



UNISA'S STAFF ATTITUDE SURVEY 1999-2008: AN OVERVIEW OF RESULTS AND HOW THE UNIVERSITY HAS RESPONDED TO THEM

1. Context

Since its introduction in 1999, UniSA has conducted Staff Attitude Surveys on a three year cycle repeating surveys in 2002, 2005 and 2008. Taken together, they form a time series of 'snapshots' of staff perceptions of environmental factors and policy decisions affecting institutional culture and performance. The survey results have offered insights into where staff have perceived UniSA to be performing well and where they feel improvement is needed; providing a guide to further policy development. They have also served as a basis for benchmarking perceptions of the University's progress on a number of key indicators against the performance of other organisations.

The four surveys track changes in employee attitudes over a decade; more than half the life of UniSA.

2. The Survey

2.1 Methodology

To ensure staff confidence in the integrity and confidentiality of the exercise, it was decided that the surveys would be carried out by an external agency. Following a tender process, the first two were managed by *Rodski Behavioural Research Group*. Rodski's business was subsequently incorporated into *Ambit Insights* which ran survey three. *Ambit's* survey business was later re-branded as *Insync Surveys*, which conducted survey four. The base survey, benchmarking data and approach across the three businesses, however, has remained the same.

The survey contains a series of 69 questions, the majority of which are core questions used by other participating organisations in the external agencies' database in order to facilitate comparative benchmarking. The database contains information from over 800 organisations from all sectors and industries, which is updated every 6 months. However, comparisons are only against data from the previous 2 years (approximately 100 organisations).

To round out the survey, the University has added between 12 and 13 questions which are institution specific. There have been small changes in these questions over time but change has been limited in 2005 and 2008 to maintain the capacity for comparison of results over the life of the four surveys.

The survey requires staff to provide some broad demographic information. It then displays 69 statements or variables. Respondents are asked to rate each statement twice, using a scale of 1 to 7 (1=Low and 7=High), firstly to measure the *importance* of each of the statements to them and secondly to measure their impression of UniSA's *performance* on each statement. The Staff Attitude Survey variables are split into three key parts:

- *About Me;*
- *About My Immediate Work Area;*
- *About University of South Australia*

Provision is also made for comments at the end of each survey.

The survey is based on a two factor analysis technique. The importance and performance scores allow for identification of gaps between the ratings.

The survey was distributed in paper form in 1999. It was then made available on-line from 2002 with paper forms available on request. By 2008, the survey comprised almost 100% on-line responses.

2.2 Managing the results

Once results are finalized presentations are made to the Senior Management Group, senior staff, Divisions, Units and others.

Individual work area reports are provided to each work area manager. The Vice Chancellor requires all managers to examine the relevant data carefully, share the outcomes with staff in their work area and carefully consider how best to respond to issues of concern. Reports on action in response to results are collected as part of the planning and review cycle.

3. Surveys results

3.1 General overview of trends

The general trend across a decade of survey results has been steady improvement in overall staff satisfaction, and in perceived performance against the surveys benchmark categories.

Figure 1: Staff Satisfaction

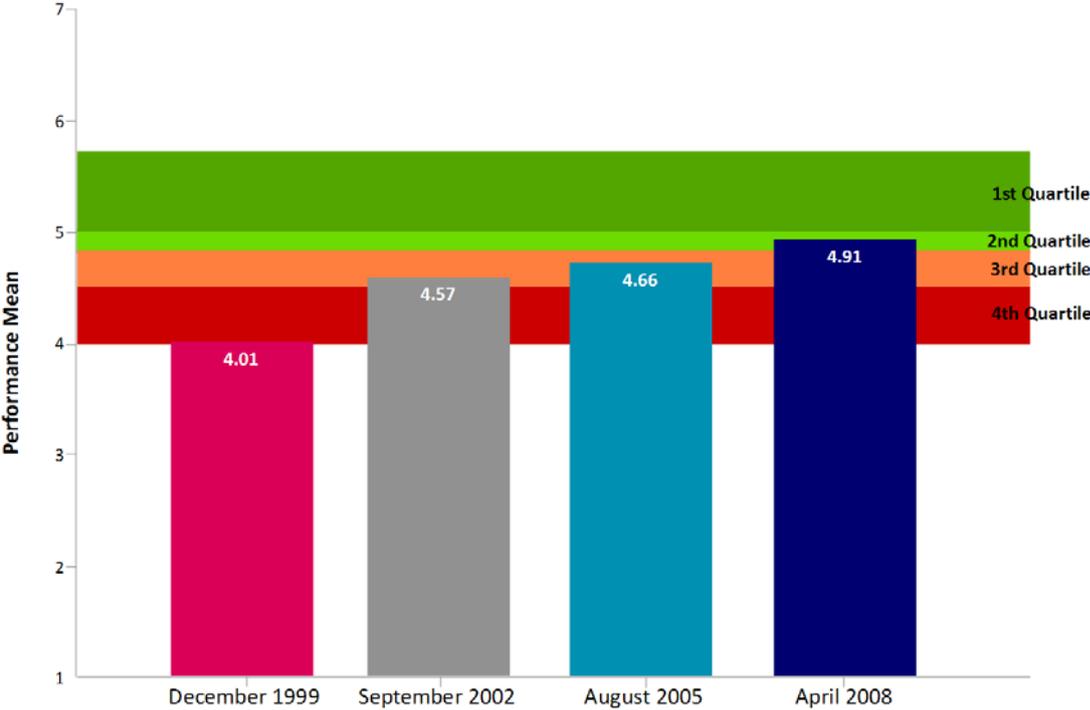


Figure 2 shows an adjusted performance score each of the four surveys. This performance score draws on responses across seven Best Practice Categories and is derived using a weighting system. The horizontal colour bars reflect the University’s performance against other organisations in the Consulting firms data base (see the discussion above for more information on this):

Figure 2: Adjusted total performance scores for each survey

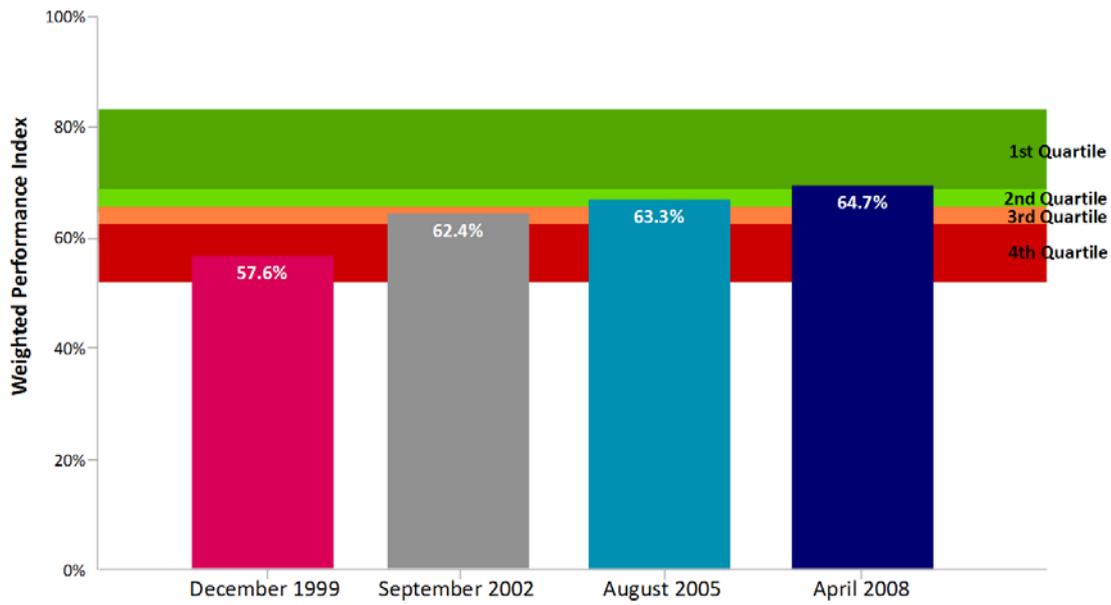


Figure three shows staff responses plotted against the survey's seven benchmark categories of *Leadership and Innovation, Strategy and Planning Processes, Data, Information and Knowledge, People, Customer and Market Focus, Processes, Products and Services* and *Business Results*. We can see more clearly from this graph improvement over time in benchmark categories:

Figure 3: Seven Benchmark Categories

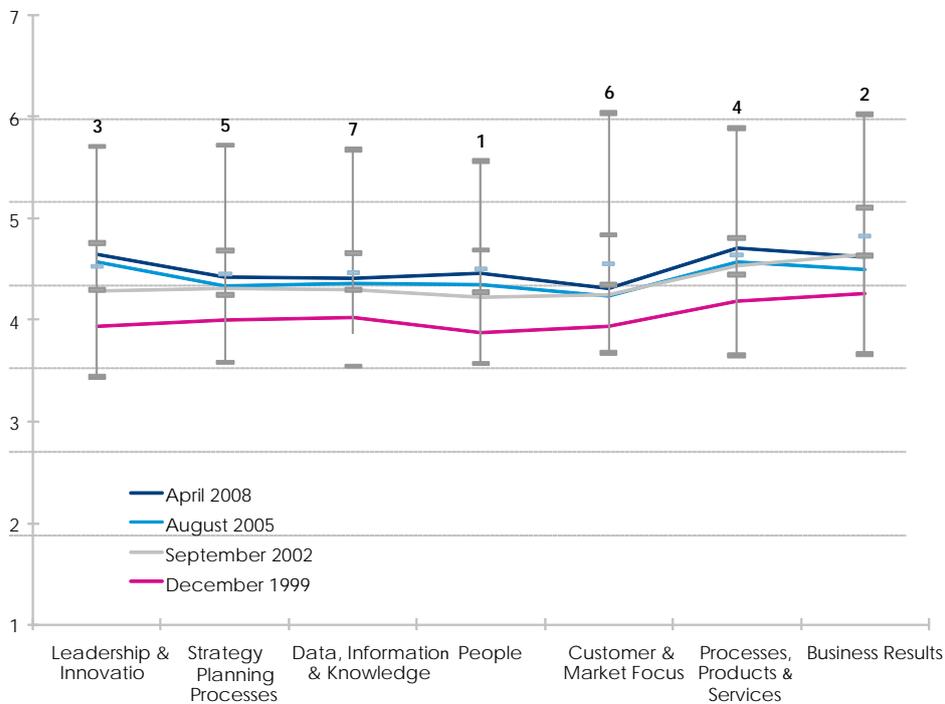


Figure 3 plots responses against a 7 point scale. Range markings show highest and lowest quartiles in the benchmarking database. The figures atop the range markings show the ranked importance of the category to staff. See table 1 for further details on how to read.

The discussion that follows explores each of the surveys in turn and provides a brief commentary on how the University responded to each.

4. Survey 1: 1999 (Rodski Behavioural Research Group.)

The background to the first survey was a University undergoing significant change in response to major public policy changes, including a substantial reduction in Commonwealth grants which had an impact on the University's budget and staffing profile. *Changing the Budget Profile* was a major organisational project for 1998, complemented by significant organisational restructuring with the establishment of four academic divisions, brought together from a larger number of faculty groupings.

4.1 Summary of results

What staff said was important	Where staff feel the University is performing well	Where staff feel the University can improve
1. Being satisfied with my job	1. Harassment-free working environment	1. Valuing employees in UniSA
2. Producing quality outcomes and quality services	2. Commitment to reconciliation between indigenous and non-indigenous people	2. Providing appropriate incentives and rewards
3. Having the resources to do my job effectively	3. Providing a safe work environment	3. Consulting staff before decisions are made
4. Making use of my abilities	4. Commitment to equity for students	4. Being listened to by Senior Management
5. Valuing employees in UniSA	5. Commitment to affirmative action	5. Effective management of change in UniSA
6. Balancing demands of work and private life	6. Having access to flexible working arrangements	6. Trust among people in UniSA
7. People management skills in the person to whom I report	7. Achieving my work area's goals and objectives	7. Having confidence in leadership by Senior Management
8. Having a manageable workload	8. Producing quality outcomes and quality services	8. Providing career opportunities
9. Knowing who I am responsible for	9. Understanding where my work fits into UniSA	9. Time and opportunity for research at UniSA
10. Understanding student needs	10. Having the person to whom I report listen and respond to me	10. Co-operation across work areas
11. Providing a safe work environment	11. Knowing what I am responsible for	11. Having a manageable workload
12. Having the person to whom I report listen and respond to me	12. Working as a team in my work area	12. Understanding why UniSA makes changes

4.2 How did the University respond?

The first survey results presented a significant challenge for the University which responded with an array of new policy initiatives, some of which were already in development while others were crafted as specific responses to the survey results. Actions reported to staff included:

- improving physical spaces and infrastructure including a major new building program, captured in Blueprint 2005;
- enhancing communication processes with a range of new corporate information;

- better acknowledging achievement with the introduction of a range of new awards to recognise service and outstanding performance by staff;
- reviewing key policies and processes in areas such as recruitment and selection, performance management, academic promotions and remuneration and rewards;
- improving workplace culture: a series of initiatives focused on developing an environment in which a stronger sense of institutional community could be fostered.

5. Survey 2: 2002 (*Rodski Behavioural Research Group.*)

Results of the second survey indicated significant improvements in the University's perceived performance in a number of areas, including in areas that the University acted on in response to the first survey.

5.1 Summary of results

Analysis revealed:

- a much improved perception of UniSA by its staff. An increased sense of pride in the University's achievements, and a stronger identification with the values of the institution;
- overall staff satisfaction had risen significantly (from 4.01 to 4.57 out of 7) and now compared well with external benchmarking data;
- a reasonable level of satisfaction with the immediate work area was also in evidence
- staff identified improvements across all areas and issues covered by the survey, but most importantly in areas identified as concerns in the previous survey;
- staff continued to see the University as performing well in providing a safe and harassment free working environment, in offering flexible working conditions, in fulfilling commitments to reconciliation between Indigenous and non-Indigenous people and to providing equity for students, and in producing quality outcomes and quality services. Additional comments highlighted UniSA's achievements in internationalisation and on-line delivery;
- the number of priorities identified for improvement decreased from the previous survey, due in the main to significant increases in positive perceptions about the University's performance;
- In written comments significant numbers of staff perceived improvements in communication, though it was noted that further action was required;
- Rodski's 'gap' analysis of the survey data identified 11 priority areas for improvement, with three identified of particular priority as a consequence of the gap between importance and performance:
 - *valuing employees in UniSA*
 - *retaining skilled employees*
 - *having a manageable workload*
 - having the resources to do my job effectively
 - providing for the health and well-being of employees
 - trust among people at UniSA
 - cooperation between academic and general staff
 - consulting staff before decisions are made
 - cooperation across work areas
 - providing career opportunities
 - valuing teaching.

5.2 How did the University respond?

Senior Management Group approved:

- a *Workload and Productivity project* led by an external consultant;
- a suite of new staff development initiatives including the introduction of the Worksmart program for professional staff and an extension of the executive coaching program for senior staff;
- a more systematic approach to celebrating milestones such as targets and projects achieved by staff;
- work to be undertaken to develop a clearer employee value proposition for UniSA which would featured more distinctive conditions, particularly family friendly provisions that would help attract and retain key staff;
- new communications processes including improved management of corporate e-mail messages;
- better consultation on major policy initiatives through the release of an increasing number of discussion papers on key policies and use of Contextual Awareness forums as a means of engaging large numbers of staff in understanding the context for new policy initiatives;
- a review of managing change processes;
- development of the University's financial management systems to ensure resources were better distributed to support the core business and to ensure UniSA was investing in strategic activities;
- a series of presentations to management groups on what was involved in building high performance workplace cultures.

6. Survey 3: 2005 (Ambit Insights)

While overall improvement continued, the pattern of staff feedback captured in the 2005 Staff Attitude Survey was more varied across work areas than in either the 1999 or 2002 surveys.

6.1 Summary of results

Analysis showed:

- continued growth in overall staff satisfaction. The overall satisfaction mean in 2005 was 4.66 (out of 7), compared to 4.57 in 2002 and 4.01 in 1999;
- an increase in satisfaction with the local work area. In 2005, the satisfaction mean was 4.93;
- continued improvement in institutional performance against the *Best Practice Benchmark*. In 2005 it had risen to 63.5%;
- staff continued to see the University as performing well in providing a safe working environment free from harassment, in fulfilling commitments to reconciliation between Indigenous and non-Indigenous people, in producing quality outcomes and quality services and in providing equity for students. Many favourable comments were received on the impact of Blueprint 2005 on capital infrastructure particularly at Mawson Lakes;
- improvements in performance were identified by staff in understanding their responsibilities, in understanding how their work area fits into the University, in how well their work area achieved its goals and objectives and in the quality of staff supervision;
- staff felt UniSA must improve its efforts in retaining skilled employees, in providing appropriate incentives and rewards, in resourcing work areas, in consulting with and valuing staff and in cooperation between staff.

Commenting on the 2005 results, *Ambit Insights* consultants noted that:

“In 2002 there were 18 significant issues identified in the survey whilst in 2005 there were only seven significant concerns raised, which is due to significant increases in perceptions regarding performance. This is a very positive result for the University.”

6.2 How did the University respond?

The 2005 response included a number of elements. Increased staff development, investment in career development and the focus on improving management and leadership continued to be seen as a key mechanism for valuing the University’s employees. Specific initiatives included:

- *Improved provision of incentives and rewards.* This issue was highlighted as a key area for action in local area responses. Improving effectiveness of performance management across the institution was identified as the backbone of this process, providing the basis for more consistent acknowledgement of staff effort by managers;
- *Improving career management:* UniSA continued to expand its range of significant development initiatives for academic and professional staff;
- *Having sufficient resources to achieve goals.* This continued to be a focus of the strategic budget review exercise, which was aimed at realigning the manner in which resources were distributed at all levels of the institution;
- *Internal communication.* Work was undertaken to improve internal communication (addressing the gap score about consultation) with the introduction of a small working group focused on improving internal communication, and the development of a number of new initiatives including an institution wide weekly newsletter from Chancellery. The Marketing and Development Unit had also reviewed its communication processes in response to survey data;
- Considerable work was undertaken with some demographic groups that had recorded high gaps scores. For staff with disabilities car parking was improved, a Multi Access Suite initiative was opened in 2006, the Disability action plan was reviewed and there was increased training for HR staff in areas like managing staff with mental illness.

7. Survey 4: 2008 (Insync Surveys)

In 2008, improvement was made against all of the key survey benchmarks. The results indicated significant improvements in staff satisfaction and in pride in UniSA’s performance.

7.1 Summary of results

Analysis revealed:

- *substantial growth in overall staff satisfaction (see figure 1);*
- *continued improvement in institutional performance against Insync’s best practice benchmark;*
- UniSA performed best in the benchmark categories of *Leadership and Innovation* and *Processes, Products and Services* but also increased its performance in all seven benchmark categories;
- improvements were registered across most areas and issues covered by the survey, including in areas identified as concerns from previous surveys;
- staff continued to see the University performing well in providing a safe working environment free from harassment, in fulfilling commitments to reconciliation between Indigenous and non-Indigenous people, in producing quality outcomes and quality services and in providing equity for students. These issues were similar to 2005, but the mean scores had risen significantly against each indicating improved performance;
- staff felt UniSA needed to improve in retaining skilled employees, in providing appropriate incentives and rewards, in resourcing work areas, in consulting with staff and in the level of

trust among people at UniSA. The gap scores, between the importance and performance variables, had remained stable since 2005;

- common themes in comments from the survey identified improvements in the area of research and IT infrastructure, development of new buildings, facilities and equipment. There were many positive responses to the general directions outlined in New Horizons and the mission, vision and values statement. Workload management and incentives and rewards were identified as issues of concern in the qualitative data;
- some variation in issues of concerns across demographic groupings and work areas which the University will explore further as it formulates actions in response to the results.

The survey results show that the focus of staff concerns have shifted progressively over the decade from an initial emphasis on valuing staff, consultation, management of change and working relationships to a greater accent on retention of staff and resources.

7.2 How did the University respond?

The shift in emphasis in where staff felt the University needed to improve also occasioned a shift the University's overall response to the survey; moving from a group of 'stand alone' actions triggered by the staff survey (1999, 2002) to increased use of the results to inform deeper organisational change strategy (2005 and 2008). This is in part a reflection of the greater change required to address the resource-related concerns identified by staff in more recent surveys.

Retention of skilled staff

Staff concerns about retaining skilled staff are being investigated and the issue closely monitored by the Human Resources Unit. Current comparative data from across the sector (2007) shows UniSA has total turn-over rate for staff of 13.31%, well below the sector average of 17.88%. Given this context, HR is monitoring exit trends to identify any localized or distinctive problems.

Career progression and reward

Significant work is currently being undertaken with UniSA's ATN partners on the attraction and retention of academic and professional staff. This project, if it delivers on its promise, will provide the University with a range of new ideas and options in career and talent management, performance management and in reward and recognition. This project will complement work already underway under the auspices of the workforce strategy project, discussed below. As part of this initiative, a career development interview project involving 27 senior academic managers within UniSA, was completed in 2008 to identify existing good practice and to highlight areas for new development.

Professional development support

As with earlier surveys, enhancing staff development to better support both career development and the building of staff capabilities has once more been a focal point for action:

- career development programs have been strengthened in the Worksmart and Leadership Dimensions programs aimed at professional staff, and preparation for leadership programs introduced for staff in classification levels 4-6;
- a wide range of new programs have been developed for academic staff in leadership and management development and in building basic capabilities, and a new focus has opened up on career development for specific groups such as sessional staff;
- programs such as the Graduate Certificate are being refocused on Academic Practice to include a balance of development across teaching and learning and research;
- researcher development activity continues to expand, with the growth of the Early Career Researcher and Research Leadership Development programs among others;

- a Level C cohort program for academic women has been developed to facilitate career progression for this group of staff and an expansion of this to include Level B women is now under active consideration.

Developing workforce capacity

The Vice Chancellor's *New Horizons* initiative has triggered a number of major organisational change projects aimed at building capacity and guiding development of a high performing workplace culture in research, teaching & learning and service. The Step2010, *ReNew*, ERA preparation, collaborative work undertaken to strengthen the Teaching/Research nexus and the Service Improvement project are all elements of this wider initiative.

The Workforce Strategy project, one of the central enabling activities for *New Horizons*, aims:

- to improve how UniSA recruits, retains, develops and manages the performance of staff to ensure that the University has the right mix of talent, skills, experience and effort;
- at understanding and fostering the conditions that support improved performance, and at achieving the right balance in the academic workforce UniSA needs for the future.

The initial phase of the project has focused on:

- developing more effective tools to aid understanding of, and to guide the performance and deployment of academic staff;
- a rolling review of Human Resource management policies and practice, in areas such as performance management, support for career development including the Professional Experience Program, reward mechanisms, academic promotion and academic probation has also been underway within the University as part of the Workforce Strategy initiative.

The focus of the workforce strategy mirrors many of the concerns raised in the staff survey in relation to staffing, resourcing, work management and reward for effort. In consequence, survey data has provided an important resource informing policy and strategy development in this area.

Communication

Among a number of initiatives, including the Vice Chancellor's 2009 Town Hall discussions with staff, the Contextual Awareness program has been revitalised to encourage staff engagement in discussions of University policy and strategy, in most recent times with a focus on international activity.

Local initiatives

Following receipt of the survey results, the Vice Chancellor met individually with senior managers to identify specific local issues for action. Individual action plans were drawn up by Schools, Institutes and Units. Health and wellbeing was seen as a priority for many, with a number of Schools and Units proposing the introduction of programs to improve the overall health and wellbeing of staff. Some work areas reviewed their reward systems and development activities while others established new initiatives to support increased social interaction among staff.

8. Next Steps

The results of the survey will continue to inform a wider array of organisational development projects and initiatives. The Senior Management Group has committed to a new survey being conducted early in 2011, based on the current three year cycle.

For further information contact Greg Giles, Manager: Organisational Development

APPENDIX: THE 2008 STAFF SURVEY



University of South Australia

Staff Attitude Survey 2008

Draft mode. Please don't attempt to complete the survey.

Dear Colleague,

This survey is designed to give you the opportunity to state your opinion on how well you think UniSA is performing in relation to what you think is important.

Your feedback is very valuable in helping us to understand how we can work together to improve the organisation.

This survey is confidential and the results will be analysed by an independent organisation. Data that could lead to individuals being identified will not be released, so please respond as honestly as you can. The results of the survey will be shared with you and your colleagues when they become available.

It is very important that you take the time to complete the survey.

Thank you.

[Start Survey »](#)

Please log in to begin the survey.

Password:

Enter the password you received in the email message. If you have lost or forgotten your password, please [click here](#). Your password will not be used to identify you, it will allow you to log back in to the survey if you do not complete it.

Note: You will automatically be logged out after 60 minutes of inactivity on any page. If you need to leave your computer, please save your answers by clicking a button at the bottom of the page, and close your browser. Return to the survey by following the link in your email.

This survey is being conducted by Insync Surveys. To contact Insync Surveys, please email surveys@insyncsurveys.com.au, or phone (03) 9909 9268. The University of South Australia contact for this survey is [Greg Giles](#).

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Part 1 — Job Information

This part asks for some general information about your role. This will assist us in looking at differences across the organisation.

Did you complete the staff survey in 2005?

- Yes, I completed the staff survey in 2005
- No, I did not complete that survey
- I can't remember

Home Campus

- City East
- City West (including 160 Currie Street)
- Magill
- Mawson Lakes
- Centre for Regional Engagement (including Whyalla and Mt Gambier)
- Non-campus location (including 100 North Terrace, 101 Currie Street and Flexible Learning Centre)

Length of Employment

- Less than 3 years
- 3 to 9 years
- 10 to 15 years
- More than 15 years

Age

- Less than 26 years
- 26 to 35 years
- 36 to 45 years
- 46 to 55 years
- 56 years or above

Mode of Employment

- Continuing full-time
- Continuing part-time
- Fixed term full-time
- Fixed term part-time
- Casual/Sessional
- Adjunct
- Other

Current Position Classification

MANAGER

- (SMG, Head of School, Director of Research Institute, Director of Unit, Division Manager)

ACADEMIC

- Level E
- Level D
- Level C
- Level B
- Level A
- Other

PROFESSIONAL

- Level 9 and above
- Level 7 and 8
- Level 5 and 6
- Level 4 and below
- Other

Gender

- Female
- Male

Diversity (optional)

- Aboriginal or Torres Strait Islander
- Person with a disability
- From a minority group in Australia (select this option if you are from a minority background because of language or accent, religion or culture, ethnic origin, country of birth or descent)

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Part 1 — Job Information Continued...

Work Area

(ie. the area where you do *most* of your work)

DIVISION OF BUSINESS

- GSB
- CMR
- LAW
- MGN
- MKT
- OFFICE
- OTHER

DIVISION OF EDUCATION, ARTS AND SOCIAL SCIENCES

- ARC
- ART
- DUCIER (Unaipon)
- COM
- EDS
- International Studies
- PSY
- SWP
- OFFICE
- OTHER

DIVISION OF HEALTH SCIENCES

- HLS
- NRC
- PMB
- OFFICE
- OTHER

DIVISION OF IT, ENGINEERING AND THE ENVIRONMENT

- AME
- CIS
- EIE
- NBE
- MAT
- OFFICE
- OTHER

ACADEMIC PORTFOLIO

- FLC
- LBY
- SAS

INTERNATIONAL & DEVELOPMENT PORTFOLIO

- MDU
- INO

INTERNATIONAL & DEVELOPMENT PORTFOLIO

- MDU
- INO

RESEARCH & INNOVATION PORTFOLIO

- ORC (RIS)
- IWR
- ITR
- Other (includes CRCs)

STRATEGY AND PLANNING PORTFOLIO

- CRE
- ITU
- PAR

CHANCELLERY

- CHA
- HRM

RESOURCES PORTFOLIO

- FIN
- FMU

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Part 2 — Survey Questions

A number of aspects of the work environment are listed below. Some relate specifically to you, some to your work area, and some to UniSA as a whole.

Keeping that context in mind, first rate how **important** each aspect of the work environment is to you, then rate how well you feel we are **performing** in that area.

For example, if you think that 'planning in your work area' is very important, you may select **6** in the **importance** column. If, however, you feel that planning in your work area is average, you may select **4** in the **performance** column.

If you cannot answer a question, please move on to the next one.

About Me

Respond to the following statements in relation to yourself.

Importance

How **important** to you is this factor?

Performance

How well are we **performing** in this area?

	Importance							Performance						
	Low			High				Low			High			
	1	2	3	4	5	6	7	1	2	3	4	5	6	7
1 I understand why UniSA makes changes	<input type="radio"/>													
2 I am encouraged to share what I have learnt with others in UniSA	<input type="radio"/>													
3 There is trust among people in UniSA	<input type="radio"/>													
4 I am satisfied in my job	<input type="radio"/>													
5 I try out new ideas	<input type="radio"/>													
6 I have the opportunity to make changes to my work	<input type="radio"/>													
7 My pay and conditions are fair	<input type="radio"/>													
8 I feel proud of UniSA	<input type="radio"/>													
9 I am developing personally and professionally	<input type="radio"/>													
10 I have the opportunity to develop new technical and job skills	<input type="radio"/>													
11 I have the skills and knowledge to improve what I do and how I do it	<input type="radio"/>													
12 My work area has enough resources to achieve its goals	<input type="radio"/>													
13 UniSA helps me to balance work and life demands	<input type="radio"/>													
14 I have job security at UniSA	<input type="radio"/>													
15 I have a manageable workload	<input type="radio"/>													
16 I have the opportunity to make use of my skills and abilities	<input type="radio"/>													
17 I know what my responsibilities are in my position	<input type="radio"/>													
18 I have access to the child care I require	<input type="radio"/>													

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About my immediate work area

Respond to the following statements in relation to your work area.

Importance

How **important** to you is this factor?

Performance

How well are we **performing** in this area?

	Importance							Performance						
	Low			High				Low			High			
	1	2	3	4	5	6	7	1	2	3	4	5	6	7
19 I receive regular recognition for my efforts at work from the person I report to	<input type="radio"/>													
20 I receive regular feedback on my job performance from the person I report to	<input type="radio"/>													
21 Leadership is demonstrated by the person I report to	<input type="radio"/>													
22 The person I report to listens and responds to me	<input type="radio"/>													
23 I understand how my work area fits into UniSA	<input type="radio"/>													
24 Planning in my work area is linked to UniSA's plans	<input type="radio"/>													
25 I am involved in the development of plans in my work area	<input type="radio"/>													
26 I have the opportunity to participate in day-to-day decision making in my work area	<input type="radio"/>													
27 Decision-making in my work area is based on collected data and information	<input type="radio"/>													
28 We work as a team in my work area	<input type="radio"/>													
29 My work area's progress is measured	<input type="radio"/>													
30 My working environment is free from harassment	<input type="radio"/>													
31 My work area produces or delivers quality products and services	<input type="radio"/>													
32 My work area achieves its goals and objectives	<input type="radio"/>													
33 My supervisor has good people management skills	<input type="radio"/>													

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About UniSA

Respond to the following statements in relation to UniSA.

Importance

How **important** to you is this factor?

Performance

How well are we **performing** in this area?

	Importance							Performance						
	Low			High				Low			High			
	1	2	3	4	5	6	7	1	2	3	4	5	6	7
34 I get a fair hearing from senior managers	<input type="radio"/>													
35 Change is led by senior managers	<input type="radio"/>													
36 Senior managers demonstrate good leadership	<input type="radio"/>													
37 UniSA consults staff before decisions are made	<input type="radio"/>													
38 Innovation is encouraged	<input type="radio"/>													
39 UniSA has clear goals	<input type="radio"/>													
40 UniSA values teaching	<input type="radio"/>													
41 UniSA is aware of its environmental and social impact	<input type="radio"/>													
42 We have the organisational structure to achieve our vision, mission and goals	<input type="radio"/>													
43 We plan for the future of UniSA	<input type="radio"/>													
44 UniSA trains and develops staff for new responsibilities	<input type="radio"/>													
45 There is cooperation between work areas	<input type="radio"/>													
46 There is cooperation between academic and professional staff	<input type="radio"/>													
47 UniSA provides career opportunities	<input type="radio"/>													
48 UniSA values its employees	<input type="radio"/>													
49 UniSA makes an effort to keep skilled employees	<input type="radio"/>													
50 UniSA provides for the health and wellbeing of employees	<input type="radio"/>													
51 Incentives and rewards are provided	<input type="radio"/>													
52 Employees understand external customer needs	<input type="radio"/>													
53 UniSA is responsive to the needs of students	<input type="radio"/>													
54 Information on the level of external customer satisfaction is communicated to me	<input type="radio"/>													
55 There is time for research at UniSA	<input type="radio"/>													
56 There is opportunity for research at UniSA	<input type="radio"/>													
57 We use customer feedback to improve what we do	<input type="radio"/>													
58 We use external suppliers and contractors who deliver quality products and services	<input type="radio"/>													
59 I am satisfied with the products and services provided to me by other work areas	<input type="radio"/>													
60 We continuously improve the way we do things	<input type="radio"/>													
61 We use quality procedures and work practices in my work area	<input type="radio"/>													
62 Employees know how UniSA is performing	<input type="radio"/>													
63 UniSA is nationally and internationally competitive	<input type="radio"/>													
64 UniSA provides a safe work environment	<input type="radio"/>													
65 UniSA is committed to equity for its students	<input type="radio"/>													
66 UniSA is committed to reconciliation between indigenous and non-indigenous people	<input type="radio"/>													
67 UniSA values research	<input type="radio"/>													
68 UniSA provides a stimulating intellectual climate	<input type="radio"/>													

Overall Satisfaction

	Performance						
	Low			High			
	1	2	3	4	5	6	7
69 I am satisfied with my immediate work area	<input type="radio"/>						
70 Overall, I am satisfied with UniSA	<input type="radio"/>						

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Save and Continue »

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Part 3 — Your Comments

Your comments will be made available to the organisation. To ensure that your comments remain confidential, be careful not to provide any information that could identify you.

What do you see are the areas of achievement of UniSA since the last survey in 2005?

What are the areas of improvement that you believe UniSA should pursue in the next few years?

Please expand on any issues that you may have about your employment at UniSA.

How likely are you to recommend working at UniSA to friends and family?

Least Likely								Most Likely		
0	1	2	3	4	5	6	7	8	9	10
<input checked="" type="radio"/>	<input type="radio"/>									

Why?

I have met with my manager to agree on a performance development plan within the last twelve months. Yes No

« Save and Go Back

Save and Finish »

Thank you for your participation.

Your answers have been submitted to Insync Surveys.

You may review and edit your responses at any time during the survey period. Simply return to the survey link you received in your email, and re-enter your password.

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