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

a research report for the Victorian Alcohol and Drug Association (VAADA)

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Curtin University

vaada
Victorian Alcohol & Drug Association

EXECUTIVE SUMMARY

WHY WE DID THIS RESEARCH

The non-government alcohol and other drugs (AOD) sector in the state of Victoria (VIC) 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 285 responding AOD workers from across VIC. 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 Victorian Alcohol and Drug Association (VAADA) is the peak organisation for the non-government alcohol and other drugs sector (AOD) in the state Victoria (VIC). The vision is to realise a connected and sustainable sector that provides quality evidence-based programs that reduce alcohol and drug related harms to Victorian communities.

As such, VAADA 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, VAADA adopts an evidence-based lens to sector and workforce development. More specifically, VAADA 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 VIC: 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 VIC.

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 VIC 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
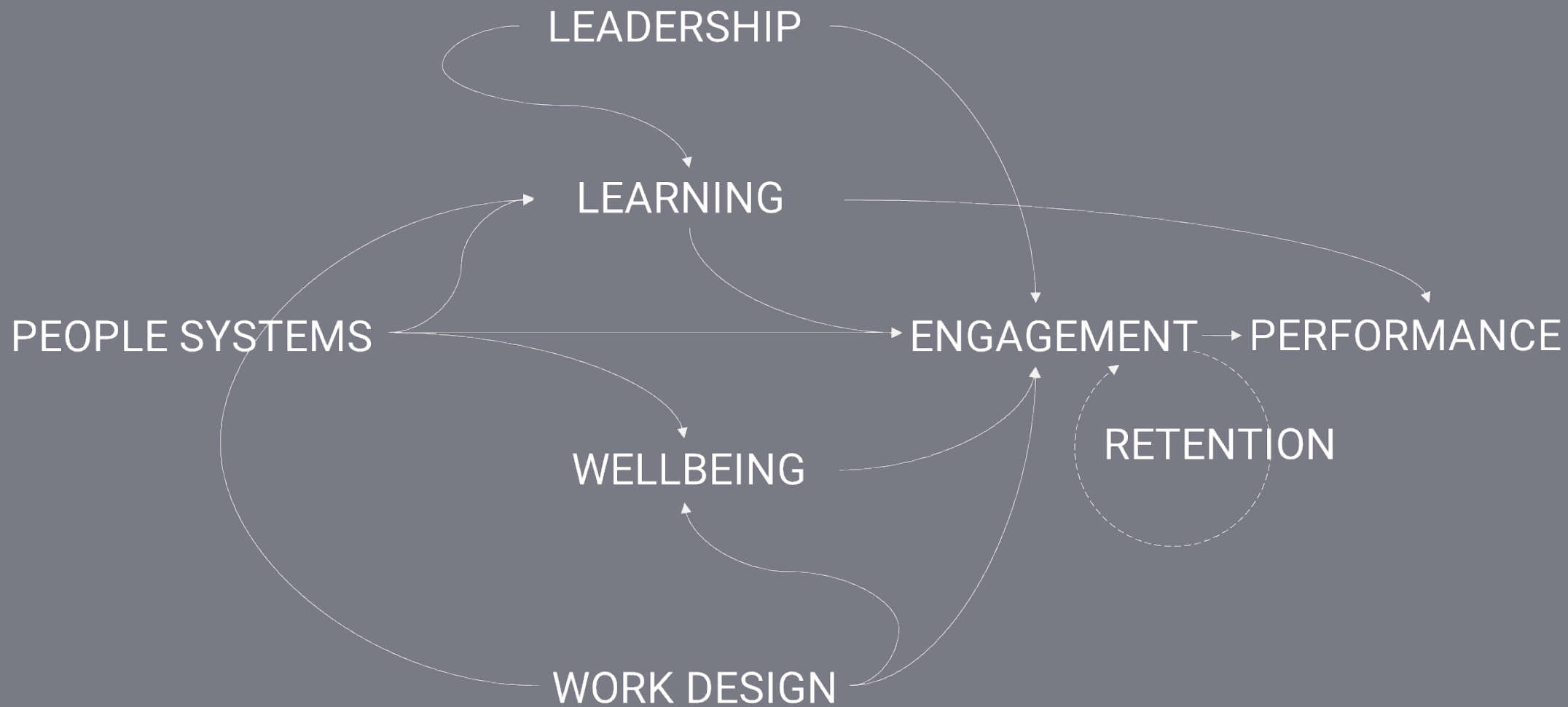
ON DATA AND EVIDENCE

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.
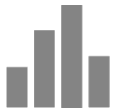
A **bar chart** uses bars or columns to compare data among categories: the longer the bar, the greater its value. Relatedly, a **histogram** plots the frequency of responses or score occurrences that have been divided into classes (e.g., disagree, neutral, agree), thereby visualising the distribution 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.
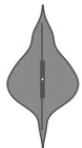
A **violin plot** combines the benefits of a boxplot with the benefits of a smoothed histogram that is rotated. A **split violin plot** is useful to for comparing two groups on the same variable (e.g., females and males) side. The provided example annotates the informative elements.
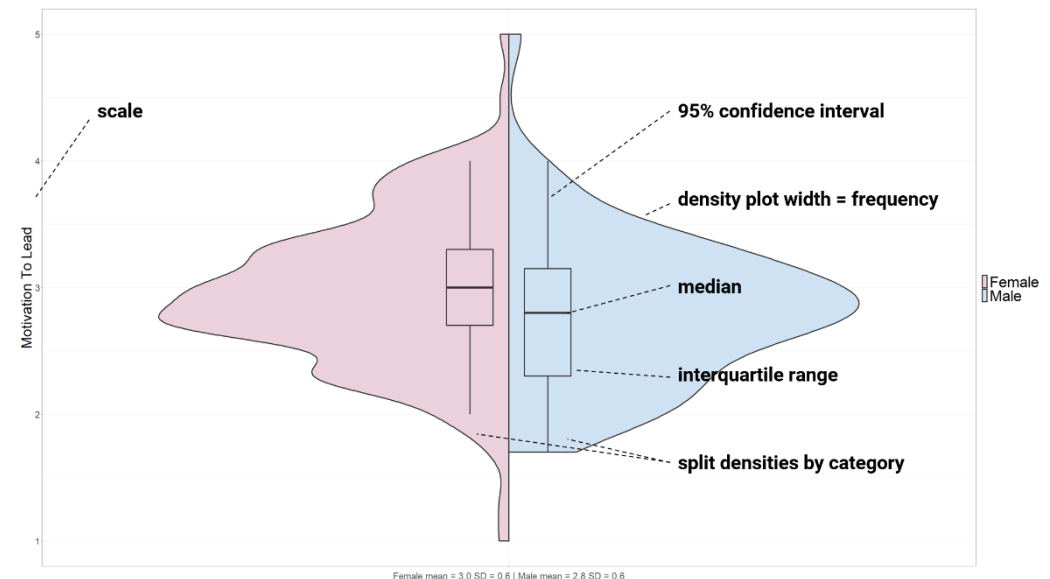
Illustration and explanation of split violin plot

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).
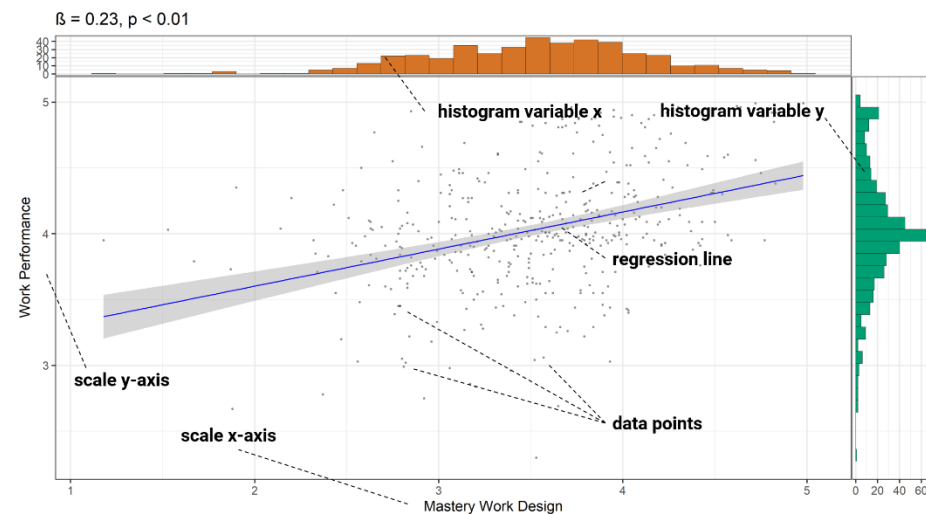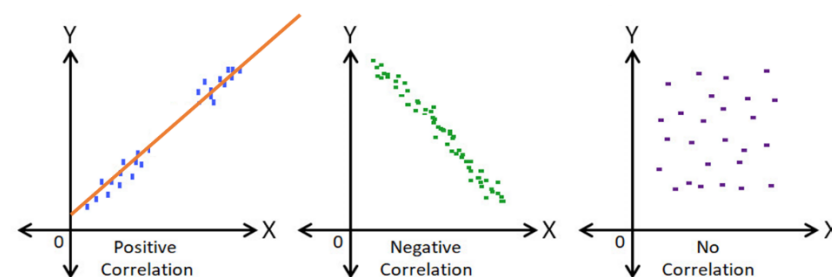
1.   ON THE AOD WORKFORCE IN VIC

The AOD workforce in VIC (as by this sample: 285 respondents from 90 organisations) is characterised by a multi-ethnic composition that suggests more than half the workers define their ethnic background as Australian (61%). About 2% identifies as Australian Aboriginal. Following are English (4%), Italian (3%), New Zealander (3%), and about 30 fractions from across globe.

The workforce is dominantly women or females (66%), followed by men or males (32%) and a small fraction of respondents describing themselves as non-binary (2%). 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 (78%), gay or lesbian (10%), bisexual (9%), or prefer to use a different term (3%).

Statistically speaking, the prototypical AOD worker is about 44 years (female) and 47 years (male), with the majority (68%) aged between 32 to 56 (female) and 35 to 59 (male). On average, total life work experience is reported as 23 years (female) and 25 years (male), with an average current job tenure of about 3.9 years (female) and 4.4 years (male).

Respondents indicated their job level along a continuum of 8 categories. The data suggests, on average, males occupy roles that are about one level higher than those roles occupied by 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 (4.4) than females (3.5). Similarly, AOD sector employers are reported more by males (3.3) than females (2.6).

The profile of the AOD workforce further suggests that males make more upward career moves (4.4) than females (2.9), whilst professionally females move more laterally (2.7) than males (2.2).
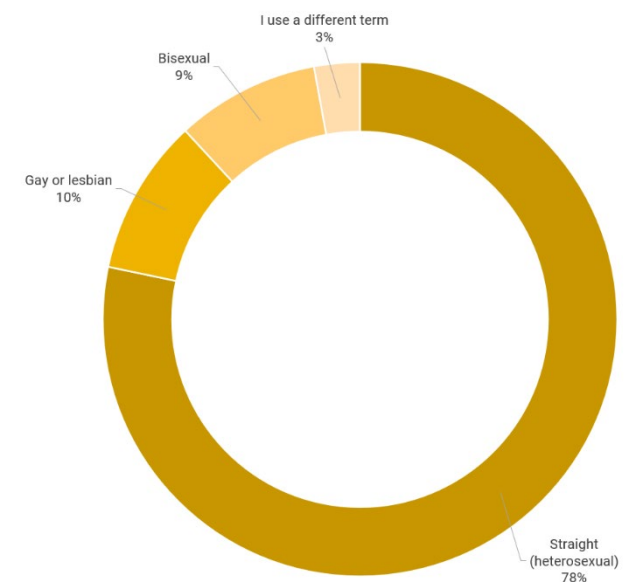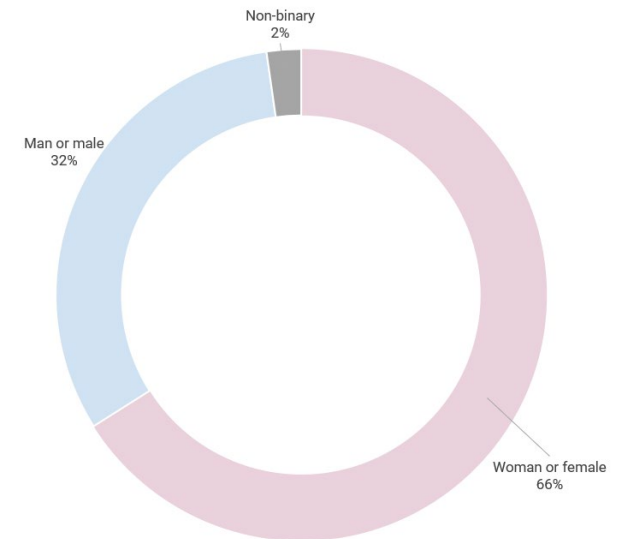
Working more time per week than contracted for is prominent for both females (2 hours) and males (3 hours).
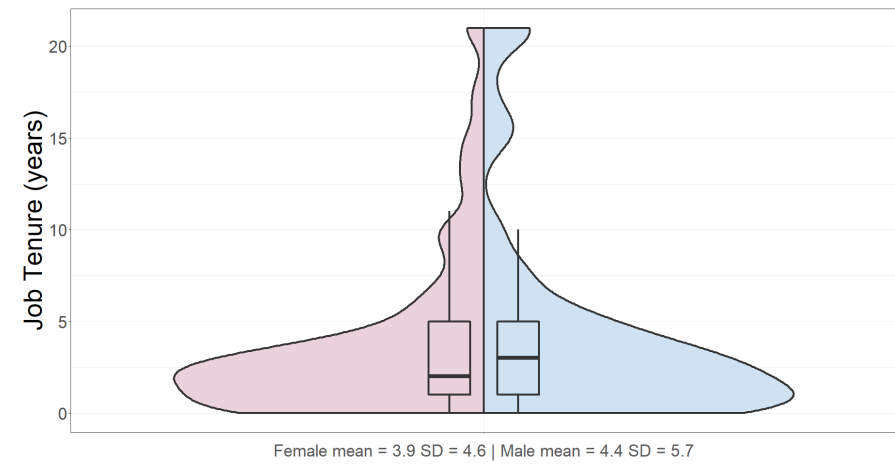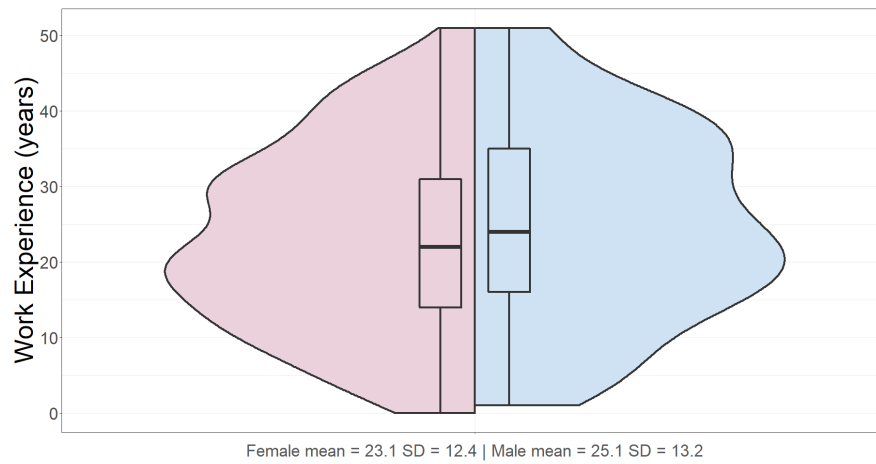
Put together, the AOD workforce is noticeably older than the majority of the population (median age in Australia is 38 years), there are more than twice as many women than men operating across the AOD sector, and males seem to have slightly more AOD-specific and top-oriented employment accounts.

Examining workers reporting on their highest educational degree suggests that the AOD workforce is mainly characterised by a mix of certificates (20%), diplomas (20%), and master degrees (26%). The main field of study describes the workforce draws on a highly homogenous educational background that is rooted in the social sciences (37%) or health (45%), which most of the respondents (73%) consider "relevant" or "very relevant" to their current AOD work.
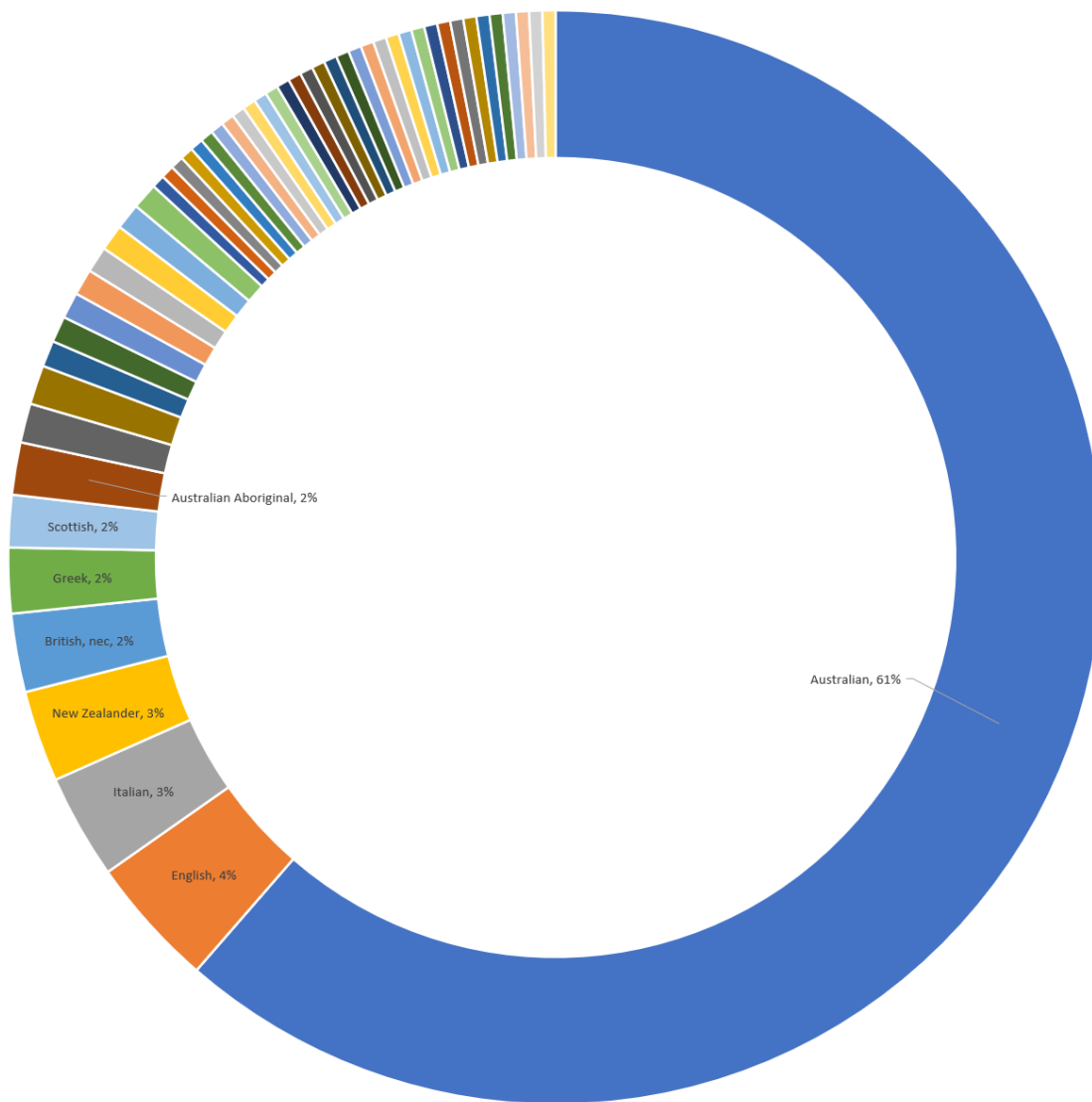
Ethnic

- Australian
- English
- Italian
- New Zealander
- British, nec
- Greek
- Scottish
- Australian Aboriginal
- Anglo
- Jewish
- Australian / Greek
- United Kingdom
- Irish
- Chinese
- Western European, nec
- Croatian
- Anglo-Saxon
- Maori
- Australian / Italian
- Canadian
- African American
- Eastern European, nec
- Australian / Lebanese
- American
- Pakistani
- Brazilian
- Taiwanese American
- Hmong
- Welsh
- Hong Kong
- Australian / Canadian
- Anglo-Irish
- Austrian
- Aeolian islander & Lithuanian
- Russian
- Swiss
- Spanish
- Asian
- Ukrainian
- Kuwaiti and American
- USA
- Maltese
- Caucasian
- Australian / Italian
- Anglo-Indian
- Mauritian
- Australian / Filipino
- Native North American Indian
- Australian / Irish
- Nepalese
- Assyrian
- Kurdish

Australian, 61%

English, 4%

Italian, 3%

New Zealander, 3%

British, nec, 2%

Greek, 2%

Scottish, 2%

Australian Aboriginal, 2%

Non-binary 2%

Man or male 32%

Woman or female 66%

I use a different term 3%

Bisexual 9%

Gay or lesbian 10%

Straight (heterosexual) 78%

Female mean = 44.1 SD = 11.9 | Male mean = 46.9 SD = 12

Female mean = 2.9 SD = 1.4 | Male mean = 3.6 SD = 1.9

Female mean = 23.1 SD = 12.4 | Male mean = 25.1 SD = 13.2

Female mean = 3.9 SD = 4.6 | Male mean = 4.4 SD = 5.7

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 = 10.8 SD = 7.7 | Male mean = 12 SD = 9.5

Female mean = 3.4 SD = 2.9 | Male mean = 4.4 SD = 5

Female mean = 0.7 SD = 1.8 | Male mean = 1 SD = 1.7

Female mean = 2.7 SD = 3.2 | Male mean = 2.2 SD = 2.6

Female mean = 5.5 SD = 5.5 | Male mean = 5.5 SD = 5.5

Female mean = 2.2 SD = 2.3 | Male mean = 2.4 SD = 2.3

Female Male

Female mean = 7.7 SD = 5.4 | Male mean = 7.6 SD = 5.3

Female mean = 3.5 SD = 4 | Male mean = 4.4 SD = 5.7

Female mean = 2.6 SD = 3.4 | Male mean = 3.3 SD = 4.6

Female Male

Female mean = 34 SD = 8.6 | Male mean = 33.7 SD = 8.9

Female mean = 36.1 SD = 10.7 | Male mean = 36.5 SD = 11.9

Female Male

Highest Educational Degree (VIC)

Highest Educational Degree (VIC)	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	0.4%	0.4%		1%				1%	1%	2%						
Junior Secondary Education Year 10	0.9%	1.2%	1%	1%	1%	1%		1%		2%		1%	2%	2%		
Senior Secondary Education Year 12	2.7%	3.9%	2%	3%	2%	2%	1%	3%	1%	4%	4%	2%	3%	5%	3%	2%
Certificate I & II Level	16.6%	20.5%	16%	18%	18%	16%	16%	15%	17%	12%	14%	17%	16%	22%	20%	15%
Certificate III & IV Level	4.7%	25.2%	6%	3%	5%	4%	6%	4%	5%	8%	6%	5%	3%	5%	3%	2%
Diploma Level	9.4%	34.6%	9%	9%	7%	10%	10%	11%	6%	8%	10%	10%	10%	12%	12%	7%
Advanced Diploma and Associate Degree Level	15.1%	49.6%	17%	13%	13%	13%	15%	18%	15%	18%	18%	17%	15%	12%	14%	12%
Bachelor Degree Level	2.4%	52.0%	3%	4%	5%	4%	3%	1%	4%	1%		1%	3%		3%	2%
Graduate Certificate Level	6.2%	58.2%	6%	7%	7%	6%	6%	5%	8%	4%	6%	5%	7%	7%	7%	5%
Graduate Diploma Level	11.7%	69.9%	13%	13%	12%	14%	14%	16%	13%	13%	8%	12%	10%	10%	5%	10%
Master Degree Level	26.3%	96.2%	26%	25%	24%	25%	24%	24%	26%	28%	27%	28%	27%	22%	29%	32%
MBA	0.4%	96.6%		1%	1%	1%		1%	1%							
Doctoral Degree Level	3.4%	100.0%	2%	3%	3%	3%	3%	3%	2%	3%	4%	3%	3%	2%	2%	12%

Main Field of Study (VIC)

Main Field of Study (VIC)	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	0.1%					1%									
Education	5.0%	6%	6%	3%	3%	5%	7%	5%	1%		3%	9%	5%	7%	10%
Engineering and Related Technologies	0.4%	1%	1%	1%	1%	1%									
Health	44.7%	40%	43%	41%	41%	34%	47%	47%	42%	43%	52%	46%	51%	53%	44%
Information Technology	0.1%		1%												
Management and Commerce	9.1%	9%	10%	10%	11%	14%	9%	9%	12%	20%	7%	6%	5%	5%	
Natural and Physical Sciences	2.3%	2%	3%	2%	3%	4%		2%	3%	4%	1%	1%	5%		2%
Society and Culture	36.8%	39%	35%	39%	39%	39%	35%	35%	40%	31%	35%	36%	32%	34%	44%
Other	1.9%	3%	3%	2%	2%	3%	1%	2%	3%	2%	1%	1%	2%	2%	

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.

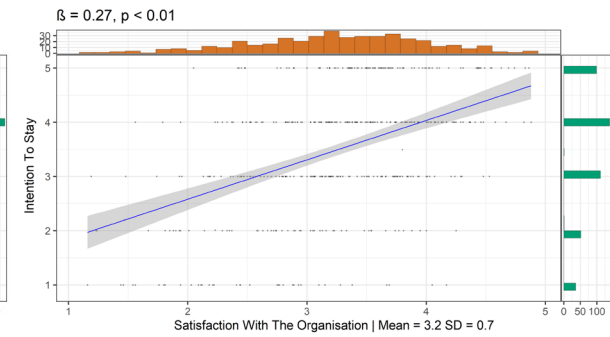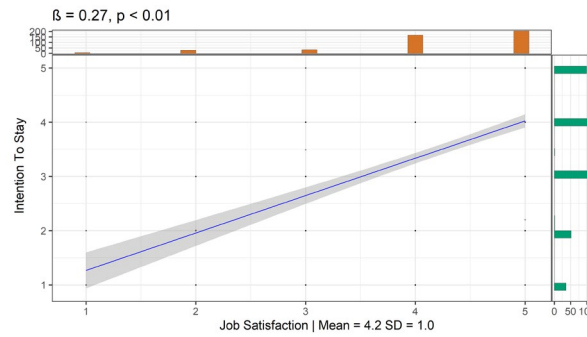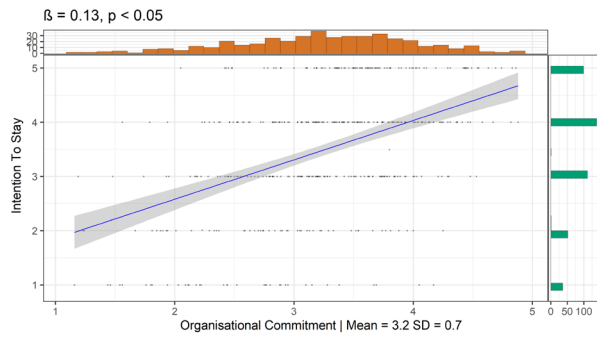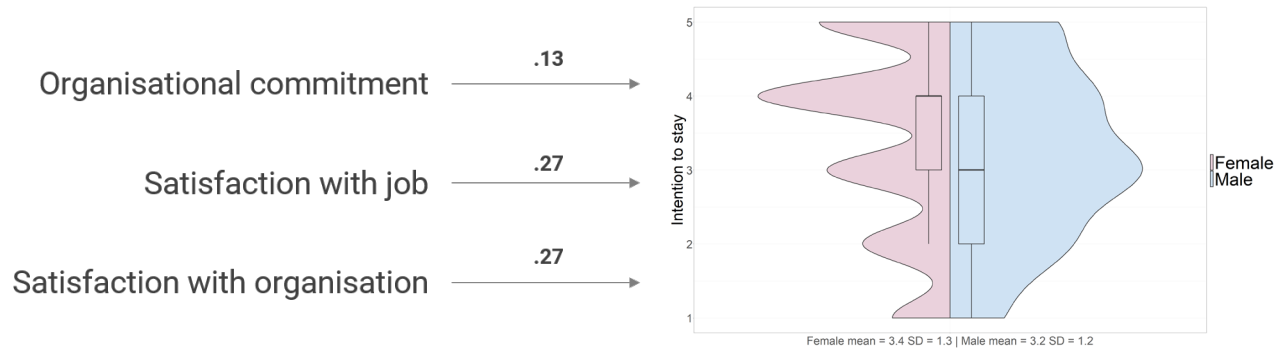**Satisfaction with salary .08** describes your workers' evaluative judgment about the adequacy of their salary or compensation. There is no systematic relationship across the Sector between satisfaction with salary and intention to stay.

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 = 3.4 SD = 1.3 | Male mean = 3.2 SD = 1.2

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: Fixed contracts, re-designing roles, stopping staff from leaving by reviewing retention measures, and frequent staff-turnover. The following quotes are emblematic of the responses:

"Fixed term contracts which affect future employment and uncertainty within the organisation."

"Re-designing roles which then causes staff to leave who have offered so much to [organisation] and in turn causes a fear of job security and a huge loss of skills and familiarity."

"The turnover in executive and HR staff and invest more in staff retention."

"Not having enough staff members or having staff that leave the company."

"Having a huge staff turnover."

"Being focused on staff being a $ amount of income!! and therefore setting data outcomes which are not reflective of client centered better health and quality of life outcomes."

"Stop underpaying staff"

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: Evaluate retention measures, continue to retain good quality staff, and to support flexibility for staff. The following quotes are emblematic of the responses:

"To hire good people but actually try to keep them."

"Flexible work protocols to allow staff to work flexibly/from home/part time etc."

"Evaluate staff retention options."

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: Offer secure and long term contracts, and prioritise staff retention and development. The following quotes are emblematic of the responses:

"Offering secure employment and ongoing contracts for committed staff along with funding for outside organisations relevant to improve staff development and wellbeing."

"Showing value for staff and attempting to retain passionate staff."

"Giving me paid time to be seconded to other organizations to develop new skills."

"Offering secure employment and ongoing contracts for committed staff."

"Giving pay rises."

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 organisati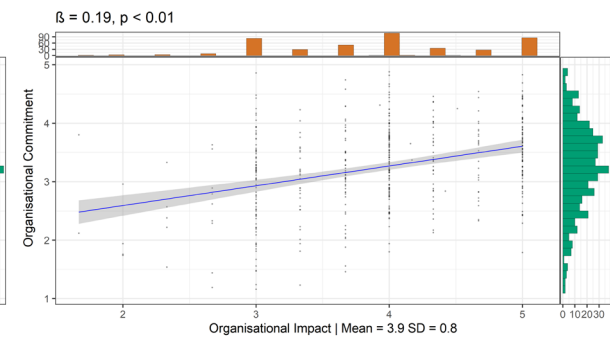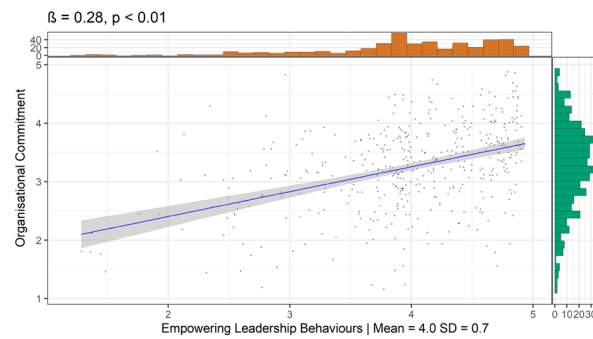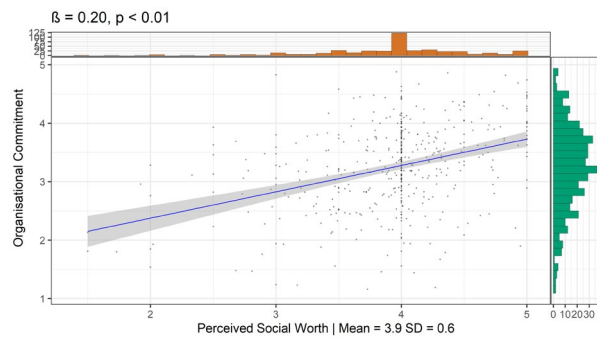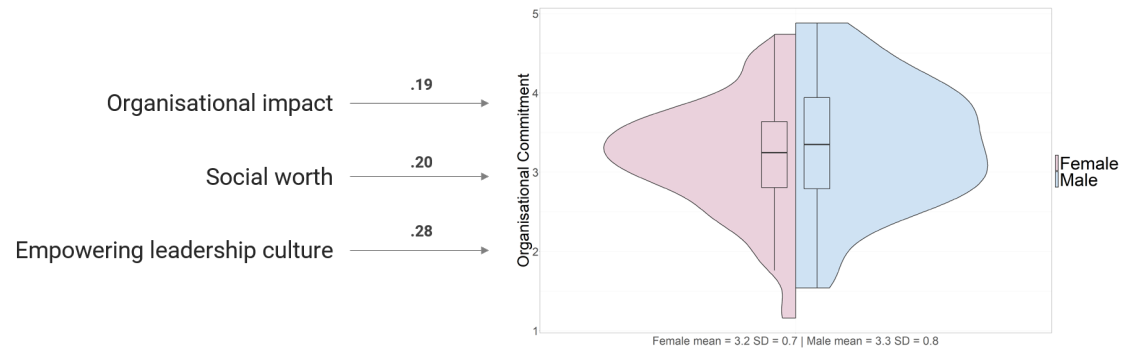ons can rely ever less on precise ends or predefined means. Holding workers responsible for outcomes whilst providing information, resources, and opportunity increases organisational citizenship, innovation, and performance. Workers feel empowered when their superiors lead by example, involve them in 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 →

Female mean = 3.2 SD = 0.7 | Male mean = 3.3 SD = 0.8

ß = 0.20, p < 0.01

Perceived Social Worth | Mean = 3.9 SD = 0.6

ß = 0.28, p < 0.01

Empowering Leadership Behaviours | Mean = 4.0 SD = 0.7

ß = 0.19, p < 0.01

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. Focusing on non-evidence based practice, and not putting client groups first. Also, Undervaluing AOD work, undermining the AOD workforce, and lack of advocacy. The following quotes are emblematic of the responses:

"Pushing so many things that are not proved by science or have nothing to do with the job of helping people. I believe that we are governed by feelings sometimes rather than facts."

"Thinking about how to make a dollar and go back to basics putting our client groups first."

"Undervaluing what we do in AOD."

"Thinking small and seeing itself as a small player, stop talking itself down."

"Being so timid with public advocacy. Instead, have a clear range of policy responses to child incarceration, drug user stigma, pill testing, and the expansion of harm minimisation models."

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: Caring and valuing for clients, promoting client outcomes first, representing marginalised communities. Also, networking, aligning with organisational values, developing culture and community, collaborating and nurturing the AOD team, and prioritising AOD services. The following quotes are emblematic of the responses:

"To promote client first outcomes, but not at the expense of gaining staff investment in goals, & shared journey."

"To be client focused and centre all practice and change around the people we serve."

"To stand up for the rights of marginalised populations."

"Network with known and new stakeholders."

"Developing a national culture and cohesiveness in the organisation."

"To use a collaborative approach and keep the AOD team as fantastic as they are; best, friendliest team in the organisation."

"To prioritise AOD services."

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: Allowing more time to work with clients, focusing more client outcomes, addressing needs of clients more, strategic planning and focusing on AOD support. The following quotes are emblematic of the responses:

"Focussing more on client outcomes, rather than on achieving silly targets to please the number crunchers in various government departments."

"Allowing greater involvement in the clients post-withdrawal plan."

"Taking a real interest in AOD and Mental health support and look for ways to grow support services."

"Offering AOD specific clinical supervision."

"Thinking seriously about the importance of an appropriate central sight for AOD treatment and program work and act on securing the current one or secure plan B."

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]
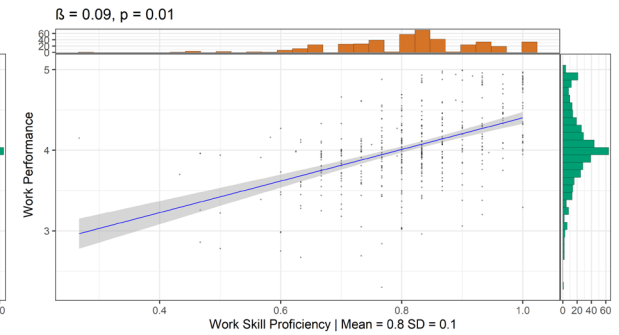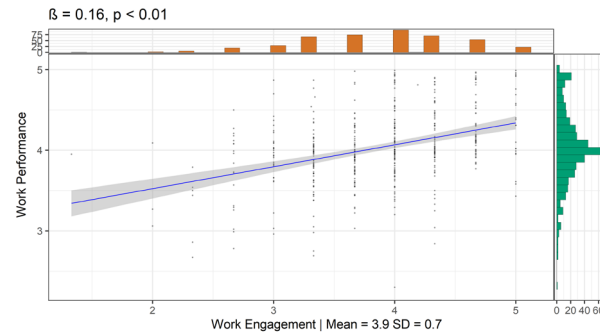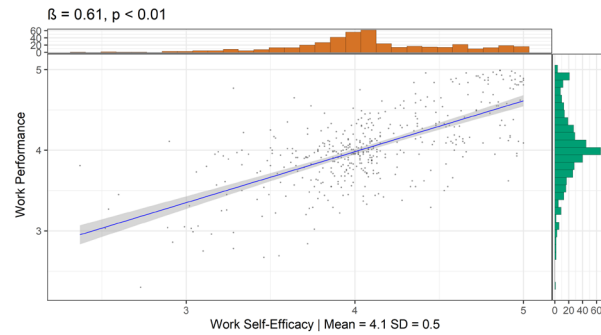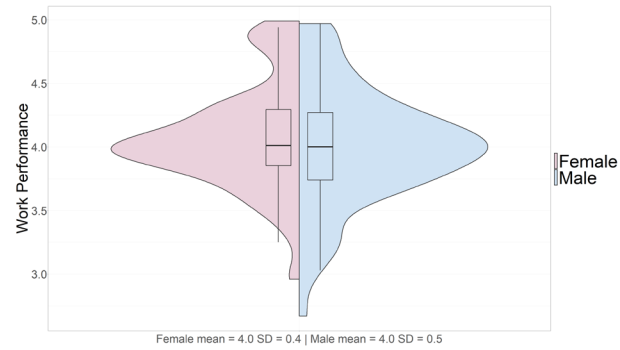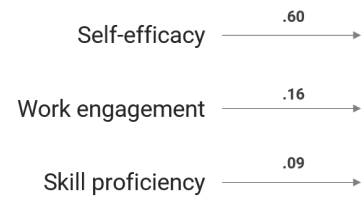
Work engagement .16* describes your workers' positive state of mind and affects how much discretionary time and effort they put into their work. The more dedicated, vigorous, and absorbed your workers are in their work, the better for bottom line outcomes such as job performance, client satisfaction, 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

ß = 0.61, p < 0.01

ß = 0.16, p < 0.01

ß = 0.09, p = 0.01

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: Stop increasing workload, frequency of staff working from home, and performing tasks without adequate training. The following quotes are emblematic of the responses:

"Increasing workload. There are literally not enough hours in a working day to stay on top - quality of service provided suffers as a result. Zero time for program development and enhancement."

"People work from home so much as it impacts morale and reduces team cohesion."

"Asking me to perform tasks without adequate training."

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: Encourage shared goals, acknowledge staff performance and monitor performance. The following quotes are emblematic of the responses:

"To provide high level communication on vision, goals."

"To acknowledge staff performance and what a challenging 18 months it has been."

"To monitor progress through performance reviews, provide great pay & benefits to employees, and keep up emphasis on self-care."

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: Allow staff to utilise their skills outside the organisation, and give staff more time to complete tasks. The following quotes are emblematic of the responses:

"Allow me to utilise some of the skills I have to benefit the community."

"To give staff more time to complete tasks to a higher standard."

"Using my experience for new projects."

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]
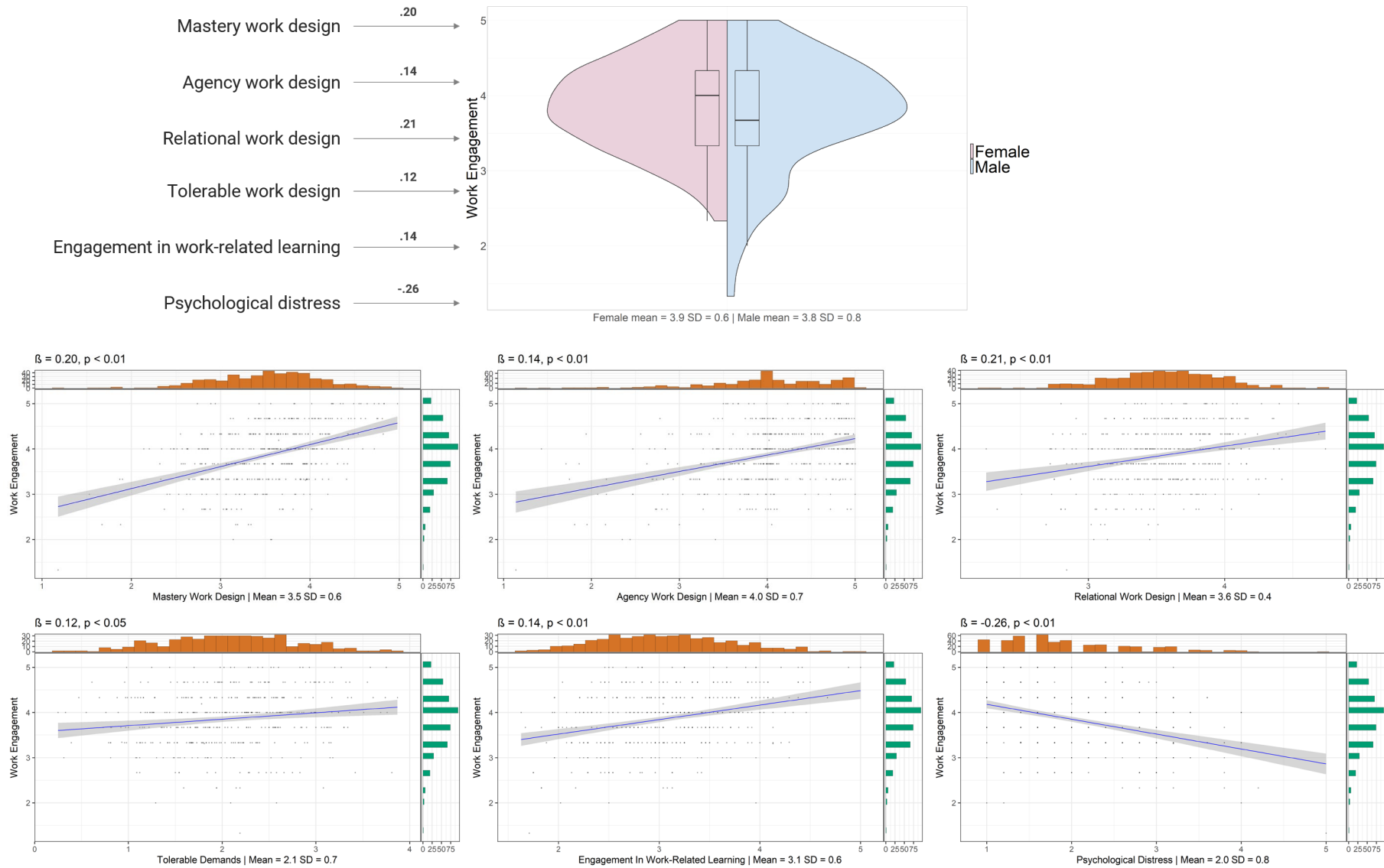
Engagement in work-related learning .14* describes your workers' involvement and participation in experiences that help them gain and sustain key knowledge, skills and behaviours, which in turn translate to a positive state of mind when workers' deal with the various technical, social and leadership 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 → .20

Agency work design → .14

Relational work design → .21

Tolerable work design → .12

Engagement in work-related learning → .14

Psychological distress → -.26

Female mean = 3.9 SD = 0.6 | Male mean = 3.8 SD = 0.8

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: Increasing workload. Micromanaging, employing leaders who don't have the necessary skills, and therefore ignoring poor management. Discrepancy between staff and leaders, and lack of consultation between the two parties. The following quotes are emblematic of the responses:

"Increasing workload. There are literally not enough hours in a working day to stay on top - quality of service provided suffers as a result. Zero time for program development and enhancement."

"Ignore good work and have senior level executives (CEO) stop waffling around during meetings."

"Accepting mediocre performance from some managers."

"Promoting managers due to their time that they have been with the organisation."

"Giving me a line manager who has no leadership or management skills and who micromanages me. They need to stop treating my team of volunteers as second-class members of the organisation, and stop the "us and them" senior management style."

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: Leaders supporting their staff, and allowing them to work autonomously, keeping staff in the loop, and maintaining transparency and trust. Keep staff motivated and align goals among staff. The following quotes are emblematic of the responses:

"To do as they are and keep staff informed of what is happening in other parts of the organisation."

"To have strong managers above me."

"Maintain transparency about the direction the organisation is taking and continue to involve relevant staff in the strategic planning process."

"Keep staff engaged and informed, promote training and encourage reflective practice."

"To encourage a shared goal for all employees. Continue to align with vision."

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: Provide clearer direction, provide supervision, invest more in leadership development, and development of a safe environment for all staff. Also recognising staff needs to be creative, consider some staff for extra responsibilities, and consider how workload affects engagement. The following quotes are emblematic of the responses:

"To provide a clear direction on where they plan for me to fit within the organisation over the coming years so that I too can be more future focused and confident of my place."

"Providing supervision, valuing our service and pursuing funding to improve, provide more education and professional development."

"Looking at a leadership mentoring program or encouraging leaders to engage more in upskilling their management skills."

"Communicating better from Top to front line staff."

"Development of a management trusting & supportive culture for staff."

"Recognising that staff need a moment of space to innovate."

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]
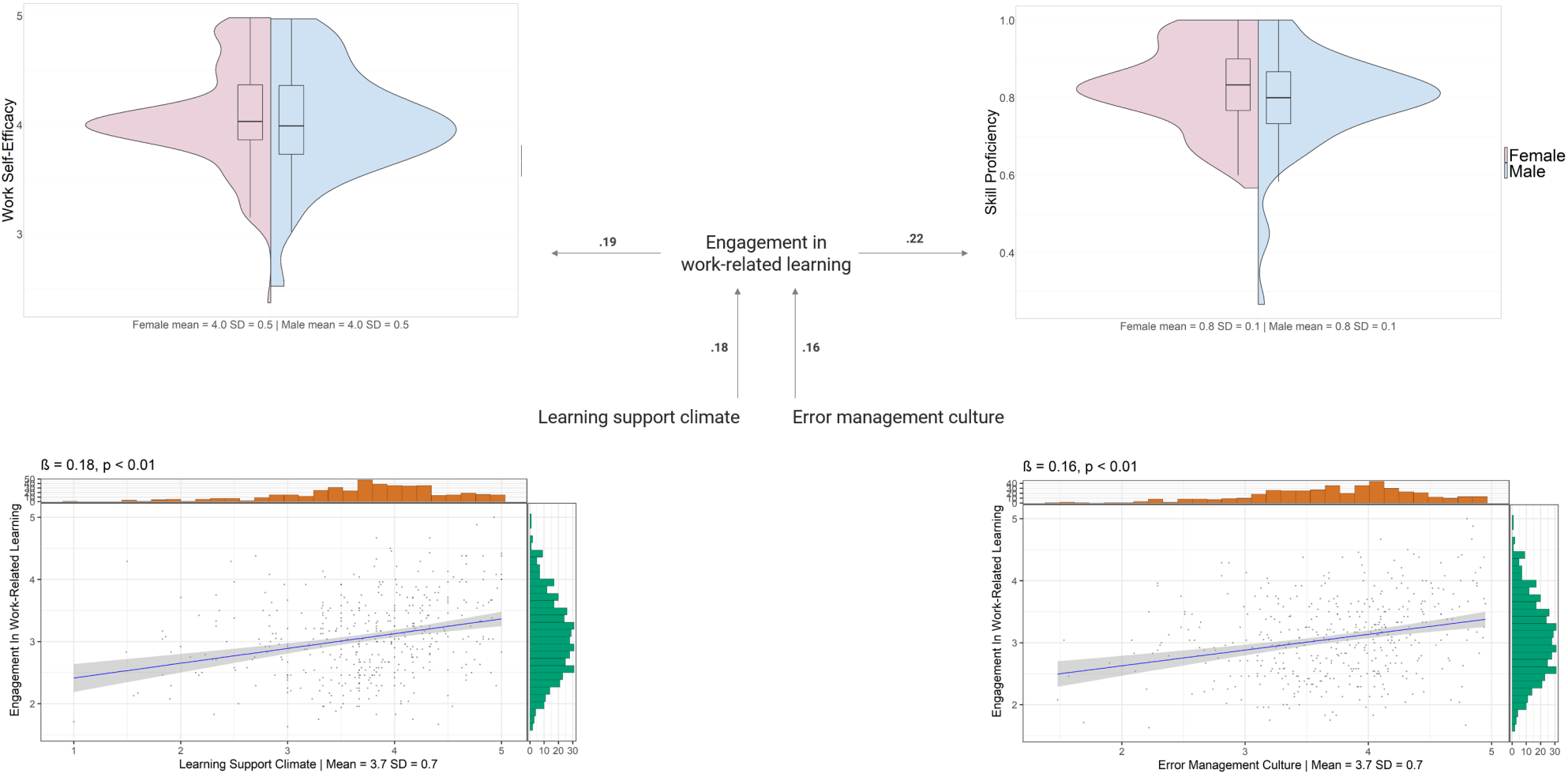
Error management culture .16* describes your organisational practices and procedures related to communication about errors, learning from errors, sharing error knowledge, helping in error situations, as well as quickly detecting, analysing, and handling/resolving errors. Emphasizing that errors are unacceptable 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

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

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

.19   Engagement in work-related learning   .22

.18   .16

Learning support climate   Error management culture

ß = 0.18, p < 0.01

ß = 0.16, p < 0.01

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: Delaying and limiting appropriate training and professional development, and limiting opportunities for work and innovation. The following quotes are emblematic of the responses:

"Delaying mandatory training for new line managers."

"Asking me to perform tasks without adequate training."

Narrowing the focus of my work. Currently despite lots of interest in other states and internationally most of my focus is in the [organisation] catchment."

"Refusing to innovate and adapt; taking on projects or contracts that we are unable to effectively deliver on; taking on projects/contracts for insufficient remuneration; being so set in our ways…"

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: Invest in professional development and growth in current roles, encourage and provide ongoing training, encourage reflective practice and feedback, and to be innovative. The following quotes are emblematic of the responses:

"To allow involvement in new and innovative ways of working."

"Provide information, training, personal support and flexibility."

"Providing appropriate professional development opportunities, staff autonomy, helping members of the public through the programs."

"Collaboration, incorporating peer workers, coop, supervision, all they are doing already."

"Being progressive and trying out new things."

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: Embrace and innovate new models and methodologies, invest in career progression; development, training, and education, provide more supervision and mentoring, and employ further team meetings and debriefings for feedback and discussion of challenges. The following quotes are emblematic of the responses:

"Linking employee Personal Development Plans with Organisation Strategic Plan so there is a clearer understanding of personal goal setting directions and continual improvement models."

"Providing supervision, valuing our service and and professional development."

"Have more conversations around development and feedback."

"Offering further training and supervision, team meetings, and debriefings, as well as suggestion boxes."

"To extend my work duties to ensure I have plenty of work, perhaps train me up in other areas of administration that I can assist other staff with."

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]
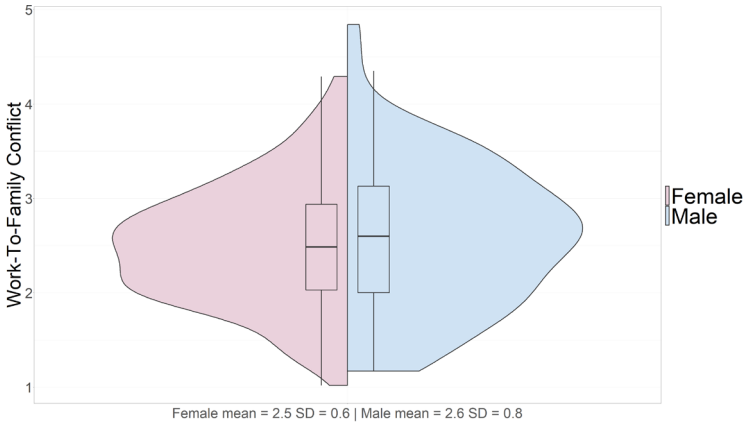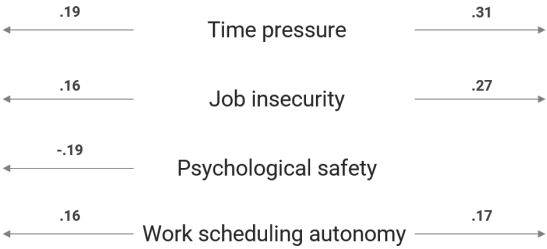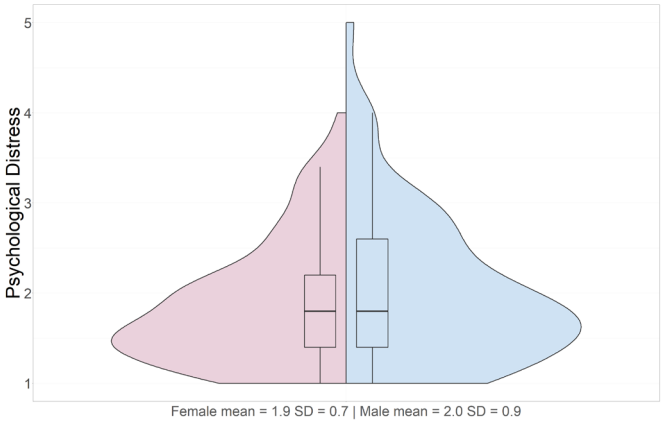
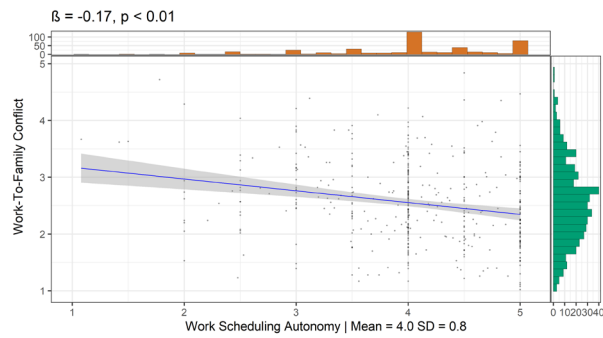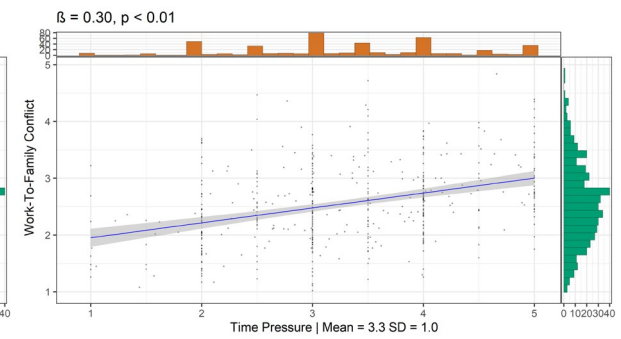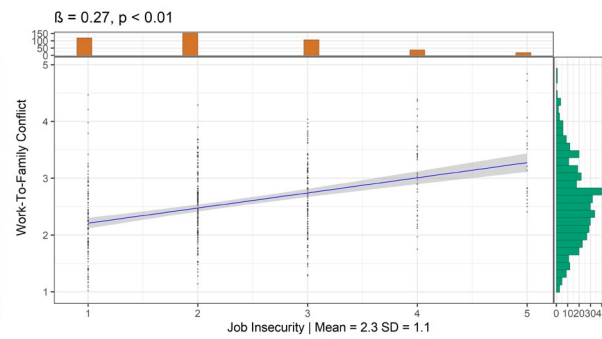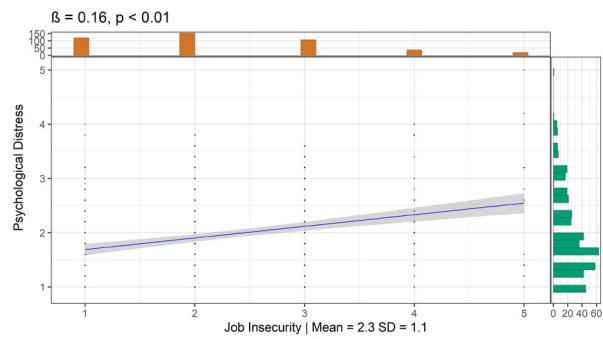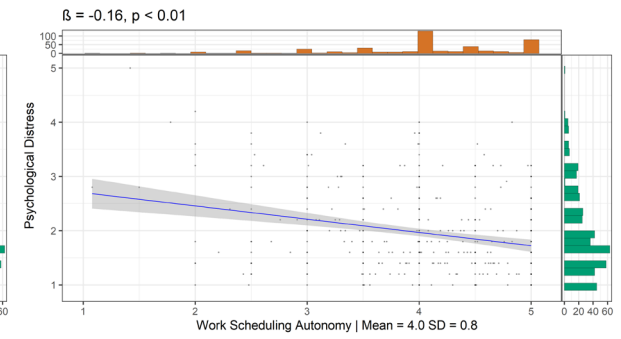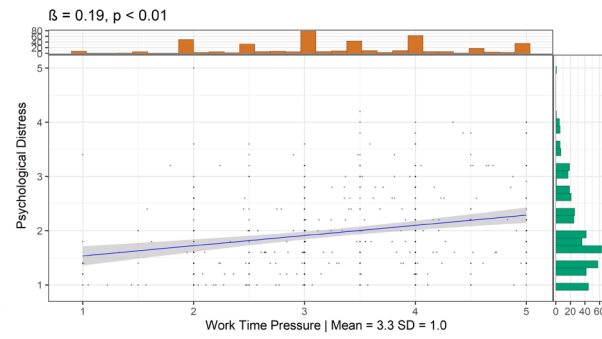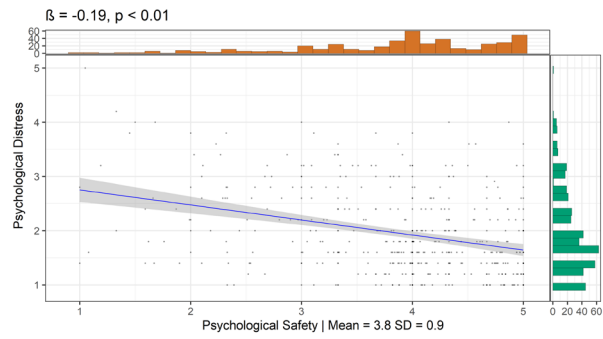**Work scheduling autonomy -.16* | -.17*** describes the control employees have over their work schedule, the work timing, and sequencing. Providing employees discretion and opportunity over when they complete certain tasks and in what order enables a more optimal harmonisation and integration of work 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 = 1.9 SD = 0.7 | Male mean = 2.0 SD = 0.9

.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 = 0.6 | Male mean = 2.6 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: Making decisions without consulting staff, undermining experienced staff, workplace bullying and discrimination, and unrealistic expectations. The following quotes are emblematic of the responses:

"Its lack of consultation with me and my program; should stop making decisions about my program without any consultation; should stop making me do it all on my own."

"Expecting us to put work before our family."

"Undermining experienced staff, stop nepotism, stop placing extra stress on single parents (mainly women) by not understanding the impacts they are dealing with."

"Labelling and discriminating against lived experience."

"Bullying staff. stop using staff intellectual property without recognition."

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: Caring for, supporting, and valuing staff, allowing flexibility, and employing respect. The following quotes are emblematic of the responses:

"Caring about me and the others who work here; Caring about the workers and clients in the AOD sector; To provide a forceful voice of criticism without fear or favour."

"To allow me to have a good work / Life balance."

"Respecting the work of the AOD team."

"The positive and respectful working relationships with colleagues."

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: Implement wellbeing days, acknowledging staff's contributions and sacrifice, and nurturing staff, particularly frontline workers. The following quotes are emblematic of the responses:

"Implementing more regular wellbeing days and dedicated PD days."

"By recognising the unique contribution that I have developed over many years of practice."

"Working more consistently to ensure that valuable staff members are identified and nurtured to succeed."

"Understanding the impact doing 24 hour shifts because there isn't adequately trained staff to be called in. Realising that just because we are frontline and shift workers doesn't mean we have to be available 24 hours a day."

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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

Dr Ramon Wenzel is a Senior Lecturer in the School of Management, Curtin University. His research and consulting connect the management of people and organisations with work psychology and data analytics. He is the Chief Investigator of the Australian Not-for-profit Workforce Study, and Director of the Learning for Purpose initiative that leverages the science on work, organisations and people to help build the capacity of the for-purpose sector. He helps leaders adopt evidence-based thoughts, practices and decisions that optimise the allocation of limited time and funding to strategic workforce initiatives.