The AOD Sector Workforce in NSW:
on Engagement, Learning and Wellbeing.

a research report for The Network of Alcohol and other Drugs Agencies (NADA)

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Curtin University

NADA
network of alcohol and
other drugs agencies

EXECUTIVE SUMMARY

WHY WE DID THIS RESEARCH

The non-government alcohol and other drugs (AOD) sector in the state of New South Wales (NSW) relies on its workforce to bring about positive change to clients, families and communities. How these workers experience their work determines how work is enacted. For instance, the design of a job and the organisational culture can feel more or less motivating, can increase or cripple individual growth, and can make people ill or happy. This research was undertaken to better understand these issues and illustrate how elements of the AOD sector work environment affect AOD workers in many ways.

HOW WE DID THIS RESEARCH

A comprehensive online survey in 2021 generated quantitative and qualitative data from 247 responding AOD workers from across NSW. The psychometric measures and questions focused on a broad gamut of work experiences and psychological states.

WHAT WE FOUND

The research shows that if AOD organisations give attention to the growth, wellbeing and overall work experience of their people, the workforce is more motivated, intents to stay, and performs better.

Retention: AOD workers are more inclined to stay if they are more satisfied with their job and the organisational conditions, whilst also being genuinely committed to the broader organisational goals and values. These effects are stronger than, for instance, the effect of satisfaction with salary appears to have on workers' intention to stay.

Commitment: AOD workers are more likely to feel that they are an integral part of the organisation if they experience an empowering and distributed leadership culture which provides them with autonomy, information and involves in decision making. AOD workers are also more affectively committed if their workplace increases their social worth and the organisation indeed has positive impact on clients, families and communities.

Performance: AOD workers are more likely to perform better in their roles if they are confident in their own abilities to meet the work challenges ahead. Such is not a mere belief but must be aided by real role-related knowledge and the proficiency of the skills required to do the job at hand.

Engagement: AOD workers are more likely to be engaged at work if their job provides role clarity, feedback and opportunities to learn. They are also more engaged if the content and organisation of the work itself affords autonomy and social support, all while time pressure, emotional demands and role conflict can be actively managed to be tolerable.

Learning: AOD workers that engage in professional learning opportunities develop greater confidence and proficiency, both which translate to better performance on the job. To engage in more work-related learning experiences (e.g., training, self-directed learning) the organisational climate must genuinely signal the value of and realise opportunities for professional growth, and deal with work errors constructively as learning opportunities.

Wellbeing: AOD workers are more likely to feel well and be productive if they have some autonomy to harmonise their work schedules and job demands with family commitments. Plus, any fear of an insecure or lost job can contribute to ill health. AOD workers also need to always feel psychological safe so they are able to show and employ themselves without fear of negative consequences of self-esteem, status or career.

The report briefly explains each concept and visualises response distribution and driver-outcome analytics.

WHERE TO NEXT

There is no doubt, the organisations and people of the AOD sector are doing important and great work. Findings also suggest that there is upward potential to optimise the total work experience, more optimally leverage the workforce, and thus maximise positive impact.

Those tasked to manage and lead the AOD workforce – by formal appointment or by informally assuming such mandate – ought to embrace that there is no single concept or intervention that ensures sector impact. There is, however, a considerable leverage in embracing the total work experience. If, for instance, an empowering leadership culture, a gamut of learning experiences, psychological safety, and work autonomy matter for staff retention, engagement and impact, then addressing these topics should not be seen as something accidental or that can be postponed.

Of course, this process goes beyond the human resource department, should it even exist. Instead, this notion can be likened to a symphony orchestra and its component parts: Within the symphony, there is an important place, time, and sequence for each of the instruments and groups. Lifting the total work experience and creating high-impact organisations across the AOD sector requires the coordination of executives, line managers, HR professionals, policymakers, and governments, among other.

The findings are a gateway to further actions, such as:

〉 help AOD sector stakeholders understand performance and impact as function of the total work experience

〉 solicit input to systematically optimise workers' experiences with the work and organisational conditions, so they want to stay and tell others

〉 craft a workplace philosophy that everyone wants to be part of by communicating organisational impact and lifting workers' sense of social worth

〉 engage workers by designing great jobs that are not merely shaped by compliance or risk but provide agency, mastery and relational experiences, daily

〉 empower workers to become more autonomous and self-directed by means of role clarity, well-defined goals, increased responsibilities, meaningful information, and genuine support

〉 build a culture that resources formal and informal professional development as well as one that constructively deals with and learns from errors, so people never stop growing

〉 take worker wellbeing serious by making jobs secure, work demands tolerable, and workplaces psychological safe

CONTENTS

ABOUT THIS REPORT

The Network of Alcohol and other Drugs Agencies (NADA) is the peak organisation for the non-government alcohol and other drugs sector (AOD) in the state New South Wales (NSW). The vision is to realise a connected and sustainable sector that provides quality evidence-based programs that reduce alcohol and drug related harms to communities.

As such, NADA represents about 100 organisational members that provide a broad range of services including health promotion and harm reduction, early intervention, treatment and after-care programs. The involved member organisations are characterised by a broad gamut of mandate, workforce size, structure, revenue etc.

To enable its vision, NADA adopts an evidence-based lens to sector and workforce development. More specifically, NADA seeks to better understand the capabilities, experiences and development needs of managers and leaders in the non-government AOD sector. This extends to an understanding of the experience of the workforce more generally.

Namely, to help the non-government AOD sector to attract, develop, engage and retain the best talent, it is important to inform stakeholders about all levels and states of the workforce. Leadership, organisational culture, and the design of work itself, among other, have profound effects on the Sector's employees and volunteers. And so, in consequence, on the clients, families and communities this workforce serves.

The purpose of this report is to bring awareness to important topics and trends, and to use credible evidence to guide the workforce development agenda. It thereby extends other useful work and resources relating to the AOD workforce domain (e.g., publications by NCETA[1–4]). Another purpose is to showcase how data can be integral for changing the Sector's thought and practice on leading organisations, people and work. Building the resilience, adaptability and inclusivity of the sector workforce requires evidence-based leadership.

This report shares some empirical insights on the state and experience of the broader AOD workforce. It complements another report that focuses specifically on leaders and managers in the AOD sector: "AOD Sector Leaders and Managers in NSW: on Identity, Skills, and Development" (2022). Both reports are designed to initiate conversations, collaborations and change.

Sector staff at any level should consider how the findings relate to their own working life and mandate, what data and insights are yet to be realised, and what organisations and the wider AOD sector need.

STUDY AND SAMPLE

This report uses a purposeful sample generated by the *AOD Workforce Study : NGO Insights 2021.* This is a comprehensive online survey that invited AOD sector employees and volunteers at all levels to participate between July and October 2021. The questionnaire comprised a broad range of established measures from across the organisational sciences, many of which have been also verified in the long-running *Australian Not-for-Profit Workforce Study*. In addition, some context specific metrics were included in agreement with AOD-sector experts.

Following the online survey closure, a broad range of data cleaning activities were applied (e.g., checks against irresponsible responding). The final dataset comprises 664 valid responses from individuals who self-identify as "working for an organisation or service which addresses alcohol or other drugs (AOD) issues". The dataset is characterised by 451 complete responses and a logarithmic distribution of 213 partially incomplete responses.

Appropriate missing data handling was applied where sensible (e.g., multiple imputation, full information maximum likelihood, k-nearest neighbours algorithms).

The data reflects two jurisdictional sub-samples: 247 responses from NSW (86 organisations) and 285 responses from VIC (90 organisations), whilst 132 respondents did not share their workplace locality (using postcode).

Tests show that there is no statistically significant difference between the means of the unrelated sub-samples across all major metrics. That is, the distribution of the response choices across all major metrics is about the same for participants from NSW and VIC.

This report makes use of the data in the following way: (i) for inferential statistics (e.g., regression, clustering) it uses all available cases and data to leverage maximum statistical power; (ii) for descriptives (e.g., means, distributions) and textual comments it stratifies and reports on the data from workers operating in the state NSW.

WORK AND THE TOTAL WORK EXPERIENCE

Work is one, if not the dominant notion of our modern times. Indeed, most people consider work to be an integral part of life.

There is very strong research evidence – roughly 200 studies with about 60,000 total participants – that shows organisational leadership, HR systems and the design of work itself have systematic effects on staff retention, productivity, growth, operations, and market returns.[1-4] Accordingly, the total work experience can be understood as a system of influences and processes that affect the state and behaviour of the worker.

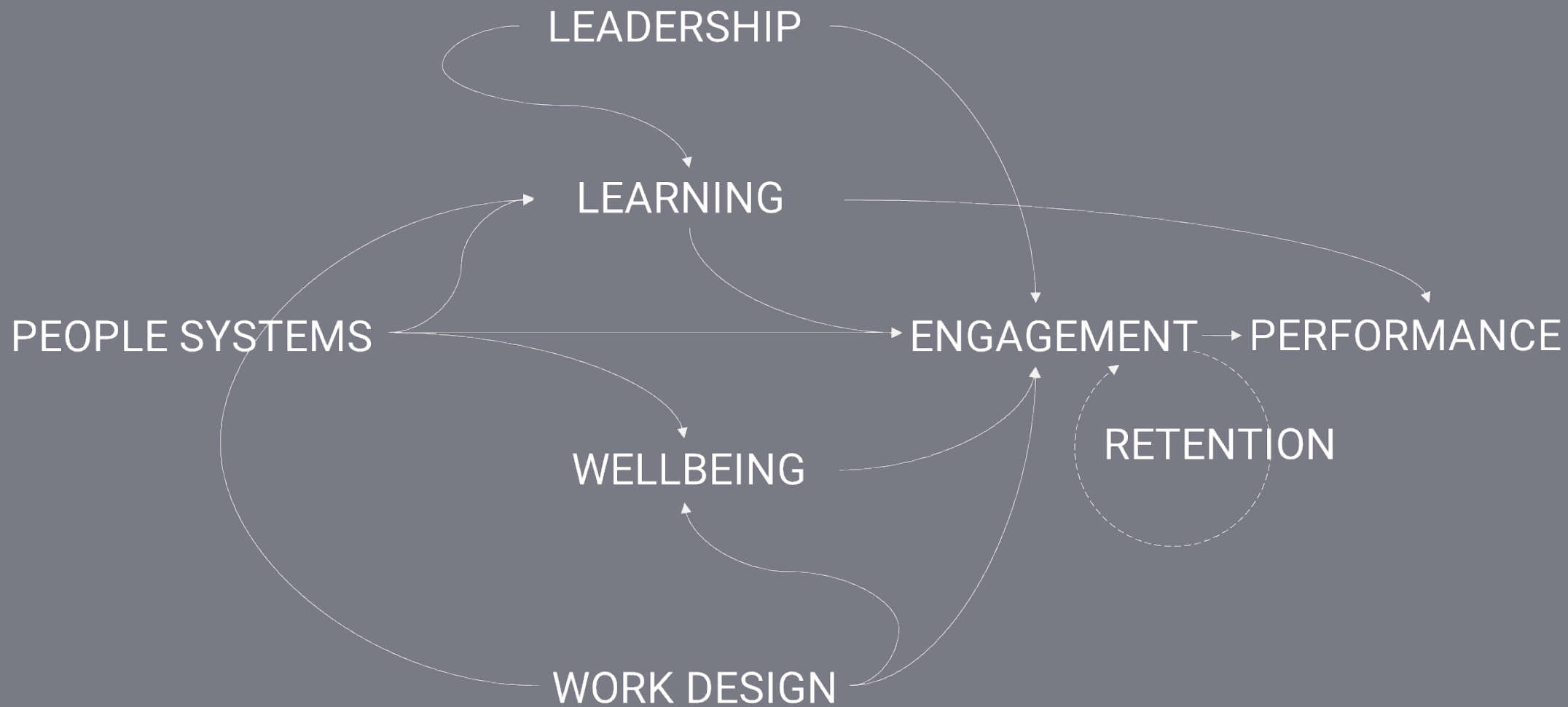Research shows that some of the most potent organisational systems influence the performance of their people by enhancing skills, motivation, and opportunities. In other words, when people sense a growth in their abilities, enjoy what they are asked to do, and are allowed some scope of responsibility, they will generally be highly engaged and contribute more fully to the mission.[5,6]

Put differently, workers cannot be an afterthought to achieving the mission but ought to be the central part of a deliberate business and people strategy which converts limited resources into value.[7,8]

Accordingly, AOD sector organisations seeking to maximise positive impact for clients, families and communities in NSW cannot be satisfied by simply achieving administrative efficiency, compliance and cost-cutting. The remit is to craft a holistic work experience that is compelling, empowering and engaging, while spanning all organisational levels, members, and dimensions.

Scholarly work from the last six decades of theorising and testing suggests an array of mechanisms that organisations can use to provide reasonable guidance and close major gaps in strategy execution. This report discusses and analyses data on distinct concepts within the following broader themes: retention, performance, engagement, learning, wellbeing.

LEADERSHIP

LEARNING

PEOPLE SYSTEMS

ENGAGEMENT

PERFORMANCE

WELLBEING

RETENTION

WORK DESIGN

ON DATA AND EVIDENCE

Insights based on reliable data – collected and analysed via established scientific principles – can provide a powerful platform for meaningful discussions, inform a broader professional and legislative audience, and thus can help shape policy and practice.

Research from across industries and domains shows that despite available theoretical and empirical advice, most leaders do not utilize the most effective approaches for managing people, organisations and work[9,10]. For the AOD sector this means: stakeholders ought to translate evidence into positive change for the Sector, its workforce, and thereby increase the likelihood of better outcomes for the clients, families and communities being served.

Put differently, in light of the most severe global pandemic of modern times, we would consider it unethical not to base decisions regarding prevention and treatment on the latest cumulative evidence, or not to monitor effects post-intervention. The scientific revolution brought to applied medicine randomised controlled trials, reliable measurement and statistical advances – and with that millions of saved and improved lives. It needs to be similar when leading people and organisations.

Evidence takes many forms. One may draw on individual experiences and heuristics built up through various professional episodes, yet the sample size can be too small and biased to be generalised into broader decisions. Archival data from already existing studies can contain relevant information on the problem at hand. Purposefully primary data may be generated to optimally help address a question.

Research makes clear that a managerial decision based on scientific methods, hard data, or at least triangulated information yields better outcomes than a decision solely based on a single source of evidence, individual experience, the opinions of experts, or so-called best practices[11].

In other words, the most senior, dominant or highest paid person's opinion may not be right or best. There is research that indicates large discrepancies between what many policy makers, human resource practitioners, and consultants think and advise to be useful, and what the current scientific research shows[10].

For instance, does that training program, wellbeing initiative, or pay rise have the intended effects? Often, decision-makers simply do not really know answers to those questions because their intuitions are untested hypotheses. A large part of the challenge is not managerial aptitudes, but rather preferences, habits, and myths. The AOD sector will benefit from a shift toward using systematic evidence more often when considering the leadership of people and development of its workforce[12,13].

A Framework for Evidence-based Leadership

Those tasked to lead, shape and support the Sector workforce - whether by mandate or circumstances - ought to make their decisions increasingly through the conscientious, explicit and judicious use of the best available evidence.

This can protect against 'solutioneering': the act of working up a solution prior to really understanding the problem that solution is set to solve. Instead, leaders can shift from borrowing or following normative practices to instead standing on evidentiary grounds.

It involves asking an answerable question, acquiring evidence, appraising the quality of the evidence, aggregating the evidence, applying the evidence to decision-making, and assessing the outcomes. The best time is always now.

Asking

Translating a real issue or challenge into an answerable question

Acquiring

Systematically searching for and retrieving the evidence

Appraising

Critically judging the trustworthiness and relevance of the evidence

Aggregating

Weighing and integrating the evidence

Applying

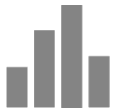Incorporating the evidence into the decision-making process

Assessing

Evaluating the outcome of the decision taken

ON DATA PRESENTATION

Data has to be properly analysed and interpreted so it becomes meaningful to some query. Quantitative data may be used to describe amounts, fractions, patterns and trends, or to model the effect variable X has on variable Y, if any. Accordingly, some (brief) primers on interpreting common data presentations.
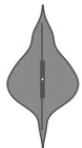
A pie or **donut chart** is based on a circle that is divided into sectors, each represents a proportion or fraction of the whole.

A **bar chart** uses bars or columns to compare data among categories: the longer the bar, the greater its value. Relatedly, a **histogram** plots the frequency of responses or score occurrences that have been divided into classes (e.g., disagree, neutral, agree), thereby visualising the distribution of the data points.

A **boxplot** gives a good overview of the distribution of all the data of some variable: the minimum, first quartile, median, third quartile, and maximum. The ends of the box are the upper and lower quartiles, the median (the middle number of the dataset) is marked by a line inside the box. At a glance it allows to understand distribution and skew of the data.

A **violin plot** combines the benefits of a boxplot with the benefits of a smoothed histogram that is rotated. A **split violin plot** is useful to for comparing two groups on the same variable (e.g., females and males) side. The provided example annotates the informative elements.
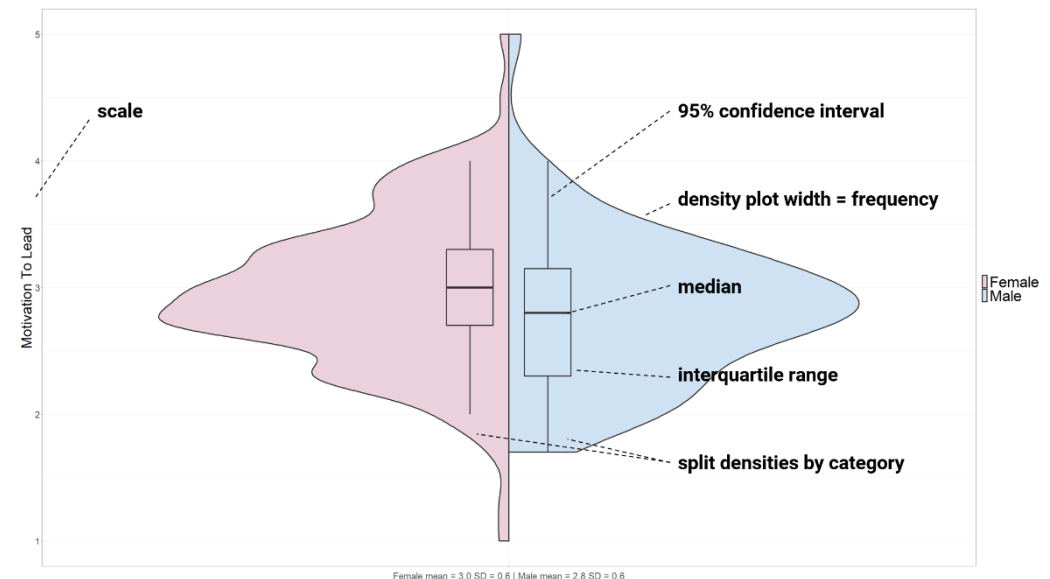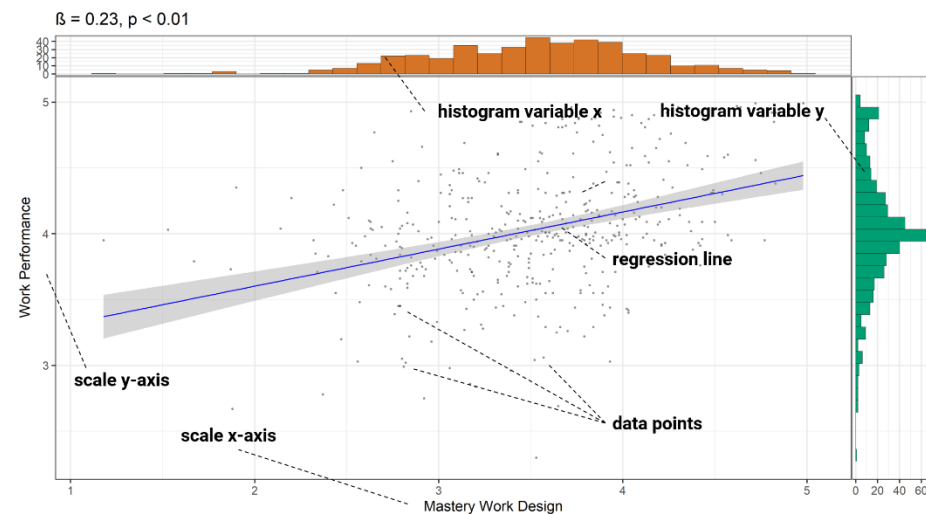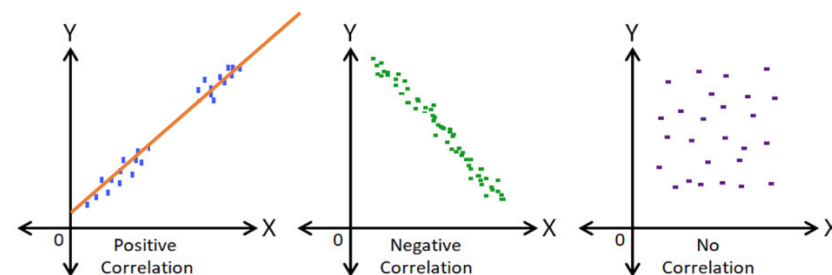
Illustration and explanation of split violin plot

Correlation and regression analyses return a value that describes the relationship between two variables of interest (e.g., pay level and job performance). This value is always between 0 and 1, with absolute 0 suggesting no association and 1 suggesting an immensely strong relationship. However, we must be mindful of real effect sizes: the median correlation effect size computed from 147,328 social science studies is a mere 0.16. Given humans and organisations are complex and vary in almost every imaginable way, one factor seldom, if ever, explains everything. As such, typical effect sizes between 0.09 and 0.16 are considered *small*, between 0.16 and .26 are *moderate*, and 0.26 and above are *large*.

Furthermore, the direction of this relationship can be positive (e.g., pay is increased, and so performance also increases) or negative (e.g., pay is increased and performance decreases). The sign + or – denotes this direction, though neither direction is inherently good or bad. For instance, a correlation of +0.05 between pay and performance has a positive direction but the effect itself is considered negligible, so this would suggest that we need to look for better levers to increase the performance. Another example, a correlation of -0.5 between pay and intention to leave has a negative direction with a large effect, so this would suggest higher salaries indeed can help make people stay. It all depends on the logic of the relationship (also see the illustrative plots).

Importantly, an effect size only really matters if the effect itself likely occurs systematically and not due to chance (e.g., there is no systematic effect between pay and performance). For the sake of simplicity: all effects are reported in this report, those that are statistically significant (p < 0.05) are flagged with an asterisk * in-text and their respective scatterplot is provided.

A **scatterplot** uses coordinates to display values for two variables. The position of each dot – on the horizontal and vertical axis – indicates the values for each individual data point (e.g., survey response). Scatter plots are used to observe relationships between variables. A **linear regression line** may be fitted to best represent the data in the Scatter Plot and minimise the distance of the actual scores from the predicted scores.

The strength of this **regression** is reported using the beta coefficient β: it expresses the degree of change in the outcome variable for every 1-unit of change in the predictor variable (e.g., one dollar more pay would provide n-more job performance).

1.   ON THE AOD WORKFORCE IN NSW

The AOD workforce in NSW (as by this sample: 247 respondents from 86 organisations) is characterised by a multi-ethnic composition that suggests more than half the workers define their ethnic background as Australian (58%), plus a substantial proportion defines as Australian Aboriginal (11%). The remainder is represented by about 25 minor fractions from across globe.

The workforce is dominantly women or females (70%), followed by men or males (27%) and a small fraction of respondents describing themselves as non-binary (3%). The low number of respondents who identify as non-binary is challenging to compare with statistical integrity to the larger respondent groups of females and males. Accordingly, for descriptive purposes only, the report provides distributions and comparison on cases who identify as female and male.

Respondents describe their sexual orientation as straight or heterosexual (81%), gay or lesbian (4%), bisexual (7%), or prefer to use a different term (8%).

Statistically speaking, the prototypical AOD worker is 44 years (female) and about 45 years (male), with the majority (68%) aged between 32 to 57. On average, total life work experience is reported as 21 years, with an average current job tenure of about 3.7 years (female) and 4.5 years (male).

Respondents indicated their job level along a continuum of 8 categories. The data suggests that most people operate professionals with no noticeable differences between males and females.
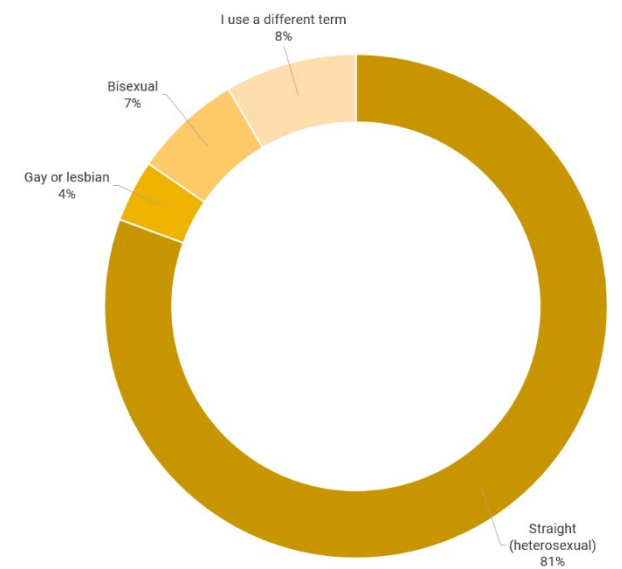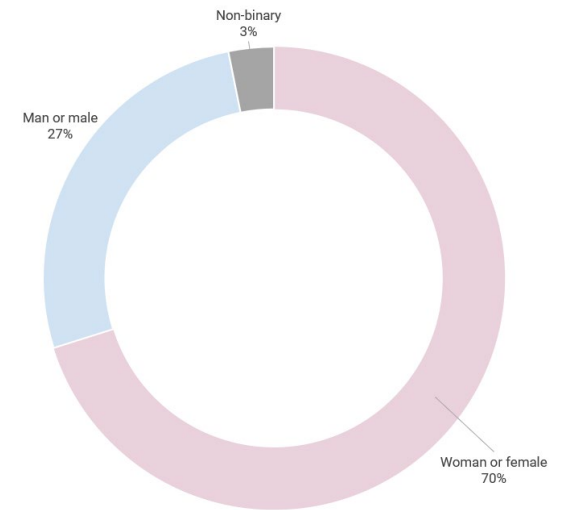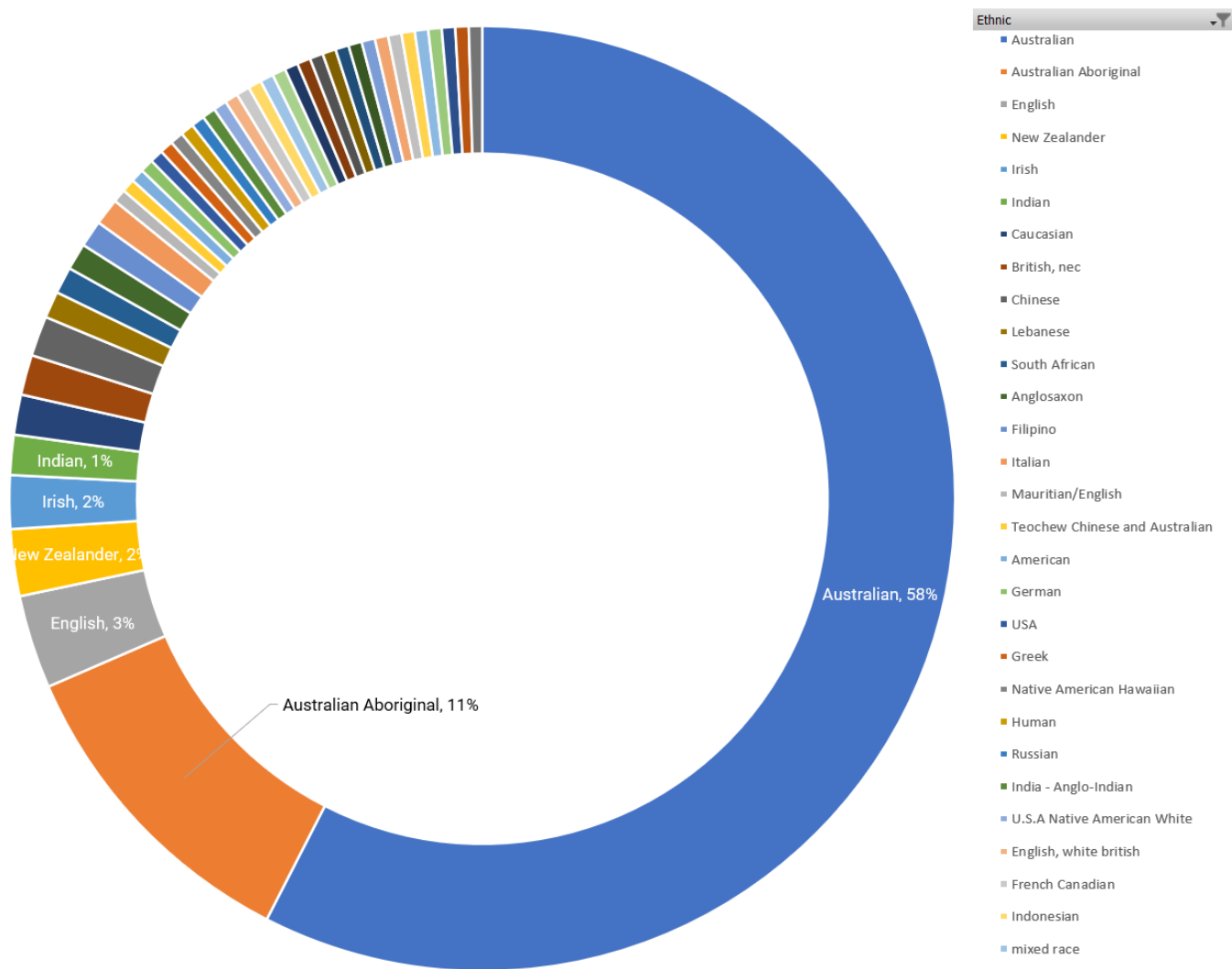
Following some characteristics on the work history of the AOD workforce. Respondents report about 7 distinct employers, which suggests an average tenure of about 3.5 years per employer (assuming employment to start with 18 years age). Employment history across not-for-profit type organisations is more pronounced for males (4.2) than females (3.4). Similarly, AOD sector employers are reported more by males (3.1) than females (2.0).
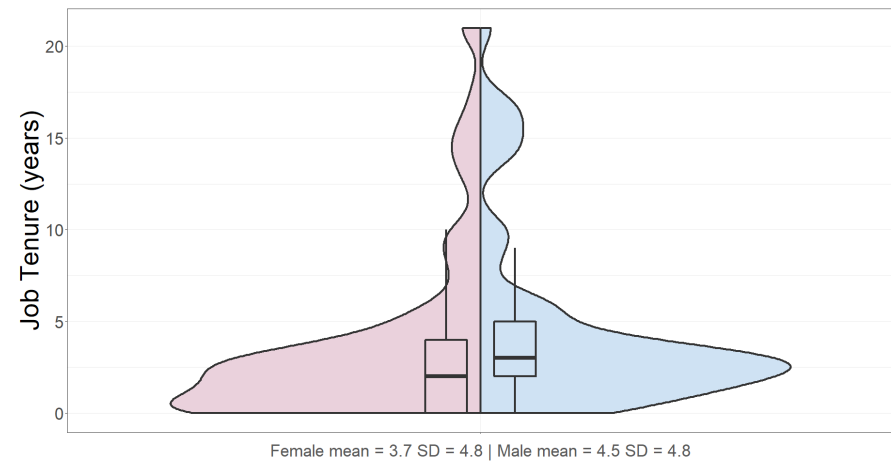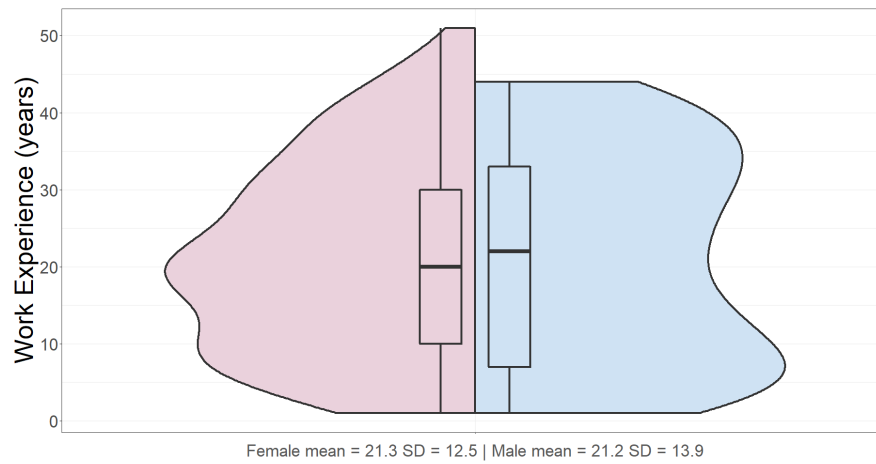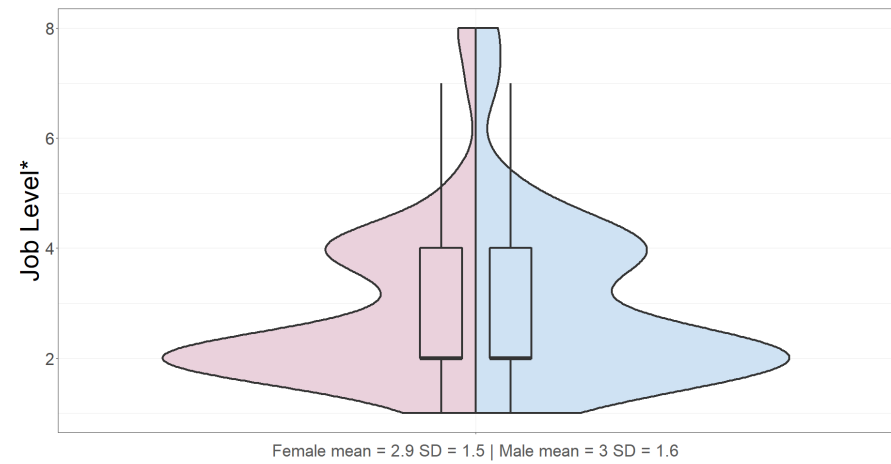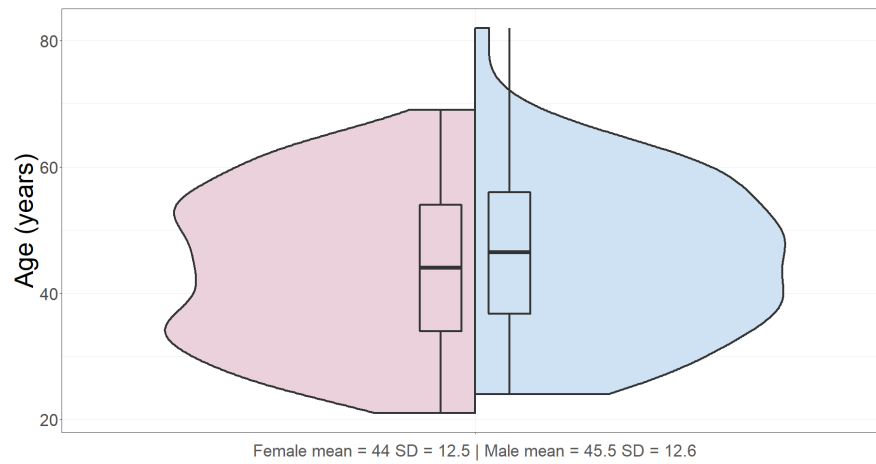
The profile of the AOD workforce further suggests that males make more upward career moves (4.4) than females (3.4).

Working more time per week than contracted for is prominent for both females (1.6 hours) and males (1.4 hours).

Put together, the AOD workforce is noticeably older than the majority of the population (median age in Australia is 38 years), there are more than twice as many women than men operating across the AOD sector, and males seem to have slightly more AOD-specific and top-oriented employment accounts.

Examining workers reporting on their highest educational degree suggests that the AOD workforce is mainly characterised by a mix of certificates and diplomas (31%), bachelor degrees (28%), and master degrees (19%). The main field of study describes the workforce draws on a highly homogenous educational background that is rooted in the social sciences (54%) or health (33%), which most of the respondents (76%) consider "relevant" or "very relevant" to their current AOD work.

Ethnic

- Australian
- Australian Aboriginal
- English
- New Zealander
- Irish
- Indian
- Caucasian
- British, nec
- Chinese
- Lebanese
- South African
- Anglosaxon
- Filipino
- Italian
- Mauritian/English
- Teochew Chinese and Australian
- American
- German
- USA
- Greek
- Native American Hawaiian
- Human
- Russian
- India - Anglo-Indian
- U.S.A Native American White
- English, white british
- French Canadian
- Indonesian
- mixed race

Australian, 58%

Australian Aboriginal, 11%

English, 3%

New Zealander, 2%

Irish, 2%

Indian, 1%

Non-binary
3%

Man or male
27%

Woman or female
70%

I use a different term
8%

Bisexual
7%

Gay or lesbian
4%

Straight
(heterosexual)
81%

Female mean = 44 SD = 12.5 | Male mean = 45.5 SD = 12.6

Female mean = 2.9 SD = 1.5 | Male mean = 3 SD = 1.6

Female mean = 21.3 SD = 12.5 | Male mean = 21.2 SD = 13.9

Female mean = 3.7 SD = 4.8 | Male mean = 4.5 SD = 4.8

Female Male

*Job Level is a categorical metric with underlying linear progression: 1=Assistant, 2=Professional, 3=Officer, 4=Manager, 5=Senior Manager, 6=Director, 7=Executive, 8=Chief Executive

Female mean = 10.2 SD = 7.7 | Male mean = 11 SD = 8.8

Female mean = 3.4 SD = 3.1 | Male mean = 4.4 SD = 3.4

Female mean = 0.8 SD = 1.6 | Male mean = 1.8 SD = 3.1

Female mean = 2.3 SD = 3.2 | Male mean = 2.7 SD = 3.6

Female mean = 0.7 SD = 1.4 | Male mean = 1.9 SD = 3

Female mean = 2.2 SD = 2.4 | Male mean = 3.5 SD = 3.1

Female   Male

Female mean = 7.4 SD = 5.5 | Male mean = 7.9 SD = 5.9

Female mean = 3.4 SD = 3.7 | Male mean = 4.2 SD = 4.2

Female mean = 2 SD = 1.8 | Male mean = 3.1 SD = 3.1

Female Male

Female mean = 33.9 SD = 9 | Male mean = 31.4 SD = 10.5

Female mean = 35.5 SD = 12.6 | Male mean = 32.8 SD = 13

Female Male

Highest Educational Degree (NSW)

Highest Educational Degree (NSW)	Proportion	Cumulative	Aftercare and relapse prevention	AOD health promotion and prevention: Community development	AOD health promotion and prevention: Information and education	Case management, coordination and support	Counselling, consultancy and continuing care	Day programs	Pharmacotherapy	Psychosocial councelling	Residential treatment	Supported living / transitional housing	Withdrawal management / detoxification	Domestic violence	Child protection	Suicide prevention
Primary Education	1.1%	1.1%	1%	1%	1%	1%	2%		1%	1%	2%	2%			2%	
Junior Secondary Education Year 10	2.5%	3.6%	1%	2%	4%	2%	2%	2%		4%	5%	2%	2%	3%	2%	
Senior Secondary Education Year 12	2.2%	5.8%	3%	3%	3%	3%	5%	2%	3%	4%		2%				
Certificate I & II Level	1.7%	7.5%	2%	2%	1%	2%	2%	5%		1%		2%	4%			
Certificate III & IV Level	10.4%	17.9%	8%	9%	7%	8%	10%	9%	8%	12%	9%	8%	11%	6%	12%	13%
Diploma Level	13.1%	31.1%	13%	14%	13%	10%	15%	9%	10%	10%	21%	11%	9%	8%	8%	13%
Advanced Diploma and Associate Degree Level	7.5%	38.5%	7%	5%	5%	6%	5%	16%	5%	4%	2%	11%	7%	6%	7%	7%
Bachelor Degree Level	28.0%	66.6%	24%	22%	23%	25%	20%	26%	26%	28%	30%	30%	20%	25%	24%	27%
Graduate Certificate Level	4.6%	71.2%	4%	4%	3%	4%	3%	2%	5%	5%	2%	5%	5%	3%	5%	7%
Graduate Diploma Level	5.9%	77.1%	5%	6%	7%	8%	7%		10%	3%	5%	3%	5%	6%	7%	
Master Degree Level	19.4%	96.5%	17%	21%	19%	20%	11%	9%	21%	15%	9%	15%	20%	28%	17%	20%
MBA	1.9%	98.4%	2%	1%	1%		2%		2%	3%	5%		2%	3%	3%	
Doctoral Degree Level	1.6%	100.0%	1%		1%	1%		5%	1%	1%	5%		2%	3%		

Main Field of Study (NSW)

Main Field of Study (NSW)	Proportion	Aftercare and relapse prevention	AOD health promotion and prevention: Community development	AOD health promotion and prevention: Information and education	Case management, coordination and support	Counselling, consultancy and continuing care	Day programs	Pharmacotherapy	Psychosocial councelling	Residential treatment	Supported living / transitional housing	Withdrawal management / detoxification	Domestic violence	Child protection	Suicide prevention
Agriculture Environmental and Related Studies	0.3%		1%					1%			2%				
Architecture and Building	0.3%	1%		1%	1%			1%							
Education	1.8%	1%	2%	1%	2%		2%	4%		2%			6%	2%	
Engineering and Related Technologies	1.1%	1%	1%	1%	1%	2%			1%	5%	2%				
Health	33.3%	32%	34%	32%	32%	30%	37%	33%	31%	16%	39%	27%	25%	27%	20%
Information Technology	0.4%		1%	1%	1%	2%									
Management and Commerce	7.9%	6%	7%	5%	6%	7%		7%	8%	7%	3%	5%	3%	8%	27%
Natural and Physical Sciences	11.0%	10%	9%	11%	8%	5%	16%	11%	12%	12%	8%	11%	14%	10%	
Society and Culture	54.6%	48%	46%	47%	47%	54%	42%	42%	46%	56%	44%	55%	53%	49%	53%
Other	1.8%	2%	1%	2%	2%	3%		1%	3%	2%	3%		3%		

2.   ON RETENTION

Intention to stay "over the next 3 years" describes AOD workers' desire to voluntary maintain membership in their current organisation. Workforce retention is a key goal for the AOD sector to optimally operate and serve its clients as high levels of staff attrition have profound ramifications for organisations: managing turnover and constant recruiting is costly, tacit knowledge is lost, efficient operations are disrupted, and service delivery and service quality suffer, among other[14,15]. The analysis examines the drivers that 'make people' stay. The reported value represents the strength of the driver-outcome relationship (regression coefficient β: 09=small, .16=moderate, .26=large). An asterisk * signals this relationship is observed as systematic and applies to the majority of the workforce (statistical significance p < .05).

Drivers

Organisational commitment .13* describes your workers' strong belief in, and acceptance of, your organisational goals and values.

Satisfaction with job .27* describes your workers' evaluative judgment about their job including the immediate responsibilities, tasks and job conditions.

Satisfaction with organisation .27* describes your workers' evaluative judgment about the organisational conditions including stability, politics, ethics, and broader staff management.

Satisfaction with work conditions .05 describes your workers' evaluative judgment about the work conditions including regard for health and safety, industrial relations, and the work environment.

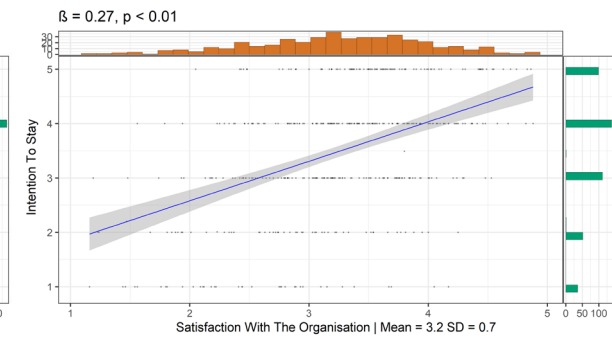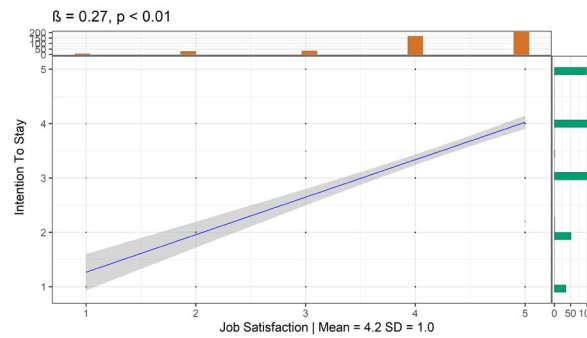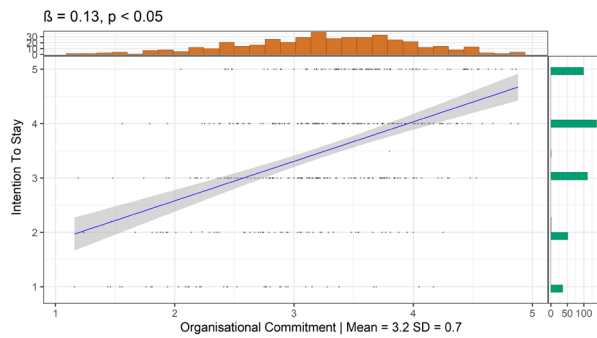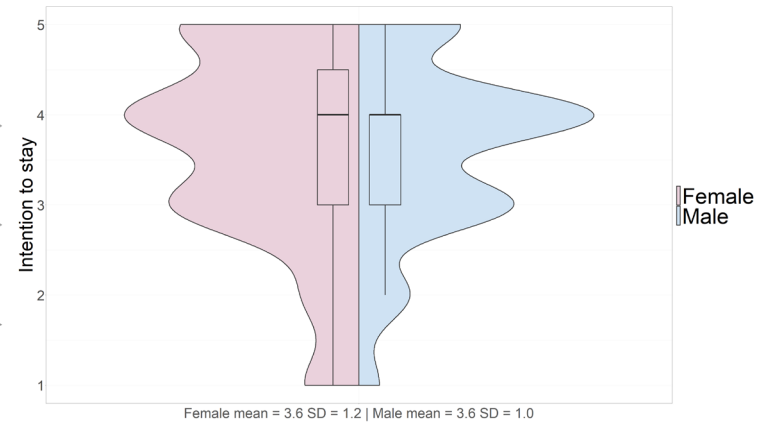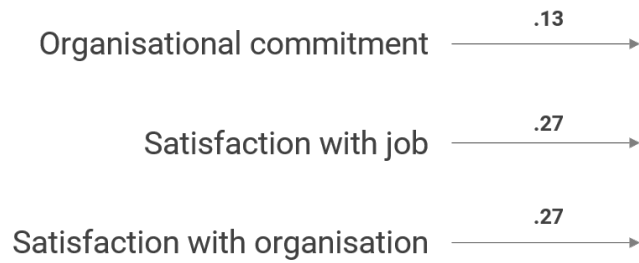**Satisfaction with salary .08** describes your workers' evaluative judgment about the adequacy of their salary or compensation. There is no systematic relationship across the Sector between satisfaction with salary and intention to stay.

Satisfaction with benefits .04 describes your workers' evaluative judgment about the adequacy of their non-salary benefits such as superannuation, salary sacrifice options, charitable concessions etc. There is no systematic relationship across the Sector between satisfaction with benefits and intention to stay.

Interpretation

The majority of the workers envisions to stay, although that is more pronounced for females than males, the latter who are more inclined to look for a new opportunity outside of their current organisation. The decision to stay in (or leave) the current work organisation is a complex, multi-variate phenomenon. The findings suggest that addressing and improving workers' satisfaction with the job as well as the organisation is substantially more effective than, for instance, addressing salary or benefits alone. The next pages reflect various concepts and means that can help enhance non-tangible aspects of worker satisfaction. Also, optimising the fit between current (and future) workers and organisational values will further increase staff's intention to stay. Next, respondents also offer a range of comments that indicate which practices and experiences an organisation may stop, continue, or start to aid retention.

Analytics

Organisational commitment **.13** →

Satisfaction with job **.27** →

Satisfaction with organisation **.27** →

Female mean = 3.6 SD = 1.2 | Male mean = 3.6 SD = 1.0

ß = 0.13, p < 0.05

Organisational Commitment | Mean = 3.2 SD = 0.7

ß = 0.27, p < 0.01

Job Satisfaction | Mean = 4.2 SD = 1.0

ß = 0.27, p < 0.01

Satisfaction With The Organisation | Mean = 3.2 SD = 0.7

To help me accomplish great things, my organisation should STOP ..

In relation to staff retention the AOD workforce signals that the following practises and experiences should be **reviewed or stopped** in order to help the workforce achieve its best at work and for their clients: Stop offering contracted periods of employment, putting off paying people for their additional hours to keep good staff, and lack of retention measures and people management skills. The following quotes are emblematic of the responses:

"Offering contracted periods of employment and beginning to offer full time employment without contract. If a service is going to be ongoing and an employee is valued, then employment should be ongoing without the worry of contracts being renewed."

"Agreeing to short-term contracts (pretty challenging when that's all that is available)."

"Being unclear regarding fixed term opportunities and career development."

"Putting off remunerations in order to keep good staff".

"Not providing proactive people management, incl. retention measures."

To help me accomplish great things, my organisation should CONTINUE ..

In relation to staff retention the AOD workforce signals that the following practises and experiences should be **continued or deepened** in order to help the workforce achieve its best at work and for their clients: Continue allowing flexible schedules for employees with families, allow more freedom, and fund longer term contacts. The following quotes are emblematic of the responses:

"Flexible schedules to attend to my children."

"Allow more freedom."

"To be funded with longer term contracts."

"Continue employing me, longer contracts, to help me accomplish great things."

To help me accomplish great things, my organisation should START ..

In relation to staff retention the AOD workforce signals that the following practises and experiences should be **initiated or implemented** in order to help the workforce achieve its best at work and for their clients: Implement greater flexibility, listen to employees' concerns, and implement working from home more frequently. The following quotes are emblematic of the responses:

"Allowing greater flexibility such as greater time working from home, working extra hours to accumulate a rostered day off. Listening more to employee concerns, realising that one shoe doesn't fit all. Realising that work location, the availability of resources, services, professionals, and transport are vastly different in varied work areas and can impact the ability to completely set expectations."

"Allow me to work from home more regularly to complete admin tasks."

3.   ON COMMITMENT

Organisational commitment describes your workers' belief in, and acceptance of, your organisational goals and values. The more emotional attachment your workers have towards your organisation, the more likely they are to display proactive work ethics, perceive the problems of their clients as their own, and contribute valuable inputs or suggestions for organisational benefit[16,17]. The analysis decomposes the various drivers that bring about workers' positive emotional attachment. The reported value represents the strength of the driver-outcome relationship (regression coefficient β: 09=small, .16=moderate, .26=large). An asterisk * signals this relationship is observed as systematic and applies to the majority of the workforce (statistical significance $p < .05$).

Drivers

Organisational impact .19* describes your workers' perception that your organisation indeed benefits clients, families and communities. The perception of one's employer making an actual difference promotes staff positive affect and thus commitment to the mission and organisation at large.[18]

Social worth .20* describes the degree to which employees feel that their contributions are valued by other people, thereby fulfilling a basic need. When employees feel that their personal, unique efforts are valued, they are more motivated to contribute, and likely to invest additional time and energy in their work.[18]
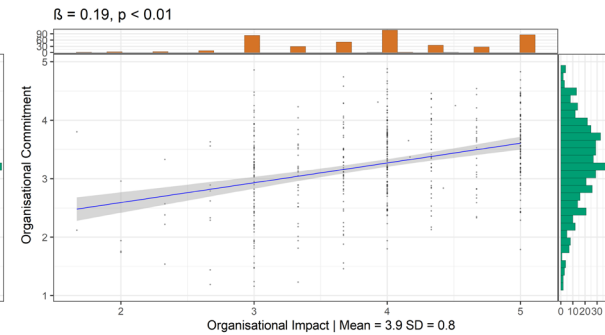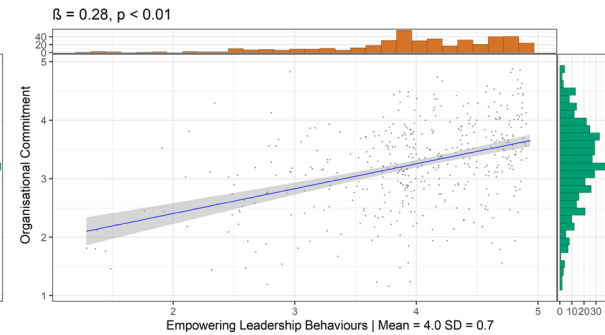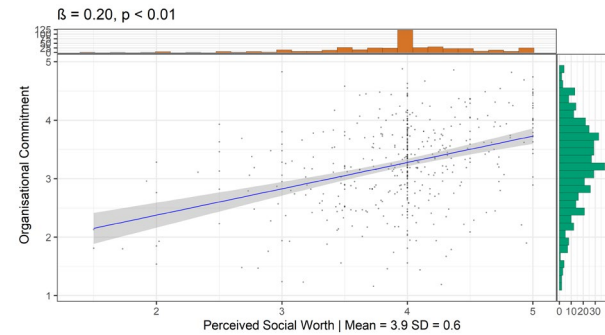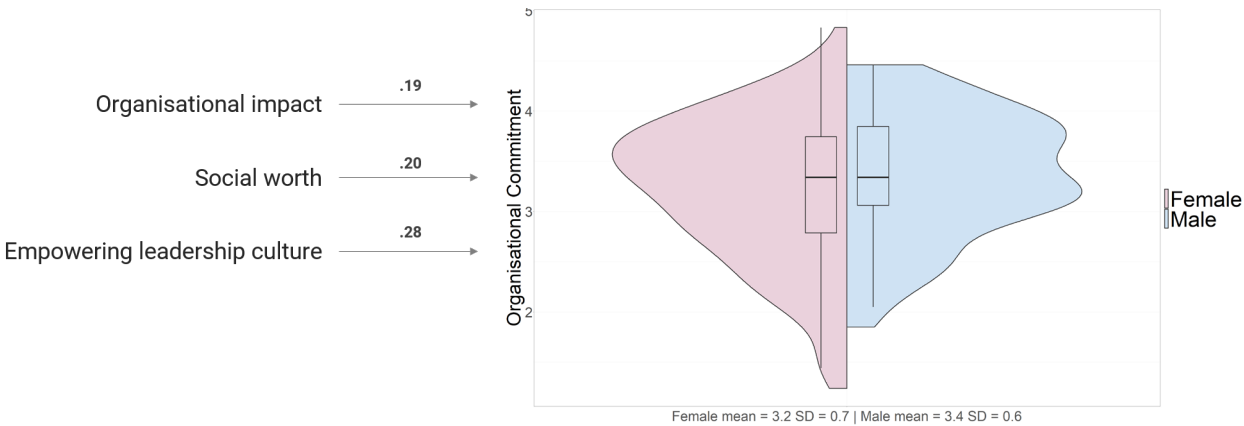
Empowering leadership culture .28* describes the level by which your workers feel encouraged and enabled to address the challenges at work themselves. This power sharing is crucial as organisations can rely ever less on precise ends or predefined means. Holding workers responsible for outcomes whilst providing information, resources, and opportunity increases organisational citizenship, innovation, and performance. Workers feel empowered when their superiors lead by example, involve them in decision making, coach them to thrive, inform them about everything important, and show concern.[6,19]

Interpretation

Aiding the psychological attachment of your workers with your organisational goals and values can be an important mechanism to drive retention, with potential for positive flow-on effects. For instance, workers carry a sense that they are an integral part of the organisation, and so are more likely to contribute to meetings and discussions, or offer valuable input and suggestions relating to clients. Accordingly, it is beneficial sending staff signals that genuinely values their work, and to demonstrate and communicate internally how (much) the organisation is making a difference. Finally, it is advantageous to create a distributed culture of empowerment that provides workers autonomy and information, which in turn makes them feel more committed to clients, job and organisation. Next, respondents also offer a range of comments that indicate which practices and experiences an organisation may stop, continue, or start to aid commitment.

Analytics

Organisational impact → .19

Social worth → .20

Empowering leadership culture → .28

Organisational Commitment

Female
Male

Female mean = 3.2 SD = 0.7 | Male mean = 3.4 SD = 0.6

ß = 0.20, p < 0.01

Organisational Commitment

Perceived Social Worth | Mean = 3.9 SD = 0.6

ß = 0.28, p < 0.01

Organisational Commitment

Empowering Leadership Behaviours | Mean = 4.0 SD = 0.7

ß = 0.19, p < 0.01

Organisational Commitment

Organisational Impact | Mean = 3.9 SD = 0.8

To help me accomplish great things, my organisation should STOP ..

In relation to organisational commitment the AOD workforce signals that the following practises and experiences should be **reviewed or stopped** in order to help the workforce achieve its best at work and for their clients: Stop being overly risk averse, and using outdated products. Poor client retention and changes which are harming clients' recovery. The following quotes are emblematic of the responses:

"Stop using outdated products."

"Being so risk averse."

"Stop changing the goal posts so often. - The policy of client retention in harming clients that are serious about their recovery. - Inconsistency with the rules make it hard to do my job."

"The changes that benefit the budget but hurt the clients."

"Having clients come into [organisation] that have not been in stable living/housing arrangements for less than 6 months. A large portion of our work deals with clients housing issues and this is a huge distraction from the why the clients are admitted to [organisation] in the first place - their substance misuse. There is also the gap that many staff are not trained to deal with the social impact of housing issues. This should fall under the social worker job description.

To help me accomplish great things, my organisation should CONTINUE ..

In relation to organisational commitment the AOD workforce signals that the following practises and experiences should be **continued or deepened** in order to help the workforce achieve its best at work and for their clients: Continue to be person-centred and continue working with vulnerable people, encouraging clients to have more responsibility, seeking client views, and keeping clients in the forefront of decisions. Encourage collaboration and networking across the sector. Encouraging cross cultural practice, and encouraging a team culture. The following quotes are emblematic of the responses:

"To have clients work with a strengths based model but also have the clients take more accountability for their actions and behaviour. There needs to be more systems in place where clients are given more ownership and responsibility"

"To keep clients and client communities at the forefront of decisions."

"Continue working with vulnerable people."

"To collaborate with staff, be dynamic in their responses to issues in community and centre evidence based practice."

"Develop culturally safe practices by centring the voices of our Aboriginal and CALD staff."

"To share good news stories and encourage more collaboration between services and departments."

To help me accomplish great things, my organisation should START ..

In relation to organisational commitment the AOD workforce signals that the following practises and experiences should be **initiated or implemented** in order to help the workforce achieve its best at work and for their clients: Encouraging all areas of the department to collaborate, as well as interstate, deliver better HR propositions, launch a research branch of the sector, and finally, have open conversations about direction, and clear succession plans. Decreasing free time for clients, aiding with transport, employing client centred management, and advocating for successful rehabilitation programs. The following quotes are emblematic of the responses:

"Fully using digital transformational HR systems to better deliver on our HR value proposition."

"It would be nice if there was an inter-department meeting of sorts for the different departments especially with regards to the community engagement and community based activities or services."

"To identify the two states involved in running the organisation, extremely difficult working in a cross border organisation."

"Create clear and succinct succession plans."

"A research branch of the service."

4.   ON PERFORMANCE

Work role performance describes highly desirable actions that individuals need to undertake in order to address the challenges inherent in modern jobs. These features include task proficiency (i.e., how s/he fulfils prescribed role requirements), adaptivity (i.e., how s/he copes with and supports change), and proactivity (e.g., how s/he initiates change)[20].The analysis decomposes some key drivers that allow people to perform at their best. The reported value represents the strength of the driver-outcome relationship (regression coefficient β: 09=small, .16=moderate, .26=large). An asterisk * signals this relationship is observed as systematic and applies to the majority of the workforce (statistical significance p < .05).

Drivers

Self-efficacy .60* describes your workers' belief in their capacity to execute the behaviours necessary to realise specific work-related goals. That belief informs and affects a worker's goal-setting and goal-pursuit, and thus what s/he will first attempt and then maintain to achieve at work.[21]
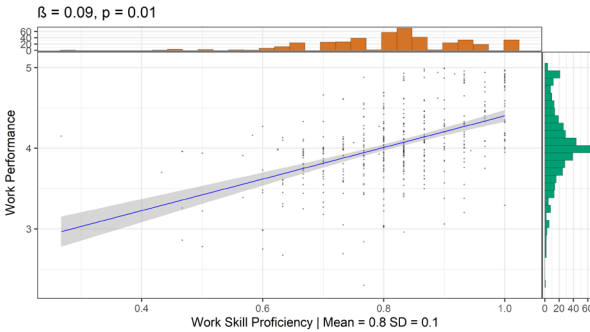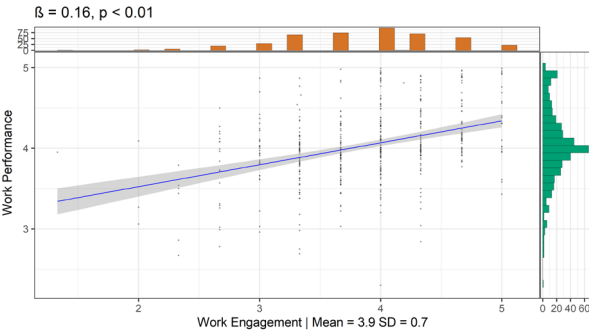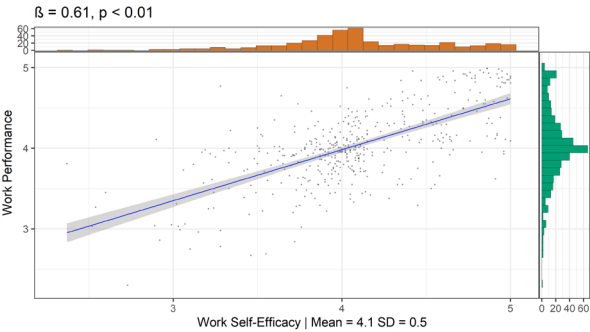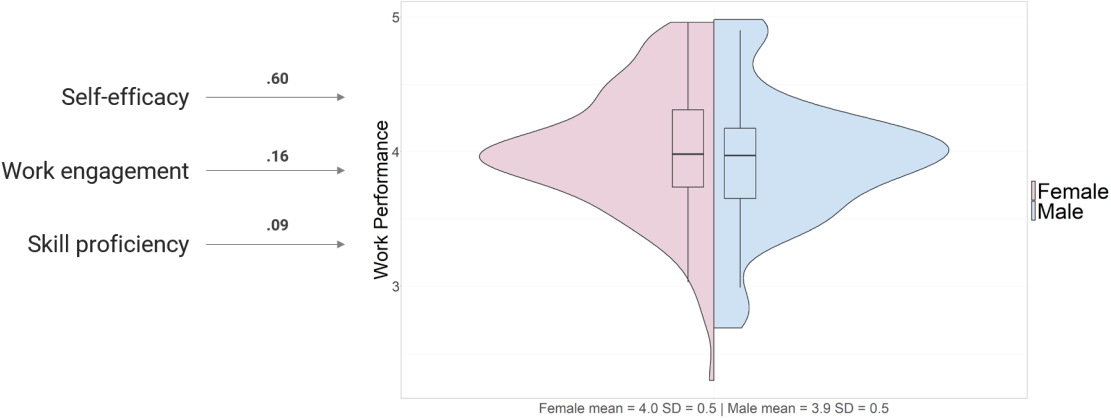
Work engagement .16* describes your workers' positive state of mind and affects how much discretionary time and effort they put into their work. The more dedicated, vigorous, and absorbed your workers are in their work, the better for bottom line outcomes such as job performance, client satisfaction, and financial returns.[22]

Skill proficiency .09* describes your workers' capacity to do their work well by executing the fundamental role-depended knowledge, techniques, and requirements. These capacities are not innate but typically can be acquired and optimised through a range of learning mechanisms.[23]

Interpretation

Work performance is a multi-faceted phenomenon. The findings suggest that workers require the belief in their own abilities to meet the work challenges ahead. Such is not a mere belief but must be aided by real role-related knowledge and the proficiency of skills required to do the job at hand. To convert the above, workers must feel engaged in their work: they must have high levels of energy, be enthusiastic about their work, and ideally become intensely immersed in their work activities. Those drivers act in complementary ways and are facilitated through organisational and situational experiences, and respective analyses are presented on subsequent pages. Next, respondents also offer a range of comments that indicate which practices and experiences an organisation may stop, continue, or start to aid work performance.

Analytics

Self-efficacy → .60

Work engagement → .16

Skill proficiency → .09

Female mean = 4.0 SD = 0.5 | Male mean = 3.9 SD = 0.5

ß = 0.61, p < 0.01

Work Self-Efficacy | Mean = 4.1 SD = 0.5

ß = 0.16, p < 0.01

Work Engagement | Mean = 3.9 SD = 0.7

ß = 0.09, p = 0.01

Work Skill Proficiency | Mean = 0.8 SD = 0.1

To help me accomplish great things, my organisation should STOP ..

In relation to performing at work the AOD workforce signals that the following practises and experiences should be **reviewed or stopped** in order to help the workforce achieve its best at work and for their clients: Working individually within a team setting, setting unrealistic targets, concentrating on quality over quantity. The following quotes are emblematic of the responses:

"Working in 'silos' within the team."

"Setting unrealistic targets for work being assigned to me without consulting me to discuss what is actually possible."

"To help me accomplish great things, my organization should STOP concentrating on quantity & concentrate on quality."

To help me accomplish great things, my organisation should CONTINUE ..

In relation to performing at work the AOD workforce signals that the following practises and experiences should be **continued or deepened** in order to help the workforce achieve its best at work and for their clients: Continue to be innovative to encourage the organisation to thrive, and continue providing staff with constructive feedback to do better. The following quotes are emblematic of the responses:

"To be innovative in its thinking. It is great to have a visionary CEO and Board. I have confidence that the organisation will be able to stand the test of time and thrive."

"Staff appraisal, constructive feedback and support."

To help me accomplish great things, my organisation should START ..

In relation to performing at work the AOD workforce signals that the following practises and experiences should be **initiated or implemented** in order to help the workforce achieve its best at work and for their clients: Providing increments, providing direct feedback on performance and debriefing. The following quotes are emblematic of the responses:

"Providing direct feedback on my work performance and offering opportunities to brainstorm and reflect on challenges."

"Debriefing."

"start giving increments."

5.   ON ENGAGEMENT

Work engagement describes your workers' positive state of mind and affects how much discretionary time and effort they put into their work. The more dedicated, vigorous, and absorbed your workers are in their work, the better for bottom line outcomes such as job performance, client satisfaction, and financial returns[14,24]. The analysis decomposes the various drivers that motivate workers. The reported value represents the strength of the driver-outcome relationship (regression coefficient β: 09=small, .16=moderate, .26=large). An asterisk * signals this relationship is observed as systematic and applies to the majority of the workforce (statistical significance p < .05).

Drivers

Stimulating .04 jobs involve skill variety, task variety, and problem-solving. Skill variety describes the degree to which a job requires a variety of skills and abilities, while task variety refers to the degree to which a worker performs a wide range of tasks in a role. Problem solving demands describes the degree to which workers are required to 'think outside the box'. Not all jobs are the same, but more stimulating jobs are typically experienced as more engaging.[25]

Mastery .20* refers to the degree to which a job provides role clarity, feedback and task identity. Role clarity describes the degree to which a worker understands what s/he is expected and needs to do. Feedback refers to the degree to which the job itself provides information on the performance in the role. Lastly, task identity describes the scope that allows a worker to take a task from beginning to end. More mastery experiences are more motivating.[25]

Agency .14* describes distinct dimensions of autonomy at work, including the extent to which workers are able to organise their own schedule, and the extent to which they can choose the methods by which to achieve their work goals. Decision making describes the scope of making judgements and decisions individually. Workers are more motivated by more autonomy.[26]

Relational .21* describes the extent to which an individual experiences a sense of support, purpose and social contact in their role. Social support refers to the extent to which a worker feels supported by those they work with, including their supervisors. Task significance describes how much an individual feels their work is important in relation to the lives of others and society more broadly. Social worth concerns the amount that a person feels their work is appreciated. Relational elements are necessary ingredients for workers to feel fulfilled and engaged.[26]

Tolerable .12* demands describe the extent to which a job involves time pressure, emotional demands and role conflict. Time pressure refers to the degree to which an adequate amount of time is provided to workers to complete their work. Emotional demands reflect the scope by which the work itself creates emotionally demanding situations. Finally, role conflict refers to the extent to which feedback, instruction and demands are inconsistent. Naturally, some jobs will be more difficult than others from a physical or cognitive perspective, yet there is always a need for these demands to be at a tolerable level.[26]
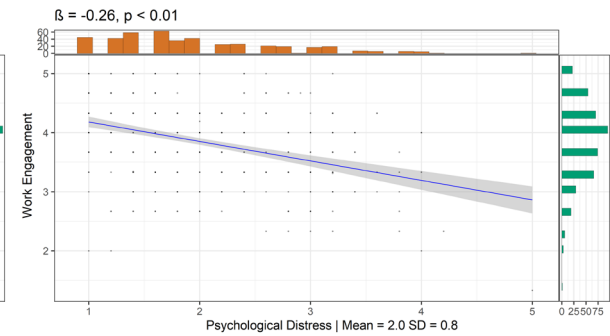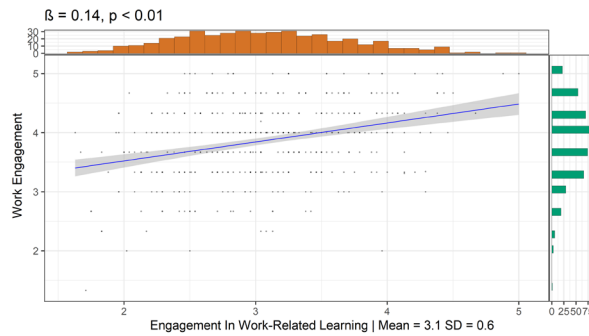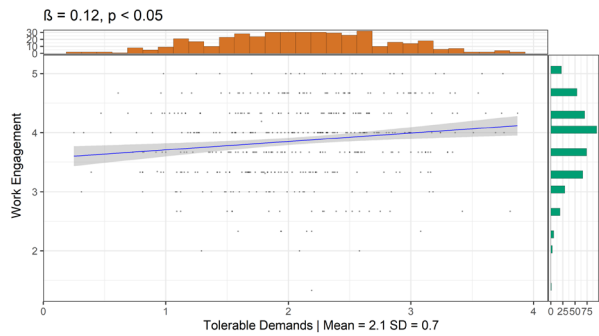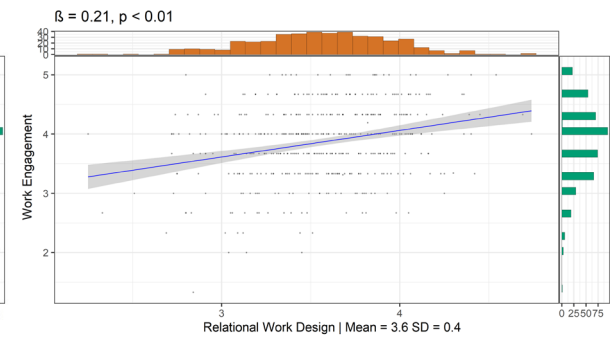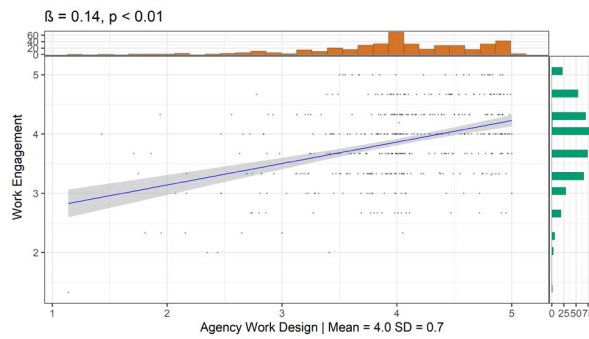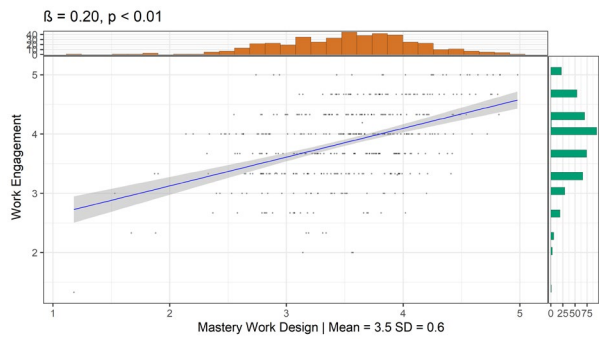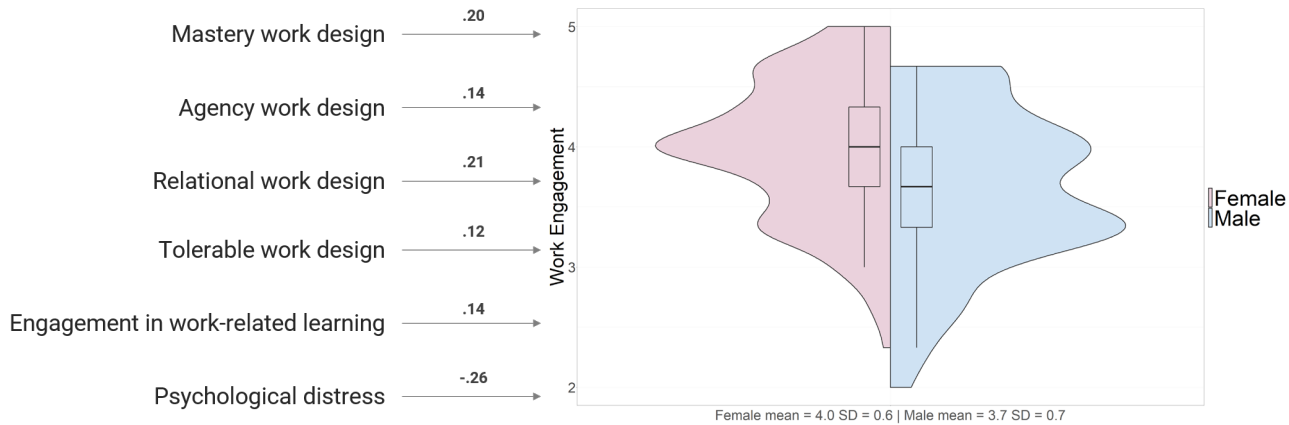
Engagement in work-related learning .14* describes your workers' involvement and participation in experiences that help them gain and sustain key knowledge, skills and behaviours, which in turn translate to a positive state of mind when workers' deal with the various technical, social and leadership demands of their jobs.[24,27]

Psychological distress -.26* describes the level of your workers' non-specific anxiety and depressive symptoms, which in turn negatively affect workers' health, error rates, self-regulation and creativity. Higher levels of named psychological states and emotional experiences will reduce engagement and have flow-on effects on performance and clients.[28]

Interpretation

Work engagement is largely a function of the design of work itself: the content and organisation of the work tasks, activities, relationships and responsibilities. Using the SMART work design model, the findings suggest that your workers engagement can be substantially optimised by providing role clarity, feedback, autonomy, and social support, among other. Workers are more likely to maintain heightened levels of engagement if tensions and conflict are actively managed and considered tolerable. Opportunities for workers to benefit from formal and informal learning experiences additionally bring about motivation. Ultimately, shared leadership and SMART design of work ought to reduce emotional suffering associated with job-stressors and -demands that are difficult to cope. Next, respondents also offer a range of comments that indicate which practices and experiences an organisation may stop, continue, or start to aid work engagement.

Analytics

Mastery work design $\xrightarrow{.20}$

Agency work design $\xrightarrow{.14}$

Relational work design $\xrightarrow{.21}$

Tolerable work design $\xrightarrow{.12}$

Engagement in work-related learning $\xrightarrow{.14}$

Psychological distress $\xrightarrow{-.26}$

Female mean = 4.0 SD = 0.6 | Male mean = 3.7 SD = 0.7

ß = 0.20, p < 0.01

Mastery Work Design | Mean = 3.5 SD = 0.6

ß = 0.14, p < 0.01

Agency Work Design | Mean = 4.0 SD = 0.7

ß = 0.21, p < 0.01

Relational Work Design | Mean = 3.6 SD = 0.4

ß = 0.12, p < 0.05

Tolerable Demands | Mean = 2.1 SD = 0.7

ß = 0.14, p < 0.01

Engagement In Work-Related Learning | Mean = 3.1 SD = 0.6

ß = -0.26, p < 0.01

Psychological Distress | Mean = 2.0 SD = 0.8

To help me accomplish great things, my organisation should STOP ..

In relation to engagement and motivation the AOD workforce signals that the following practises and experiences should be **reviewed or stopped** in order to help the workforce achieve its best at work and for their clients: Unnecessary meetings, increasing workload, micromanaging the frontline, withholding information. The following quotes are emblematic of the responses:

"Having so many unnecessary team meetings and conversations about culture."

"Overloading senior management to the point that they lose connection with remaining staff - this affects the whole organisation as it ultimately will impact staff across the board."

"Making decisions about frontline operations without consulting with frontline workers in a way that is more than performative and tokenistic."

"Keeping employees in the dark about decisions that directly affect them."

"Being inconsistent with the autonomy and independence workers have in their roles. It is difficult going from having the freedom to make your own choices and your decision making being valued and respected, to everything having to be approved by management and not having as much of a say."

To help me accomplish great things my organisation should CONTINUE ..

In relation to engagement and motivation the AOD workforce signals that the following practises and experiences should be **continued or deepened** in order to help the workforce achieve its best at work and for their clients: Continue fostering creativity, stability, and positivity. The following quotes are emblematic of the responses:

"Promoting growth and positivity."

"Being a creative and supportive team."

"Continue ways of current communication and staff meetings."

"Continue to provide good management that filters down the line."

"To let staff have the autonomy to complete their work"

To help me accomplish great things, my organisation should START ..

In relation to engagement and motivation the AOD workforce signals that the following practises and experiences should be **initiated or implemented** in order to help the workforce achieve its best at work and for their clients: Considering frontline work demands and staff implications, fulfill promises made to staff, realise of learning and training experiences. The following quotes are emblematic of the responses:

"Fulfilling their promises, Years ago I was promised to be part of the research team, experience in other sectors. Job swapping for short times in parallel organizations, mentoring plus lots more."

"Listen to clinicians on the frontline, embrace differences in the ways your organisations work, don't try to assimilate them, give your clinicians more freedom and opportunity when it comes to data collection, trust your clinicians judgements, treat them with respect."

"Upper management should start thinking about the way their decisions impact frontline workers."

"Providing clear leadership and direction, which they are trying to do but it is a longer process. start being more consultative. provide more regular and consistent supervision."

"Listening to the staff on the ground for what does and does not work."

6.   ON LEARNING

Self-efficacy describes your workers' belief in their capacity to execute the behaviours necessary to realise specific work-related goals. That belief informs and affects a worker's goal-setting and goal-pursuit, and thus what s/he will first attempt and then maintain to achieve at work.[21,29]

Skill proficiency describes your workers' capacity to do their work well by executing the fundamental role-depended knowledge, techniques, and requirements. These capacities are not innate but typically can be acquired and optimised through a range of learning mechanisms.[30,31]

Both, self-efficacy and skill proficiency are a function of engaging in work-related learning experiences. In turn, the analysis then examined what drives engagement in work-related learning. The reported value represents the strength of the driver-outcome relationship (regression coefficient β: 09=small, .16=moderate, .26=large). An asterisk * signals this relationship is observed as systematic and applies to the majority of the workforce (statistical significance $p < .05$).

Engagement in work-related learning .19* | .22* describes your workers' involvement and participation in experiences that help them gain and sustain critical knowledge, skills, and behaviours, which in turn enable workers to meet current and future technical, social and leadership demands for individual and organisational performance as well as client benefits. Work-related learning experiences include self-directed learning, knowledge sharing, learning with and from peers, participation in formal training, defining development plans, reflection, accessing experts and expert content, giving and receiving feedback, and deliberate and organic job challenges, among other.[32,33]

Drivers

Learning support climate .18* describes your organisational values, beliefs, and structures for learning and development. Workers who are encouraged to, provided with resources for, and receive recognition for learning will develop and update the knowledge, skills and behaviours that are critical to the purpose.[34,35]

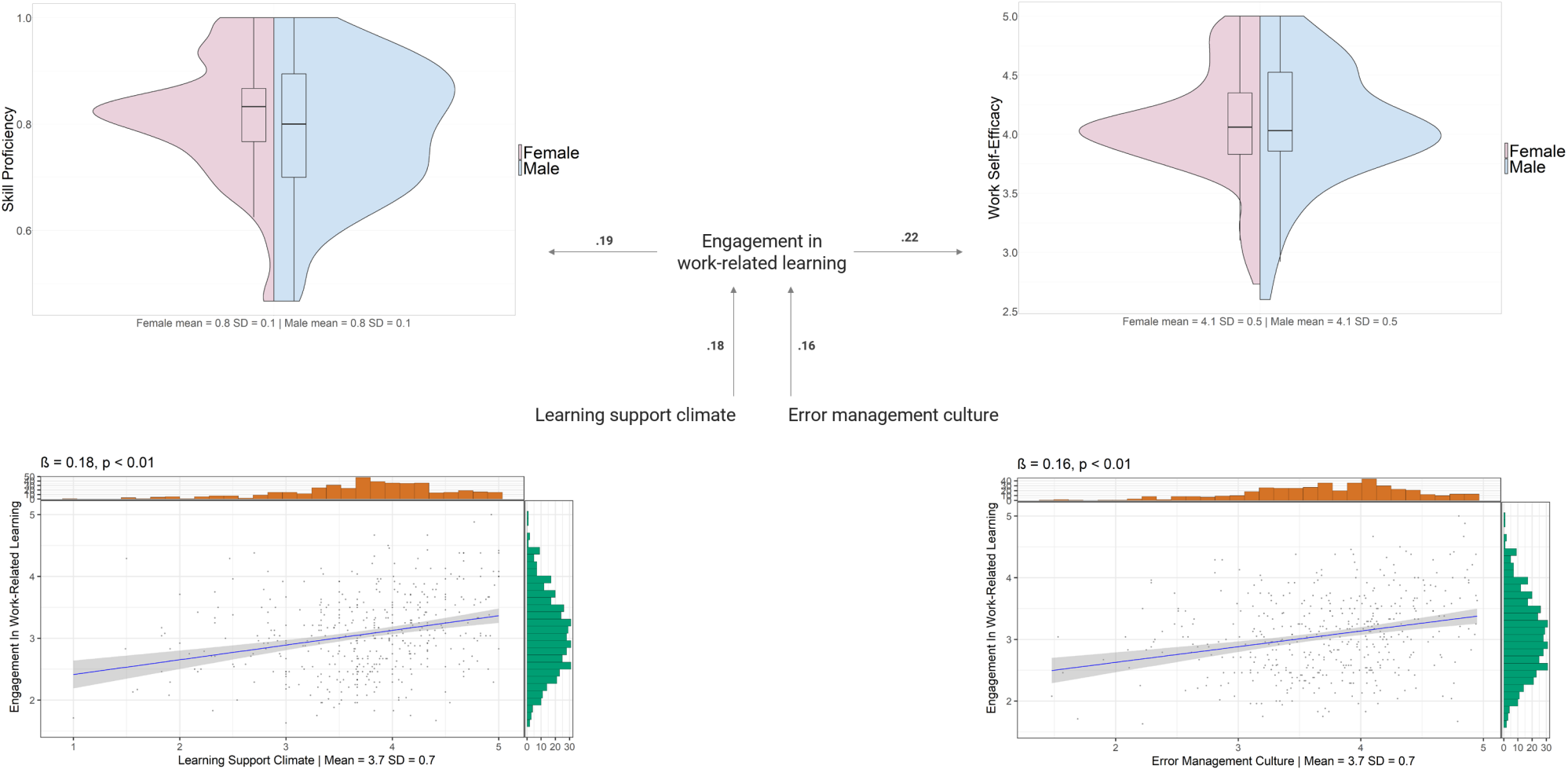**Error management culture .16*** describes your organisational practices and procedures related to communication about errors, learning from errors, sharing error knowledge, helping in error situations, as well as quickly detecting, analysing, and handling/resolving errors. Emphasizing that errors are unacceptable and will be sanctioned does not prevent that errors are made but rather causes workers to cover up mistakes. Instead, a range of norms and behaviours can send strong signals about focusing on the reduction of negative and the promotion of positive error consequences.[36]

Interpretation

Engagement in work-related learning experiences will help build workers' self-efficacy and skill proficiency, both which are fundamental for work performance. To bring about a broad range of learning behaviours, there ought to be genuine signals about the value and opportunities for professional growth. There also need to be re/consideration about how constructive organisations conceptualise and deal with errors. Next, respondents also offer a range of comments that indicate which practices and experiences an organisation may stop, continue, or start to aid engagement in work-related learning.

Analytics

Skill Proficiency

Female
Male

Female mean = 0.8 SD = 0.1 | Male mean = 0.8 SD = 0.1

Work Self-Efficacy

Female
Male

Female mean = 4.1 SD = 0.5 | Male mean = 4.1 SD = 0.5

.19 ← Engagement in work-related learning → .22

.18 ↑ ↑ .16

Learning support climate   Error management culture

ß = 0.18, p < 0.01

Engagement In Work-Related Learning

Learning Support Climate | Mean = 3.7 SD = 0.7

ß = 0.16, p < 0.01

Engagement In Work-Related Learning

Error Management Culture | Mean = 3.7 SD = 0.7

To help me accomplish great things, my organisation should STOP ..

In relation to professional learning the AOD workforce signals that the following practises and experiences should be **reviewed or stopped** in order to help the workforce achieve its best at work and for their clients: Ignoring feedback for growth, and stop limiting professional development hours. The following quotes are emblematic of the responses:

"Ignoring recommendation and suggestions and feedback."

"Limiting professional development hours."

"Being unclear regarding fixed term opportunities and career development."

To help me accomplish great things, my organisation should CONTINUE ..

In relation to professional learning the AOD workforce signals that the following practises and experiences should be **continued or deepened** in order to help the workforce achieve its best at work and for their clients: Support and continue to provide professional development and training, education, opportunities for innovation and supervision. Continue to employ reflective practice, provide feedback and encouragement. The following quotes are emblematic of the responses:

"Continue to encourage and provide professional development training, and supervision where possible to enhance skills and prevent burnouts."

"Supporting us to continue with professional Development and to upskill. Continue having us attend conferences and to work collaboratively."

"Providing opportunities for me to explore and pursue new opportunities/innovation."

"To reflect honestly and discuss without defensiveness. Ensure and actively foster a collaborative work culture across teams that creates safety. Continue encouraging reflective practice and peer development."

To help me accomplish great things, my organisation should START ..

In relation to professional learning the AOD workforce signals that the following practises and experiences should be **initiated or implemented** in order to help the workforce achieve its best at work and for their clients: Begin to provide opportunities for upskilling, advancing workers careers, training and professional development, leadership skills, and further studies. Investing in stronger strategic development, career progression, embracing new ideas, and providing staff the opportunity to showcase their skills for career development. And finally, having clear training for new staff members. The following quotes are emblematic of the responses:

"Providing opportunities to advance workers careers and move up within the organization. Providing adequate clinical supervision."

"Providing more opportunities for me to utilise my variety of skills and provide opportunities for further career development."

"Providing provision for relevant training where possible and supporting further studies."

"Having clear training for all new managers and staff.

"Appropriate performance management. There are some staff who are not trained to hold the position they have and are in coordinator positions sadly."

7.   ON WELLBEING

Psychological distress describes the level of your workers' non-specific anxiety and depressive symptoms. Work affects individuals' psychological states and emotional experiences, which in turn impact workers' health, error rates, self-regulation and creativity, all which has flow-on effects on their motivation, performance and thus clients.[28,37]

Work-to-family conflict describes the extent by which your workers perceive their organisational involvement to interfere with family life. Incompatible time and psychological demands can make workers severely stressed, distracted, or depressed, with flow-on effects on both their family and work environment.[38,39]

The analysis examined what drives both experiences. The reported value represents the strength of the driver-outcome relationship (regression coefficient β: 09=small, .16=moderate, .26=large). An asterisk * signals this relationship is observed as systematic and applies to the majority of the workforce (statistical significance $p < .05$).

Drivers

Time pressure .19* | .31* describes the intensity of your workers' perceived discrepancy between time available (real or perceived) and what is necessary to complete tasks or obtain results in light of imposing deadline(s).[40]

Job insecurity .16* | .27* describes your workers' perceived probability that they will lose their job. Holding a job affects an individual's economic security, social worth, and identity, and providing workers transparency and certainty is important.

Psychological safety -.19* | -.09 describes your workers' feelings about being able to show and employ themselves without fear of negative consequences of self-esteem, status or career. If your workers feel safe and respected, they share ideas, engage in healthy debate, and this supports and establishes learning processes and performance.[41]
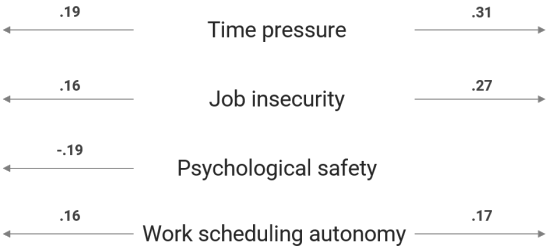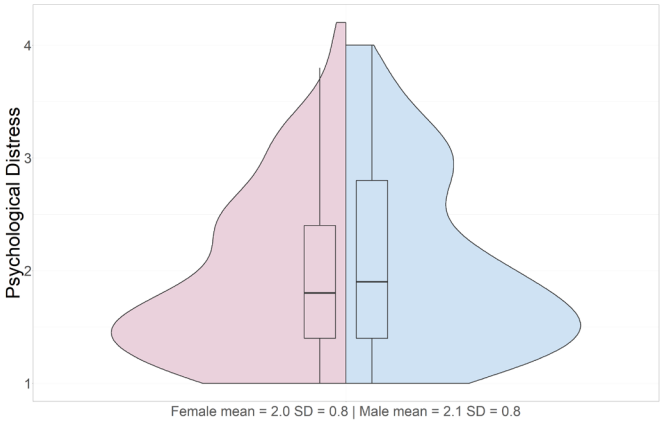
Work scheduling autonomy -.16* | -.17* describes the control employees have over their work schedule, the work timing, and sequencing. Providing employees discretion and opportunity over when they complete certain tasks and in what order enables a more optimal harmonisation and integration of work and non-work commitments.[40]
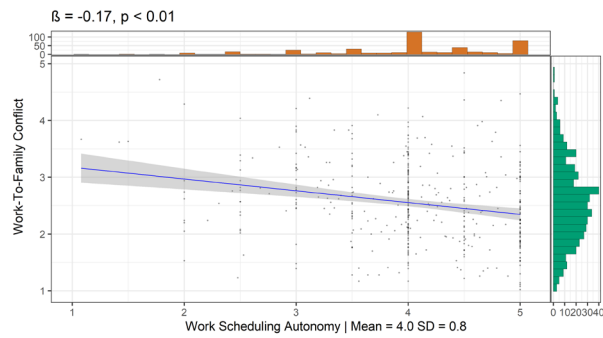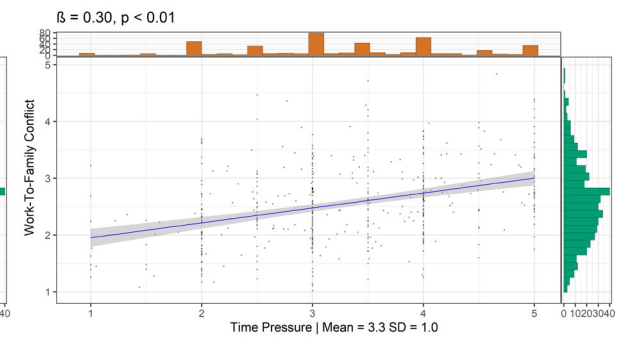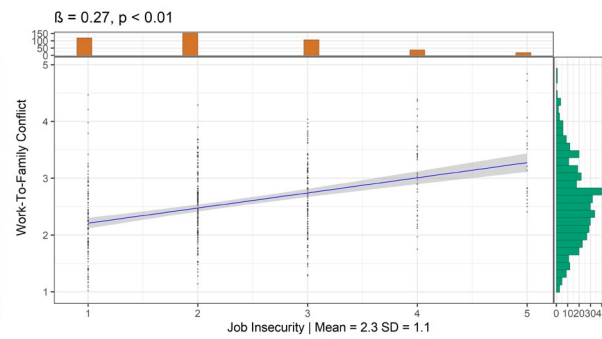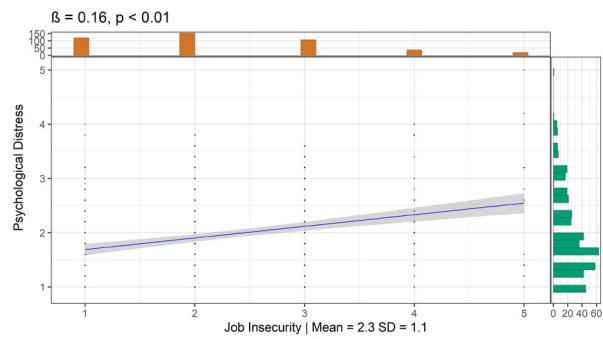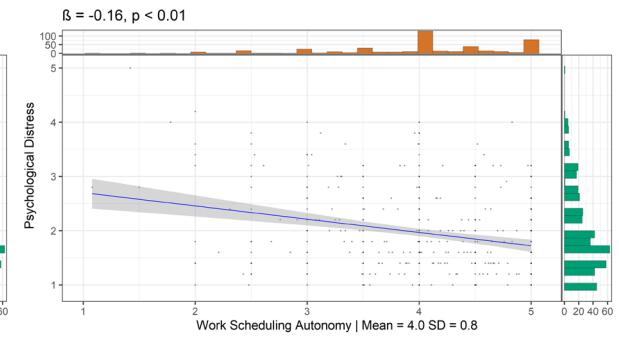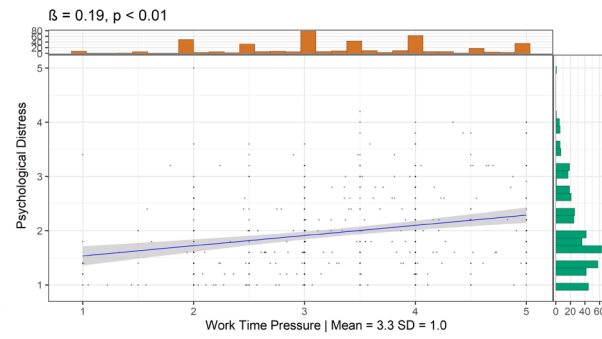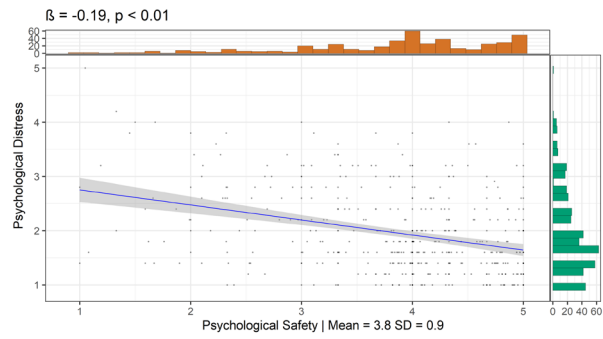
Interpretation

Workers' wellbeing is a systematic function of time pressures on the job alongside the degree by which workers can autonomously harmonise relevant schedules and demands. In addition, an insecure job or the probability to lose a job also give rise to anxieties. For workers who are then not able to show and employ themselves without fear of negative consequences, the negative effect compounds into undesirable levels of psychological distress as well as work induced family conflict. Next, respondents also offer a range of comments that indicate which practices and experiences an organisation may stop, continue, or start to aid engagement in wellbeing.

Analytics

Psychological Distress

Female mean = 2.0 SD = 0.8 | Male mean = 2.1 SD = 0.8

.19 ← Time pressure → .31

.16 ← Job insecurity → .27

-.19 ← Psychological safety

.16 ← Work scheduling autonomy → .17

Work-To-Family Conflict

Female mean = 2.5 SD = 0.7 | Male mean = 2.7 SD = 0.8

Female
Male

To help me accomplish great things, my organisation should STOP ..

In relation to wellbeing the AOD workforce signals that the following practises and experiences should be **reviewed or stopped** in order to help the workforce achieve its best at work and for their clients: Negative social interactions, undervaluing staff and employees, and restructuring and growing rapidly, which impacts staff psychologically. The following quotes are emblematic of the responses:

"Negative talk amongst employees"

"Stop taking workers for granted."

"Underestimating and undervaluing me."

"Growing quickly without appropriate capital- to prevent burnout"

"Re structure as this impacts psychologically and financially to staff."

To help me accomplish great things, my organisation should CONTINUE ..

In relation to wellbeing the AOD workforce signals that the following practises and experiences should be **continued or deepened** in order to help the workforce achieve its best at work and for their clients: Continue to support, and encourage employees, and make them feel heard. Continuing to create a workplace culture that is cross-cultural, safe, and encourages reflective practice. Finally, continuing to allow employees to work autonomously, encourage innovation, and support their unique qualities. The following quotes are emblematic of the responses:

"To reflect honestly and discuss without defensiveness. Ensure and actively foster a collaborative work culture across teams that creates safety. Continue encouraging reflective practice and peer development."

"Encouraging and believing in team members as they already do. It really is a great team to work with. There is so much positivity it is amazing."

"Continue encouraging reflective practice and peer development."

"To look at expanding the space to reduce the crowding in the office and look for funding to increase team size to reduce the stress of high demand on staff."

To help me accomplish great things, my organisation should START ..

In relation to wellbeing the AOD workforce signals that the following practises and experiences should be **initiated or implemented** in order to help the workforce achieve its best at work and for their clients: Valuing staff, volunteers and frontline workers by listening to them, and being compassionate, recognising their assets and crediting them for it. Providing mentoring and support to discuss challenges and concerns, supervision, and mental health days off. Finally, allowing staff to work more autonomously, work from home, and reduce their caseload sizes to reduce pressure. The following quotes are emblematic of the responses:

"Providing an individual monthly session with the team leader for feedback on my performance, providing mentoring and support and to talk through any concerns/issues I may have re participants and how best to support them."

"Peer supervision, implementation of more supportive services and information about ego-depletion and mental health days off."

"Treat their staff with more respect."

"Looking at reducing caseload sizes to reduce the pressure on staff and allow more preventative work to occur. Have an after hours support team."

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GLOSSARY

A selective list of terms relating to the research methodology:

mean or the arithmetic mean is simply the average value as the sum of a collection of numbers divided by the count of numbers in the collection

median is the value separating the higher half from the lower half of a data sample, a population, or a probability distribution

histogram is an approximate graphical representation of the distribution of numerical data

density plot is a smoothed version of the histogram and is used for the same purpose

confidence interval describes the probability that a parameter will fall between a pair of values around the mean

standard deviation (SD) measures the amount of variability, or dispersion, from the individual data values to the mean

correlation is a statistical method used to determine the strength of a relationship between two variables: if the two variables move in the same direction, then those variables are said to have a positive correlation; if they move in opposite directions, then they have a negative correlation

regression is a statistical method used to determine the strength and direction of a relationship between one dependent or outcome variable and a series of independent or driver variables

statistical significance describes a testable claim that a result from data is not likely to occur randomly or by chance but is instead likely to be attributable to a specific cause