



# Snapshot of the ACT Community Services Industry

Workforce Data and Community Needs Assessment – Attachment D

Proposal for a future research tool: April 2019

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## SUMMARY

This paper sets out a proposal for a future research tool for the ACT Community Services Industry snapshot. The purpose of the snapshot is to capture information about the current state of the ACT Community Services Industry workforce, set trajectories, and measure progress against Industry wide goals and plans such as the ACT Community Services Industry Strategy 2016-2026.

We begin by exploring the significant and foundational work completed on ACT industry profiling to date with an assessment of the features and limitations of the *Census of Population and Housing*; the ACTCOSS *State of the Community Services Sector* report; the ACT Portable Long Service Leave *Industry Workforce Analysis*; and data held by the Australian Charities and Not-for-profits Commission.

We then examine four key research success factors related to study samples, study tools, study safeguards and study analysis.

The paper concludes with details about a proposed snapshot methodology, which aims to produce the most accurate and reliable results to enable a baseline to be established and progress to be confidently monitored.

## BACKGROUND

A number of sub-sectors within the Community Services Industry have been the focus of workforce profiles. Published reports include:

- The 2018 HESTA *Transforming Aged Care* profile
- The 2018 National Disability Services *Australian Disability Workforce* report
- The 2018 Aged Care Workforce Strategy Taskforce *A matter of care* report
- The 2016 Department of Health *Aged Care Workforce Census and Survey*
- The 2016 Department of Education and Training *Early Childhood Education and Care National Workforce Census*
- The 2014 ATODA *ACT Alcohol, Tobacco and Other Drug Workforce Qualification and Remuneration Profile*
- The 2011 Productivity Commission's *Early Childhood Development Workforce* report
- The 2011 Productivity Commission's *Caring for Older Australians* report
- The 2010 youth services workforce profile - *Motivation, Money, Making a Difference: A Profile of the ACT Youth Sector Workforce*

The Australian Charities and Not-for-profits Commission has revealed that almost half of all Australian registered charities operate entirely with a volunteer base with no paid staff, while almost 20 per cent of community sector organisations participating in an ACTCOSS study reported having no paid staff. The exact number of entirely volunteer-run community service organisations is unknown however it is clear that a significant amount of work in the sector is being completed by volunteers, and that the characteristics and contribution of this workforce should be captured and monitored.

The 2016 *State of Volunteering in Australia* report details the national trends, demographics, challenges and successes of the volunteering sector in Australia. However, the report does not make ACT jurisdictional data available or distinctly examine the characteristics of those who volunteer in the Community Services Industry, as distinct from those volunteering in education, health, or sport. The report presents valuable insights, but the degree to which these insights apply to volunteers in the ACT Community Services Industry is uncertain, and therefore the report cannot be used to monitor ACT Community Service Industry trends. Some monitoring of trends may be possible however through studies completed by ACTCOSS and the ACNC.

After conducting a horizon scan, it was determined that the following four reports showed the greatest potential for constructing a baseline for workforce profiling in ACT as they were the most current, with jurisdictional and industry relevance.

In 2016, the ACT Council of Social Services initiated *The State of the Community Service Sector in the Australian Capital Territory*. This was the first time a survey had been conducted to comprehensively gather data across all sub-sectors of the Industry. A total of 166 from 401 identified organisations participated in the survey which, uniquely, collected both qualitative and quantitative data. The report presents a picture of participating organisations, volunteers, paid staff and organisational governance.

In 2016, the ACT Leave Authority, the organisation responsible for administering the *Long Service Leave (Portable Schemes) Act 2009*, produced the *ACT Long Service Leave Authority Industry Workforce Analysis*. This was a comprehensive analysis of data held on registered employees in the ACT Community Sector across the 2010-2015 reporting period. The report covers a range of demographic and related factors, and reveals data on employee's length of service in their current workplace and within the Industry, the proportion of employees changing jobs, and information about the sub-sector destinations of those leaving their positions.

The Australian Charities and Not-for-profits Commission releases data from the *Annual Information Statements* of registered charities each year. Data topics include organisational revenue, number of full time and part time workers, and number of volunteers.

In 2016, the Australian Bureau of Statistics conducted the *Census of Population and Housing*, which collected data from individuals on topics such as their demographics, educational participation and achievements, employment status, income, sub-sector and position type.

In our review of the available data sources, we were unable to find robust Industry wide data on:

- full time equivalents of employees
- the originating industries of new recruits
- the motivations of new recruits to join the industry
- the push/pull factors that employees feel are affecting their decision to remain in the sector (as distinct from what managers believe these factors are; or what employees may be willing to reveal to their managers)
- the long-term career intentions of current employees to remain in their current position, their sub-sector and the Industry as a whole
- the length of service of employees within their current position, their sub-sector and the Industry as a whole
- the extent to which current part time employees wished for more paid hours, i.e. underemployment

## COMPARISON OF EXISTING DATA COLLECTIONS

Each of the four identified data collections has limitations, as well as unique benefits and insights. The following table explores the features and limitations in greater detail, with technical explanations provided in the “Key success factors” section as well as the Glossary.

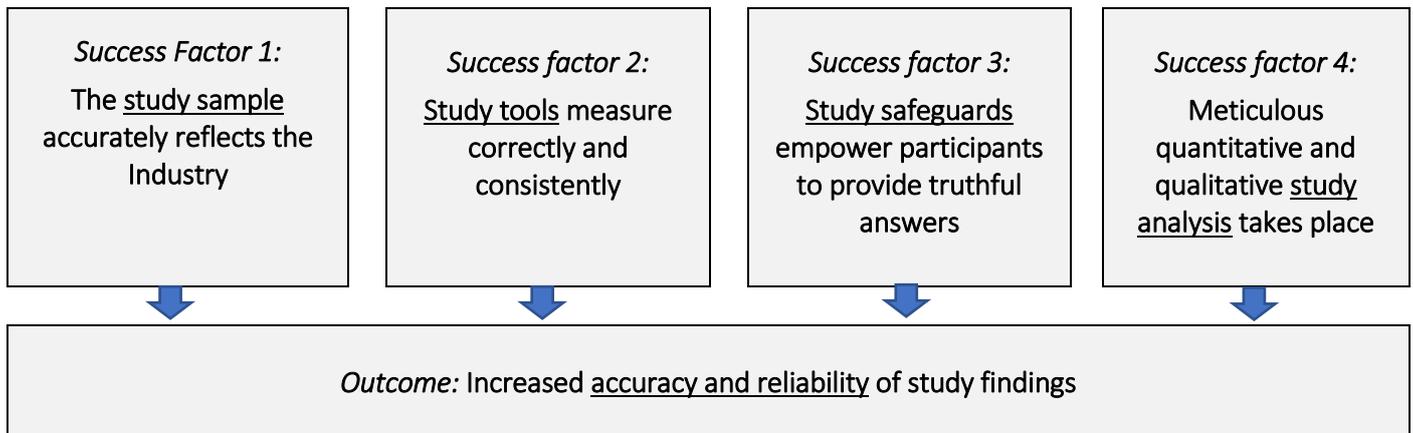
FEATURES AND LIMITATIONS OF EXISTING DATA COLLECTIONS COVERING THE ACT COMMUNITY SERVICES INDUSTRY				
	Data collection			
	Census of Population and Housing	State of the Community Services Sector	Industry Workforce Analysis – Community Sector	Annual Information Statement
<b>Publisher</b>	Australian Bureau of Statistics	ACTCOSS	ACT Long Service Leave Authority	Australian Charities and Not-for-profits Commission
<b>Reference period</b>	The Census took place on a single night: 9 August 2016	The survey was open over a three-week period in 2016	Data from 2010-2015 was examined	Organisations completed their Annual Information Statement with reference to variables during an organisation’s last pay period
<b>Level of enumeration</b>	Individual level	Organisation level	Organisation level	Organisation level
<b>Geographical scope</b>	National plus jurisdictional data breakdown available for ACT	ACT	ACT	<p>National report but researchers can access a database to conduct their own analysis, and narrow down records to those charities who operate in the ACT, or those that have an ACT mailing address.</p> <p>For national organisations indicating that they operate in the ACT but with a mailing address outside of the ACT, it is unclear what proportion may have minimal activity in the territory, e.g. activities may be limited to fundraising or operation of a website.</p>
<b>Regularity</b>	Every five years with standardised set of questions	Potential for study to be repeated	Potential for study to be repeated	Annual
<b>Sample method</b>	Census (every worker enumerated)	<p>Self-selected sample of 166 from 401 identified organisations (41% response rate).</p> <p>Resulted in 95 per cent confidence that results for the Industry are within</p>	Examination of records of all workers and organisations registered with the scheme between 2010-2015	<p>Annual return of statements from organisations who are registered charities</p> <p>There is difficulty separating out community service charity data from other types of organisations. Some classifications such as higher education can be</p>

		5.8 percentage points of the results reported		immediately excluded but other classifications such as <i>Recreation</i> would include a mixture of community service organisations and other types of organisations
<b>Who missed being counted?</b>	Through the <i>Post Enumeration Survey</i> the general characteristics of ACT residents not participating in the Census were captured, and added to Census totals	Those who chose not to participate  The Report presents results of responding organisations. There are no estimates made of how many workers were missed or how missed workers might be different than those who were counted	A majority of ACT Community Services are registered for the ACT Portable Long Service Leave Scheme, although some fall outside of the scope (as per relevant Act) or had not yet registered for the scheme at the time of the report. The proportion of organisations who were registered was estimated as 2/3 by the <i>State of the Community Services Sector</i> report  As the scheme commenced in 2010, a portion of reported workforce increases can, at least in part, be attributed to the increased number of organisations joining the scheme rather than an increase in the Industry workforce	Community service organisations who are not registered charities, and those that are registered but late in submitting their required Annual Information Statement are not included in the data
<b>Overcount of workers</b>	The count took place at the level of an individual worker rather than at an organisation level, greatly reducing the opportunity for overcount.  The ACT recorded a 1.1% net overcount in the Census, as measured through the <i>Post Enumeration Survey</i> , with Census results adjusted to reflect this.	Potential of multiple counting of employees with multiple employers, if those employers participated in the study (i.e. positions were counted rather than workers)	Multiple counting occurred for employees who had more than one registered employer (i.e. positions were counted rather than workers)  Multiple counting also occurred for employees who changed employers during the previous six years, if those employers were registered	Multiple counting occurred for employees who worked for more than one registered charity (i.e. positions were counted rather than workers)  The number of community service charities is overstated due to classification types.

			Count included "inactive" employees who had left the Community Services Industry anytime during previous four years.	
Qualitative questions to explore issues in greater detail	No	Yes	No	No
Examination of other variables that influence the workforce	No	Yes	No	No
Ability to cross tabulate data	The relationship between most Census variables can be explored through self constructed Tablebuilder tables	The report cross tabulates a number of items, e.g. by size of organisation	The report cross tabulates a number of items e.g. by age and gender  Assumptions were made regarding the part time/full time status of workers based on their salary, their gender based on their first name (with reference to a data base) and ethnicity based on their surname (with reference to a database). These items were then used to cross tabulate different variables.	Data users can compare any variables by self constructing tables
Availability of sub-sector data	Sub sector data is available through self constructed Tablebuilder tables	Sub sector data is available for some variables	Sub sector data is available for some variables	Researchers can construct some sub-sector data, with limitations due to classifications

## KEY SUCCESS FACTORS FOR RESEARCH METHODOLOGY

Through a horizon scan literature review of best practice approaches, four key success factors were identified for improving the accuracy and reliability of research, as shown in the following diagram:



The application of these factors with recommendations about potential application is explained in greater detail below.

### Success factor 1: The study sample accurately reflects the Industry

The degree to which a study sample reflects the population under consideration significantly impacts on the accuracy and reliability of study results.

The most robust research method for profiling the Industry is to enumerate every member of the population under consideration, e.g. an Industry census. In this way, and in contrast to all other methods, there will be no margin of error in results because participants will be absolutely reflective of the population under consideration.

If it is not possible to conduct a census, then random sampling is recommended. If random sampling is not possible then purposive sampling is recommended. In these instances, the largest possible sample size that resources and time will allow should be used. Opening up responses purely to those with the interest and motivation to respond will skew study results.

It is recommended that worker enumeration take place at an individual worker level (separate forms for paid and unpaid workers), and that additional organisational details (e.g. income, charity status etc) should be gathered through a separate organisational form. This will ensure that any workers who hold more than one position in the Industry are counted only once. Double counting will introduce bias into the study as some workers are more likely to hold multiple positions or transition between employers in a given year (e.g. part time employees).

There may be a range of reasons why workers do not normally participate in a study, including being unaware of the study; researcher difficulties in contacting workers; confusion about the purpose of the study; low priority given to filling out the questionnaire; workload; length of questionnaire or length of time taken to fill it out; concerns about confidentiality and potential repercussions; confusing terminology or confusing study processes (e.g. how to submit responses).

Significant efforts must be made to have the highest possible response rate, as this will increase the accuracy of results. Potential strategies for boosting the response rate include:

- Having a questionnaire that is attractive and easy to complete

- Keeping the worker questionnaire and volunteer questionnaire short and seeking more thorough organisational details through a separate organisational form
- Testing the draft tool with a small but diverse group of Industry workers to check that terminology, concepts and directions are correct, clear and concise
- Ensure two options for participation (e.g. electronic survey or paper survey) so that individuals are not excluded due to lack of access to a particular mode
- Establishing champions who will promote the tool and its importance in the wider sector
- Providing disaggregated data by sub-sector (e.g. youth services or aged care) as respondents will see greater potential for using study findings
- Referring to the tool as a census as this denotes an obligation to participate, and the importance of participating
- Having an (initial) set day on which the count takes place, e.g. a census day
- Allocating each worker and organisation a unique registration number. Those completing surveys can be asked to indicate that they have participated through a separate return process than their survey (i.e. mail back card). A series of 2 or 3 reminders are then sent to those who have not yet participated
- A professional statistician may be employed to estimate the responses of those undercounted, based on the characteristics of the responses received at different stages of the study.

Respondents should be strongly encouraged to use the electronic form as a first preference. The use of an electronic form will help to prevent missing data values, as respondents will be prompted to mark each question on the form before progressing to the next question. This will ensure a larger proportion of the sample answers each question, increasing accuracy and reliability of study results.

If study data will be used to establish a baseline and monitor future progress, a small study sample size and/or a low response rate will make this more difficult as there will be a wider range of percentage points within which confidence of accuracy exists. This becomes an issue in subsequent studies that show small increases or decreases (e.g. 3 percentage points) as it cannot be reliably determined whether these results are a true increase or decrease, and whether targets in trajectories are being met.

While there is potential for particular sub-sector questions to be added to the end of the questionnaire, this would introduce problems in distributing the right surveys to multi-purpose organisations, and ensuring that the right workers are answering the right questions. Instead, it is recommended that disaggregated data by sub-sector be made available as part of the data analysis process.

## **Success factor 2: Study tools measure correctly and consistently**

Stakeholders should be involved from the outset in providing feedback on issues to be investigated, and potential answers for specific questions (e.g. rank factors that will influence your decisions about remaining in the sector). Stakeholder engagement is vital for setting the scope of the study, and checking that the research tools measure what they purport to measure, (i.e. fit for purpose). Stakeholder engagement will also strengthen sector awareness and recognition of the study and confidence in the study findings.

Existing validated tools and definitions should be used whenever possible and appropriate to measure the scope identified by stakeholders. The use of validated tools and definitions (e.g. definition of full-time work) will allow comparison with other data sets

The wording of some demographic questions, particularly related to gender and Indigenous status, will be contentious. It is unlikely that consensus will be reached on these issues but it should be noted that if wording

differs from that used by the Australian Bureau of Statistics, it will no longer be possible to compare findings from the snapshot with those from the *Census of Population and Housing*. For example, it will not be possible to determine if the proportion of workers who are Aboriginal or Torres Strait Islander people is higher in the Industry than the wider ACT population.

Terminology should be consistent throughout the tool, and for a limited number of items definitions may need to be provided (e.g. full-time employment is defined as 35 hours a week or more).

The wording of questions needs to remain absolutely consistent over time. Even slight changes to wording will alter the meaning and/or interpretation of questions. Consistency of wording over multiple studies will allow a data baseline to be set, and as successive studies are carried out, data extrapolation can occur to establish an anticipated trajectory for the future.

At least one pilot test should be undertaken with a small but diverse group of Industry workers. The pilot test should encompass all aspects of the proposed study including checking that terminology, concepts and directions are correct, clear and concise, as well as trialling of technology, data processing and analysis. Respondents should be asked for direct feedback about problems and recommend changes, with at least one further testing round of the revised tool.

Information about the study should be provided in a standardised manner. This includes having the same consistent wording and terminology in all articles about the study, having standardised correspondence for approach and reminder letters, having standardised instructions, having and updating frequently asked questions page or videos on a central website. Verbal responses to enquiries should use the same wording as that provided on the website, or if new points of clarification are provided then the website should be updated with this information. Champions should also be provided with and use the standardised information. Consistent wording about the purposes of the study, confidentiality safeguards and how the information will be used are also important to ensure informed consent is provided by study participants.

### **Success factor 3: Study safeguards empower participants to provide truthful answers**

Sometimes research respondents feel compelled to provide responses that are not completely accurate. As Margaret Mead said, “what people say, what people do, and what they say they do are entirely different things.”

Inaccuracies may arise from a researcher’s conscious or unconscious bias (e.g. leading questions or tone of voice), or from social desirability bias whereby participants censure their responses and provide answers that are perceived to be more socially acceptable. This may occur more frequently if a respondent’s name or organisation is recorded on the form; or when the research participant is known or might be known to the researcher; if a professional reputation is felt to be at stake; if there are perceived repercussions; or if the topic under consideration has social taboos. The social desirability bias may also be introduced if a participant is aware that their responses may be seen or channelled through an intermediary such as a workplace manager.

To overcome this potential for bias, the survey should be self-enumerated (filled out directly by the worker themselves and not a researcher or employer) and submitted directly to the researcher rather than via an intermediary. Initial contact and reminders, however, may be directed at an organisational level as this will not affect the accuracy of survey responses and may boost response rates. It is important that employers/managers do not fill out surveys on behalf of employees as there is a high potential for answers to be guessed, and for some qualitative questions (e.g. how long do you intend to remain in this position?) the employer cannot guarantee complete accuracy of responses, only what they assume or what they have been told.

It is preferable that managers do not collect individual worker surveys, however if they must be collected centrally then the manager should make attempts to have workers fill out and submit the survey electronically (e.g. via laptop) or as last resort, each form must be placed in an individually sealed envelopes and if possible, provided to

a nominated non-managerial staff member (e.g. administration assistant) who will mail envelopes back on behalf of the group.

It is recommended that a process of anonymity be incorporated into the study design so that neither the researcher nor any other person can link individual research responses to a particular individual. This could be achieved when personal information is manually or digitally separated from individual responses (de-identification). For example, respondents could be asked to enter responses electronically online, and also send an email with their identification number indicating that they have responded to the survey. The safeguard of anonymity will help respondents feel confident in providing truthful answers

To avoid interviewer bias, standardised questions, approaches and information about the research should be used.

#### **Success factor 4: Meticulous quantitative and qualitative study analysis takes place**

The use of closed quantitative questions (e.g. tick a box format where respondents select from a range of options) has a number of advantages for the study including:

- Quicker for respondents to fill out
- Reduces the possibility of questions being misunderstood by participants, as the provided answers give guidance about the information being sought
- Speeds up the process of manually converting hard copy questionnaires into an electronic format
- Reduces the possibility that hard copy responses will be illegible to researchers
- Speeds up the process of data analysis.

The use of open ended (qualitative) questions a study of this magnitude should be limited to a smaller number of items that cannot be reasonably converted into a quantitative question. This is due to the difficulties in analysing qualitative responses. For example, the question “When did you leave high school?” could receive answers such as “17 years of age” “1984” or “last year”. In this instance it would be impossible to provide an analysis of responses. Qualitative questions should only be used when the range of possible responses is unknown, and when participant answers will illuminate the issue under investigation.

Before analysis can begin, data from hard copy questionnaires will need to be converted into an electronic format (e.g. manually entered into a computer program). Standardised processes will need to be followed, particularly if more than one researcher is carrying out the task. The interpretation of responses should also be standardised, and guides such as the Australian and New Zealand Standard Classification of Occupations (ANZSCO) and the Australian and New Zealand Standard Industrial Classification (ANZSIC) will assist in this process.

Quantitative data can be processed into a numerical form, including counts, frequency, medians, means and modes. Caution should be used in providing ranged responses e.g. (age ranges) as potential answers as this will make it impossible to calculate a mean figure.

Qualitative data will need to be coded, either manually or through the use of a statistical software package such as NVivo.

Preliminary results should be presented to a panel of advisors for clarification of interpretation, feedback and peer review of analysis.

## **PROPOSED SNAPSHOT METHODOLOGY**

The proposed snapshot methodology aims to produce the most accurate and reliable results that will enable a baseline to be established and confident monitoring to be carried out.

Recommendations have been developed with consideration of the strengths and limitations of past ACT industry profiling to date; attention to variables we were unable to find robust Industry wide data on; and reflection of the four identified key research success factors

It is recommended that the snapshot study method be a census, and that the study tools consist of three separate census forms, one for paid workers, one for unpaid volunteers and one for organisations. Noting that the *State of the Community Services Sector* report allows for qualitative responses to test staff views on work conditions and intentions, and this is seen as valuable by the industry, we have incorporated some targeted qualitative questions in the draft forms.

The compelling reason for conducting enumeration at an individual level is that this approach will increase the truthfulness of answers, increase sample size and split the administration burden of answering many questions between the organisation and the worker, which will boost response rates. However, it should be noted that given an estimated number of paid workers employed in the ACT was around 8,000 people in 2016, and the workforce has increased since this time, this will substantially increase the number of responses that need to be processed and analysed.

Proposed questionnaires for organisations, paid employees and volunteers have been attached as an appendix to this report. The draft questionnaires focus primarily on workforce issues and do not include the valuable examination of other issues contained in the *State of the Community Service Sector* report such as organisational governance, collaboration, relationships with government, financial status and perspectives on capacity and the operating environment. The Steering Committee will need to determine whether these questions should be incorporated into the organisational form or not, or whether a separate process should be followed.

In preparation for the 2016 ACTCOSS study, a comprehensive list of 401 community service organisations within the ACT was prepared. The list was constructed from information held by ACTCOSS, Volunteering and Contact ACT, with additional reference to ACT Government announcements of successful tenders. The list was cleaned through a number of steps with particular efforts made to ensure coverage across sub-sectors and the avoidance of duplication. It is recommended that this list be updated as a basis for invitation to participate in the study.

In most cases, when distributing the forms, organisations should receive a mailed envelope with an organisation questionnaire, several worker questionnaires and notification cards for both. Volunteer questionnaires should also be included. The cover letter / instructions will ask organisations to either phone and request more worker and volunteer questionnaires if they need it or simply to photocopy them themselves. For very large organisations with a very large number of staff, it is recommended that phone contact be made in advance to determine the exact number of forms required.

Paid worker questionnaires should have the organisation number pre-written by the researcher, plus the manager should then add an individual worker number, starting with "001".

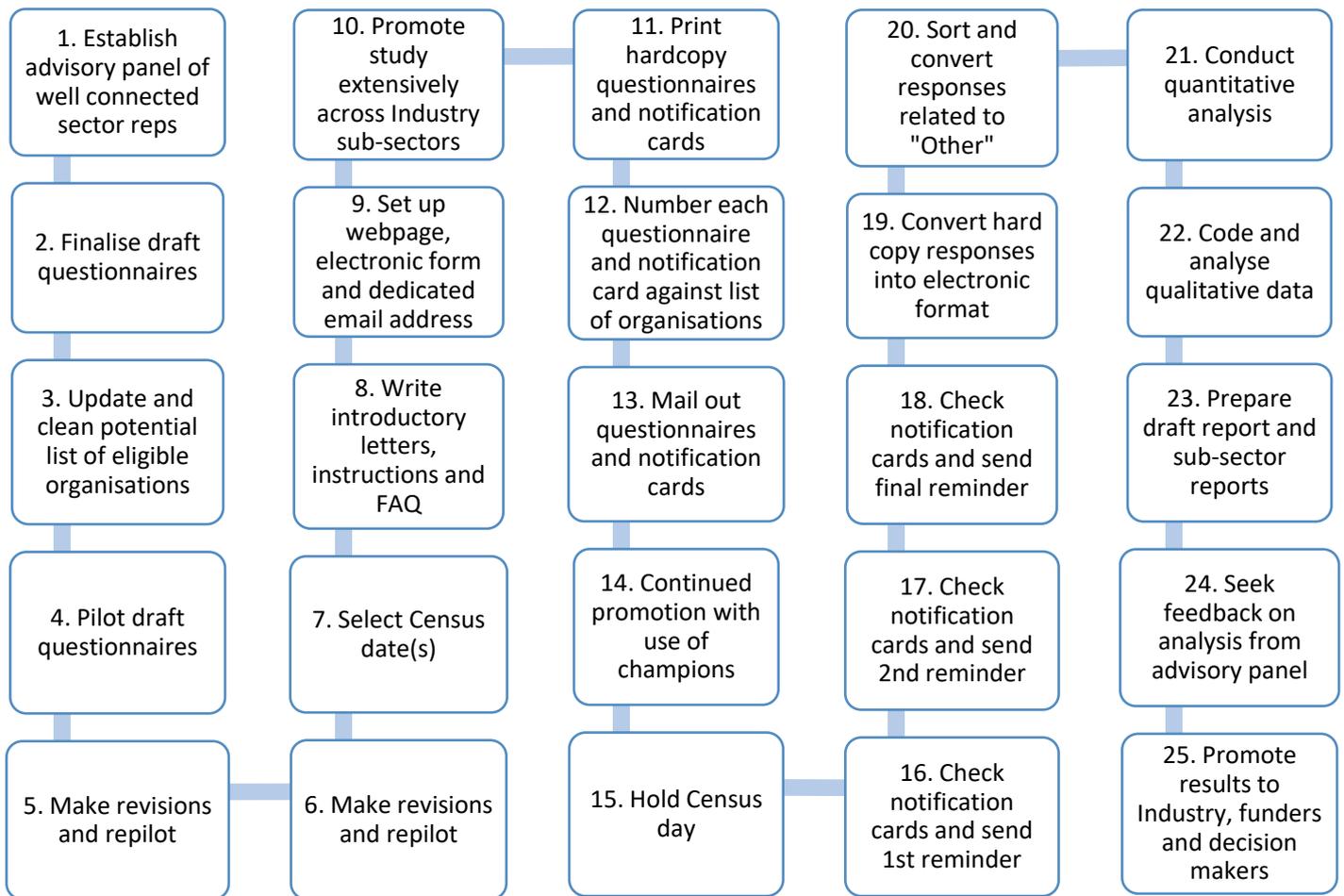
Pre-written organisation number				Manager adds worker number below		
1	2	3	4			

The worker notification card should have the full seven digital number recorded by the participant with a pre-written note indicating that the questionnaire has been submitted. If the worker does not send an email notification then the hard copy card should be returned by post.

The organisation questionnaire and notification card should have only the three digit organisation number prewritten by the researcher.

The volunteer form does not need a unique identifier number.

## Step by step methodology



## GLOSSARY

Affective measure	A measurement instrument focused on a participant's feelings or emotional response.
Aggregate	An aggregate is derived from adding smaller units together to make a new total, e.g. adding data from all local government areas together to gain a jurisdictional total.
Analytics	Drawing conclusions from raw data.
Anonymity	The design of a research study that ensures that neither the researcher nor any other person can link individual research responses to a particular individual. This is achieved when personal information is either not collected, or is (manually or digitally) separated from individual responses (de-identification).
Baseline	A starting point in the data, against which future progress is measured.
Census	A research method which collects data from every member of the target population. Unlike a sample study, a Census does not produce a margin of error because the research participants are absolutely reflective of the population under consideration. This results in increased validity of the research findings.
Cohort	A group of people sharing the same characteristic, such as year of birth.
Confidentiality	A professional safeguard and covenant between a researcher and research participant, whereby the researcher ensures that identifying information provided by a participant will not be shared with or accessed by others without consent.
Construct validity	The degree to which a research instrument accurately measures a theoretical concept.
Demographic	Characteristics of a group such as age, ethnicity, disability status, labour force status
Expectancy effect	The impact of a researcher consciously or subconsciously leading participants to respond in particular ways, e.g. through leading questions, or tone of voice. This negatively impacts on the rigour and internal validity of a study.
Hawthorne effect	A phenomenon that results from participants changing their behaviour in response to knowing that their behaviour is being observed. Usually this results in participants becoming more diligent in performing the behaviour being studied.
Informed consent	The act of providing agreement to take part in a research study, and to do so freely, without coercion, obligation, inducement or fear of retribution. To gain informed consent, researchers must ensure that participants have a clear understanding of the purpose and process of research prior to their involvement.
Internal validity	The degree of rigour related to the research study design, the selection of study instruments, the process of conducting research, and the method of attributing findings to the study intervention rather than other confounding factors.
Knowledge questions	Research questions designed to uncover the level of knowledge or accuracy of knowledge that participants hold about particular topics.

Likert scale	An attitudinal measurement tool which asks respondents to indicate their level of agreement or disagreement with a propositional statement (something that is either true or false). Likert scales may be used to measure knowledge, skills or attitudes.
Mean	A mean is derived from adding up all results then dividing this number by the total number of items. The mean is commonly referred to as an average.
Median	A median is derived from lining up all results in order from smallest to largest. The median is the middle point at which half of the values (or participants) are above and half are below.
Missing data values	A data gap results from participants unintentionally skipping questions, refusing to answer particular questions, or providing information in an incomprehensible manner. A data gap may also result from researchers inadvertently skipping questions, wrongly assuming that particular questions do not apply to the participant, or deliberately missing questions to avoid embarrassment for themselves or the participant.
Mode	A mode is the response that occurs the most frequently.
Population projection	The anticipated population of a future year based on the current population, plus expected births, minus deaths, and with consideration of expected internal and external migration
Procedures	Detailed instructions for researchers about how to conduct the research in a standardised manner, or provide information about research.
Purposive sampling	An alternate procedure to random sampling, where a researcher deliberately selects their own study sample. The researcher selects those who are believed to be typical of the wider population under consideration (e.g. equal number of males and females). However, as the selection is not random, there may be differences between the study sample and the wider population that are not obvious to the researcher.
Qualitative data	Information gathered in a non-numerical open-ended form.
Quantitative data	Information gathered or processed into a numerical form, including counts, frequency, medians, means and modes.
Random sampling	<p>A method of constructing a study sample which gives every person in the population under consideration an equal chance of being selected, with no discernible pattern.</p> <p>A common method of random sampling is to number all potential participants, then selecting those that align with the numbers in a table of random numbers.</p> <p>Random sampling, particularly when a large enough sample size is used, increases the likelihood that the study participants are reflective of the study size under consideration.</p>

Response rate	The proportion of participants who are invited to participate in research, who actually take part, e.g. proportion of surveys mailed out that are completed and returned.
Rigour	The result of scrupulously and meticulously drawing conclusions solely from evidence, rather than from a pre-determined opinion, conviction or bias.
Sample representativeness	<p>The extent to which a study group reflects the characteristics of the wider population under consideration. A representative sample allows research findings to be generalised to the wider population.</p> <p>A sample can be unrepresentative if bias is introduced directly (e.g. researchers only approaching those deemed to be friendly or responsive) or indirectly through study design (e.g. researchers only making contact via email thus inadvertently removing those without internet access; or requiring people to attend a centrally located meeting, thus excluding people who are geographically isolated).</p>
Sample size	The number of research participants. Generally, a larger number of people is preferred as the group are more likely to be representative of the population under consideration, thus increasing the reliability of study findings.
Self-enumeration	The process of participants recording their own responses (e.g. filling out written surveys) rather than providing responses for someone else to record.
Social desirability bias	The phenomenon whereby research participants censor their responses and provide answers that are perceived to be more socially acceptable, rather than an accurate response. This may occur more frequently when the research participant is known to the researcher, if a professional reputation is felt to be at stake, if there are perceived repercussions, or if the topic under consideration has social taboos. The bias may also be introduced if a participant is aware that their responses may be seen or channelled through an intermediary such as a workplace manager.
Trajectory	An anticipated future destination, based on an examination of past data trends and known confounding factors (e.g. a population projection).

# DRAFT QUESTIONNAIRE FOR ORGANISATIONS

## ORGANISATIONAL FORM

1. Is your organisation a not for profit?	<input type="checkbox"/> Yes	<input type="checkbox"/> No			
2. Is your organisation a registered charity?	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> Unsure		
3. Is your organisation registered for the ACT Portable Long Service Leave Scheme?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure		
4. How many employees does your organisation have?	Total .....				
5. How many employees are full time / part time?	Full time .....	Part time .....			
6. How many employees are permanent / temporary or casual?	Permanent .....	Temp / contract .....	Casual .....		
7. What is the total number of paid hours that staff usually work each week?	.....				
8. Service types <i>Tick as many as applicable</i>	<input type="checkbox"/> Residential aged care	<input type="checkbox"/> Home care / non-residential aged care	<input type="checkbox"/> Disability and carer support – non residential	<input type="checkbox"/> Early childhood services	<input type="checkbox"/> Youth services
	<input type="checkbox"/> Family, relationship and parenting services	<input type="checkbox"/> Domestic and family violence services	<input type="checkbox"/> Health related services	<input type="checkbox"/> Peak body, policy and advocacy	<input type="checkbox"/> Information, advice and referral

	<input type="checkbox"/> Residential service (excluding aged care)	<input type="checkbox"/> Homelessness service	<input type="checkbox"/> Community housing	<input type="checkbox"/> Aboriginal and Torres Strait Islander service	<input type="checkbox"/> Multicultural, migrant, refugee service
	<input type="checkbox"/> Community development	<input type="checkbox"/> Emergency relief and financial support	<input type="checkbox"/> Job-seeker, training, social enterprise	<input type="checkbox"/> Self help	<input type="checkbox"/> Other: _____
9. Does your organisation use volunteers? <i>exclude Board members / management committee members</i>	<input type="checkbox"/> Yes	<input type="checkbox"/> No <i>go to question 14</i>			
10. How many volunteers does your organisation have? <i>estimate</i>	.....				
11. What is the total number of voluntary hours worked in a typical week by volunteers? <i>estimate</i>	.....				
12. To your knowledge, do your volunteers have lived experience of disadvantage?	<input type="checkbox"/> Very much	<input type="checkbox"/> Somewhat	<input type="checkbox"/> Unsure	<input type="checkbox"/> Not much	<input type="checkbox"/> Not at all
13. Does your organisation have a dedicated volunteer coordinator?	<input type="checkbox"/> Yes	<input type="checkbox"/> No			
14. Does your organisation have difficulties recruiting appropriate Board members / management committee members?	<input type="checkbox"/> Yes	<input type="checkbox"/> No			
15. Annual organisational income <i>Include all sources of income</i>	Under \$50k	\$50 - \$250k	\$250 - \$500k	\$500k - \$1 million	\$1 - \$5 million

	\$5 - \$10 million	\$10 million or more			
16. What was the last position your organisation recruited for?	Name of position: _____				
17. For that position, how would you rate the number and standard of applications?	<input type="checkbox"/> Excellent	<input type="checkbox"/> Good	<input type="checkbox"/> OK	<input type="checkbox"/> Poor	<input type="checkbox"/> Very poor
18. Does your project have difficulty attracting appropriate staff for <b>frontline</b> positions?	<input type="checkbox"/> No	<input type="checkbox"/> Yes, somewhat	<input type="checkbox"/> Yes, a lot		
19. Does your project have difficulty attracting appropriate staff for <b>management</b> positions?	<input type="checkbox"/> No	<input type="checkbox"/> Yes, somewhat	<input type="checkbox"/> Yes, a lot		
20. Does your project have difficulty attracting appropriate staff for <b>administrative</b> positions?	<input type="checkbox"/> No	Yes, somewhat	Yes, a lot		
21. What reasons make it difficult to attract staff? <i>Please rank in order of importance</i>	<input type="checkbox"/> Not applicable, no difficulties in attracting staff	<input type="checkbox"/> Not enough paid hours per week offered	<input type="checkbox"/> Low rate of pay	<input type="checkbox"/> Other working conditions	<input type="checkbox"/> Specific skill set required for positions
	<input type="checkbox"/> Insecurity of work tenure				
22. Does your organisation have targeted recruitment strategies for particular groups? <i>Tick as many as applicable</i>	<input type="checkbox"/> No	<input type="checkbox"/> Yes, Aboriginal and Torres Strait Islander workers	<input type="checkbox"/> Workers from a CALD background	<input type="checkbox"/> Workers with a disability	<input type="checkbox"/> People who have been out of the workforce for long periods

23. Are any of your current employees undertaking a traineeship with your organisation?	<input type="checkbox"/> No	<input type="checkbox"/> Yes, how many .....			
24. Does your organisation have financial resources allocated for staff development and training?	<input type="checkbox"/> All of the time	<input type="checkbox"/> Most of the time	<input type="checkbox"/> Some of the time	<input type="checkbox"/> Never <i>go to question</i>	
25. What types of staff training and support does your organisation cover? <i>Tick as many as applicable</i>	<input type="checkbox"/> One off external training sessions	<input type="checkbox"/> Conferences	<input type="checkbox"/> TAFE courses	<input type="checkbox"/> University courses	<input type="checkbox"/> Online courses
	<input type="checkbox"/> Group training sessions	<input type="checkbox"/> Training manuals and textbooks	<input type="checkbox"/> Mentoring, coaching or professional supervision		
26. To what extent does your organisation know enough in advance about whether funding will be renewed?	<input type="checkbox"/> Very much	<input type="checkbox"/> Somewhat	<input type="checkbox"/> Unsure	<input type="checkbox"/> Not much	<input type="checkbox"/> Not at all
27. Does your organisation undertake formal workforce planning?	<input type="checkbox"/> Very much	<input type="checkbox"/> Somewhat	<input type="checkbox"/> Unsure	<input type="checkbox"/> Not much	<input type="checkbox"/> Not at all
28. Does your organisation have formal staff development plans that recognise and enable progress into employees' desired career paths?	<input type="checkbox"/> No	<input type="checkbox"/> Yes			

# DRAFT QUESTIONNAIRE FOR PAID EMPLOYEES

## DEMOGRAPHIC DETAILS

1. What is your gender?	<input type="checkbox"/> Male	<input type="checkbox"/> Female	<input type="checkbox"/> Other		
2. What is your current age?	.....				
3. Are you of Aboriginal or Torres Strait Islander origin?	<input type="checkbox"/> No	<input type="checkbox"/> Yes			
4. In which country were you born?	<input type="checkbox"/> Australia <i>go to question 6</i>	<input type="checkbox"/> Other, please state: .....			
5. How well do you speak English?	<input type="checkbox"/> Very well	<input type="checkbox"/> Well	<input type="checkbox"/> Not well	<input type="checkbox"/> Not at all	
6. Do you speak a language other than English?	<input type="checkbox"/> Yes	<input type="checkbox"/> No <i>go to question 8</i>			
7. Which other language/s do you speak?	.....				
8. Do you have a disability?	<input type="checkbox"/> No <i>go to question 10</i>	<input type="checkbox"/> Yes			
9. Does your disability require adjustments to be made in the workplace? <i>Tick as many as applicable</i>	<input type="checkbox"/> No	<input type="checkbox"/> Yes, physical adjustments to premises	<input type="checkbox"/> Yes, adjustments to equipment	<input type="checkbox"/> Yes, communication adjustments	<input type="checkbox"/> Yes, changes to workplace practices

<p>10. Are you currently attending an educational institution? <i>Tick as many as applicable</i></p>	<input type="checkbox"/> No <i>go to question 12</i>	<input type="checkbox"/> Yes, secondary school	<input type="checkbox"/> Yes, technical or further educational institution (including TAFE Colleges)	<input type="checkbox"/> Yes, university or other higher educational institution	<input type="checkbox"/> Yes, other educational institution
<p>11. Is your current study related to your current or planned profession within the Community Services Industry? <i>Tick as many as applicable</i></p>	<input type="checkbox"/> Yes, my current position	<input type="checkbox"/> Yes, a different position within the Community Services Industry	<input type="checkbox"/> Study is relevant to a number of different industries	<input type="checkbox"/> No, studying for another career outside of the Community Services Industry	
<p>12. What is the <b>highest</b> year of schooling you have completed?</p>	<input type="checkbox"/> Year 12 or equivalent	<input type="checkbox"/> Year 11 or equivalent	<input type="checkbox"/> Year 10 or equivalent	<input type="checkbox"/> Year 9 or equivalent	<input type="checkbox"/> Year 8 or below
<p>13. What is the <b>highest</b> qualification you have completed?</p>	<input type="checkbox"/> Secondary education	<input type="checkbox"/> Certificate I or II	<input type="checkbox"/> Certificate III or IV	<input type="checkbox"/> Advanced Diploma or Diploma	<input type="checkbox"/> Bachelor's Degree
	<input type="checkbox"/> Graduate Diploma or Graduate Certificate	<input type="checkbox"/> Master's Degree	<input type="checkbox"/> Doctoral Degree		
<p>14. What was the main field of study of your highest completed qualification?</p>	<input type="checkbox"/> Social work	<input type="checkbox"/> Welfare / community work	<input type="checkbox"/> Psychology	<input type="checkbox"/> Youth work	<input type="checkbox"/> Child care
	<input type="checkbox"/> Aged care	<input type="checkbox"/> Disability	<input type="checkbox"/> Nursing	<input type="checkbox"/> Education	<input type="checkbox"/> Law

15. What is the total of all wages you usually receive **each week before tax for this job?**

*Do not include income received from other jobs, government benefits, investments etc*

\*\*\*Note: The categories of responses should be updated as the ABS updates them for the next Census (2021)

Arts / social sciences

Policing

Journalism

Management / administration

Other .....

\$3,000 or more per week / \$156,000 or more per year

\$2,000 - \$2,999 per week / \$104,000 - \$155,999 per year

\$1,750 - \$1,999 per week / \$91,000 - \$103,999 per year

\$1,500 - \$1,749 per week / \$78,000 - \$90,999 per year

\$1,250 - \$1,499 per week / \$65,000 - \$77,999 per year

\$1,000 - \$1,249 per week / \$52,000 - \$64,999 per year

\$800 - \$999 per week / \$41,600 - \$51,999 per year

\$650 - \$799 per week / \$33,800 - \$41,599 per year

\$500 - \$649 per week / \$26,000 - \$33,799 per year

\$400 - \$499 per week / \$20,800 - \$25,999 per year

\$300 - \$399 per week / \$15,600 - \$20,799 per year

\$150 - \$299 per week / \$7,800 - \$15,599 per year

\$1 - \$149 per week / \$1 - \$7,799 per year

Nil income

Negative income

**YOUR EMPLOYMENT**

16. How many jobs do you normally have in the Community Services Industry?

*Count every job even if you have the same employer for each*

One  
*go to Question 18*

Two

Three or more

A fluctuating number of jobs

17. For those holding two or more jobs, have you already filled out a form for one of your other positions?

No

Yes

18. Last week, how many hours did you work in all jobs within the Community Services Industry?

.....

19. How many hours do you work each week in your current position?	<input type="checkbox"/> Full time, 35 hours per week or more	<input type="checkbox"/> Part time, 1-34 hours per week	<input type="checkbox"/> Casual / fluctuating hours		
20. What type of position do you hold?	<input type="checkbox"/> Direct service worker	<input type="checkbox"/> Manager	<input type="checkbox"/> Administration	<input type="checkbox"/> Policy position / peak organisation	<input type="checkbox"/> Other .....
21. What is your employment status?	<input type="checkbox"/> Permanent	<input type="checkbox"/> Temp / contract	<input type="checkbox"/> Casual / fluctuating hours	<input type="checkbox"/> Self employed	
22. What sub-sector do you work in?	<input type="checkbox"/> Residential aged care	<input type="checkbox"/> Other residential services	<input type="checkbox"/> Disability support services (non-residential)	<input type="checkbox"/> Non-residential care for older people	<input type="checkbox"/> Community based health related services
	<input type="checkbox"/> Early childhood education and care	<input type="checkbox"/> Other children's services	<input type="checkbox"/> Youth services	<input type="checkbox"/> Family, relationship and parenting	<input type="checkbox"/> Advocacy, information, legal and peaks
	Other .....				
23. How long have you worked in your <b>current position</b> ?	<input type="checkbox"/> 0-12 months	<input type="checkbox"/> 1-2 years	<input type="checkbox"/> 3-5 years	<input type="checkbox"/> 6-10 years	<input type="checkbox"/> 11 years or more
24. How long have you worked in your <b>sub-sector</b> ?	<input type="checkbox"/> 0-12 months	<input type="checkbox"/> 1-2 years	<input type="checkbox"/> 3-5 years	<input type="checkbox"/> 6-10 years	<input type="checkbox"/> 11-14 years
	<input type="checkbox"/> 15-20 years	<input type="checkbox"/> 21 years or more			

25. How long have you worked in the **Community Services Industry**?

26. Is your current position your first formal job?

27. What industry did you work in before starting in your current position?

28. What Community Services sub-sector did you work in in your previous position?

<input type="checkbox"/> 0-12 months	<input type="checkbox"/> 1-2 years	<input type="checkbox"/> 3-5 years	<input type="checkbox"/> 6-10 years	<input type="checkbox"/> 11 years or more
<input type="checkbox"/> 15-20 years	<input type="checkbox"/> 21 years or more			
No	Yes <i>go to question 29</i>			
<input type="checkbox"/> Community Services	<input type="checkbox"/> Agriculture, Forestry, Fishing	<input type="checkbox"/> Mining	<input type="checkbox"/> Manufacturing	<input type="checkbox"/> Electricity, Gas, Water, Waste Services
<input type="checkbox"/> Construction	<input type="checkbox"/> Wholesale Trade	<input type="checkbox"/> Retail Trade	<input type="checkbox"/> Accommodation and Food Services	<input type="checkbox"/> Transport, Postal and Warehousing
<input type="checkbox"/> Information Media and Telecommunications	<input type="checkbox"/> Financial and Insurance Services	<input type="checkbox"/> Rental, Hiring and Real Estate Services	<input type="checkbox"/> Professional, Scientific, Technical Services	<input type="checkbox"/> Administrative and Support Services
<input type="checkbox"/> Public Administration and Safety	<input type="checkbox"/> Education and Training	<input type="checkbox"/> Health Care	<input type="checkbox"/> Arts and Recreation Services	<input type="checkbox"/> Other services, please state .....
<input type="checkbox"/> Not applicable	<input type="checkbox"/> Residential aged care	<input type="checkbox"/> Other residential services	<input type="checkbox"/> Disability and carer support services (non-residential)	<input type="checkbox"/> Non-residential care for older people

29. What was your main motivation for joining the Community Services Industry?  
*Tick as many as applicable*

Early childhood education and care

Other children's services

Youth services

Family, relationship and parenting

Community based health related services

Advocacy, information, legal and peaks

Other .....  
 .....

To help others in the community

I identify with the values of the Industry

Pay rates

Working hours or conditions

Difficulty obtaining employment in other industries

Good opportunity for skill development

30. Do you have lived experience of disadvantage?

No

Yes

31. Ideally, would you like more paid hours, either with your current employer or an additional employer?

No

Yes, how many additional hours?  
 .....

32. Does your employer offer salary sacrifice?

No

Yes

Unsure

33. How many people does your organisation employ?

1-19 employees

20 or more employees

34. How satisfied are you with your current position?

Completely satisfied

Mostly satisfied

Neither satisfied or dissatisfied

Mostly dissatisfied

35. What factors motivate you to **stay** in your current position? *Please rank*

Satisfaction from helping others

Training and development opportunities

Potential career pathways

Working hours

Flexible hours and conditions

Recognition of work achievements

Working locations

Rate of pay

Salary sacrifice

Use of company vehicle

36. Are you currently looking for another position, for which you would leave your current job?

No

Not actively looking but would consider leaving for a golden opportunity

Yes, actively looking

37. What factors increase your desire to **leave** your position? *Please rank*

Low salary

Low number of paid hours

Lack of job security

Limited career paths

Frustrations with performing the work you are required to do

Better opportunities in alternate careers outside the industry

Poor staff or organisational management practices

Lack of recognition of work achievements

Desire to pursue further education and training

Caring or parental responsibilities at home or in community

38. What is the best thing the Industry can do to improve staff retention?

.....  
.....  
.....

39. What are your long-term career intentions?	<input type="checkbox"/> Stay in current or similar position	<input type="checkbox"/> Move to a different position within Community Services Industry	<input type="checkbox"/> Move to a position outside of the Industry	<input type="checkbox"/> Unsure / undecided	
40. How many days of professional development did you attend in the past year?	.....				
41. During the past 12 months did you personally cover the cost of any of your professional development, e.g. tafe or university fees, textbooks, training	<input type="checkbox"/> No	<input type="checkbox"/> Yes, approx. how much (\$) did you pay? .....			
42. Do you experience any barriers to training? <i>Tick as many as applicable</i>	<input type="checkbox"/> Little or no training money in budget	<input type="checkbox"/> Cost of training too high	<input type="checkbox"/> Lack of funds for relief staff	<input type="checkbox"/> Lack of support from management	<input type="checkbox"/> Times when training is held
	<input type="checkbox"/> Not enough information about what training is available	<input type="checkbox"/> The available training is not relevant to my needs	<input type="checkbox"/> Concerns about quality of training	<input type="checkbox"/> Having to close or limit client services so I can attend	
43. Are you a board member or management committee member for a community service organisation outside of your paid work hours?	<input type="checkbox"/> No	<input type="checkbox"/> Yes			
44. In the last twelve months, did you spend any time doing unpaid voluntary work through an organisation or group? <i>Tick as many as applicable</i>	<input type="checkbox"/> No	<input type="checkbox"/> Yes, volunteer work for a community service	<input type="checkbox"/> Yes, volunteer work for another type of organisation, e.g. sporting club,		

45. What is the estimated number of hours you spent in the last twelve months doing unpaid voluntary work through an organisation or group?

organisation or group

school, church, environmental group

.....

46. When do you expect to retire from the workforce?  
*Estimate only*

Within the next 12 months

1-3 years

4-5 years

6-10 years

More than 10 years

47. Are you registered for the ACT Portable Long Service Leave Scheme?

Yes

No

Unsure

**DRAFT QUESTIONNAIRE FOR VOLUNTEERS – DO NOT INCLUDE VOLUNTEER WORK RELATED TO BEING A BOARD MEMBER**

**DEMOGRAPHIC DETAILS**

1. What is your gender?	<input type="checkbox"/> Male	<input type="checkbox"/> Female	<input type="checkbox"/> Other		
2. What is your current age?	.....				
3. In which country were you born?	<input type="checkbox"/> Australia	<input type="checkbox"/> Other, please state: .....			
4. What is the <b>highest</b> year of schooling you have completed?	<input type="checkbox"/> Year 12 or equivalent	<input type="checkbox"/> Year 11 or equivalent	<input type="checkbox"/> Year 10 or equivalent	<input type="checkbox"/> Year 9 or equivalent	<input type="checkbox"/> Year 8 or below
5. What is the <b>highest</b> qualification you have completed?	<input type="checkbox"/> Secondary education	<input type="checkbox"/> Certificate I or II	<input type="checkbox"/> Certificate III or IV	<input type="checkbox"/> Advanced Diploma or Diploma	<input type="checkbox"/> Bachelor's Degree
	<input type="checkbox"/> Graduate Diploma or Graduate Certificate	<input type="checkbox"/> Master's Degree	<input type="checkbox"/> Doctoral Degree		
6. Are you <b>currently</b> attending an educational institution? <i>Tick as many as applicable</i>	<input type="checkbox"/> No <i>go to question 7</i>	<input type="checkbox"/> Yes, secondary school	<input type="checkbox"/> Yes, technical or further educational institution (including TAFE Colleges)	<input type="checkbox"/> Yes, university or other higher educational institution	<input type="checkbox"/> Yes, other educational institution

7. Are you employed?	<input type="checkbox"/> No <i>go to question 9</i>	<input type="checkbox"/> Yes			
8. In your <b>paid</b> employment, how many hours do you work each week?	<input type="checkbox"/> Full time, 35 hours per week or more	<input type="checkbox"/> Part time, 1-34 hours per week	<input type="checkbox"/> Casual / fluctuating hours		
9. Do you have lived experience of disadvantage?	<input type="checkbox"/> No	<input type="checkbox"/> Yes			
10. How long have you been a volunteer for this organisation?	<input type="checkbox"/> 0-12 months	<input type="checkbox"/> 1-2 years	<input type="checkbox"/> 3-5 years	<input type="checkbox"/> 6-10 years	<input type="checkbox"/> 11 years or more
11. What kind of organisation is it?	<input type="checkbox"/> Residential aged care	<input type="checkbox"/> Other residential service	<input type="checkbox"/> Disability support services (non-residential)	<input type="checkbox"/> Non- residential care for older people	<input type="checkbox"/> Community based health service
	<input type="checkbox"/> Early childhood education and care	<input type="checkbox"/> Other children's service	<input type="checkbox"/> Youth service	<input type="checkbox"/> Family, relationship and parenting	<input type="checkbox"/> Advocacy, information, legal and peaks
	Other .....				
12. How many unpaid hours do you spend each week completing the following tasks for this organisation? <i>Estimate average hours</i>	Administration or reception tasks .....	Fundraising .....	Organising or running events .....	Personal care for aged clients or persons with a disability .....	Practical help for aged clients or persons with a disability .....

	Professional services e.g. legal or financial .....	Teaching / tutoring / mentoring .....	Client transport .....	Interacting with clients .....	Information service .....
	Peer education / peer support .....	Sport or recreation programs .....	Food services .....	Gardening, cleaning or maintenance .....	Other .....
13. What factors motivate you to volunteer? <i>Please rank as many as applicable</i>	<input type="checkbox"/> Satisfaction from helping others	<input type="checkbox"/> I enjoy working with other volunteers and staff	<input type="checkbox"/> Training and development opportunities	<input type="checkbox"/> Potential career pathways	<input type="checkbox"/> Other ..... ..... .....
14. How satisfied are you with your volunteer work?	<input type="checkbox"/> Completely satisfied	<input type="checkbox"/> Mostly satisfied	<input type="checkbox"/> Neither satisfied or dissatisfied	<input type="checkbox"/> Mostly dissatisfied	
15. What factors make your volunteer experience <b>less</b> enjoyable? <i>Please rank as many as applicable</i>	<input type="checkbox"/> Juggling my volunteering with other work, family, or caring responsibilities	<input type="checkbox"/> Lack of recognition of my skills, ideas, potential or achievements	<input type="checkbox"/> Difficulties performing the work I am required to do	<input type="checkbox"/> Out of pocket expenses that are not reimbursed	<input type="checkbox"/> Other ..... ..... .....
16. Did you receive a formal induction to this organisation?	<input type="checkbox"/> No	<input type="checkbox"/> Yes			
17. Do you have a formal written position description for your volunteer work?	<input type="checkbox"/> No	<input type="checkbox"/> Yes			
18. Did this organisation provide you with any training during the past year?	<input type="checkbox"/> No	<input type="checkbox"/> Yes			

19. Do you volunteer for any other organisations?  
*Tick as many as applicable*

No

Other  
Community  
Service

School or other  
educational  
institution

Sport or  
recreation

Religious  
group

Environmental  
group

Cultural group

Art or heritage  
group

Health service

Emergency  
service

20. What is the best way that community organisations could better support volunteers?

.....  
.....  
.....