government priorities.</p> |
| <p>GOOD EMPLOYER</p> <ul style="list-style-type: none"> • Leadership support for health & safety • Work stress • Work/life balance • Bullying/harassment • Discrimination • Manager support • Inclusion • Career aspirations • Satisfaction with career development • Access to employee-led networks • Accommodation for disability • Job satisfaction | | |

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| Topic domains * | Examples of how they inform our work | Examples of outcomes they contribute to |
|--|---|---|
| | Data gathered through the survey helps measure agencies performance in their duty to promote diversity and inclusiveness under the Public Service Act 2020 (Section 75) and to support disabled staff. | |
| DIVERSITY | | |
| <ul style="list-style-type: none"> • Gender/transgender/intersex • Ethnicity • Caring responsibilities • Sexual orientation • Disability/mental health/neurodiversity • Religion • Iwi • Qualifications | <p>The survey helps us to gather information on diversity not held by, or collectable by agencies (including, religion, sexual identity, disability, neurodiversity).</p> <p>It supports measures of performance of public service in ensuring diversity over time, as required by the Public Service Act Section 44. Data is also used to explore pay gaps under Kia Toipoto Public Service Pay Gaps Action Plan.</p> <p>Data collected through the survey also supports the measurement of agency performance in their duty to promote diversity and inclusiveness, Public Service Act 2020, Section 75.</p> <p>Also supports international obligations around disability measurement. And provides for follow-up reporting relating to the Royal Commission of Inquiry into the Terrorist Attack on Christchurch Mosques on 15 March 2019.</p> | <p>Understanding the shape of the public service relative to the communities we serve helps to ensure we are well-placed to serve these communities and develop policies that account for different perspectives. This makes us more effective at improving outcomes, particularly where people have complex needs and may need bespoke, culturally specific or more integrated services. It also helps us to maintain the trust and confidence of communities in the public service.</p> |
| MĀORI CROWN | | |
| <ul style="list-style-type: none"> • Supported to engage with Māori • Understand Treaty responsibilities • Agency leaders commitment to Māori Crown relationship • Ability to identify aspects of agency work that may disadvantage Māori • Comfort supporting tikanga Māori • Te reo capability • Agency encouragement to use te reo | <p>The survey helps gather information that supports assessment of performance in the duty all chief executives have to maintain the capability of the Public Service to engage with Māori (under Public Service Act 2020, Subpart 3 Section 14).</p> <p>Questions cover aspects such as understanding Treaty responsibilities, support to engage with Māori, and te reo capabilities used in the workplace.</p> <p>Information gathered through the survey helps to support Agency Capability Reviews around Maori-Crown relationship building and also supports the Maihi Karauna strategy for te reo revitalization in New Zealand.</p> | <p>Building these capabilities helps to ensure the public service is well-placed to support the Government of the day in its relationships with Māori under the Treaty Waitangi.</p> |

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| Topic domains * | Examples of how they inform our work | Examples of outcomes they contribute to |
|---|---|---|
| <ul style="list-style-type: none"> Agency support for building te reo in staff Te reo use at work | | |
| PRINCIPLES | | |
| <ul style="list-style-type: none"> Stewardship Political neutrality Openness Merit-based appointment Free and frank advice Spirit of Service | <p>For the first time, the survey will ask public servants about the principles that govern the public service and their day-to-day work. These principles cover political neutrality, merit-based appointment, openness, stewardship, free and frank advice.</p> <p>These principles have been part of the public service by convention or law for some time but have not been consistently measured, making it more challenging to focus improvement and development activities as enablers of performance improvement. Data gathered will provide a baseline to measure implementation of the relevant part of the Public Service Act 2020 Section 12 over time.</p> <p>There has been public criticism of the public service in terms of its ability to measure adherence to these principles. There has also been previous attempts at gathering the same information by third parties with smaller surveys and therefore less reliable results.</p> | <p>This helps to ensure public servants understand and comply with their integrity obligations, and that the public service is able to demonstrate how it is upholding core public service principles. These help to maintain public trust in the public service, and the confidence of the Government of the day that is necessary for us to effectively support delivery of its priorities.</p> |

* : Topics in bold are new in the 2024 survey.

Note: The survey also contains a free text section (any other comments). This provides a channel for employees to communicate to their agency and the Commission issues/ideas for improvement on topics covered in the survey, or those the survey did not include. Several topics raised in comments in 2021 are now included as questions in the 2024 survey.

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Appendix Three - Te Taunaki Public Service Census 2024 DRAFT questionnaire

- Q1.** Are you employed directly by a Public Service department, departmental agency, or Crown agent? ☐ Yes, whether permanent or temporary/fixed term
☐ No, I am a contractor (either self-employed or working for a private sector business)

if answer 'no' to Q1

Thank you for your time. You do not need to complete this survey.

Otherwise...

Part A: About you | Mōu ake

All questions in the survey are voluntary, if you feel uncomfortable about answering any question, you can select the 'prefer not to answer' option.

- Q2.** How old are you? ☐ Under 20 years
☐ 20 to 24 years
☐ 25 to 29 years
☐ 30 to 34 years
☐ 35 to 39 years
☐ 40 to 44 years
☐ 45 to 49 years
☐ 50 to 54 years
☐ 55 to 59 years
☐ 60 to 64 years
☐ 65 to 69 years
☐ 70 years or over
☐ Prefer not to answer
- Q3.** What ethnic group(s) do you belong to? Select all that apply to you.
☐ New Zealand European
☐ Māori
☐ Samoan
☐ Cook Islands Maori
☐ Tongan
☐ Niuean
☐ Chinese
☐ Indian
☐ Other, e.g. Dutch, Japanese, Tokelauan. Please specify:
☐ Prefer not to answer
- Q4.** Are you descended from Māori (that is, did you have a Māori birth parent, grandparent or great-grandparent, etc)? ☐ Yes
☐ No
☐ Don't know
☐ Prefer not to answer

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| Q5. Please give the name(s) and region(s) / rohe of your iwi: <i>[Use iwi list based on StatsNZ aria tool]</i> | Iwi: AUTO-SUGGEST___ Region: _OPEN TEXT_____ <input type="checkbox"/> Don't know <input type="checkbox"/> Prefer not to answer |
| Q6. What is your highest qualification? | <input type="checkbox"/> No Qualifications <input type="checkbox"/> High School/Secondary School Qualification <input type="checkbox"/> Level 1 to 4 Certificate <input type="checkbox"/> Level 5 or 6 Diploma <input type="checkbox"/> Bachelor's Degree or Level 7 Qualification <input type="checkbox"/> Bachelor Honours Degree or Postgraduate Certificate/Diploma <input type="checkbox"/> Master's Degree <input type="checkbox"/> PhD/Doctoral Degree <input type="checkbox"/> Other – please specify _____ <input type="checkbox"/> Don't know <input type="checkbox"/> Prefer not to answer |
| Q7. What is your religion? Note if you have no religion, type "none" or "no religion". You can also type "prefer not to answer" or "object to answering" depending on how you wish to respond. | AUTO-SUGGEST___ [to include 'none', 'no religion', 'agnostic', 'atheist', 'prefer not to answer', etc] |
| Q8. What is your gender? | Please select all that apply. <input type="checkbox"/> Female <input type="checkbox"/> Male <input type="checkbox"/> Another Gender, please specify: _____ <input type="checkbox"/> Don't know <input type="checkbox"/> Prefer not to answer |
| Q9. Are you transgender? Transgender is an umbrella term that refers to people whose gender is different to the sex recorded at their birth. Identities that may fall under this include trans, non-binary genders, transsexual, takatāpui, fa'afafine, genderqueer, and many more. Some people who come under this umbrella term as it is defined may not use the term transgender to describe themselves. | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't know <input type="checkbox"/> Prefer not to answer |
| Q10. Were you born with a variation of sex characteristics (otherwise known as an intersex variation)? Variations of sex characteristics (or intersex) refers to genetic, hormonal, or physical sex characteristics that do not conform to medical norms for female or male bodies. People may be born with these characteristics or they may develop in puberty. | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't know <input type="checkbox"/> Prefer not to answer |
| Q11. Do your colleagues gender you correctly at work, that is, use the correct name, pronouns and nouns for you? <i>[only show if yes to transgender, OR intersex, OR multiple or another gender selected]</i> | <input type="checkbox"/> No-one does <input type="checkbox"/> Few people do <input type="checkbox"/> Some people do, some people don't <input type="checkbox"/> Most people do <input type="checkbox"/> Everyone does <input type="checkbox"/> Don't know <input type="checkbox"/> Prefer not to answer |

Q12. Which of the following best describes how you think of yourself?

☐ Heterosexual or straight

☐ Gay or lesbian

☐ Bisexual

☐ Another identity – please specify _____

☐ Don't know

☐ Prefer not to answer

We want to better understand the diversity of our workforce and the experiences of public servants with long-term physical or sensory impairment, and mental health and neurodivergent conditions (**long-term means lasting six months or more**). Responses will inform improvements to the working environment for public servants.

As with all questions in Te Taunaki, if you feel uncomfortable about answering these questions, you can select the 'prefer not to answer' option.

| Q13. | No difficulty | Some difficulty | A lot of difficulty | Cannot do at all | Prefer not to answer |
|---|---------------|-----------------|---------------------|------------------|----------------------|
| a. Do you have difficulty seeing, even if wearing glasses? | | | | | |
| b. Do you have difficulty hearing, even if using a hearing aid? | | | | | |
| c. Do you have difficulty walking or climbing steps? | | | | | |
| d. Using your usual language, do you have difficulty communicating, for example understanding or being understood? | | | | | |
| e. Do you have difficulty remembering or concentrating? | | | | | |
| f. Do you have difficulty with self-care, such as washing all over or dressing? | | | | | |

Q14. Do you consider yourself to be neurodivergent, and/or have you been diagnosed with a neurodivergent condition?

☐ Yes

☐ No *[Go to Q15]*

☐ Don't know *[Go to Q15]*

☐ Prefer not to answer *[Go to Q15]*

Neurodivergent conditions can include Autism/ASD, Attention Deficit Hyperactivity Disorder (ADHD), dyslexia, dyspraxia, Tourette Syndrome, and other conditions not listed here.

Q14a. Being neurodivergent, how much difficulty do you experience with work activities?

☐ No difficulty

☐ Some difficulty

☐ A lot of difficulty

☐ Cannot complete certain activities at all

☐ Don't know

☐ Prefer not to answer

Q15. Do you consider yourself to have, and/or have you been diagnosed as having a mental health condition?

☐ Yes

☐ No *[Go to Q 16]*

☐ Don't know

☐ Prefer not to answer *[Go to Q 16]*

Mental health conditions include things like anxiety, depression, bipolar disorder, psychosis, addiction, and trauma disorders (e.g., PTSD).

| | |
|---|--|
| Q15a. Having a mental health condition, how much difficulty do you experience with work activities? | <input type="checkbox"/> No difficulty <input type="checkbox"/> Some difficulty <input type="checkbox"/> A lot of difficulty <input type="checkbox"/> Cannot complete certain activities at all <input type="checkbox"/> Don't know <input type="checkbox"/> Prefer not to answer |
| Q16. Do you identify as a disabled person or tangata whaikaha Māori? This includes Māori and non-Māori who identify as disabled. | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't know <input type="checkbox"/> Prefer not to answer |
| The following questions ask about workplace supports or accommodations for example, adaptive changes that can be made to work arrangements, workstations, shared facilities, building entry and exit points, quiet zones, and specialist software. | |
| If you need personal support from your organisation, please talk to your manager. Results from the survey are shared in a way that does not identify individuals. | |
| Q17. Do you use or require any workplace supports or accommodation(s) for your health condition, disability, or impairment? | <input type="checkbox"/> Yes <input type="checkbox"/> No <i>[Go to Q 18]</i> <input type="checkbox"/> Don't know <i>[Go to Q 18]</i> <input type="checkbox"/> Prefer not to answer <i>[Go to Q 18]</i> |
| <i>[Only show to those who respond with some/a lot/ cannot do at all to Q13a b c d e f, Q14a, Q15a or yes to Q16]</i> | |
| Q17a. Have you talked to your employer about your workplace supports or accommodation needs? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't know <input type="checkbox"/> Prefer not to answer |
| Q17b. Please rate your satisfaction with how your organisation has responded to your needs or supports you to carry out work activities. If you would like to comment about this, there is space at the end of the survey for comments. | <input type="checkbox"/> Very dissatisfied <input type="checkbox"/> Dissatisfied <input type="checkbox"/> Neither satisfied nor dissatisfied <input type="checkbox"/> Satisfied <input type="checkbox"/> Very satisfied <input type="checkbox"/> Don't know <input type="checkbox"/> Prefer not to answer |
| Q18. Do you have parenting and/or caring responsibilities? This could include caring for children, relatives, friends, etc. | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Prefer not to answer |
| Q19. In which language(s) could you have a conversation about a lot of everyday things? | Please select all that apply. <input type="checkbox"/> English <input type="checkbox"/> Te reo Māori <input type="checkbox"/> New Zealand Sign Language <input type="checkbox"/> Samoan <input type="checkbox"/> Other language(s) – please specify (eg Gujarati, Cantonese, Greek) _____ <input type="checkbox"/> Don't know <input type="checkbox"/> Prefer not to answer |
| Q20. How well are you able to speak te reo Māori in day-to-day conversation? | <input type="checkbox"/> Very well – I can talk about almost anything in te reo Māori <input type="checkbox"/> Well – I can talk about many things in te reo Māori <input type="checkbox"/> Fairly well – I can talk about some things in te |

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| | reo Māori <input type="checkbox"/> Not very well – I can only talk about simple/basic things in te reo Māori <input type="checkbox"/> No more than a few words or phrases (including none-at all) [Go to Q22] <input type="checkbox"/> Don't know <input type="checkbox"/> Prefer not to answer |
| Q21. When you are at work, how often do you have conversations in te reo Māori? Please include both spoken and written te reo Māori in your answer. | <input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> A few times a year <input type="checkbox"/> Never <input type="checkbox"/> Don't know <input type="checkbox"/> Prefer not to answer |

Part B: Your role | <translation here >

Based on your experience in your current job, please respond to the following questions.

| | |
|---|---|
| Q22. How long, have you been employed in your current role at [the][agency]? Note include time spent working in this current role that may have been with a legacy agency (for example, the Department of Labour is a legacy agency of MBIE), if this applies to you. | <input type="checkbox"/> Less than 6 months <input type="checkbox"/> 6 months to less than 12 months <input type="checkbox"/> 1 year to less than 2 years <input type="checkbox"/> 2 years to less than 3 years <input type="checkbox"/> 3 years to less than 5 years <input type="checkbox"/> 5 years to less than 10 years <input type="checkbox"/> 10 years to less than 15 years <input type="checkbox"/> 15 years to less than 20 years <input type="checkbox"/> 20 years to less than 30 years <input type="checkbox"/> 30 years or more <input type="checkbox"/> Don't know <input type="checkbox"/> Prefer not to answer |
| Q23. In your role at [the][agency], do you spend more than half of your working time dealing directly with the public, communities, external customers and clients, or people in your care – either face to face, online or over the phone? Please don't include time with internal customers and clients within your own organisation. | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't know <input type="checkbox"/> Prefer not to answer |
| Q24. Do you have any people management responsibilities? <i>[Stem question for managers/non-managers branch, consider don't know and prefer not to answer as 'no']</i> | <input type="checkbox"/> No, managing people is <u>not</u> part of my role <input type="checkbox"/> Yes, managing people is part of my role <input type="checkbox"/> Don't know <input type="checkbox"/> Prefer not to answer |

| | | | | | | | |
|--|-------------------------------------|--|--|---|---------------------------|------------|----------------------|
| | | | | | | | |
| | Well above capacity – too much work | Slightly above capacity – lots of work to do | At capacity – about the right amount of work to do | Slightly below capacity – available for more work | Well below capacity – not | Don't know | Prefer not to answer |

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| Q25. What best describes your workload? | | | | | | | |
| Q26. In your role at [the][agency], do you currently use any of the following flexible working arrangements? Please select all that apply. Note include any flexible work that you use regularly. | <input type="checkbox"/> Flexible start and finish times or flexible break times <input type="checkbox"/> Job-sharing <input type="checkbox"/> Working reduced hours <input type="checkbox"/> Working from home (your home or home of a family member) <input type="checkbox"/> Working from an office that is more convenient for me (an agency office in a different city, a regional hub) <input type="checkbox"/> Flexi-leave, e.g. study leave, trading salary for additional leave <input type="checkbox"/> Compressed hours (i.e. working standard hours over fewer days e.g. 40 hours over 4 days) <input type="checkbox"/> No, I don't use any of these flexible working arrangements <i>[Go to Q27]</i> <input type="checkbox"/> Don't know <i>[Go to Q27]</i> <input type="checkbox"/> Prefer not to answer <i>[Go to Q27]</i> | | | | | | |
| Q26a. What are your reasons for using flexible working arrangements? Please select all that apply. | <input type="checkbox"/> It's required in my job <input type="checkbox"/> I am more productive on some work tasks away from the distractions of the office <input type="checkbox"/> To help manage my parenting or caring responsibilities <input type="checkbox"/> To help manage my voluntary work for a community, cultural or religious group, e.g. for whanau, marae, Pasifika community, church etc <input type="checkbox"/> To allow more time for study, training, further education or learning <input type="checkbox"/> To reduce the time, cost or other impacts of commuting <input type="checkbox"/> To help me manage a disability or health issue <input type="checkbox"/> Other <input type="checkbox"/> Don't know <input type="checkbox"/> Prefer not to answer | | | | | | |
| Q27. Does the team you manage have the ability to use flexible work (e.g. working from home, flexible start/finish times)? <i>[MANAGERS ONLY, yes to Q24]</i> | <input type="checkbox"/> Yes <input type="checkbox"/> No <i>[Go to Q28]</i> <input type="checkbox"/> Don't know <i>[Go to Q28]</i> <input type="checkbox"/> Prefer not to answer | | | | | | |
| Q27a. What impact does flexible work have on your team's productivity/ ability to get their work done in a timely way? <i>[MANAGERS ONLY, yes to Q24]</i> | <input type="checkbox"/> Increases productivity <input type="checkbox"/> No impact <input type="checkbox"/> Decreases productivity <input type="checkbox"/> Don't know <input type="checkbox"/> Prefer not to answer | | | | | | |
| Q28. Thinking now about the days and times you spend working in your role at [the][agency], in general, how do you feel about the balance between your working life and your life outside of work? | | | | | | | |
| <input type="checkbox"/> Very dissatisfied <input type="checkbox"/> Dissatisfied <input type="checkbox"/> Neither satisfied nor dissatisfied <input type="checkbox"/> Satisfied <input type="checkbox"/> Very satisfied <input type="checkbox"/> Don't know <input type="checkbox"/> Prefer not to answer | | | | | | | |

| How satisfied are you with... | Very dissatisfied | Dissatisfied | Neither satisfied nor dissatisfied | Satisfied | Very satisfied | Don't know / Not applicable | Prefer not to answer |
|--|-------------------|--------------|------------------------------------|-----------|----------------|-----------------------------|----------------------|
| Q29. your remuneration (e.g. salary, Kiwisaver, superannuation) | | | | | | | |
| Q30. your other employment conditions (e.g. leave, flexible work arrangements, other benefits). | | | | | | | |

Q31. Thinking about your role at [the][agency], which of the following best describes how you feel about your skills?

'Skills' include your qualifications, experience and personal strengths

- ☐ I need further training to do the job well
☐ My skills match well with the work I do
☐ I have the skills to cope with more demanding work
☐ Don't know
☐ Prefer not to answer

Q32. In the last 12 months, have you done any training related to your job such as courses, study, or on-the-job training?

On-the-job training is training at work, undertaken while also doing the actual job, to gain skills needed for that job.

- ☐ Yes
☐ No
☐ Don't know
☐ Prefer not to answer

Q33. Please rate your level of agreement with the following statements.

- a.** I have access to the learning and development I need to do my job well.
b. It is important to me that my work contributes to the common good.
c. I understand how my work leads to improved outcomes for communities.
d. I am encouraged and supported to engage with Māori to ensure Māori views and perspectives are taken into account.

| Strongly disagree | Disagree | Neither agree nor disagree | Agree | Strongly agree | Don't know / Not applicable | Prefer not to answer |
|-------------------|----------|----------------------------|-------|----------------|-----------------------------|----------------------|
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Q34. Thinking now about all aspects of your job, overall, how do you feel about your work?

- ☐ Very dissatisfied
☐ Dissatisfied
☐ Neither satisfied nor dissatisfied
☐ Satisfied
☐ Very satisfied
☐ Don't know
☐ Prefer not to answer

Part C: Your Team | <translation here >

Q35. Please rate your level of agreement with the following statement about your team.

- a. I feel accepted as a valued member of the team.
- b. I feel comfortable being myself at work /with my colleagues.
- c. The people in my team behave in an accepting manner towards people from diverse backgrounds.
- d. My work colleagues can be trusted to do what is right.
- e. The people in my team are encouraged to come up with new and better ways of doing things.
- f. My team discusses mistakes so we can learn from them.
- g. The people in my team collaborate to get the job done.

| Strongly agree | Agree | Neither agree nor disagree | Disagree | Strongly disagree | Don' t know | Prefer not to answer |
|----------------|-------|----------------------------|----------|-------------------|-------------|----------------------|
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Q36. Please rate your level of agreement with the following statement about your manager.

| | Strongly agree | Agree | Neither agree nor disagree | Disagree | Strongly disagree | Don' t know | Prefer not to answer |
|--|----------------|-------|----------------------------|----------|-------------------|-------------|----------------------|
| a. My manager cares about my health and wellbeing. | | | | | | | |
| b. My manager provides me with helpful feedback to improve my performance. | | | | | | | |
| c. My manager supports my team to deliver on what we are responsible for. | | | | | | | |

Q37. My team has clear work objectives.

| | Strongly agree | Agree | Neither agree nor disagree | Disagree | Strongly disagree | Don't know | Prefer not to answer |
|---|---|-------|----------------------------|----------|-------------------|------------|----------------------|
| Q37a. Over the last year, how successful has your team been at achieving its objectives? | Extremely | Very | Moderately | Slightly | Not at all | Don't know | Prefer not to answer |
| Q37b. What made it hard to achieve the objectives? Select all that apply. For those who were moderately, slightly, or not at all in Q37a. | <input type="checkbox"/> Changing priorities <input type="checkbox"/> Overly optimistic/unrealistic timelines <input type="checkbox"/> No enough resources or people <input type="checkbox"/> complicated or unnecessary business processes <input type="checkbox"/> Lack of motivation <input type="checkbox"/> Lack of appropriate tools or technology <input type="checkbox"/> Skills of team not a good match for work expected of us <input type="checkbox"/> Other, please specify:_____ | | | | | | |

Part D: Your organisation | <translation here >

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| Q38. Please rate your level of agreement with the following statement about your organisation/agency. | Strongly agree | Agree | Neither agree nor disagree | Disagree | Strongly disagree | Don't know | Prefer not to answer |
|--|----------------|-------|----------------------------|----------|-------------------|------------|----------------------|
| a. Senior leaders clearly articulate the direction and priorities for our agency. | | | | | | | |
| b. I feel that change is managed well in my organisation. | | | | | | | |
| c. The agency I work for supports and actively promotes an inclusive workplace. | | | | | | | |
| d. I would recommend my organisation as a good place to work. | | | | | | | |
| e. I feel a strong personal attachment to the agency I work for. | | | | | | | |
| f. I am confident that in my organisation people get jobs based on merit. | | | | | | | |
| g. It's important to me that my organisation is open and transparent with the public. | | | | | | | |
| h. My organisation is working for the long-term good of New Zealand. | | | | | | | |

Q39. Are you involved in preparing advice for a Minister?

| Yes | | | | No [Go to Q40] | | |
|-------------------|----------|----------------------------|-------|----------------|-----------------------------|----------------------|
| Strongly disagree | Disagree | Neither agree nor disagree | Agree | Strongly agree | Don't know / Not applicable | Prefer not to answer |
| | | | | | | |

Q39a. I am confident that my organisation is free and frank in our advice to Ministers.

Q40. Please rate your level of agreement with the following statements about your organisation's role to support the Crown in its relationships with Māori under Te Tiriti o Waitangi/the Treaty of Waitangi.

- a.** I understand how my agency's Te Tiriti o Waitangi / Treaty of Waitangi responsibilities apply to its work.
- b.** I feel that leaders in my agency show a commitment to strengthening the relationships between Māori and the Crown.
- c.** I feel confident in my ability to identify aspects of my agency's work that may disadvantage Māori.

| Strongly disagree | Disagree | Neither agree nor disagree | Agree | Strongly agree | Don't know / | Prefer not to answer |
|-------------------|----------|----------------------------|-------|----------------|--------------|----------------------|
| | | | | | know / | |
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d. Staff are encouraged to use te reo Māori.

e. Staff are supported to improve our te reo Māori (e.g. through on-the-job learning, in-house courses, etc).

f. I am comfortable supporting tikanga Māori - Māori cultural values and practice - in my agency (e.g. by using te reo Māori, participating in karakia, hui, mihi whakatau).

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Q41. I have the support I need from my agency to manage or improve staff performance that is not meeting expectations.

[MANAGERS ONLY, yes to Q24]

- ☐ Strongly agree
☐ Agree
☐ Neither agree nor disagree
☐ Disagree
☐ Strongly disagree
☐ Don't know
☐ Prefer not to answer

Q42. Over the last 12 months, have you experienced any unfair treatment in your workplace that you think was due to a personal characteristic(s) such as your gender, age, ethnicity, country of origin, disability, sexual orientation, religious beliefs, etc?

Some examples of unfair treatment:

- not being selected for an interview or not being hired for a new role due to a personal characteristic such as gender and/or ethnicity
- denied a career development opportunity, including training, secondment, or promotion due to a personal characteristic such as gender and/or ethnicity
- denied reasonable accommodation for an impairment/disability
- denied the opportunity to carry out a religious or cultural practice at work (e.g. speaking a language other than English, prayer break)

- ☐ Yes
☐ No [Skip to Q44]
☐ Don't know [Skip to Q44]
☐ Prefer not to answer [Skip to Q44]

Q43. I believe I have been treated unfairly because of my:

Select all that apply

- ☐ Gender or sex
☐ Age
☐ Ethnicity, national origin, race or colour
☐ Disability
☐ Religious belief
☐ Sexual orientation
☐ Marital or family status
☐ Political opinion
☐ Employment status
☐ Ethical belief
☐ Don't know
☐ Prefer not to answer

Part E: Your health and safety | <translation here >

| | Strongly agree | Agree | Neither agree nor disagree | Disagree | Strongly disagree | Don't know | Prefer not to |
|--|----------------|-------|----------------------------|----------|-------------------|------------|---------------|
| Q44. Leaders in my organisation demonstrate a commitment to continuously improving health and safety. | | | | | | | |
| Q45. Leaders in my organisation demonstrate a commitment to addressing work factors that impact mental health (e.g. workload, workplace relationships, traumatic or distressing work events). | | | | | | | |

| | Always | Often | Sometimes | Hardly ever | Never | Don't know | Prefer not to |
|---|--------|-------|-----------|-------------|-------|------------|---------------|
| Q46. In the last 12 months, how often would you say you have experienced work stress? <small>Note work stress is when being at work, or the work itself, makes you feel tense, anxious, or less able to cope.</small> | | | | | | | |

Please read the following definitions before answering the next question.

Workplace bullying is repeated and unreasonable behaviour directed towards you that can lead to physical or psychological harm. Bullying can be physical, verbal, psychological or social. It can include victimising, humiliating, intimidating or threatening. Workplace bullying is not: one-off or occasional instances of rudeness/tactlessness, constructive peer review, a manager requiring reasonable verbal or written work instructions to be carried out, warning or disciplining workers in line with the organisation's code of conduct.

Racial harassment is when someone expresses hostility/ridicules you on the basis of your race, colour, or ethnic or national origin, is hurtful or offensive to you, and it is serious or frequent enough to have a negative effect on your job performance or job satisfaction.

Sexual harassment any unwelcome or offensive sexual behaviour that is repeated, or is serious enough to have a harmful effect, or includes a promise of preferential treatment or a threat of detrimental treatment.

Note this survey is not a reporting tool, and no investigation will occur based on comments or responses in this survey. To report inappropriate workplace behaviour, contact your manager or Human Resources team for information.

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| Q47. During the last 12 months, have you been subjected to harassment or bullying in your current workplace? <small>Note bullying and harassment might occur anywhere that you go as part of your work, including online interactions and from people inside or outside your own organisation.</small> | Yes | No [Go to Q49] |
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| Q48. What type of harassment or bullying did you experience? | Select all that apply |
| a. Verbal abuse (e.g. offensive language directed toward you, derogatory remarks, shouting) | |
| b. Deliberate exclusion from work-related activities | |
| c. Interference with work tasks (e.g. withholding needed information, undermining or sabotage) | |
| d. Inappropriate and unfair application of work policies or rules (e.g. access to leave, access to learning and development) | |
| e. Given tasks with unreasonable or impossible targets or deadlines | |
| f. Interference with your personal property or work equipment | |
| g. Physical assault, or threats of violence/physical abuse | |
| h. Hostility/ridicule because of your race, colour, ethnic group, or national origin | |
| i. Sexual harassment (e.g. unwanted sexual remarks/jokes, unwanted sexually explicit material shared online, pressure for sex) | |
| j. Other, please specify (please do not list names, locations, phone numbers or other identifying details about yourself or any other person) | |

[For each yes in Q48, show Q48a with piped text showing item.]

| | | | | | | | |
|---|----------|-------------------------------------|---------|--------|-------|------------|----------------------|
| Q48a. How often did the bullying or harassment happen? | One time | A few times over the last 12 months | Monthly | Weekly | Daily | Don't know | Prefer not to answer |
|---|----------|-------------------------------------|---------|--------|-------|------------|----------------------|

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| Q48b. Who was responsible for the bullying or harassment? | Select all that apply |
| Your current or previous manager | |
| Someone more senior (other than your manager) | |
| One or more of your direct reports | |
| Co-worker in your current agency | |
| Client, customer, or person in your care | |
| A member of the public | |
| Colleague from another government agency | |
| Minister or ministerial office staff | |
| Contractor/consultant/service provider | |
| Don't know | |
| Prefer not to answer | |

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| Q48c. Did you report the bullying or harassment? | <input type="checkbox"/> I reported the behaviour [skip to Q48e] <input type="checkbox"/> I'm considering whether or not to report the behaviour <input type="checkbox"/> I decided not to report the behaviour <input type="checkbox"/> Don't know <input type="checkbox"/> Prefer not to answer |
| Q48d. Why didn't you report the bullying or harassment? Select all that apply | <input type="checkbox"/> I didn't want to upset relationships in the workplace <input type="checkbox"/> I did not have any evidence <input type="checkbox"/> It could affect my career <input type="checkbox"/> I did not think action would be taken <input type="checkbox"/> The issue was resolved informally <input type="checkbox"/> I didn't think the behaviour was serious enough to report it |

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| | <input type="checkbox"/> Managers accepted the behaviour <input type="checkbox"/> It was not worth the hassle of going through the reporting process <input type="checkbox"/> I was worried about possible retaliation or reprisals <input type="checkbox"/> I didn't know how to report <input type="checkbox"/> Someone else reported the behaviour so I didn't have to <input type="checkbox"/> Other <input type="checkbox"/> Don't know <input type="checkbox"/> Prefer not to answer |
|--|---|

| | Strongly agree | Agree | Neither agree nor disagree | Disagree | Strongly disagree | Don't know | Prefer not to answer |
|---|----------------|-------|----------------------------|----------|-------------------|------------|----------------------|
| Q49. I feel safe to speak up about inappropriate behaviour in the workplace. | | | | | | | |
| Q50. If I did speak up, I think my organisation would take it seriously. | | | | | | | |

If you are experiencing distress at work or at home, you are encouraged to contact your agency's Employee Assistance Program (EAP), or access support from services such as:

- Free call or text 1737 to reach a trained counsellor. Anyone feeling stressed, worried, down, or needing tautoko (support) or someone to talk to can call or text.
- The Depression Helpline – [0800 111 757](tel:0800111757) or free text 4202 (to talk to a trained counsellor about how you are feeling or to ask any questions).
- Alcohol Drug Helpline ([0800 787 797](tel:0800787797))

Part F: Your career | <translation here >

| Q51. Please rate your level of agreement with the following statements. | Strongly disagree | Disagree | Neither agree nor disagree | Agree | Strongly agree | Don't know | Prefer not to answer |
|---|-------------------|----------|----------------------------|-------|----------------|------------|----------------------|
| a. I am encouraged and supported to apply for developmental opportunities (e.g. other roles, secondments, senior positions) | | | | | | | |
| b. I am satisfied with my career development opportunities | | | | | | | |

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| Q52. Are you interested in moving into a management role in the future? <i>[NON-MANAGERS ONLY- no, don't know, prefer not to answer on Q24]</i> | <input type="checkbox"/> Yes <i>[Go to Q 54]</i> <input type="checkbox"/> No <i>[Go to Q 54]</i> <input type="checkbox"/> Don't know <input type="checkbox"/> Prefer not to answer |
| Q53. Are you a member of the Public Service Leaders Group? <i>[MANAGERS ONLY – yes on Q24]</i> | <input type="checkbox"/> Yes <i>[Go to Q54]</i> <input type="checkbox"/> No <input type="checkbox"/> Don't know <input type="checkbox"/> Prefer not to answer |
| Q53a. Are you interested in moving into a senior leadership (e.g. chief executive, deputy chief executive or similar) role in the future? <i>[MANAGERS ONLY- yes on Q24]</i> | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't know <input type="checkbox"/> Prefer not to answer |
| Q54. Which of the following statements best describes your current situation? | Please select one category only <input type="checkbox"/> I have no immediate plans to leave my current position <i>[Go to Q56]</i> <input type="checkbox"/> I am actively applying for another role/other roles now- <i>[Go to Q54a]</i> <input type="checkbox"/> In the next 12 months I expect to apply for a different role- <i>[Go to Q54b]</i> <input type="checkbox"/> In the next 12 months I want to do a secondment or temporary move within my agency or in another agency <i>[Go to Q54a]</i> <input type="checkbox"/> I expect to leave the NZ workforce within the next 12 months (e.g. due to retirement or moving overseas) <i>[Go to Q56]</i> <input type="checkbox"/> I would like to change jobs but do not believe I can <i>[Go to Q54c]</i> <input type="checkbox"/> Don't know <i>[Go to Q56]</i> <input type="checkbox"/> Prefer not to answer <i>[Go to Q56]</i> |
| Q54a. Where are you applying to? or Q54b. Where will you apply to? | Please select all that apply: <input type="checkbox"/> The same agency I currently work for <input type="checkbox"/> Elsewhere in the NZ public sector <input type="checkbox"/> Outside the NZ public sector <input type="checkbox"/> Don't know <input type="checkbox"/> Prefer not to answer |
| Q54c. Why are you considering leaving your role? Select all that apply Rotate order (except other) GO TO Q56 after this question | <input type="checkbox"/> Fixed term job ending <input type="checkbox"/> Job impacted by change process/restructuring <input type="checkbox"/> Unable to balance caring responsibilities <input type="checkbox"/> Lack of career progression opportunities <input type="checkbox"/> Lack of professional development / training opportunities <input type="checkbox"/> Lack of job security <input type="checkbox"/> Unsatisfied with pay/remuneration <input type="checkbox"/> Unsatisfied with flexible work arrangements <input type="checkbox"/> Work location <input type="checkbox"/> More interesting work <input type="checkbox"/> Workload too high <input type="checkbox"/> Work not aligned with my job skills, experience or training <input type="checkbox"/> Quality of workplace relationships/ social environment at work <input type="checkbox"/> Quality of leadership/management <input type="checkbox"/> Bullying or other negative workplace behaviour <input type="checkbox"/> Organisation is not accommodating of my disability <input type="checkbox"/> Other, please specify:_____ |

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| Q55. Why are you interested in making a temporary move or secondment? | <input type="checkbox"/> Develop or strengthen my existing skills <input type="checkbox"/> Learn new skills <input type="checkbox"/> More challenge |
| Select all that apply | <input type="checkbox"/> Want to experience working in a different agency or team <input type="checkbox"/> Establish new working relationships <input type="checkbox"/> I have limited career development within my current team <input type="checkbox"/> To get more flexible work options <input type="checkbox"/> Share my skills with another team or specific project <input type="checkbox"/> Support knowledge transfer between teams and agencies <input type="checkbox"/> Other, please specify: _____ |

| | |
|--|--|
| Q55a. Are there barriers to you seeking a temporary move? | <input type="checkbox"/> Yes <input type="checkbox"/> No [Go to Q56] <input type="checkbox"/> Don't know <input type="checkbox"/> Prefer not to answer |
|--|--|

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|--|---|
| Q55b. What are the potential barriers to you making a temporary move? | <input type="checkbox"/> I don't know how to find out about opportunities <input type="checkbox"/> My manager won't support it <input type="checkbox"/> My current team can't replace my skills <input type="checkbox"/> Concerns about how I'd be treated when I return <input type="checkbox"/> Concerns about maintaining my current flexible work arrangements <input type="checkbox"/> Concerns about job security if I was temporarily away from my role <input type="checkbox"/> Limited opportunities in my preferred geographic location <input type="checkbox"/> Other, please specify |
| Select all that apply | |

Part G: Working in the public sector | <translation here >

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| Q56. How long, in total, have you been employed by the New Zealand public sector? | <input type="checkbox"/> Less than 6 months <input type="checkbox"/> 6 months to less than 12 months <input type="checkbox"/> 1 year to less than 2 years <input type="checkbox"/> 2 years to less than 3 years <input type="checkbox"/> 3 years to less than 5 years [Go to Q59] <input type="checkbox"/> 5 years to less than 10 years [Go to Q59] <input type="checkbox"/> 10 years to less than 15 years [Go to Q59] <input type="checkbox"/> 15 years to less than 20 years [Go to Q59] <input type="checkbox"/> 20 years to less than 30 years [Go to Q59] <input type="checkbox"/> 30 years or more [Go to Q59] <input type="checkbox"/> Don't know [Go to Q59] <input type="checkbox"/> Prefer not to answer [Go to Q59] |
| Please count the total time you have spent working for government agencies, including Crown entities, Crown owned companies, schools or tertiary education institutions. Don't count time away from the public sector when you were working elsewhere or were not employed. | |
| Q57. What initially attracted you to work in the New Zealand public sector? | Please select all that apply. |
| [Rotate order] | <input type="checkbox"/> Career progression opportunities <input type="checkbox"/> Professional development / training opportunities <input type="checkbox"/> Job security <input type="checkbox"/> Good remuneration <input type="checkbox"/> Flexible work arrangements <input type="checkbox"/> Work/life balance <input type="checkbox"/> Work location <input type="checkbox"/> Belief in the purpose and principles of the New Zealand Public Service <input type="checkbox"/> Work that contributes positively to society <input type="checkbox"/> Work that helps people in my community <input type="checkbox"/> Interesting work <input type="checkbox"/> Work aligned with my job skills, experience or training |
| [For those who have joined the public sector in the past 3 years only] | |

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| | <input type="checkbox"/> An inclusive work environment |
| | <input type="checkbox"/> Lack of suitable alternative job prospects |
| | <input type="checkbox"/> Don't know |
| | <input type="checkbox"/> Prefer not to answer |

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|---|---|
| Q58. Did you enter the public sector through a formal Early in Career programme (such as a cadetship, an internship, or a graduate programme)? | <input type="checkbox"/> Yes |
| | <input type="checkbox"/> No |
| | <input type="checkbox"/> Don't know |
| | <input type="checkbox"/> Prefer not to answer |
| <i>[For those who have joined the public sector in the past 3 years only]</i> | |

| Q59. Please rate your level of agreement with the following statements. | Strongly disagree | Disagree | Neither agree nor disagree | Agree | Strongly agree | Don't know / Not applicable | Prefer not to answer |
|---|-------------------|----------|----------------------------|-------|----------------|-----------------------------|----------------------|
| a. I find it easy to work with colleagues in other agencies to achieve good outcomes. | | | | | | | |
| b. I have access to employee led networks relevant to me. | | | | | | | |
| Note examples of employee-led networks include disability networks, rainbow networks, or networks for ethnic groups. These might be within your agency or cross-agency. | | | | | | | |
| c. I have a good understanding of what it means to be a politically neutral public servant. | | | | | | | |
| d. I feel a strong personal attachment to the New Zealand Public Service. | | | | | | | |

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| Part H Your comments <translation here > |
| This survey has covered a wide range of topics, and you might have more to say about something we covered, or you might want to talk about something we didn't ask about. |

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| Q60. Is there anything you would like to comment on? Note do not provide names, addresses, phone numbers or other identifying details about yourself or any other person. This section has a character limit of X. Remember the page will time out after 30 minutes, so save your progress. | |
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The comments will be reported verbatim (word for word, as written) and made available to your agency Te Taunaki Census team. However, free-text comments will only be attributable to groups where there are 30 or more comments from members of that group.

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For example, if a particular demographic group (ethnic group, gender, etc) has less than 30 respondents the agency will not be able to see comments attributed to that group.

Your comments will also be used for research about the whole Public Service but will not be reported in such a way that any individual can be identified. For example, a quote could be attributed to a “female public servant” but not reference an agency.

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