

Government of Yukon

2016

**EMPLOYEE
ENGAGEMENT**
SURVEY RESULTS

**ENERGY, MINES
AND RESOURCES**

This material is prepared for the Yukon government by BC Stats. The data used in this report was collected by the Yukon Bureau of Statistics on behalf of the Yukon government.

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1. Results at a Glance

In your department, 225 employees (88% of the total) participated, and provided feedback about their workplace experiences, in the 2016 Employee Engagement Survey (EES). A summary of all relevant scores (through the lens of the **Employee Engagement Model**) follows in Table 1. This table shows the scores for your department and the Yukon government overall.

TABLE 1: ENGAGEMENT MODEL DRIVER SCORES

| | AVERAGE SCORE /100 POINTS | | DIFFERENCE |
|------------------------------|---------------------------|------------------|------------|
| | YOUR DEPARTMENT | YUKON GOVERNMENT | |
| ENGAGEMENT | 72 | 73 | -1 |
| Organization Commitment | 72 | 73 | -1 |
| Job Satisfaction | 72 | 73 | -1 |
| Vision, Mission & Goals | 64 | 63 | 1 |
| Pay & Benefits | 76 | 73 | 3 |
| Empowerment | 69 | 68 | 1 |
| Job Suitability | 78 | 81 | -3 |
| Recognition | 61 | 60 | 1 |
| Stress & Workload | 67 | 65 | 2 |
| Tools | 71 | 65 | 6 |
| Professional Development | 68 | 67 | 1 |
| Teamwork | 75 | 76 | -1 |
| Respectful Environment | 67 | 66 | 1 |
| Supervisory-Level Management | 74 | 74 | 0 |
| Senior Leadership | 60 | 58 | 2 |

WHO:
All employees on strength at the beginning of the field window were invited to participate

WHAT:
Employee Engagement Survey (EES)

WHEN:
May 5 – May 27, 2016

WHY:
An opportunity for employees to express how they feel about their day-to-day work environment and their employment with the organization

2. About the Employee Engagement Survey

The success of any organization is built on people. Ensuring that employees are engaged in their work is critical for performance. Research in both the public and private sectors has shown that engaged employees are key to the achievement of positive organizational outcomes. Research shows that engaged employees are more productive, are less likely to resign, and provide better services.

At its core, employee engagement encompasses two essential things: how satisfied employees are with their employment, and how committed they are to their organization. However, the impacts on employee engagement are much more complex, as both satisfaction and commitment are influenced by many factors that employees experience in their work environment. A robust employee engagement survey captures this kind of information so all employees can better understand the aspects within their own work environment that impact engagement.

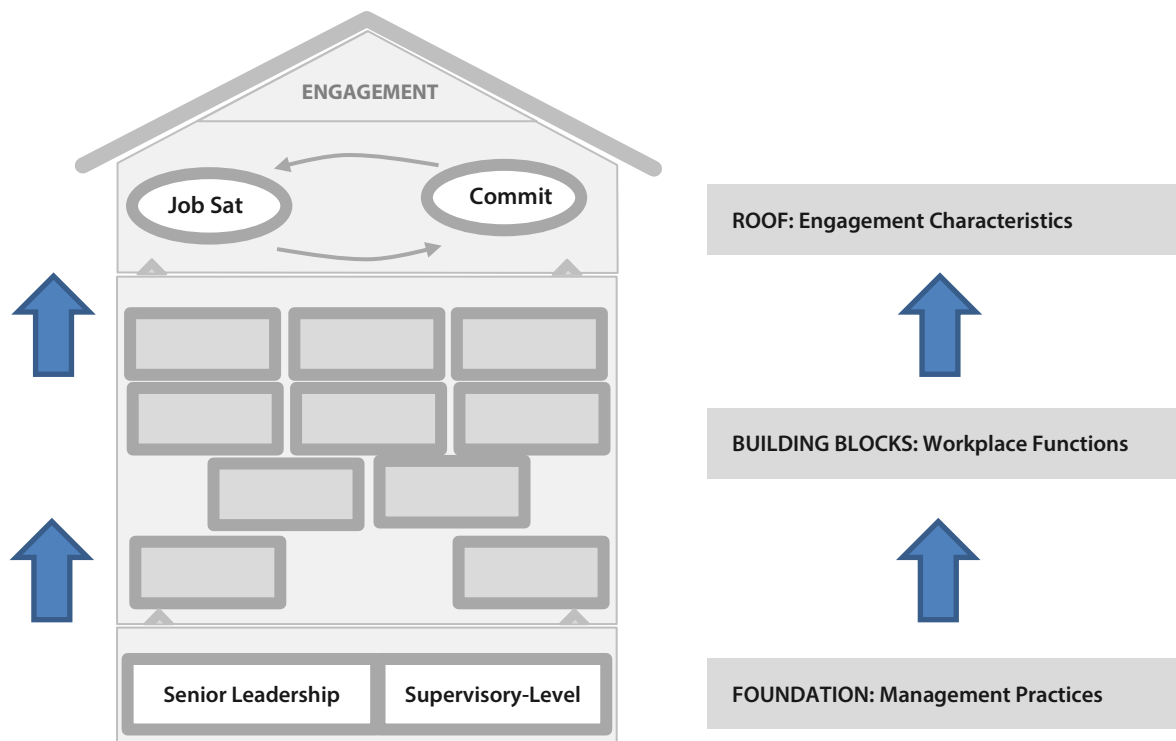
The Yukon government is evaluating these experiences to help inform strategies for making the workplace the best possible. This evaluation was done by collecting feedback from all employees using the Employee Engagement Survey (EES) from May 5 to May 27, 2016. In your department, 88% of employees provided feedback about their experiences. High response rates mean that the information is of high quality, enabling the right conclusions to be drawn.

This report delves into the survey findings in detail. The findings illustrate what aspects of the work environment are currently shaping engagement within the organization. These results can be used to guide and focus conversations on ways to maximize everyone's engagement and support ongoing leadership and work-related efforts and initiatives.

3. About the House Model

The **Employee Engagement Model** identifies what matters when it comes to maintaining and enhancing the engagement of employees. The model has been statistically validated by testing the survey response patterns using an advanced statistical technique called structural equation modelling (SEM). The analyses found that 35 survey questions covering a range of employee experiences do a good job of explaining why engagement is low for some and high for others. Questions were combined with 33 additional non-model questions that targeted particular areas of interest to the organization. See the Corporate Report for details about the SEM methodology.

In the model, various workplace functions directly and indirectly impact employee engagement. These functions are called drivers of engagement. Each driver is formed from a group of inter-related survey questions that explore specific workplace topics about the employee experience. These drivers also can affect each other to increase or decrease overall engagement. Showing the survey results through the lens of the house model tells us what is most important to employees in shaping their overall engagement in their work environment. In the context of the Yukon government, the house model is best viewed as a way of visually organizing a wealth of data and information in a clear and easily comprehensible manner. The structure and context of the house model help guide attention on ways to maximize engagement and support ongoing management and human resource efforts and initiatives.



In the diagram, the three parts are as follows.

- **The Foundation:** The model rests on the foundation of two drivers that measure management practices which are connected either directly or indirectly to every other driver in the model.
- **The Building Blocks:** These identify the core workplace functions influencing the engagement characteristics.
- **The Roof:** The core engagement characteristics of employee satisfaction and commitment are located in the roof of the house.

The rest of this section introduces the house by identifying the individual survey questions that make up each building block, starting with the foundation.

The Foundation

The foundation of the house contains two drivers focused on management practices. These two drivers are connected either directly or indirectly to all other drivers in the model and, as a result, have a significant impact on engagement.

- **Senior Leadership** reflects perceptions that senior leaders are genuinely interested in employees' well-being and provide clear direction for the future, and that essential information flows effectively from senior leadership to staff (three questions).
- **Supervisory-Level Management** includes survey questions that measure whether employees believe they have a positive working relationship with the person they report to, receive feedback that helps them improve their work performance and that the person they report to provides clear work expectations (three questions).

The Building Blocks

Supported by the foundation, the middle section of the house contains the ten building blocks that represent the workplace functions that matter most to employee engagement. All building blocks are impacted by one or both drivers relating to management practices. Each building block is made up of between two and four survey questions.

- **Vision, Mission & Goals** represents employees' beliefs that their department's vision, mission, and goals are well communicated, and that their department is taking steps to ensure its long-term success (two questions).
- **Pay & Benefits** is a measure of employees' perceptions that their pay is fair and their benefits meet their needs well (two questions).
- **Empowerment** reflects employees' opinions about having opportunities and freedom to provide input, make decisions to do their job well, and implement new ideas (three questions).
- **Job Suitability** reflects employees' beliefs about their work being meaningful and a good fit with their skills and interests (two questions).
- **Recognition** captures employees' experiences with meaningful and performance-based recognition (two questions).
- **Stress & Workload** is a measure of whether employees perceive that their work-related stress and workloads are manageable (two questions).
- **Tools** represents whether the computer and non-computer based tools employees have access to help them excel in their jobs (two questions).
- **Professional Development** reflects employees' beliefs about the extent that their organization supports their learning and development, provides good quality training, and offers adequate opportunities to develop their skills (three questions).
- **Teamwork** represents employees' having positive working relationships and support from their team, and feeling that their team communicates effectively (three questions).
- **Respectful Environment** captures whether employees experience a healthy and diverse atmosphere where conflict is dealt with effectively (four questions).

These building blocks interact and work together either directly or indirectly to influence the employee engagement characteristics in the roof of the house.

The Roof

The roof represents the multifaceted nature of engagement and contains two distinct but interconnected characteristics. Both characteristics are measured by different survey questions.

- **Organization Commitment** assesses how employees are proud to tell people they work for the Yukon government, would recommend it as a great place to work, and whether they would choose to stay, even if a similar job became available elsewhere (three questions).
- **Job Satisfaction** is measured by how satisfied employees are with their jobs (one question).

The combination of both characteristics measure overall engagement, which is shown in the top of the roof.

Renovated House Model

Employee priorities change, as do societal, political and economic circumstances. Given the dynamic nature of the work environment, the engagement model has been continuously tested to ensure it is the best representation of the average Yukon government employee experience. This year, new and revised questions were tested to determine if they were a good fit with the existing and new model drivers. This analysis showed that the refinements fit well statistically within the model, as well as provide a more comprehensive view of the varied workplace functions of an organization as large as the Yukon government. Thus, by renovating the model, the Yukon government has gained a more robust and holistic tool that represents the diversity of work environment experiences making the most difference on employees' engagement.

See Appendix D for this year's results in the old model (the one used in 2013) and Appendix E for 2013 results. While some driver names are the same in both house models, the underlying questions have changed for both the management and building block drivers.

On the following two pages, the house model diagrams illustrate the scores for your department (first diagram) and the Yukon government overall (second diagram) for this year's results in the new model. Scores can range from 0 to 100 points—the higher the score, the more positive the result. For more information on how scores are calculated, see page 16.

4. Department 2016 Results (new House Model)

- Understand your challenges (54 points or lower)
- Focus on improvements (55 to 64 points)
- Leverage your strengths (65 to 74 points)
- Celebrate your successes (75 to 84 points)
- Model your achievements (85 points or higher)



NOTE: This house model is based on the key drivers of employee engagement found through analysing all of the Yukon government data. However, as key drivers can vary between different areas, it is possible this model is not an exact representation of things in your department, and that if your department's results were modelled, a slightly different set of drivers might emerge. The scores presented for each driver are the scores for your department (i.e., they are based entirely on your department's results).

Definitions are available in Appendix B.

5. YG 2016 Results (new House Model)

- Understand your challenges (54 points or lower)
- Focus on improvements (55 to 64 points)
- Leverage your strengths (65 to 74 points)
- Celebrate your successes (75 to 84 points)
- Model your achievements (85 points or higher)



Management definitions

Senior Leadership includes Deputy Ministers, Assistant Deputy Ministers, Directors, and equivalents. For employees who work in a school, senior leadership includes the Superintendent, Assistant Deputy Minister of Public Schools, Deputy Minister, Directors, and equivalents.

Supervisory-Level Management is the person employees report to on a daily basis. If they report to multiple people, this is the person employees report to for a greater portion of the time. For employees who work in a school, this is the school administrator.

6. Question by Question Model Results

This table shows the scores for each driver and each of the questions that make up these drivers. These are the department level scores, and they will be different corporately and for work units. There are two scores for each question: (1) the average score out of 100, and (2) the percentage of employees who disagreed (rated the question as 1 or 2 on the 5 point scale), were neutral (gave a rating of 3) or who agreed with the question (answered with a 4 or 5).

For more information about how results are calculated, please refer to Appendix A.

TABLE 2: DRIVER AND MODEL QUESTION RESULTS

| SURVEY QUESTIONS | AVERAGE SCORE /100 POINTS | % DISAGREE | % NEUTRAL | % AGREE |
|--|---------------------------|------------|-----------|---------|
| ENGAGEMENT CHARACTERISTICS (THE ROOF) | 72 | | | |
| Organization Commitment | 72 | | | |
| I am proud to tell people I work for the Yukon government. | 71 | 10% | 24% | 65% |
| I would recommend the Yukon government as a great place to work. | 73 | 9% | 18% | 73% |
| I would prefer to stay with the Yukon government, even if offered a similar job elsewhere. | 70 | 14% | 20% | 66% |
| Job Satisfaction | 72 | | | |
| I am satisfied with my job. | 72 | 12% | 16% | 73% |

Note 1: Average scores for individual questions may not equal the overall score for that driver when they are averaged together. This is due to the method with which the overall scores are calculated for the drivers.

Note 2: Some percentages may not sum to 100% due to rounding.

| SURVEY QUESTIONS | AVERAGE SCORE /100 POINTS | % DISAGREE | % NEUTRAL | % AGREE |
|--|---------------------------|------------|-----------|---------|
| WORKPLACE FUNCTIONS (THE BUILDING BLOCKS) | | | | |
| Vision, Mission & Goals | 64 | | | |
| The vision, mission, and goals of my department are communicated well. | 65 | 13% | 27% | 60% |
| My department is taking steps to ensure the long-term success of its vision, mission, and goals. | 63 | 15% | 31% | 54% |
| Pay & Benefits | 76 | | | |
| I am paid fairly for the work I do. | 77 | 9% | 13% | 78% |
| My benefits meet my (and my family's) needs well. | 76 | 9% | 15% | 77% |
| Empowerment | 69 | | | |
| I have opportunities to provide input into decisions that affect my work. | 72 | 15% | 16% | 70% |
| I have the freedom to make the decisions necessary to do my job well. | 70 | 12% | 18% | 70% |
| I have the opportunities I need to implement new ideas. | 66 | 19% | 21% | 60% |
| Job Suitability | 78 | | | |
| My job is a good fit with my skills and interests. | 80 | 6% | 14% | 81% |
| My work is meaningful. | 75 | 9% | 17% | 74% |
| Recognition | 61 | | | |
| I receive meaningful recognition for work well done. | 63 | 20% | 23% | 57% |
| In my work unit, recognition is based on performance. | 59 | 25% | 19% | 55% |
| Stress & Workload | 67 | | | |
| My workload is manageable. | 68 | 15% | 18% | 67% |
| My work-related stress is manageable. | 67 | 19% | 16% | 64% |

| SURVEY QUESTIONS | AVERAGE SCORE /100 POINTS | % DISAGREE | % NEUTRAL | % AGREE |
|---|---------------------------|------------|-----------|---------|
| Tools | 71 | | | |
| The computer based tools (e.g., hardware, software) I have access to help me excel in my job. | 69 | 11% | 22% | 67% |
| The non-computer based tools (e.g., office or outdoor equipment) I have access to help me to excel in my job. | 74 | 7% | 17% | 75% |
| Professional Development | 68 | | | |
| I have adequate opportunities to develop my skills. | 68 | 18% | 19% | 63% |
| My organization supports my work related learning and development. | 71 | 15% | 17% | 67% |
| The quality of training and development I have received is satisfactory. | 66 | 17% | 22% | 62% |
| Teamwork | 75 | | | |
| I have positive working relationships with my co-workers. | 82 | 5% | 11% | 84% |
| Members of my team communicate effectively with each other. | 66 | 16% | 22% | 62% |
| When needed, members of my team help me get the job done. | 77 | 6% | 15% | 79% |
| Respectful Environment | 67 | | | |
| A healthy atmosphere (e.g., trust, mutual respect) exists in my work unit. | 67 | 22% | 13% | 65% |
| My work unit values diversity in people and backgrounds. | 74 | 11% | 13% | 76% |
| My work unit values diversity in ideas. | 69 | 13% | 22% | 66% |
| In my work unit, conflict is dealt with effectively. | 57 | 28% | 20% | 52% |

| SURVEY QUESTIONS | AVERAGE SCORE /100 POINTS | % DISAGREE | % NEUTRAL | % AGREE |
|--|---------------------------|------------|-----------|---------|
| MANAGEMENT (THE FOUNDATION) | | | | |
| Supervisory-Level Management | 74 | | | |
| I have a positive working relationship with the person I report to. | 81 | 8% | 10% | 83% |
| The person I report to provides clear expectations regarding my work. | 69 | 14% | 19% | 67% |
| The feedback I receive from the person I report to helps me improve my performance. | 70 | 16% | 14% | 69% |
| Senior Leadership | 60 | | | |
| The senior leadership in my department provides clear direction for the future. | 56 | 28% | 27% | 45% |
| Essential information flows effectively from senior leadership to staff. | 52 | 33% | 29% | 39% |
| The senior leadership in my department is genuinely interested in the well-being of employees. | 69 | 15% | 20% | 65% |

7. Overall States of Engagement

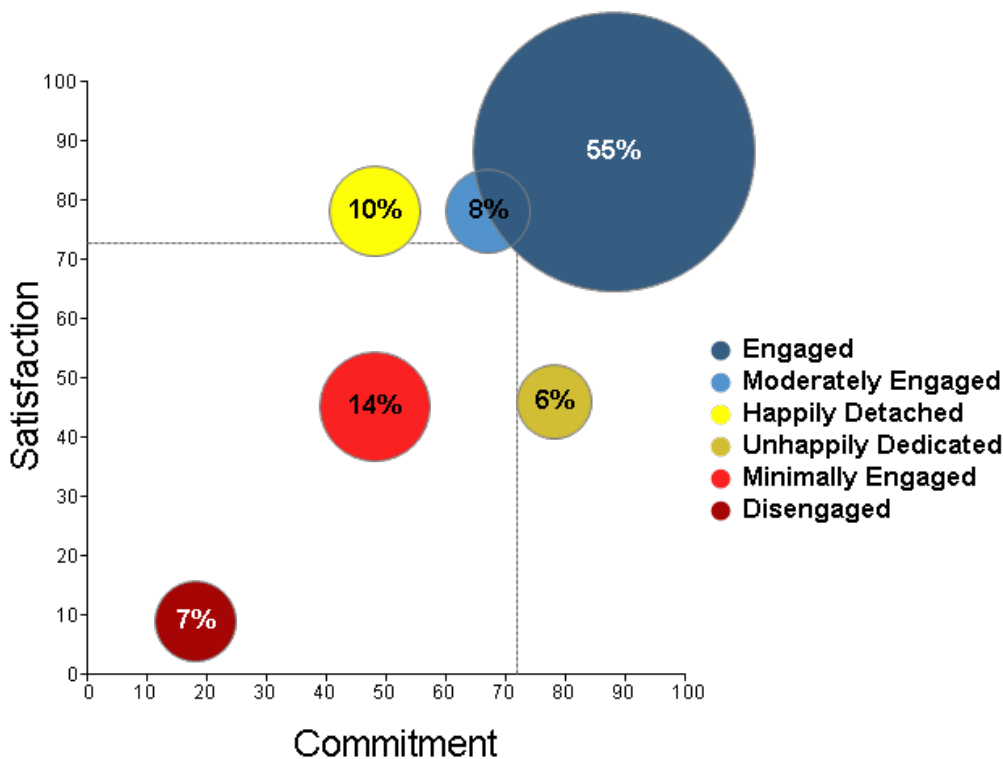
Another way of understanding employees' experiences is by exploring their different states of engagement based on how they answered the four survey questions that measure the two characteristics in the roof of the house model (Job Satisfaction and Organization Commitment). Generally, when employees are engaged, they are:

- Satisfied with their job and
- Committed to their organization.

Employees' commitment and satisfaction scores tend to move in tandem. As satisfaction increases, their commitment tends to increase as well (higher engagement). As satisfaction diminishes, commitment likely also declines (lower engagement). By plotting employees' satisfaction scores against their commitment scores, we can see how employees cluster within different states.

For example, employees who are highly committed and highly satisfied (scores ≥ 75 points) are considered to be Engaged. Alternatively, employees who are highly committed (scores ≥ 60 points), but are not satisfied (scores ≤ 60 points), are considered to be Unhappily Dedicated.

FIGURE 1: PERCENTAGE OF EMPLOYEES BELONGING TO EACH OF THE SIX STATES



8. Making the Most of the Results

While the survey scores are important, they represent a starting point for further dialogue and deeper exploration. Just as a blood pressure reading provides some important numbers about one's health, identifying the most appropriate course of action requires additional investigation into the root cause of the test results.

The information contained in this report reflects the employee engagement survey results for your department and is just the beginning of understanding the current state of employee engagement. Corporate and work unit level reports will also be made available to assist senior leaders and employees move successfully through a post-survey action planning process.¹ Although there are many ways to explore the wealth of information from the survey, the following suggestions may help serve as a useful guide to interpreting the results and formulating next steps for action:

- Explore the survey questions that make up each of the model drivers as well as the questions that did not make it into the model. Examine the average scores and the percentages. Do percentages tend to cluster in the middle or are opinions more polarized on one end of the scale? Start conversations with your colleagues about what may be at play behind these numbers. Do the scores match your experiences and opinions? Where do they differ or seem surprising?
- Delve into the different pathways to engagement and begin exploring the ones that resonate the most for you. How are these drivers linked together in your particular workplace context? What can you influence or change that will have the greatest benefit for your workplace?
- Compare your work unit results with those department-wide and initiate conversations with others in your workplace about how specific results could be improved, maintained and/or celebrated. Work together to develop an action plan with the intention of improving your overall work environment.
- Consider how you can contribute to improving various workplace functions that foster employee engagement. Become familiar with how things are done in other work units and share your own best practices with others.

¹ Departments will receive work unit level results for all questions in an Excel workbook and can also order work unit level reports, when there is a minimum 20 employees and minimum 10 respondents in the work unit.

9. Appendix A: Detailed Survey Results

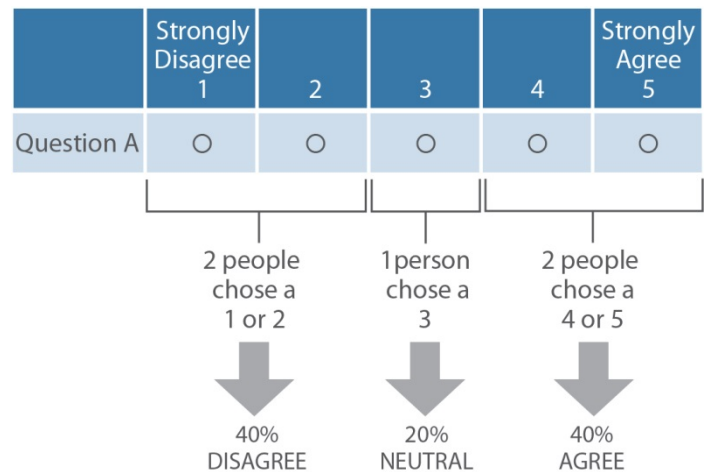
The results in Table 3 are presented in two different but complementary ways. Results are shown as percentages to highlight the distribution of responses per question. The results are also shown as average scores, providing a single measure for each question allowing for easier comparability, where applicable. In the table that follows, please note that:

- percentages and scores are included in the same table for convenience,
- some percentages may not sum to 100% due to rounding; and,
- the DIFFERENCE column contains the difference between the average score in 2016 and 2013, where possible.

Percentages (%)

Percentages show the proportion of employees who disagreed, agreed or gave a neutral response to the survey question.

To calculate percentages, the number of times an answer was selected by respondents is totaled and collapsed into three categories.



Average Scores / 100 Points

Average scores range from 0 to 100 points and represent the full range of responses to each question. To calculate average scores, the five-point survey scale is converted into a 100-point scale and averaged based on the number of respondents.

Average scores for individual questions may not equal the overall score for that driver when the questions are averaged together. This is due to the method with which the overall scores are calculated for the drivers.

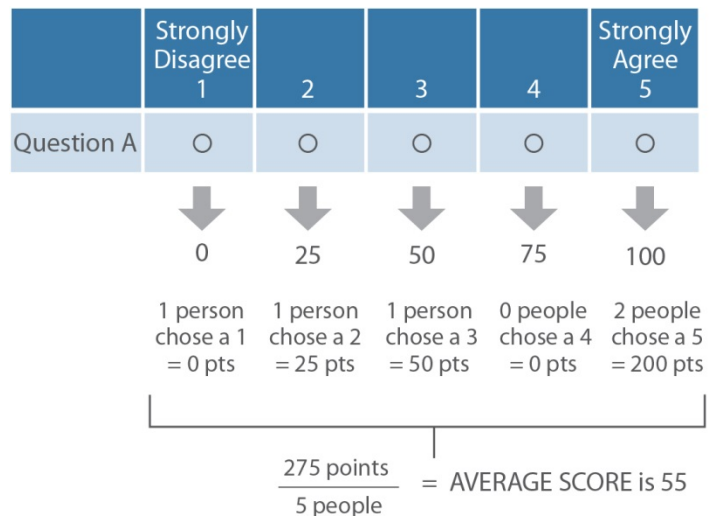


TABLE 3: DISTRIBUTIONS OF RESPONSES AND AVERAGE SCORES FOR ALL QUESTIONS

| LINKAGE TO NEW MODEL | SURVEY QUESTION | YEAR | % DISAGREE | % NEUTRAL | % AGREE | SCORE /100 POINTS | DIFFERENCE |
|--------------------------|--|-------------|------------|------------|------------|-------------------|------------|
| MY DAY-TO-DAY WORK | | | | | | | |
| | Innovation is valued in my work. | 2013 | 17% | 23% | 60% | 66 | |
| | | 2016 | 13% | 19% | 68% | 69 | 3 |
| Empowerment | I have opportunities to provide input into decisions that affect my work. | 2013 | 19% | 17% | 65% | 67 | |
| | | 2016 | 15% | 16% | 70% | 72 | 5 |
| Empowerment | I have the freedom to make the decisions necessary to do my job well. <i>(new)</i> | 2013 | --- | --- | --- | --- | |
| | | 2016 | 12% | 18% | 70% | 70 | --- |
| Empowerment | I have the opportunities I need to implement new ideas. <i>(new)</i> | 2013 | --- | --- | --- | --- | |
| | | 2016 | 19% | 21% | 60% | 66 | --- |
| | I have support at work to provide a high level of service. | 2013 | 10% | 19% | 71% | 73 | |
| | | 2016 | 14% | 13% | 73% | 73 | 0 |
| | I am inspired to give my best.* | 2013 | 17% | 19% | 64% | 67 | |
| | | 2016 | 16% | 19% | 65% | 68 | 1 |
| Job Suitability | My job is a good fit with my skills and interests. | 2013 | 10% | 14% | 76% | 75 | |
| | | 2016 | 6% | 14% | 81% | 80 | 5 |
| Job Suitability | My work is meaningful. <i>(new)</i> | 2013 | --- | --- | --- | --- | |
| | | 2016 | 9% | 17% | 74% | 75 | --- |
| Professional Development | I have adequate opportunities to develop my skills. <i>(new)</i> | 2013 | --- | --- | --- | --- | |
| | | 2016 | 18% | 19% | 63% | 68 | --- |

Note: Questions followed by *(new)* were not asked in 2013, and therefore have no comparison. Questions marked with an asterisk * were worded similarly enough in 2013 to be considered comparable.

| LINKAGE TO NEW MODEL | SURVEY QUESTION | YEAR | % DISAGREE | % NEUTRAL | % AGREE | SCORE /100 POINTS | DIFFERENCE |
|--------------------------|--|-------------|------------|------------|------------|-------------------|------------|
| Professional Development | My organization supports my work related learning and development. | 2013 | 11% | 17% | 72% | 73 | |
| | | 2016 | 15% | 17% | 67% | 71 | -2 |
| Professional Development | The quality of training and development I have received is satisfactory. <i>(new)</i> | 2013 | --- | --- | --- | --- | |
| | | 2016 | 17% | 22% | 62% | 66 | --- |
| Recognition | I receive meaningful recognition for work well done. | 2013 | 17% | 17% | 66% | 68 | |
| | | 2016 | 20% | 23% | 57% | 63 | -5 |
| Recognition | In my work unit, recognition is based on performance. <i>(new)</i> | 2013 | --- | --- | --- | --- | |
| | | 2016 | 25% | 19% | 55% | 59 | --- |
| | My physical work environment (e.g., sound level, lighting, heat, ergonomics, etc.) enables me to work well. <i>(new)</i> | 2013 | --- | --- | --- | --- | |
| | | 2016 | 13% | 19% | 68% | 69 | --- |
| Tools | The computer based tools (e.g., hardware, software) I have access to help me to excel in my job. <i>(new)</i> | 2013 | --- | --- | --- | --- | |
| | | 2016 | 11% | 22% | 67% | 69 | --- |
| Tools | The non-computer based tools (e.g., office or outdoor equipment) I have access to help me to excel in my job. <i>(new)</i> | 2013 | --- | --- | --- | --- | |
| | | 2016 | 7% | 17% | 75% | 74 | --- |
| | I am provided with the accommodation(s) I require to perform my job. <i>(new)</i> | 2013 | --- | --- | --- | --- | |
| | | 2016 | 5% | 8% | 87% | 80 | --- |
| | My workplace processes and procedures enable me to work as effectively as possible. <i>(new)</i> | 2013 | --- | --- | --- | --- | |
| | | 2016 | 23% | 25% | 52% | 59 | --- |
| | The necessary processes and procedures are in place to ensure my safety at work. <i>(new)</i> | 2013 | --- | --- | --- | --- | |
| | | 2016 | 7% | 15% | 78% | 77 | --- |
| | Work is distributed fairly in my work unit. <i>(new)</i> | 2013 | --- | --- | --- | --- | |
| | | 2016 | 22% | 18% | 60% | 62 | --- |

| LINKAGE TO NEW MODEL | SURVEY QUESTION | YEAR | % DISAGREE | % NEUTRAL | % AGREE | SCORE /100 POINTS | DIFFERENCE |
|----------------------|--|-------------|------------|------------|------------|-------------------|------------|
| Stress & Workload | My workload is manageable. <i>(new)</i> | 2013 | --- | --- | --- | --- | |
| | | 2016 | 15% | 18% | 67% | 68 | --- |
| Stress & Workload | My work-related stress is manageable. <i>(new)</i> | 2013 | --- | --- | --- | --- | |
| | | 2016 | 19% | 16% | 64% | 67 | --- |
| | I have support at work to balance my work and personal life. | 2013 | 5% | 12% | 83% | 80 | |
| | | 2016 | 11% | 13% | 76% | 76 | -4 |
| | I feel supported during times of change. <i>(new)</i> | 2013 | --- | --- | --- | --- | |
| | | 2016 | 22% | 19% | 59% | 64 | --- |
| | I feel my job is secure. <i>(new)</i> | 2013 | --- | --- | --- | --- | |
| | | 2016 | 14% | 14% | 73% | 72 | --- |
| | I have opportunities for career growth with the Yukon government. | 2013 | 18% | 25% | 57% | 64 | |
| | | 2016 | 19% | 28% | 53% | 62 | -2 |
| Pay & Benefits | I am paid fairly for the work I do. <i>(new)</i> | 2013 | --- | --- | --- | --- | |
| | | 2016 | 9% | 13% | 78% | 77 | --- |
| Pay & Benefits | My benefits meet my (and my family's) needs well. <i>(new)</i> | 2013 | --- | --- | --- | --- | |
| | | 2016 | 9% | 15% | 77% | 76 | --- |
| | I am aware of the services available to me through the Employee and Family Assistance Program (EFAP). <i>(new)</i> | 2013 | --- | --- | --- | --- | |
| | | 2016 | 12% | 20% | 68% | 71 | --- |

| LINKAGE TO NEW MODEL | SURVEY QUESTION | YEAR | % DISAGREE | % NEUTRAL | % AGREE | SCORE /100 POINTS | DIFFERENCE |
|------------------------|--|------|------------|-----------|---------|-------------------|------------|
| THE PEOPLE I WORK WITH | | | | | | | |
| Respectful Environment | A healthy atmosphere (e.g., trust, mutual respect) exists in my work unit. <i>(new)</i> | 2013 | --- | --- | --- | --- | |
| | | 2016 | 22% | 13% | 65% | 67 | --- |
| Respectful Environment | My work unit values diversity in people and backgrounds. <i>(new)</i> | 2013 | --- | --- | --- | --- | |
| | | 2016 | 11% | 13% | 76% | 74 | --- |
| Respectful Environment | My work unit values diversity in ideas. <i>(new)</i> | 2013 | --- | --- | --- | --- | |
| | | 2016 | 13% | 22% | 66% | 69 | --- |
| Respectful Environment | In my work unit, conflict is dealt with effectively. <i>(new)</i> | 2013 | --- | --- | --- | --- | |
| | | 2016 | 28% | 20% | 52% | 57 | --- |
| | In my work unit, the <i>process</i> of selecting a person for a position is fair. <i>(new)</i> | 2013 | --- | --- | --- | --- | |
| | | 2016 | 19% | 21% | 60% | 65 | --- |
| | In my work unit, the <i>selection</i> of a person for a position is based on merit (i.e. the knowledge, skills, and abilities required for the position). <i>(new)</i> | 2013 | --- | --- | --- | --- | |
| | | 2016 | 21% | 22% | 57% | 65 | --- |
| Teamwork | I have positive working relationships with my co-workers. | 2013 | 5% | 12% | 83% | 80 | |
| | | 2016 | 5% | 11% | 84% | 82 | 2 |
| Teamwork | Members of my team communicate effectively with each other. <i>(new)</i> | 2013 | --- | --- | --- | --- | |
| | | 2016 | 16% | 22% | 62% | 66 | --- |
| Teamwork | When needed, members of my team help me get the job done. <i>(new)</i> | 2013 | --- | --- | --- | --- | |
| | | 2016 | 6% | 15% | 79% | 77 | --- |
| | I am treated respectfully at work. <i>(new)</i> | 2013 | --- | --- | --- | --- | |
| | | 2016 | 7% | 14% | 79% | 79 | --- |

| LINKAGE TO NEW MODEL | SURVEY QUESTION | YEAR | % DISAGREE | % NEUTRAL | % AGREE | SCORE /100 POINTS | DIFFERENCE |
|------------------------------|---|-------------|------------|------------|------------|-------------------|------------|
| THE PERSON I REPORT TO | | | | | | | |
| Supervisory-Level Management | I have a positive working relationship with the person I report to. | 2013 | 7% | 11% | 82% | 81 | |
| | | 2016 | 8% | 10% | 83% | 81 | 0 |
| | The person I report to keeps me informed of things I need to know. <i>(new)</i> | 2013 | --- | --- | --- | --- | |
| | | 2016 | 16% | 14% | 69% | 70 | --- |
| Supervisory-Level Management | The person I report to provides clear expectations regarding my work. <i>(new)</i> | 2013 | --- | --- | --- | --- | |
| | | 2016 | 14% | 19% | 67% | 69 | --- |
| | The person I report to consults me on decisions that affect me. <i>(new)</i> | 2013 | --- | --- | --- | --- | |
| | | 2016 | 15% | 13% | 72% | 72 | --- |
| | The feedback I receive from the person I report to is timely. | 2013 | 17% | 21% | 63% | 67 | |
| | | 2016 | 17% | 15% | 68% | 70 | 3 |
| Supervisory-Level Management | The feedback I receive from the person I report to helps me improve my performance. | 2013 | 17% | 22% | 61% | 67 | |
| | | 2016 | 16% | 14% | 69% | 70 | 3 |
| | I feel I am able to have a conversation with the person I report to when I need their perspective or advice. <i>(new)</i> | 2013 | --- | --- | --- | --- | |
| | | 2016 | 13% | 5% | 82% | 80 | --- |
| | The person I report to considers other peoples' perspectives before making decisions. <i>(new)</i> | 2013 | --- | --- | --- | --- | |
| | | 2016 | 13% | 14% | 73% | 74 | --- |
| | I am satisfied with the quality of supervision I receive. | 2013 | 15% | 18% | 67% | 71 | |
| | | 2016 | 15% | 13% | 72% | 73 | 2 |

| LINKAGE TO NEW MODEL | SURVEY QUESTION | YEAR | % DISAGREE | % NEUTRAL | % AGREE | SCORE /100 POINTS | DIFFERENCE |
|-------------------------|---|-------------|------------|------------|------------|-------------------|------------|
| MY SENIOR LEADERSHIP | | | | | | | |
| Senior Leadership | The senior leadership in my department provides clear direction for the future.* | 2013 | 25% | 34% | 41% | 56 | |
| | | 2016 | 28% | 27% | 45% | 56 | 0 |
| | The senior leadership in my department communicates decisions in a timely manner.* | 2013 | 25% | 32% | 43% | 56 | |
| | | 2016 | 29% | 27% | 44% | 55 | -1 |
| | The senior leadership in my department clearly communicates changing priorities.* | 2013 | 28% | 31% | 42% | 55 | |
| | | 2016 | 30% | 25% | 45% | 55 | 0 |
| Senior Leadership | Essential information flows effectively from senior leadership to staff. | 2013 | 27% | 30% | 42% | 55 | |
| | | 2016 | 33% | 29% | 39% | 52 | -3 |
| | Essential information flows effectively from staff to senior leadership. | 2013 | 22% | 32% | 46% | 57 | |
| | | 2016 | 21% | 29% | 50% | 60 | 3 |
| Senior Leadership | The senior leadership in my department is genuinely interested in the well-being of employees. | 2013 | 18% | 19% | 63% | 67 | |
| | | 2016 | 15% | 20% | 65% | 69 | 2 |
| | I have confidence in the senior leadership of my department. | 2013 | 21% | 25% | 54% | 62 | |
| | | 2016 | 20% | 29% | 50% | 62 | 0 |
| MY DEPARTMENT | | | | | | | |
| Vision, Mission & Goals | The vision, mission, and goals of my department are communicated well. <i>(new)</i> | 2013 | --- | --- | --- | --- | |
| | | 2016 | 13% | 27% | 60% | 65 | --- |
| Vision, Mission & Goals | My department is taking steps to ensure the long-term success of its vision, mission, and goals. <i>(new)</i> | 2013 | --- | --- | --- | --- | |
| | | 2016 | 15% | 31% | 54% | 63 | --- |

| LINKAGE TO NEW MODEL | SURVEY QUESTION | YEAR | % DISAGREE | % NEUTRAL | % AGREE | SCORE /100 POINTS | DIFFERENCE |
|----------------------------------|---|-------------|------------|------------|------------|-------------------|------------|
| | I am optimistic that my department is moving in the right strategic direction. <i>(new)</i> | 2013 | --- | --- | --- | --- | |
| | | 2016 | 20% | 33% | 47% | 59 | --- |
| | I know how my work contributes to the achievement of my department's goals. | 2013 | 10% | 20% | 70% | 72 | |
| | | 2016 | 9% | 23% | 68% | 70 | -2 |
| | I strive to improve my department's results. | 2013 | 4% | 16% | 80% | 78 | |
| | | 2016 | 3% | 15% | 82% | 79 | 1 |
| | My department takes meaningful action to improve my work environment. <i>(new)</i> | 2013 | --- | --- | --- | --- | |
| | | 2016 | 17% | 26% | 57% | 62 | --- |
| MY EMPLOYMENT EXPERIENCE OVERALL | | | | | | | |
| Job Satisfaction | I am satisfied with my job. | 2013 | 16% | 21% | 62% | 66 | |
| | | 2016 | 12% | 16% | 73% | 72 | 6 |
| | I am satisfied with my department. | 2013 | 13% | 27% | 60% | 66 | |
| | | 2016 | 12% | 24% | 64% | 67 | 1 |
| | Overall, I am satisfied in my work as a Yukon government employee. | 2013 | 9% | 22% | 69% | 72 | |
| | | 2016 | 7% | 16% | 77% | 75 | 3 |
| Organization Commitment | I am proud to tell people I work for the Yukon government. | 2013 | 13% | 26% | 61% | 67 | |
| | | 2016 | 10% | 24% | 65% | 71 | 4 |
| Organization Commitment | I would recommend the Yukon government as a great place to work. | 2013 | 7% | 25% | 68% | 71 | |
| | | 2016 | 9% | 18% | 73% | 73 | 2 |

| LINKAGE TO NEW MODEL | SURVEY QUESTION | YEAR | % DISAGREE | % NEUTRAL | % AGREE | SCORE /100 POINTS | DIFFERENCE |
|-------------------------|--|-------------|------------|------------|------------|-------------------|------------|
| Organization Commitment | I would prefer to stay with the Yukon government, even if offered a similar job elsewhere. | 2013 | 15% | 23% | 62% | 67 | |
| | | 2016 | 14% | 20% | 66% | 70 | 3 |
| | Overall, I feel valued as a Yukon government employee. <i>(new)</i> | 2013 | --- | --- | --- | --- | |
| | | 2016 | 16% | 21% | 62% | 66 | --- |

TABLE 4: SURVEY QUESTIONS WITH A RELATIVELY HIGH PROPORTION (≥10%) OF NON-RESPONSE

| SURVEY QUESTION | % OF TOTAL RESPONSES |
|--|----------------------|
| I am provided with the accommodation(s) I require to perform my job. | 12% |
| I am optimistic that my department is moving in the right strategic direction. | 11% |

Note: Non-responses include survey questions marked as "Don't Know" or "Not Applicable."

10. Appendix B: Questionnaire Definitions

Various phrases were defined in the Employee Engagement Survey.

Job: If you are on a temporary assignment or recently changed jobs, think of your current job when responding to questions. If you typically have multiple jobs with the Yukon government, think of the position you work in most of the time or a greater portion of the time when responding to questions.

Senior leadership: “Senior leadership” refers to Deputy Ministers, Assistant Deputy Ministers, Directors, and equivalents. If you work in a school, “senior leadership” refers to your Superintendent, Assistant Deputy Minister of Public Schools, Deputy Minister, Directors, and equivalents.

The person you report to: The person you report to is the one you report to on a daily basis. If you report to multiple people, think about the person you report to most of the time or a greater portion of the time. If you work in a school, the person you report to refers to your school administrator.

Work unit: Your “work unit” refers to everyone in the group that you work with on a day-to-day basis. If you work in a school, your “work unit” is your school.

11. Appendix C: Driver Glossary

The engagement model drivers are defined as follows.

Vision, Mission & Goals: Employees believe that their department's vision, mission, and goals are well communicated, and that their department is taking steps to ensure its long-term success.

Pay & Benefits: Employees believe that their pay is fair and their benefits meet their needs well.

Empowerment: Employees feel they have opportunities and freedom to provide input, make decisions to do their job well, and implement new ideas.

Job Suitability: Employees believe that their work is both meaningful and a good fit with their skills and interests.

Recognition: Employees experience meaningful and performance-based recognition.

Stress & Workload: Employees perceive that their work-related stress and workloads are manageable.

Tools: Employees believe that the computer based and non-computer based tools they have access to help them excel in their jobs.

Professional Development: Employees believe their organization supports their learning and development, provides good quality training, and offers adequate opportunities to develop their skills.

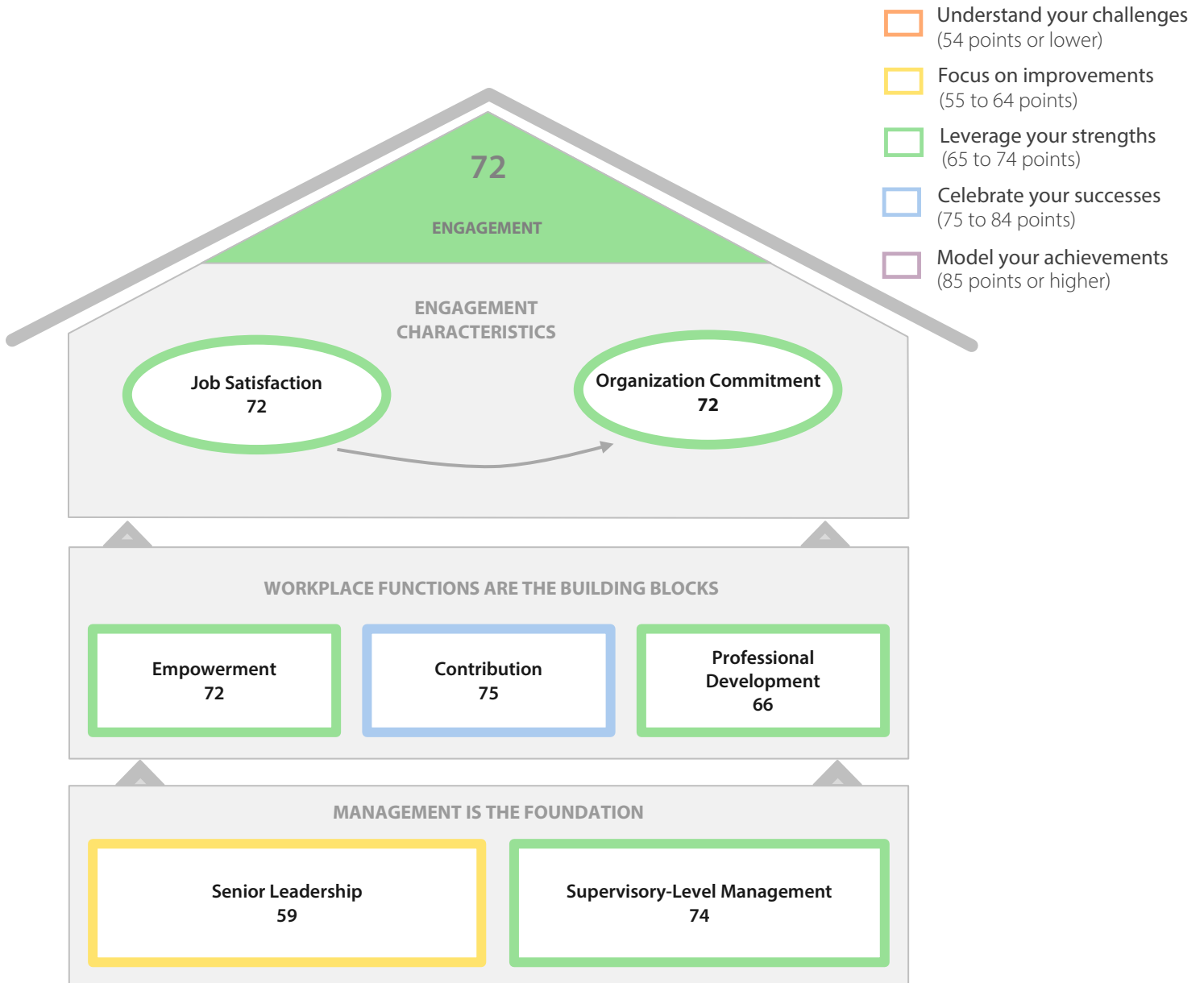
Teamwork: Employees experience positive working relationships, have support from their team, and feel their team communicates effectively.

Respectful Environment: Employees experience a healthy and diverse atmosphere where conflict is dealt with effectively.

Supervisory-Level Management: Employees believe they have a positive working relationship with the person they report to, receive feedback that helps them improve their work performance and that the person they report to provides clear work expectations.

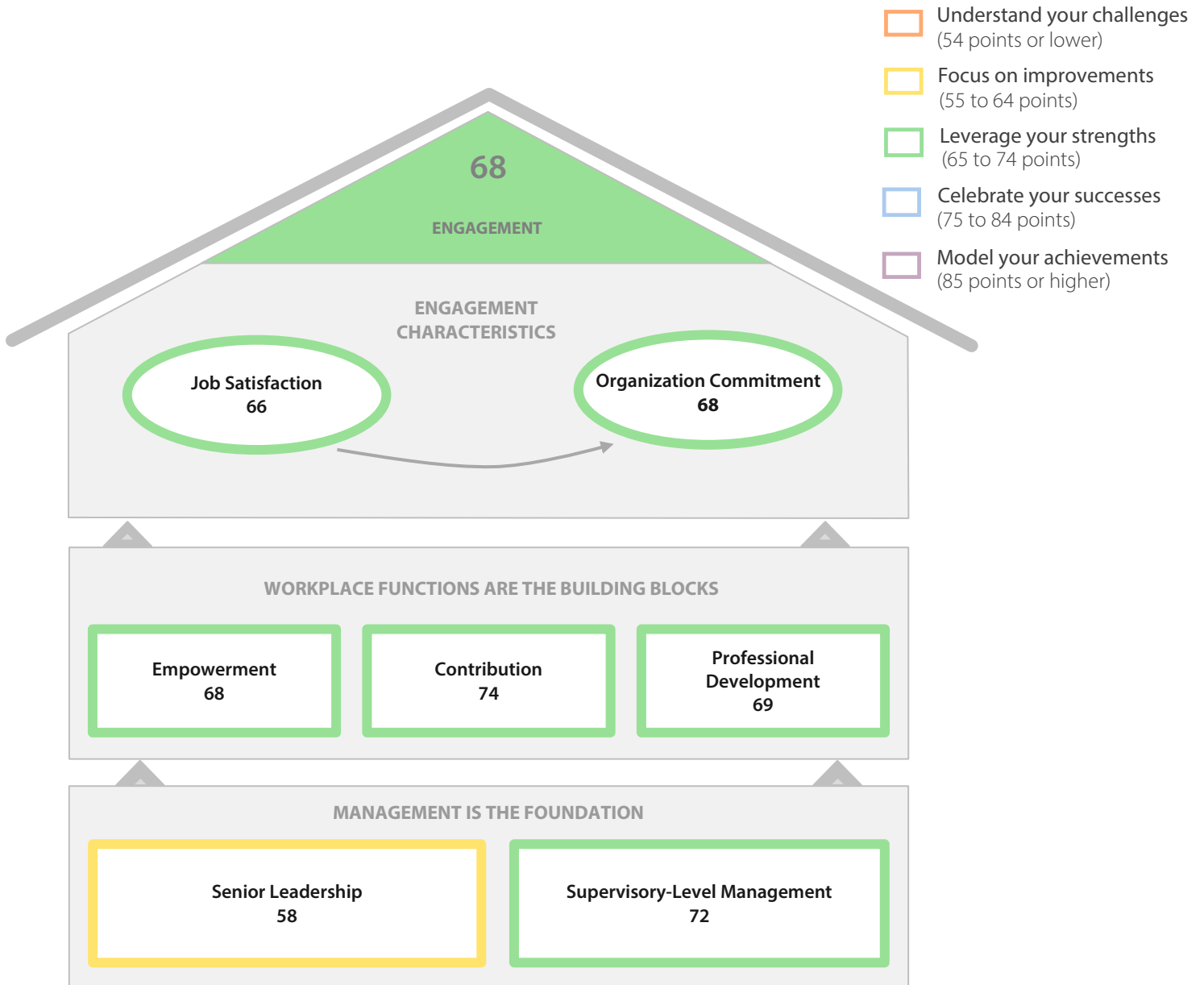
Senior Leadership: Employees believe that senior leaders are genuinely interested in employees' well-being and provide clear direction for the future, and that essential information flows effectively from senior leadership to staff.

12. Appendix D: Department 2016 Results (old House Model)



* This graphic provides the current results in the old house model. Note that while driver names are the same as those in the new house, some of the underlying questions of the foundation and building block drivers are different.

13. Appendix E: Department 2013 Results (old House Model)



* This graphic provides the 2013 results in the old house model. Note that the Contribution driver in 2013 included three questions.

14. Appendix F: Additional Reading and References

BC Stats continually analyzes *Work Environment Survey* data and builds on understanding specific topic areas to support continual improvements in the workplace. This section includes many examples of this type of research that BC Stats has completed in the last several years.

Model, Pathways, and Methodology

Modelling the 2015 Work Environment Survey Results: Technical Guide (April, 2016)

Connecting the Engagement Drivers in the BC Public Service: Driver Guide (June 2016)

Tracing the Top Engagement Pathways for the BC Public Service: Pathways Guide (June, 2016)

Engagement Over Time

BC Public Service Year-to-Year State of Engagement (September, 2011)

Exploring Year-to-Year Migration Patterns (May, 2010)

The State of New Hires Upon Arrival (November, 2009)

Organizational Productivity and Performance

Professional Development and Performance Management: Organization Highlights (January, 2011)

Employee Experiences with Professional Development and Performance Management (November, 2010)

Maximizing Professional Development (January, 2010)

Citizen Service and Employee Engagement

Understanding the Frontline Experience (April, 2011)

Public Sector Engagement and Service Satisfaction: What Do They Both Have In Common? (February, 2010)

Public Sector Service Value Chain: Revisiting the First Link with BC Public Service Work Units (October, 2009)

Other Specific Work Environment Topics

Testing the Organizational Landscape: How do Organizational Characteristics Influence the Engagement Model (January, 2011)

Investigating the Nature of Diverse Work Environments: Do Differences Exist Between Specific Demographic Groups? (October, 2010)

Exploring Perceptions of Work Unit Staffing Practices (January, 2010)

To access these reports and others, please refer to:

<http://bcstats.gov.bc.ca/StatisticsBySubject/EmployeeResearch/WES/WESPublicResources>

15. Appendix G: Factground

High Level

| | |
|------------------------|---|
| Study | 2016 Yukon Government Employee Engagement Survey |
| Project Sponsor | Public Service Commission of the Yukon government |

Operations

| | |
|--|---|
| Instrument / Data Collection Method | Survey |
| Modes | Online and post mail questionnaire |
| Fielding Window / Dates | May 5 – 27, 2016 |
| Project History | Annual survey 2007-2011; Biennial survey 2013, 2016 |

Population / Sample

| | |
|--------------------------|--|
| Scope | All permanent and term employees on strength at the beginning of the field window and auxiliary employees on strength at the beginning of the field window who worked in the last six months. ² |
| Number Surveyed | 256 (4,798 YG) |
| Obtained Sample | 225 (3,224 YG) |
| Response Rate | 88% (67% YG) |
| Sampling Strategy | Census |

² To clarify, the scope of the survey includes: permanent and term employees, and auxiliary-on-call and seasonal employees who were on strength at the beginning of the fielding window who worked in the last six months. Other employee types, including casual and contract employees are not included in the scope of the survey.

Key Measure(s)

| | |
|----------------------------|--|
| Key Construct | Engagement Score: 72 points (out of 100) |
| Type of Measures | 5-point agreement response scale |
| Methods of Analysis | Structural equation modelling and descriptive statistics |

Confidentiality

During the survey administration, employees received personalized invitations and reminders. The survey was conducted by the Yukon Bureau of Statistics (YBS) and no one in the Yukon government other than designated YBS employees has access to respondents' individual responses. Responses are confidential and protected by the *Statistics Act* (SY 2003, c.27; amended by SY 2016, c.5).

All results are derived from an anonymized dataset and reported in aggregate form to protect respondents' confidentiality. Furthermore, YBS has reviewed the report to ensure that no individual employee can be directly or indirectly identified from the results.

BC STATS

BC Stats is the provincial government's leader in statistical and economic research, information and analysis essential for evidence-based decision-making. BC Stats, the central statistics agency of government, is excited to be taking a lead role in the strategic understanding of data sources and analysis across government. The goal is to increase overall business intelligence—information decision makers can use. As part of this goal, BC Stats is also developing an organizational performance measurement program. For more information, please contact Elizabeth Vickery.



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