



# 2016 LIBERIAN CIVIL SERVANTS' SURVEY

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**Instructions  
for  
Programmer**

**For Entire Survey:**

- Automatically record the TIME when Enumerator starts filling in each module.
- Automatically record the DATE of the interview
- Automatically select which questions will come up in survey based on whether the respondent is identified as a Supervisor or Staff Type 1 or Type 2 in Q #2.
- Where respondents can respond 'Other, please specify', please make sure that an empty box pops up that the Enumerator could put the specific answer in.
- Add in options 900 = 'Don't know' and 998 = 'Refused to answer' for all questions

## Module 0. PRE-INTERVIEW QUESTIONS

MODULE 0	
START TIME:	

**\*\*\* Survey Type(s): ALL 3 \*\*\***

Instructions for Enumerator	<b>[FILLED IN BY ENUMERATOR]</b> Make sure that this section is filled in <i>before</i> starting the interview, based on the Survey Roster.
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Q#	QUESTION	ANSWER POSSIBLE	Instructions for Enumerator
i.	<b>Government Institution code</b> (Ministry, Agency or Commission [MAC])		Fill in based on Survey Roster
ii.	<b>Department code</b>	_ _	Fill in based on Survey Roster
iii.	<b>Unit code</b>	_ _	Fill in based on Survey Roster
iv.	<b>Size of the Unit (Number of civil servants)</b>	<i>[Numeric Answer over 0]</i>	Fill in based on Survey Roster
v.	<b>Respondent's first name</b>	_____	Fill in based on Survey Roster
vi.	<b>Respondent's last name</b>	_____	Fill in based on Survey Roster
vii.	<b>Respondent's identifier</b>	_ _  700 = Respondent is not on the Survey Roster => Go to Q ix.	Fill in based on Survey Roster
viii.	<b>Questionnaire code</b>	_ _   _ _   _ _   _ _  <i>[PROGRAMMER: Send error message if Questionnaire code does not correspond to the concatenation of MAC code + department code + unit code + respondent's identifier]</i>	Fill in based on Survey Roster
ix.	<b>Employee/Payroll number</b> ID	<i>[11-digit number as follows ##-##-###-####]</i> 600 = Respondent does not have an Employee ID number <i>[PROGRAMMER: Employee IDs should be 11 digits. Show error message if Enumerator enters less than 11 digits.]</i>	Fill in based on Survey Roster Response should be an 11-digit number

Q#	QUESTION	ANSWER POSSIBLE	Instructions for Enumerator
			written without spaces or dashes.
x.	Interviewer ID	[3-digit number]	Three-digit code.
xi.	Date of Interview	[PROGRAMMER: Automatically populate based on DATE on TABLET]	Write date in the format DD/MM/YYYY.
xii.	Time Interview Started	[PROGRAMMER: Automatically populate based on TIME on TABLET when Enumerator fills in answer to Q.i]	Write time in 24-hour format.
xiii.	Survey type	01 = Supervisor 02 = Staff – Survey Type 1 03 = Staff – Survey Type 2 04 = New staff not on Survey Roster [PROGRAMMER: If “New staff” is chosen, randomly choose whether to administer Staff 1 or Staff 2, and inform surveyor/Enumerator of the Type selected]	Select survey type based on the job role of the Respondent and random selection, using the Survey Roster.
xiv.	Respondent’s phone number	[PROGRAMMER: number should be 10 digits. Show error message if Enumerator enters less than 10 digits.]	

# 2016 LIBERIA CIVIL SERVANTS' SURVEY

## Module 1. COVER PAGE

MODULE 1	
START TIME:	

**\*\*\* Survey Type(s): ALL 3 \*\*\***

### Section 1.1. Introduction

**Enumerator states:** *Thank you for responding to this survey. The Research Group that is administering this survey is made up of representatives from the Civil Service Agency, Liberia Institute of Public Administration, Governance Commission, World Bank, Harvard Business School, Northwestern University and BRAC.*

*We are here to listen to your personal experiences of working in the Liberian Public Service, and gain your perspective on how it could be improved.*

*The interview should take between 45 minutes to just over 1 hour.*

### Section 1.2. Confidentiality Statement

**Enumerator states:** *First, I would like to assure you that this survey is being undertaken in the strictest confidence.*

- 1. Your responses will be **confidential**, and remain anonymous.*
- 2. **Your identity will remain anonymous in any data published** or shared, protected by data security protocols enforced by CSA, World Bank (WB) and the Internal Review Board led by the University of Liberia / Pacific Institute for Research Evaluation (UL-PIRE).*
- 3. Your answers will **not** be shared with your colleagues or impact your work relations in any way.*

*So, please feel that you can answer all questions honestly.*

*If there is a question that you do not wish to answer, you can skip it. You may choose to withdraw from the interview at any point, should you wish to do so. However, we encourage you to answer all questions asked.*

*If you agree to participate in this survey then you must sign a written consent form, which I will co-sign on behalf of the Research Team, as a guarantee to you that we will keep your personal identify secret. As an Enumerator, I have also signed a Confidentiality Agreement, promising to protect the confidentiality of your responses.*

Q#	QUESTION	ANSWER POSSIBLE	Instructions for Enumerator
1.	So, let me just confirm that you accept to take part in this survey?	01 = Yes => Go to MODULE 2 02 = No => Go to Q2	Select one response only. If 'Yes' => go on to questions in Module 2. If 'No' => go on to Q2.

2.	<b>Would you mind telling me why you are declining to participate?</b>	01 = I do not have the time to do it 02 = Not interested in the goal of this project 03 = Do not feel comfortable to answer survey 03 = Other, specify _____	ONLY ask question, do NOT read answer options. Enumerator to record note, then END INTERVIEW
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## Module 2. JOB ROLES & RESPONSIBILITIES

MODULE 2

START TIME:

### Section 2.1. History of Government Civil Service Work

\*\*\* Survey Type(s): ALL 3 \*\*\*

Instructions for Programmer	IF the answer to Q5 > Q8, FLAG 'YEARS AT MINISTRY/AGENCY IS GREATER THAN YEARS IN SERVICE! PLEASE CHECK BOTH AGAIN'
	Enumerators should be able to skip back to past questions here and edit them.

Q#	QUESTION	ANSWER POSSIBLE	Instructions for Enumerator
3.	What is your Job Title?	[OPEN ENDED]	ASK Respondent to tell you their Job Title.
4.	How many YEARS have you been in your <u>current</u> job role, as a CIVIL SERVANT?	[Whole number from 0 and up] [PROGRAMMER: If the Respondent puts a number with decimals, please show an error message 'You must enter the response as an integer/whole number. If the answer is <1 year, then put 0.']	Select zero if the response is less than one year. If the civil servant was promoted into their current role, only count the number of years since the last promotion. Only look at years as a civil servant, not as a contractor.
5.	How many YEARS have you been employed as a CIVIL SERVANT at [name of MAC]?	[Whole number from 0 and up] [PROGRAMMER: If the Respondent puts a number with decimals, please show an error message 'You must enter the response as an integer/whole number. If the answer is <1 year, then put 0.']	The answer must be greater than or equal to the answer to Q4. Only look at years as a civil servant, not as a contractor.
6.	Have you worked in other CIVIL SERVICE ministries and/or agencies?	01 = Yes => Go to Q7 02 = No => Go to Q8	

Q#	QUESTION	ANSWER POSSIBLE	Instructions for Enumerator
7.	<p>If so, please indicate which ministries and/or agencies.</p> <p>Select ALL that apply.</p>		<p>ONLY ask question, do NOT read answer options.</p> <p>MULTIPLE answers allowed.</p>
8.	<p>In total, how many years have you worked as a CIVIL SERVANT in the Government of Liberia?</p>	<p>[PROGRAMMER: If answer to Q5 &gt; Q8, FLAG 'YEARS AT MINISTRY/AGENCY IS GREATER THAN YEARS IN GOVERNMENT! PLEASE CHECK BOTH AGAIN']</p>	<p>The answer must be greater than or equal to the answer to Q5.</p>
9.	<p>In a <u>typical week</u>, how many days do you</p>		<p>Number cannot be larger than 7.</p>

Q#	QUESTION	ANSWER POSSIBLE	Instructions for Enumerator
	work at your current job?		'Typical week' = a normal week, i.e., a week with normal amount of work.
10.	In a <u>typical working day</u> , how many hours do you work at your current job role?		Number cannot be larger than 20. 'Typical day' = a normal day, i.e., a day with normal amount of work.

**\*\*\* Survey Type(s): Staff Types 1 & 2 ONLY \*\*\***

Q#	QUESTION	ANSWER POSSIBLE	Instructions for Enumerator
11.	Do you have another source of income outside the civil service?	01= yes => Go to Q12 02= No => Go to Section 2.2 998 = Refused to answer => Go to Section 2.2	Select <u>ONE</u> response <i>only</i> .
12.	How FREQUENTLY are you at this other venture?	Daily Weekly Monthly Bi-Monthly Quarterly Bi-Annually Annually 900 = Don't know 998 = Refused to answer	
13.	How many HOURS per Week do you spend on this other venture/job, on <u>average</u> ?  Provide estimate.	[Numeric answer from 0 and up] 900 = Don't know 998 = Refused to answer	READ OUT the answer options to the respondent.  Select <u>ONE</u> response <i>only</i> .
14.	Briefly describe this other venture/job.	[OPEN QUESTION]	

## Section 2.2. Supervision Responsibilities

**\*\*\* Survey Type(s): Supervisor ONLY \*\*\***

Q#	QUESTION	ANSWER POSSIBLE	Instructions for Enumerator
15.	How many Civil Servants do you supervise?	[The answer should be numeric]	
16.	How many Contractors do you supervise?	[The answer should be numeric]	

## Module 3. WORK PRACTICES

MODULE 3	
START TIME:	

### Section 3.1. Relationship with Supervisor(s)

**\*\*\* Survey Type(s): Staffs Type 1, Type 2 \*\*\***

Q#	QUESTION	ANSWER POSSIBLE	Instructions for Enumerator
17.	Who is your supervisor?	First name: Last name:	Use the Survey Roster to get the correct spelling.
18.	What is his/her role?	01 = Minister/Director General/Commissioner 02 = Deputy Minister/Deputy Director General 03 = Assistant Minister 04 = Executive Secretary/Special Advisor 05 = Director 06 = Acting Director 07 = Deputy Director 08 = Senior Technician 09 = Other, please specify _____ 900 = Don't know 998 = Refused to answer	SHOW the answer options using Showcard No. 1.  Select <u>ONE</u> response <i>only</i> .
19.	Is your direct Supervisor a man or a woman?	01 = Woman 02 = Man 900 = Don't know 998 = Refused to answer	Select ONE response <i>only</i> .
20.	How long have you known your direct supervisor, in YEARS?	<i>[Answer should be numeric]</i> [PROGRAMMER: If the Respondent puts a number with decimals, please show an error message 'You must enter the response as an integer/whole number. If the answer is <1 year, then put 0.'] 998 = Refused to answer	In YEARS (indicate 0 if <1 year)
21.	Did you know your supervisor before you started working in this position? Did you have any mutual friends?	1= Yes, you knew him/her personally 2= No, you did not know him/her, but you have mutual friends. 3= No, you did not know him/her 998 = Refused to answer	ONLY ask question, do NOT read answer options.  Select <u>ONE</u> response <i>only</i> .
22.	Is your direct supervisor a friend or a family member?	01 = No. Just a colleague. [PROGRAMMER: Show error message 'Your answer to Q21 (Respondent knew supervisor personally) contradicts your answer to Q22 (Supervisor is just a colleague). Please revise based on Respondent's answer', if Enumerator selected 01 for Q121 then 01 or Q22 as these contradict each other.] 02 = A close friend	READ OUT the answer options to the respondent.  Select <u>ONE</u> response <i>only</i> .

Q#	QUESTION	ANSWER POSSIBLE	Instructions for Enumerator
		03 = A close family member 04 = A distant friend 05 = A distant family member 998 = Refused to answer	
23.	<b>Was your Direct Supervisor involved in hiring you for your current job?</b>	01 = Yes 02 = No 998 = Refused to answer	READ OUT the answer options to the respondent. Select <u>ONE</u> response <i>only</i> .
24.	<b>How well do you and your direct Supervisor get along on a professional level?</b>	01 = Very Well -- We work very well together 02 = Well -- We can work well together. 03 = Bad -- We do not work well together. 04 = Very Bad -- There is tension and it is difficult to work together. 998 = Refused to answer	SHOW the answer options using Showcard No. 2. Select <u>ONE</u> response <i>only</i> .
25.	<b>Do you think that your supervisor is helping you in your career progression or is he/she instead limiting you?</b>	01 = Helping me 02 = Limiting me 03 = Neither helping nor limiting 998 = Refused to answer	READ OUT the answer options to the respondent.  Select <u>ONE</u> response <i>only</i> .

## Module 4. MANAGEMENT PRACTICES

MODULE 4

START TIME:

**\*\*\* Survey Type(s): Supervisors, Staffs Type 2 \*\*\***

**Instructions for Enumerator**

**[FILLED IN BY ENUMERATOR]**

For the questions in Sections 4.1 to 4.7, the Enumerator should select the right answer based on what the Respondent is telling them.

**Enumerator states:**

*Thank you. I will now ask you about **how your Unit operates in practice**. We are interested in what **ACTUALLY** happens, not what should happen and we want to know about **your UNIT** specifically, not the civil service in general. Please try and give us as truthful a picture as you can.*

*First, we would like to talk to you about how your Unit assigns tasks, responsibilities, and targets.*

### Section 4.1. Targeting

Q#	QUESTION	ANSWER POSSIBLE		Instructions for Enumerator
		Code	Description	
26.	<p><b>Does your Unit have clearly defined targets? Are they used to determine the Unit's work schedule?</b></p> <p><b>Prompts:</b></p> <ul style="list-style-type: none"> <li>Does anyone complain the targets are vague or unclear?</li> <li>If I asked a mid-level employee in your Unit about these targets, what would he or she tell me?</li> </ul>	<b>01</b>	No. The Unit does NOT have defined targets.	<p>ONLY ask question, do NOT read answer options.</p> <p>Select <u>ONE</u> response <i>only</i>, based on what the respondent is describing.</p> <p>If needed, use the prompts to help the Respondent describe what is happening.</p>
		<b>02</b>	Partially. The Unit has <b>loosely defined</b> targets, but the staff do not understand these and they are not used to inform what tasks staff do.	
		<b>03</b>	Yes, mostly. There are targets defined for the Unit and most staff understand these. However, these targets <b>do not always inform</b> what tasks staff do.	
		<b>04</b>	Yes, targets are clearly defined for the Unit and the managers, and are well understood by the mid-level staff. Tasks are typically closely related to the targets, BUT the connection is <b>not always clear</b> .	
		<b>05</b>	Yes, there is a clear set of targets defined for the Unit, which are well understood by all staff. These targets inform <b>all</b> tasks.	
		<p>900 = Don't know =&gt; Go to Q28</p> <p>998 = Refused to answer =&gt; Go to Q28</p> <p><b>[PROGRAMMER: IF response is 01, 900 or 998, SKIP to Q28]</b></p>		
27.	<p><b>How are targets and performance measures communicated to staff in your Unit?</b></p> <p><b>Prompts:</b></p>	<b>Code</b>	<b>Description</b>	<p>ONLY ask question, do NOT read answer options.</p> <p>Select <u>ONE</u> response <i>only</i>, based on what the respondent is describing.</p>
		<b>01</b>	They are NOT communicated to staff.	
		<b>02</b>	They are <b>informally</b> communicated to team leaders <i>only</i> .	
		<b>03</b>	They are <b>formally</b> communicated to team leaders <i>only</i> .	

Q#	QUESTION	ANSWER POSSIBLE	Instructions for Enumerator												
	<ul style="list-style-type: none"> <li>If I asked any staff member about targets and performance measures, would they be able to talk about them?</li> </ul>	<table border="1"> <tr> <td>04</td> <td>They are <b>formally</b> communicated to <b>all team leaders</b>, and <b>informally</b> to all <b>other staff</b>.</td> </tr> <tr> <td>05</td> <td>They are <b>formally communicated</b> and understood by <b>all</b> staff.</td> </tr> </table> <p>900 = Don't know 998 = Refused to answer</p>	04	They are <b>formally</b> communicated to <b>all team leaders</b> , and <b>informally</b> to all <b>other staff</b> .	05	They are <b>formally communicated</b> and understood by <b>all</b> staff.	If needed, use the prompts to help the Respondent describe what is happening.								
04	They are <b>formally</b> communicated to <b>all team leaders</b> , and <b>informally</b> to all <b>other staff</b> .														
05	They are <b>formally communicated</b> and understood by <b>all</b> staff.														
28.	<p>When arriving at work every day, do staff in the unit know what their individual roles and responsibilities are in achieving the unit's goals?</p> <p><b>Prompts:</b></p> <ul style="list-style-type: none"> <li>Could everyone in the Unit say what they are responsible for?</li> <li>Do employees ever wait around with no work to do?</li> </ul>	<table border="1"> <thead> <tr> <th>Code</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td>01</td> <td>No. <b>Staff do not know</b> what their roles and responsibilities are.</td> </tr> <tr> <td>02</td> <td>Some <b>staff have some idea</b> of their roles and responsibilities. It depends on what is going on in the <i>[name of MAC]</i> at that time.</td> </tr> <tr> <td>03</td> <td>Yes, <b>staff generally have a good idea</b> of their roles and responsibilities but it is <b>not always clear how they contribute</b> to <i>[name of MAC]</i>'s goals.</td> </tr> <tr> <td>04</td> <td>Staff have a <b>good</b> understanding of their roles and responsibilities and how these contribute to their organisation's goals.</td> </tr> <tr> <td>05</td> <td>Staff have a <b>very good</b> understanding of their roles and responsibilities and how these contribute to their organisation's goals.</td> </tr> </tbody> </table> <p>900 = Don't know 998 = Refused to answer</p>	Code	Description	01	No. <b>Staff do not know</b> what their roles and responsibilities are.	02	Some <b>staff have some idea</b> of their roles and responsibilities. It depends on what is going on in the <i>[name of MAC]</i> at that time.	03	Yes, <b>staff generally have a good idea</b> of their roles and responsibilities but it is <b>not always clear how they contribute</b> to <i>[name of MAC]</i> 's goals.	04	Staff have a <b>good</b> understanding of their roles and responsibilities and how these contribute to their organisation's goals.	05	Staff have a <b>very good</b> understanding of their roles and responsibilities and how these contribute to their organisation's goals.	<p>ONLY ask question, do NOT read answer options.</p> <p>Select <u>ONE</u> response <i>only</i>, based on what the respondent is describing.</p> <p>If needed, use the prompts to help the Respondent describe what is happening.</p>
Code	Description														
01	No. <b>Staff do not know</b> what their roles and responsibilities are.														
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04	Staff have a <b>good</b> understanding of their roles and responsibilities and how these contribute to their organisation's goals.														
05	Staff have a <b>very good</b> understanding of their roles and responsibilities and how these contribute to their organisation's goals.														

## Section 4.2. Incentives & Monitoring

**Enumerator states:** Thank you. I would now like to discuss how your Unit monitors progress on its objectives

Q#	QUESTION	ANSWER POSSIBLE	Instructions for Enumerator								
29.	Does your Unit track its performance to deliver services?	<p>01 = Yes. Always. =&gt; Go to Q30</p> <p>02 = Yes. Sometimes. =&gt; Go to Q30</p> <p>03 = No =&gt; Go to Section 4.3</p> <p>900 = Don't know =&gt; Go to Section 4.3</p> <p>998 = Refused to answer =&gt; Go to Section 4.3</p>	<p>READ OUT the answer options to the respondent.</p> <p>Select <u>ONE</u> response <i>only</i>.</p>								
30.	<p>How does your Unit track its performance to deliver services? Can you give me an example?</p> <p><b>Prompts:</b></p> <ul style="list-style-type: none"> <li>Can you give me an example of how your</li> </ul>	<table border="1"> <thead> <tr> <th>Code</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td>01</td> <td>Unit does not track performance. <b>[PROGRAMMER: Auto-select #01 if answer to Q26 is 03, 900 or 998]</b></td> </tr> <tr> <td>02</td> <td><b>Limited measures are tracked</b>, but are only <i>seen by senior</i> management.</td> </tr> <tr> <td>03</td> <td>The Unit tracks several performance indicators <b>formally</b>. These are <b>only seen by senior management</b>.</td> </tr> </tbody> </table>	Code	Description	01	Unit does not track performance. <b>[PROGRAMMER: Auto-select #01 if answer to Q26 is 03, 900 or 998]</b>	02	<b>Limited measures are tracked</b> , but are only <i>seen by senior</i> management.	03	The Unit tracks several performance indicators <b>formally</b> . These are <b>only seen by senior management</b> .	<p>ONLY ask question, do NOT read answer options.</p> <p>Select <u>ONE</u> response <i>only</i>, based on what the respondent is describing.</p>
Code	Description										
01	Unit does not track performance. <b>[PROGRAMMER: Auto-select #01 if answer to Q26 is 03, 900 or 998]</b>										
02	<b>Limited measures are tracked</b> , but are only <i>seen by senior</i> management.										
03	The Unit tracks several performance indicators <b>formally</b> . These are <b>only seen by senior management</b> .										

Q#	QUESTION	ANSWER POSSIBLE	Instructions for Enumerator
	<p><i>Unit tracks how well it delivers services?</i></p> <ul style="list-style-type: none"> <li>Do you use any indicators to track performance?</li> <li>Who participates in reviewing performance?</li> </ul>	<p><b>04</b> The Unit tracks several performance indicators. These are reviewed by the whole management team. The results are then <b>communicated to some</b> of the Unit staff.</p> <p><b>05</b> <b>Full set of indicators are tracked</b> formally, continuously and regularly reviewed by representatives of all staff. The results of the reviews are <b>communicated to ALL Unit staff</b>.</p> <p>900 = Don't know 998 = Refused to answer</p>	<p>If needed, use the prompts to help the Respondent describe what is happening.</p> <p>'Formally' = Clear indicators are defined and listed then tracked on record.</p>
31.	Does your unit hold formal performance reviews?	<p>01 = Yes =&gt; Go to Q32</p> <p>02 = No =&gt; Go to Section 4.3</p> <p>998 = Refused to answer =&gt; Go to Section 4.3</p>	<p>ONLY ask question, do NOT read answer options.</p> <p>Select <u>ONE</u> response <i>only</i>.</p> <p>'Formal reviews' = e.g. Meetings are arranged to discuss and review the Unit's performance.</p>
32.	How often do these reviews occur?	<p>01 = Not involved in performance review</p> <p>02 = Annually</p> <p>03 = Bi-annually</p> <p>04 = Quarterly</p> <p>05 = Monthly</p> <p>06 = Weekly</p> <p>07 = Other (did not specify)</p> <p>900 = Don't know</p> <p>998 = Refused to answer</p>	<p>SHOW the answer options using Showcard No. 3.</p> <p>Select <u>ONE</u> response <i>only</i>.</p>

### Section 4.3. Staff Involvement & Contributions in Unit [Autonomy: Roles]

**Enumerator states:**

*I would like to ask about the level of discretion staff is given when undertaking tasks.*

Q#	QUESTION	ANSWER POSSIBLE	Instructions for Enumerator								
33.	<p>How much discretion do staff in your Unit have when carrying out their assignments?</p> <p>Can you give me an example?</p> <p><b>Prompts:</b></p> <ul style="list-style-type: none"> <li>If the Manager writes down instructions for a</li> </ul>	<table border="1"> <thead> <tr> <th>Code</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td>01</td> <td>Staff have no say. Senior managers <b>always decide</b> how officers carry out their assignments.</td> </tr> <tr> <td>02</td> <td>Staff can make <i>suggestions</i>, but this is uncommon. Senior managers <b>generally decide</b> how officers carry out their assignments.</td> </tr> <tr> <td>03</td> <td><b>Staff and senior managers jointly decide</b> how staff should carry out their assignments. Still, senior managers <b>often drive the decisions</b>.</td> </tr> </tbody> </table>	Code	Description	01	Staff have no say. Senior managers <b>always decide</b> how officers carry out their assignments.	02	Staff can make <i>suggestions</i> , but this is uncommon. Senior managers <b>generally decide</b> how officers carry out their assignments.	03	<b>Staff and senior managers jointly decide</b> how staff should carry out their assignments. Still, senior managers <b>often drive the decisions</b> .	<p>ONLY ask question, do NOT read answer options.</p> <p>Select <u>ONE</u> response <i>only</i>, based on what the respondent is describing.</p> <p>If needed, use the prompts to help the Respondent describe what is happening.</p>
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Q#	QUESTION	ANSWER POSSIBLE	Instructions for Enumerator												
	<p><i>task for one of the staff in the Unit, how detailed would the instructions be?</i></p> <ul style="list-style-type: none"> <li>How much does the Manager let employees decide the best way to perform a task?</li> </ul>	<table border="1"> <tr> <td data-bbox="470 220 544 315">04</td> <td data-bbox="552 220 1136 315">Staff have <i>some</i> autonomy in deciding how to carry out their tasks, but <b>must make sure senior managers agree</b>.</td> </tr> <tr> <td data-bbox="470 325 544 399">05</td> <td data-bbox="552 325 1136 399">Staff have <b>complete autonomy</b> in deciding how to carry out their tasks.</td> </tr> </table> <p>900 = Don't know 998 = Refused to answer</p>	04	Staff have <i>some</i> autonomy in deciding how to carry out their tasks, but <b>must make sure senior managers agree</b> .	05	Staff have <b>complete autonomy</b> in deciding how to carry out their tasks.									
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05	Staff have <b>complete autonomy</b> in deciding how to carry out their tasks.														
34.	<p><b>Can most of the staff in your Unit make substantive contributions to the policy formulation and implementation process?</b></p> <p><b>Prompts:</b></p> <ul style="list-style-type: none"> <li>How are employees encouraged to come up with new ideas?</li> <li>Is there a system for employees to identify better ways of doing things?</li> </ul>	<table border="1"> <thead> <tr> <th data-bbox="470 525 544 556">Code</th> <th data-bbox="552 525 1136 556">Description</th> </tr> </thead> <tbody> <tr> <td data-bbox="470 567 544 640">01</td> <td data-bbox="552 567 1136 640">No. <b>Staff do <i>not</i> contribute</b> to policy formulation or to decisions about implementation.</td> </tr> <tr> <td data-bbox="470 651 544 745">02</td> <td data-bbox="552 651 1136 745">Yes, but only irregularly. Staff contribute to policy formulation and decisions about implementation on an <b>ad-hoc</b> basis.</td> </tr> <tr> <td data-bbox="470 756 544 882">03</td> <td data-bbox="552 756 1136 882">Yes, staff can contribute in an <i>informal</i> way, but there is <b>no formal forum</b> through which to do this. Contributions typically <b>only occur when problems arise</b>.</td> </tr> <tr> <td data-bbox="470 892 544 987">04</td> <td data-bbox="552 892 1136 987"><b>Management encourages staff to contribute</b> to policy formulation and decisions about implementation (formally or informally).</td> </tr> <tr> <td data-bbox="470 997 544 1123">05</td> <td data-bbox="552 997 1136 1123"><b>Management expects ALL staff to contribute</b> to policy formulation and decisions about implementation (formally or informally), and considers this part of their duties.</td> </tr> </tbody> </table> <p>900 = Don't know 998 = Refused to answer</p>	Code	Description	01	No. <b>Staff do <i>not</i> contribute</b> to policy formulation or to decisions about implementation.	02	Yes, but only irregularly. Staff contribute to policy formulation and decisions about implementation on an <b>ad-hoc</b> basis.	03	Yes, staff can contribute in an <i>informal</i> way, but there is <b>no formal forum</b> through which to do this. Contributions typically <b>only occur when problems arise</b> .	04	<b>Management encourages staff to contribute</b> to policy formulation and decisions about implementation (formally or informally).	05	<b>Management expects ALL staff to contribute</b> to policy formulation and decisions about implementation (formally or informally), and considers this part of their duties.	<p>ONLY ask question, do NOT read answer options.</p> <p>Select <u>ONE</u> response <i>only</i>, based on what the respondent is describing.</p> <p>If needed, use the prompts to help the Respondent describe what is happening.</p> <p>'Informal' contribution = e.g. discussions over lunch or in office.</p> <p>'Formal' forum = set meetings or workshops to discuss and decide on policy formulation and implementation.</p>
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35.	<p><b>What kind of feedback do staff (managers and non-managers) provide in meetings?</b></p> <p><b>Prompts:</b></p> <ul style="list-style-type: none"> <li>What kind of action results from this feedback?</li> <li>How are outcomes of the meeting communicated to staff?</li> </ul>	<table border="1"> <thead> <tr> <th data-bbox="470 1249 544 1281">Code</th> <th data-bbox="552 1249 1136 1281">Description</th> </tr> </thead> <tbody> <tr> <td data-bbox="470 1291 544 1323">01</td> <td data-bbox="552 1291 1136 1323">No feedback. =&gt; <b>Go to Q37</b></td> </tr> <tr> <td data-bbox="470 1333 544 1365">02</td> <td data-bbox="552 1333 1136 1365">Ad-hoc feedback on occasion.</td> </tr> <tr> <td data-bbox="470 1375 544 1470">03</td> <td data-bbox="552 1375 1136 1470">Staff provide feedback in meetings, but in an <b>unstructured</b> manner. They often <b>focus on bad performance</b>.</td> </tr> <tr> <td data-bbox="470 1480 544 1543">04</td> <td data-bbox="552 1480 1136 1543">Staff provide feedback in meetings in <b>structured</b> manner. They often <b>focus on bad performance</b>.</td> </tr> <tr> <td data-bbox="470 1554 544 1648">05</td> <td data-bbox="552 1554 1136 1648">Staff provide feedback in meetings in <i>structured</i> manner and the <b>focus is on both good and bad performance</b>.</td> </tr> </tbody> </table> <p>900 = Don't know =&gt; <b>Go to Q37</b> 998 = Refused to answer =&gt; <b>Go to Q37</b></p>	Code	Description	01	No feedback. => <b>Go to Q37</b>	02	Ad-hoc feedback on occasion.	03	Staff provide feedback in meetings, but in an <b>unstructured</b> manner. They often <b>focus on bad performance</b> .	04	Staff provide feedback in meetings in <b>structured</b> manner. They often <b>focus on bad performance</b> .	05	Staff provide feedback in meetings in <i>structured</i> manner and the <b>focus is on both good and bad performance</b> .	<p>ONLY ask question, do NOT read answer options.</p> <p>Select <u>ONE</u> response <i>only</i>, based on what the respondent is describing.</p> <p>If needed, use the prompts to help the Respondent describe what is happening.</p> <p>'Unstructured' feedback = e.g. verbal feedback in discussion, but not recorded or communicated to other staff or management.</p> <p>'Structured' feedback = recorded in minutes and</p>
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Q#	QUESTION	ANSWER POSSIBLE	Instructions for Enumerator												
			communicated to other staff and stakeholders.												
36.	How is feedback from staff in meetings used?	01 = Not at all. There is no real action. 02 = Staff's feedback is used to inform action plans/tasks. 03 = Staff's feedback is used to inform action plans <b>and</b> details of the meetings are <b>recorded</b> and <b>communicated</b> to all staff	READ OUT the answer options to the respondent.  Select <u>ONE</u> response <i>only</i> .												
37.	Is your Unit's workload evenly distributed across its staff, or do some groups consistently shoulder a greater burden than others?  Prompts: <ul style="list-style-type: none"> <li>▪ <i>Do some employees consistently carry more of the work than others?</i></li> <li>▪ <i>Can some employees not be trusted with important work?</i></li> </ul>	<table border="1"> <thead> <tr> <th>Code</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td>01</td> <td>No. A <b>small minority of staff</b> undertake most work within the Unit.</td> </tr> <tr> <td>02</td> <td>No. <b>Some staff groups are more burdened</b> than others, depending on the type of work they are responsible for.</td> </tr> <tr> <td>03</td> <td>Yes, to some degree. The burden of the Unit's work is largely distributed equally among staff. However, a <b>small minority get away with working significantly less</b> than others.</td> </tr> <tr> <td>04</td> <td>Yes, generally. The burden of the Unit's work is <b>generally distributed equally</b> among staff.</td> </tr> <tr> <td>05</td> <td>Yes. The burden of the Unit's work is distributed <b>equally among ALL staff</b>. Tasks are assigned so that no member of staff finds him/herself overburdened.</td> </tr> </tbody> </table> 900 = Don't know 998 = Refused to answer	Code	Description	01	No. A <b>small minority of staff</b> undertake most work within the Unit.	02	No. <b>Some staff groups are more burdened</b> than others, depending on the type of work they are responsible for.	03	Yes, to some degree. The burden of the Unit's work is largely distributed equally among staff. However, a <b>small minority get away with working significantly less</b> than others.	04	Yes, generally. The burden of the Unit's work is <b>generally distributed equally</b> among staff.	05	Yes. The burden of the Unit's work is distributed <b>equally among ALL staff</b> . Tasks are assigned so that no member of staff finds him/herself overburdened.	ONLY ask question, do NOT read answer options.  Select <u>ONE</u> response <i>only</i> , based on what the respondent is describing.  If needed, use the prompts to help the Respondent describe what is happening.
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38.	Consider about the projects that your Unit has worked on.  Does the managers try to use the right staff for the right job?  Prompts: <ul style="list-style-type: none"> <li>▪ <i>How does the Manager know which staff are suited for which tasks?</i></li> <li>▪ <i>If an employee goes for training on a topic, does he or she usually work on that topic when they return?</i></li> </ul>	<table border="1"> <thead> <tr> <th>Code</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td>01</td> <td>No. Staff are allocated to tasks <i>randomly</i>.</td> </tr> <tr> <td>02</td> <td>Sometimes. Managers will assign staff to specific tasks <b>only if they know the staff's skills</b> and competencies and the staff is not busy working on something else.</td> </tr> <tr> <td>03</td> <td><b>Managers try to use the right staff</b> for the right job, but either <b>do not go out of their way to ensure this is the case</b> or are limited to do so by institutional constraints.</td> </tr> <tr> <td>04</td> <td>Generally, <b>managers will mostly use the right staff</b> for the right job. Allocation of tasks is based on staffs' skills and competencies. Even though, the <b>staff's skills are not always recorded</b>.</td> </tr> <tr> <td>05</td> <td>Yes. The <b>right staff are always used</b> for a task. Allocation of tasks is based on staffs' documented skills and competencies.</td> </tr> </tbody> </table> 900 = Don't know 998 = Refused to answer	Code	Description	01	No. Staff are allocated to tasks <i>randomly</i> .	02	Sometimes. Managers will assign staff to specific tasks <b>only if they know the staff's skills</b> and competencies and the staff is not busy working on something else.	03	<b>Managers try to use the right staff</b> for the right job, but either <b>do not go out of their way to ensure this is the case</b> or are limited to do so by institutional constraints.	04	Generally, <b>managers will mostly use the right staff</b> for the right job. Allocation of tasks is based on staffs' skills and competencies. Even though, the <b>staff's skills are not always recorded</b> .	05	Yes. The <b>right staff are always used</b> for a task. Allocation of tasks is based on staffs' documented skills and competencies.	ONLY ask question, do NOT read answer options.  Select <u>ONE</u> response <i>only</i> , based on what the respondent is describing.  If needed, use the prompts to help the Respondent describe what is happening.
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05	Yes. The <b>right staff are always used</b> for a task. Allocation of tasks is based on staffs' documented skills and competencies.														
39.	Do Supervisors ask staff for feedback on tasks at hand?	01 = Yes. Always. 02 = Yes. Sometimes. 03 = No	READ OUT the answer options to the respondent.												

Q#	QUESTION	ANSWER POSSIBLE	Instructions for Enumerator
			Select <u>ONE</u> response <i>only</i> .
40.	Can staff take initiative or perform any tasks without asking their Supervisor(s) for permission?	01 = Yes. Always. 02 = Yes. Sometimes. 03 = No 900 = Don't know 998 = Refused to answer	READ OUT the answer options to the respondent.  Select <u>ONE</u> response <i>only</i> .

#### Section 4.4. Flexibility of Working Practices [Autonomy: Flexibility]

Enumerator states:	Thank you. Now I'd like to understand how your Unit responds when you are confronted with new ways of working.
--------------------	--

Q#	QUESTION	ANSWER POSSIBLE	Instructions for Enumerator	
41.	Does your Unit try to <u>adjust</u> how it does its work based on the needs of the Unit's clients/stakeholders who benefit from the work?  Prompts: <ul style="list-style-type: none"> <li>▪ Does this include actual changes to procedures, or just stakeholder consultation?</li> <li>▪ How successful is this?</li> </ul>	<b>Code</b> <b>Description</b>	ONLY ask question, do NOT read answer options.  Select <u>ONE</u> response <i>only</i> , based on what the respondent is describing.  If needed, use the prompts to help the Respondent describe what is happening.	
		01		No. The Unit uses the same <i>procedures no matter what</i> .
		02		Sometimes. The Unit will adapt how it operates in <i>rare instances</i> .
		03		Yes, when it can. The Unit <b>tries to tailor</b> its operating procedures to the specific needs of its stakeholders, <b>but struggles to do so</b> when those needs are <i>complex</i> .
		04		Yes, <b>generally</b> . The Unit <i>tailors</i> its operating procedures to the specific needs of its stakeholders.
		05		Yes. The Unit <b>tailors all its operating procedures</b> to the specific needs of its stakeholders, by adaptation plans, projects and policies as needed.
		900 = Don't know 998 = Refused to answer		
42.	How flexible is your Unit in responding to new and improved work practices or reforms?  Prompts: <ul style="list-style-type: none"> <li>▪ How quickly do new reforms/work practices influence the way staff work across the Unit?</li> <li>▪ How does the Unit encourage the adoption of new</li> </ul>	<b>Code</b> <b>Description</b>	ONLY ask question, do NOT read answer options.  Select <u>ONE</u> response <i>only</i> , based on what the respondent is describing.  If needed, use the prompts to help the Respondent describe what is happening.	
		01		Not at all flexible. The Unit does <b>NOT adopt</b> new work practices or reforms.
		02		A little flexible. New ideas or practices are <i>sometimes adopted in an ad hoc manner</i> .
		03		Somewhat flexible. New ideas or practices are adopted, but only in an <b>informal and/or isolated manner</b> . The Unit encourages the adoption of new practices; BUT, <b>it is slow to integrate them</b> into its operations (takes <b>more than a year</b> ).
		04		Generally flexible. New ideas or practices are formally <b>adopted between 6 months to a year</b> , but may be limited to only some staff groups. The Unit actively encourages their adoption.

Q#	QUESTION	ANSWER POSSIBLE	Instructions for Enumerator
	<i>reforms/work practices?</i>	<p><b>05</b> Very flexible. <b>New practices are regularly reviewed and formally adopted</b> across all staff groups in the Unit within 6 months.</p> <p>900 = Don't know 998 = Refused to answer</p>	

## Section 4.5. Monitoring the Unit's Performance

**Enumerator states:** *Thank you. Now I'd like to talk a little bit about how your Unit tracks progress and resolves problems.*

Q#	QUESTION	ANSWER POSSIBLE	Instructions for Enumerator												
43.	<p>How do problems in your Unit get exposed and fixed?</p> <p><b>Prompts:</b></p> <ul style="list-style-type: none"> <li>How can staff suggest improvements?</li> </ul>	<table border="1"> <thead> <tr> <th>Code</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td><b>01</b></td> <td>On an <i>Ad-hoc</i> basis. There is no set process for improvement. The <b>manager deals with problems as they arise</b>, NOT following an established procedure or <b>NOT taking suggestions from staff</b>. Once fixed, the manager takes no further action.</td> </tr> <tr> <td><b>02</b></td> <td>There is no <i>formal</i> system used, but the <b>manager may follow some general guidelines</b> depending on the problem. The <b>focus is on fixing, rather than preventing the problem</b>. The manager asks staff for suggestions on an <i>ad-hoc</i> basis.</td> </tr> <tr> <td><b>03</b></td> <td>By bringing up issues and how to resolve them in <b>meetings</b>. The <b>focus is on finding solutions</b>, not prevention of future problems. The <b>manager asks staff involved</b> in these meetings for suggestions.</td> </tr> <tr> <td><b>04</b></td> <td>There is a continuous process where the Unit looks at <b>preventing problems</b>, not just fixing these. <b>Management encourage staff to make suggestions</b>, though these contributions may <b>not always be rewarded or recognised</b>.</td> </tr> <tr> <td><b>05</b></td> <td>Exposing problems and suggesting solutions and improvements is <b>part of all staffs' daily duties</b>. Continuous improvement is <i>part of the culture</i> of the organisation.</td> </tr> </tbody> </table> <p>900 = Don't know 998 = Refused to answer</p>	Code	Description	<b>01</b>	On an <i>Ad-hoc</i> basis. There is no set process for improvement. The <b>manager deals with problems as they arise</b> , NOT following an established procedure or <b>NOT taking suggestions from staff</b> . Once fixed, the manager takes no further action.	<b>02</b>	There is no <i>formal</i> system used, but the <b>manager may follow some general guidelines</b> depending on the problem. The <b>focus is on fixing, rather than preventing the problem</b> . The manager asks staff for suggestions on an <i>ad-hoc</i> basis.	<b>03</b>	By bringing up issues and how to resolve them in <b>meetings</b> . The <b>focus is on finding solutions</b> , not prevention of future problems. The <b>manager asks staff involved</b> in these meetings for suggestions.	<b>04</b>	There is a continuous process where the Unit looks at <b>preventing problems</b> , not just fixing these. <b>Management encourage staff to make suggestions</b> , though these contributions may <b>not always be rewarded or recognised</b> .	<b>05</b>	Exposing problems and suggesting solutions and improvements is <b>part of all staffs' daily duties</b> . Continuous improvement is <i>part of the culture</i> of the organisation.	<p>ONLY ask question, do NOT read answer options.</p> <p>Select <u>ONE</u> response <i>only</i>, based on what the respondent is describing.</p> <p>If needed, use the prompts to help the Respondent describe what is happening.</p>
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44.	<p>Consider if you and your colleagues agreed to an Action Plan at one of your meetings.</p> <p>What would happen if the plan was not being</p>	<table border="1"> <thead> <tr> <th>Code</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td><b>01</b></td> <td>Nothing. There would be <b>no action taken</b> to change the operation.</td> </tr> </tbody> </table>	Code	Description	<b>01</b>	Nothing. There would be <b>no action taken</b> to change the operation.	<p>ONLY ask question, do NOT read answer options.</p> <p>Select <u>ONE</u> response <i>only</i>, based on what the respondent is describing.</p>								
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<b>01</b>	Nothing. There would be <b>no action taken</b> to change the operation.														

Q#	QUESTION	ANSWER POSSIBLE		Instructions for Enumerator
	<p>implemented OR failed to meet the set deadlines?</p> <p>Prompts:</p> <ul style="list-style-type: none"> <li>What types of actions would the Manager take to rectify the situation?</li> </ul>	<p><b>02</b> Staff <b>would only realize the failure to enact the plan at the deadline</b>, but would then make <i>some effort</i> to rectify the failure.</p> <p><b>03</b> Any failure to implement the plan <b>would be flagged in regular meetings</b> or milestones before the deadline. Thus, plans would be altered to achieve expected results on time.</p> <p><b>04</b> Managers would <i>check plans</i> per the <i>agreed timeline</i> and <b>move resources around to progress the plan</b>. Thus, ensuring that the plan is implemented.</p> <p><b>05</b> Managers would check plans per the agreed timeline, move resources around <b>and staff would review and report on monitoring tools</b> to the manager in charge to progress the plan. Meetings would be held to <b>consider the root causes</b> of problems and <b>preventive actions</b> would be taken to prevent issues with similar task in the future.</p>		<p>If needed, use the prompts to help the Respondent describe what is happening.</p>
		<p>900 = Don't know 998 = Refused to answer</p>		

## Section 4.6. Performance Incentives [Monitoring/Incentives at Individual Level]

**Enumerator states:** Thank you. I'd like to ask you about how employees are rewarded and/or disciplined.

Q#	QUESTION	ANSWER POSSIBLE		Instructions for Enumerator												
45.	<p>How is under-performance dealt with in your Unit?</p> <p>Prompts:</p> <ul style="list-style-type: none"> <li>Can you give me an example of how such a case was dealt with?</li> <li>What about informal means of dealing with poor performance?</li> </ul>	<table border="1"> <thead> <tr> <th>Code</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td><b>01</b></td> <td>It is <b>not dealt with</b>. Poor performers stay in their positions. There are <i>no</i> consequences for poor performance.</td> </tr> <tr> <td><b>02</b></td> <td>Poor performance is <b>addressed occasionally</b>, but <i>inconsistently</i> and on an <i>ad-hoc</i> basis.</td> </tr> <tr> <td><b>03</b></td> <td>Poor performance is <b>generally identified through evaluation</b> and addressed through concrete action. Though, <i>some</i> individuals/staff groups still <i>get away</i> with poor performance.</td> </tr> <tr> <td><b>04</b></td> <td>Poor performance is <b>identified through regular reviews</b> and addressed through <b>concrete action for all staff</b>.</td> </tr> <tr> <td><b>05</b></td> <td>Poor performers are identified through regular reviews of all staff and <b>put on a formal performance improvement plan</b> immediately.</td> </tr> </tbody> </table>	Code	Description	<b>01</b>	It is <b>not dealt with</b> . Poor performers stay in their positions. There are <i>no</i> consequences for poor performance.	<b>02</b>	Poor performance is <b>addressed occasionally</b> , but <i>inconsistently</i> and on an <i>ad-hoc</i> basis.	<b>03</b>	Poor performance is <b>generally identified through evaluation</b> and addressed through concrete action. Though, <i>some</i> individuals/staff groups still <i>get away</i> with poor performance.	<b>04</b>	Poor performance is <b>identified through regular reviews</b> and addressed through <b>concrete action for all staff</b> .	<b>05</b>	Poor performers are identified through regular reviews of all staff and <b>put on a formal performance improvement plan</b> immediately.		<p>ONLY ask question, do NOT read answer options.</p> <p>Select <u>ONE</u> response <i>only</i>, based on what the respondent is describing.</p> <p>If needed, use the prompts to help the Respondent describe what is happening.</p>
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		<p>900 = Don't know 998 = Refused to answer</p>														

Q#	QUESTION	ANSWER POSSIBLE	Instructions for Enumerator												
46.	<p>To the best of your knowledge, have staff employed in your Unit ever been disciplined for breaking the rules of the civil service?</p> <p><b>Prompts:</b></p> <ul style="list-style-type: none"> <li>Are sanctions consistently applied?</li> <li>How are the underlying drivers of the problem addressed?</li> </ul>	<table border="1"> <thead> <tr> <th>Code</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td>01</td> <td>No. There are <b>no consequences for bad behaviour</b>/breaking the rules.</td> </tr> <tr> <td>02</td> <td>Bad behaviour/breaking the rules is addressed <b>occasionally</b>, but <i>inconsistently</i> and on an <i>ad-hoc</i> basis.</td> </tr> <tr> <td>03</td> <td>Bad behaviour is addressed through <b>concrete action</b>, but the <b>underlying issues are not addressed</b>.</td> </tr> <tr> <td>04</td> <td>Bad behaviour/breaking the rules is addressed through concrete action. <b>Efforts are made to identify the underlying issues causing</b> recurrent bad behaviour.</td> </tr> <tr> <td>05</td> <td>Bad behaviour/breaking the rules is addressed through concrete action. If an employee breaks the rules, the <b>underlying issues are identified and rectified for all employees</b>.</td> </tr> </tbody> </table> <p>900 = Don't know 998 = Refused to answer</p>	Code	Description	01	No. There are <b>no consequences for bad behaviour</b> /breaking the rules.	02	Bad behaviour/breaking the rules is addressed <b>occasionally</b> , but <i>inconsistently</i> and on an <i>ad-hoc</i> basis.	03	Bad behaviour is addressed through <b>concrete action</b> , but the <b>underlying issues are not addressed</b> .	04	Bad behaviour/breaking the rules is addressed through concrete action. <b>Efforts are made to identify the underlying issues causing</b> recurrent bad behaviour.	05	Bad behaviour/breaking the rules is addressed through concrete action. If an employee breaks the rules, the <b>underlying issues are identified and rectified for all employees</b> .	<p>ONLY ask question, do NOT read answer options.</p> <p>Select <u>ONE</u> response <i>only</i>, based on what the respondent is describing.</p> <p>If needed, use the prompts to help the Respondent describe what is happening.</p>
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47.	<p>Does your Unit use performance targets or indicators to track and reward the performance of its employees?</p> <p>Rewards could be both financial or non-financial.</p> <p><b>Prompts:</b></p> <ul style="list-style-type: none"> <li>Are the criteria for rewards clear?</li> <li>How are the rewards linked to performance?</li> </ul>	<table border="1"> <thead> <tr> <th>Code</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td>01</td> <td>No. Staff are either <b>not rewarded or rewarded equally irrespective of performance</b>. Individual performance is not tracked formally.</td> </tr> <tr> <td>02</td> <td>Performance <b>may be evaluated informally</b>, but <b>only some staff are rewarded</b>. There is no clear staff performance evaluation system.</td> </tr> <tr> <td>03</td> <td>There is a <b>formal staff evaluation system</b> in place and staff are <b>sometimes rewarded</b> (financially or non-financially). However, there is <b>no clear system</b> or criteria for rewarding staff <b>based on performance</b>.</td> </tr> <tr> <td>04</td> <td>There is a <i>formal</i> staff evaluation system and performance is rewarded (financially or non-financially). Rewards are <b>given because of well-defined and recorded individual achievements</b>, but does <b>not apply to all</b> staff groups.</td> </tr> <tr> <td>05</td> <td>There is a formal staff evaluation system and performance is rewarded (financially or non-financially). Rewards are given because of well-defined and recorded individual achievements. This <b>applies to all staff</b>.</td> </tr> </tbody> </table> <p>900 = Don't know 998 = Refused to answer</p>	Code	Description	01	No. Staff are either <b>not rewarded or rewarded equally irrespective of performance</b> . Individual performance is not tracked formally.	02	Performance <b>may be evaluated informally</b> , but <b>only some staff are rewarded</b> . There is no clear staff performance evaluation system.	03	There is a <b>formal staff evaluation system</b> in place and staff are <b>sometimes rewarded</b> (financially or non-financially). However, there is <b>no clear system</b> or criteria for rewarding staff <b>based on performance</b> .	04	There is a <i>formal</i> staff evaluation system and performance is rewarded (financially or non-financially). Rewards are <b>given because of well-defined and recorded individual achievements</b> , but does <b>not apply to all</b> staff groups.	05	There is a formal staff evaluation system and performance is rewarded (financially or non-financially). Rewards are given because of well-defined and recorded individual achievements. This <b>applies to all staff</b> .	<p>ONLY ask question, do NOT read answer options.</p> <p>Select <u>ONE</u> response <i>only</i>, based on what the respondent is describing.</p> <p>If needed, use the prompts to help the Respondent describe what is happening.</p> <p>'Formal' staff evaluation system = record-keeping of individual staff's performance.</p> <p>'Informal' evaluation = e.g. verbal recognition of good performance, but this is not recorded in official employment record.</p>
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## Section 4.7. Recognition of Staff's Performance [Staffing]

**Enumerator states:** Thank you. Now let's discuss staffing of **your Unit**. Remember, we are interested in how things work in practice rather than what should happen in theory.

Q#	QUESTION	ANSWER POSSIBLE	Instructions for Enumerator												
48.	<p>In your opinion, do the management of your Unit think about attracting talented people to your Unit and then do their best to keep them?</p> <p>For example, by ensuring they are happy and engaged with their work.</p> <p><b>Prompts:</b></p> <ul style="list-style-type: none"> <li>▪ <i>What would happen if a top employee wanted to leave?</i></li> <li>▪ <i>Does this Unit consciously try to develop younger employees' capacity?</i></li> </ul>	<table border="1"> <thead> <tr> <th data-bbox="456 222 529 254">Code</th> <th data-bbox="545 222 675 254">Description</th> </tr> </thead> <tbody> <tr> <td data-bbox="456 264 529 296">01</td> <td data-bbox="545 264 1216 296">No. Management do <b>NOT</b> value talent.</td> </tr> <tr> <td data-bbox="456 306 529 338">02</td> <td data-bbox="545 306 1216 401">Yes, to a degree. <b>Senior management understands</b> that talent is important, but there is <b><i>no formal communication about it or process to retain</i></b> talented staff.</td> </tr> <tr> <td data-bbox="456 411 529 443">03</td> <td data-bbox="545 411 1216 506">Yes, generally. <b>Senior management believes</b> that attracting and developing talent is important, but there is <b><i>no clear system for identifying, attracting or retaining such talent.</i></b></td> </tr> <tr> <td data-bbox="456 516 529 548">04</td> <td data-bbox="545 516 1216 611">Yes. Senior management believes that attracting and developing talent is important. <b>There is a clear system for identifying and attracting talent.</b></td> </tr> <tr> <td data-bbox="456 621 529 653">05</td> <td data-bbox="545 621 1216 747">Yes. Senior management believes that attracting and developing talent is important. There is a clear system for identifying and attracting talent, <b><i>developing and retaining talent.</i></b></td> </tr> </tbody> </table> <p>900 = Don't know 998 = Refused to answer</p>	Code	Description	01	No. Management do <b>NOT</b> value talent.	02	Yes, to a degree. <b>Senior management understands</b> that talent is important, but there is <b><i>no formal communication about it or process to retain</i></b> talented staff.	03	Yes, generally. <b>Senior management believes</b> that attracting and developing talent is important, but there is <b><i>no clear system for identifying, attracting or retaining such talent.</i></b>	04	Yes. Senior management believes that attracting and developing talent is important. <b>There is a clear system for identifying and attracting talent.</b>	05	Yes. Senior management believes that attracting and developing talent is important. There is a clear system for identifying and attracting talent, <b><i>developing and retaining talent.</i></b>	<p>ONLY ask question, do NOT read answer options.</p> <p>Select <u>ONE</u> response <i>only</i>, based on what the respondent is describing.</p> <p>If needed, use the prompts to help the Respondent describe what is happening.</p>
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49.	<p>If two senior level staff joined your Unit five (5) years ago and one performed better at their work than the other, would he/she be promoted through the service faster?</p> <p><b>Prompts:</b></p> <ul style="list-style-type: none"> <li>▪ <i>Do poor performers get promoted slower?</i></li> <li>▪ <i>Do high performers get put in positions with more responsibility?</i></li> </ul>	<table border="1"> <thead> <tr> <th data-bbox="456 993 529 1024">Code</th> <th data-bbox="545 993 675 1024">Description</th> </tr> </thead> <tbody> <tr> <td data-bbox="456 1035 529 1066">01</td> <td data-bbox="545 1035 1216 1161">No. <b>There either is no promotion system</b> (no one in the [<i>name of MAC</i>] has been promoted for years) OR the promotion system is <b>based on tenure</b> (years of service).</td> </tr> <tr> <td data-bbox="456 1171 529 1203">02</td> <td data-bbox="545 1171 1216 1266">Maybe. The promotion system is <b>based on performance AND tenure</b>, but no-one has been promoted in the last 3 years.</td> </tr> <tr> <td data-bbox="456 1276 529 1308">03</td> <td data-bbox="545 1276 1216 1476">In one way, yes. Staff are promoted based on performance, but the [<i>name of MAC</i>] <b>sometimes has internal limitations that restricts promotion</b> of staff (e.g. few position openings, recruitment freeze). Still, Managers <b>try to get around them</b> (e.g. by providing extra training to performing staff OR allowances).</td> </tr> <tr> <td data-bbox="456 1486 529 1518">04</td> <td data-bbox="545 1486 1216 1644">Staff are promoted based on their performance, as identified through a staff appraisal system. <b>Extra training is provided to improve the potential</b> of key workers and there are <b>real promotion opportunities</b> open to <b><i>all staff.</i></b></td> </tr> <tr> <td data-bbox="456 1654 529 1686">05</td> <td data-bbox="545 1654 1216 1854">Yes. Staff are promoted based on performance. The <b>organisation actively identifies, develops and promotes top performers.</b> There are <i>regular</i> assessments, <i>clear</i> set of indicators and <i>personalised</i> career plans for individuals, which are regularly revised.</td> </tr> </tbody> </table> <p>900 = Don't know</p>	Code	Description	01	No. <b>There either is no promotion system</b> (no one in the [ <i>name of MAC</i> ] has been promoted for years) OR the promotion system is <b>based on tenure</b> (years of service).	02	Maybe. The promotion system is <b>based on performance AND tenure</b> , but no-one has been promoted in the last 3 years.	03	In one way, yes. Staff are promoted based on performance, but the [ <i>name of MAC</i> ] <b>sometimes has internal limitations that restricts promotion</b> of staff (e.g. few position openings, recruitment freeze). Still, Managers <b>try to get around them</b> (e.g. by providing extra training to performing staff OR allowances).	04	Staff are promoted based on their performance, as identified through a staff appraisal system. <b>Extra training is provided to improve the potential</b> of key workers and there are <b>real promotion opportunities</b> open to <b><i>all staff.</i></b>	05	Yes. Staff are promoted based on performance. The <b>organisation actively identifies, develops and promotes top performers.</b> There are <i>regular</i> assessments, <i>clear</i> set of indicators and <i>personalised</i> career plans for individuals, which are regularly revised.	<p>ONLY ask question, do NOT read answer options.</p> <p>Select <u>ONE</u> response <i>only</i>, based on what the respondent is describing.</p> <p>If needed, use the prompts to help the Respondent describe what is happening.</p>
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Q#	QUESTION	ANSWER POSSIBLE	Instructions for Enumerator
		998 = Refused to answer	

## Module 5. PERFORMANCE MANAGEMENT SYSTEM

MODULE 5	
START TIME:	

**\*\*\* Survey Type(s): ALL 3 \*\*\***

Q#	QUESTION	ANSWER POSSIBLE	Instructions for Enumerator
50.	Do you know what the Performance Management System is, also known as the PMS policy?	01 = Yes => Go to Q51 02 = No => Go to Module 6	ONLY ask question, do NOT read answer options.  Select <u>ONE</u> response only
51.	Has your Unit started implementation of the PMS policy?	01 = Yes => Go to Q53 if Supervisor, otherwise Go to Q56 02 = No => Go to Q52 if Supervisor, otherwise Go to Module 6	ONLY ask question, do NOT read answer options.  Select <u>ONE</u> response only

**\*\*\* Survey Type(s): Supervisor ONLY \*\*\***

Q#	QUESTION	ANSWER POSSIBLE	Instructions for Enumerator								
52.	Why has your Unit not started implementing the PMS policy yet?	01 = We have not heard about it. 02 = We are waiting to receive training on the policy from CSA. 03 = We received some training, but are waiting for CSA to come out and do further training with our staff on the policy. 04 = It is very time-consuming and the Ministry/Agency is very busy. 05 = Other, please specify _____ 900=Don't know 998=Refused to answer. [PROGRAMMER: IF the respondent selected 'No' for Q51, then skip to Module 6 after this question.]	ONLY ask question, do NOT read answer options.  Select <u>ONE</u> response only. Leave the question open.								
53.	Please indicate the extent to which you agree with the following statements:	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 70%;">Statement</th> <th style="width: 30%;">Agree?</th> </tr> </thead> <tbody> <tr> <td>A. All employees in this unit are fully aware of the PMS goals, objectives, and procedures</td> <td style="text-align: center;"> </td> </tr> <tr> <td>B. Many employees fully accept the PMS reform and what it requires of them</td> <td style="text-align: center;"> </td> </tr> <tr> <td>C. Supervisor(s) does not approve of the idea of the PMS reform</td> <td style="text-align: center;"> </td> </tr> </tbody> </table> <p><b>Answer Options</b> 01 = Strongly Disagree 02 = Disagree 03 = Neutral/Undecided – Neither agree nor disagree</p>	Statement	Agree?	A. All employees in this unit are fully aware of the PMS goals, objectives, and procedures		B. Many employees fully accept the PMS reform and what it requires of them		C. Supervisor(s) does not approve of the idea of the PMS reform		READ OUT each <u>statement</u> and ask Respondent to indicate their answer using Showcard No. 4.
Statement	Agree?										
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Q#	QUESTION	ANSWER POSSIBLE	Instructions for Enumerator
		04 = Agree 05 = Strongly Agree 06 = Not Applicable 900 = Don't know 998 = Refused to answer.	
54.	Have you Appraised staff under the PMS policy?	01 = Yes => Go to Q55 02 = No => Go to Q56	ONLY ask question, do NOT read answer options.  Select <u>ONE</u> response <i>only</i>
55.	Which Staff do you appraise under the PMS policy?  Please point out all staff that you appraise on list.	[OPEN ENDED list of Respondent ID Numbers as written on Survey Roster]	Show the Respondent the list of personnel in their Unit and department and write down the Questionnaire code of all staff that they point to.

**\*\*\* Ask only Respondents Who Said 'Yes' to Q51 \*\*\***

Q#	QUESTION	ANSWER POSSIBLE	Instructions for Enumerator												
56.	Which of the three (3) PMS appraisal phases have you taken part in to date?  Mark all that apply.	<table border="1"> <thead> <tr> <th>Phase</th> <th>Description</th> <th>Been involved in</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Develop Annual Work Plan</td> <td></td> </tr> <tr> <td>2</td> <td>Mid-Year Performance Appraisals</td> <td></td> </tr> <tr> <td>3</td> <td>End-of-Year/Annual Performance Appraisals</td> <td></td> </tr> </tbody> </table>	Phase	Description	Been involved in	1	Develop Annual Work Plan		2	Mid-Year Performance Appraisals		3	End-of-Year/Annual Performance Appraisals		READ OUT the answer options to the respondent.  Mark all responses that <u>apply</u> .
Phase	Description	Been involved in													
1	Develop Annual Work Plan														
2	Mid-Year Performance Appraisals														
3	End-of-Year/Annual Performance Appraisals														
57.	Who appraises you under the PMS policy?	<table border="1"> <tr> <td></td> <td></td> </tr> </table> <p>PROGRAMMER: Provide below option when the respondent is a Supervisor.</p> <p>700 = The person who appraises me is not on the Survey Plan. However, he/she is a civil servant.</p> <p>PROGRAMMER: Provide instructions for Respondent to provide the name of the person who appraises them if they select '700'.</p> <p>Please provide name, job title of person who appraises you: _____</p> <p>800 = The person who appraises me is not on the Survey Plan. They are a political appointee.</p>			Show the Respondent the list of personnel in their Unit and write down the Respondent ID of the Supervisor who appraised them most recently.										

Q#	QUESTION	ANSWER POSSIBLE		Instructions for Enumerator																								
58.	Please indicate the extent to which you agree with the following statements:	<table border="1"> <thead> <tr> <th data-bbox="698 220 1039 252">Statement</th> <th data-bbox="1055 220 1144 252">Agree?</th> </tr> </thead> <tbody> <tr> <td data-bbox="479 262 1039 325">A. The PMS will help establish service-delivery standards in <i>[name of MAC]</i></td> <td data-bbox="1055 262 1144 325"></td> </tr> <tr> <td data-bbox="479 336 1039 399">B. The PMS will significantly improve workplace attitudes in <i>[name of MAC]</i></td> <td data-bbox="1055 336 1144 399"></td> </tr> <tr> <td data-bbox="479 409 1039 472">C. The PMS will help managers lay off staff they don't like and want to fire.</td> <td data-bbox="1055 409 1144 472"></td> </tr> <tr> <td data-bbox="479 483 1039 546">D. The PMS will help staff understand how they contribute to the Unit and <i>[name of MAC]</i></td> <td data-bbox="1055 483 1144 546"></td> </tr> <tr> <td data-bbox="479 556 1039 651">E. The performance appraisals will not be used to inform who gets promoted or recruited into new jobs.</td> <td data-bbox="1055 556 1144 651"></td> </tr> <tr> <td data-bbox="479 661 1039 724">F. The PMS policy will help improve working relations between Managers and Staff.</td> <td data-bbox="1055 661 1144 724"></td> </tr> <tr> <td data-bbox="479 735 1039 798">G. The PMS helps managers understand what kind of help their staff need from them.</td> <td data-bbox="1055 735 1144 798"></td> </tr> <tr> <td data-bbox="479 808 1039 903">H. The PMS could improve accountability and transparency in the communication between Managers and Staff.</td> <td data-bbox="1055 808 1144 903"></td> </tr> <tr> <td data-bbox="479 913 1039 1008">I. The PMS could reduce favouritism and make the promotion process more transparent and fair.</td> <td data-bbox="1055 913 1144 1008"></td> </tr> <tr> <td data-bbox="479 1018 1039 1113">J. The policy is not Sustainable. It is just another government reform that will stop once donor money finishes.</td> <td data-bbox="1055 1018 1144 1113"></td> </tr> <tr> <td data-bbox="479 1123 1039 1218">K. The PMS appraisal process provides management with better information on which staff is talented .</td> <td data-bbox="1055 1123 1144 1218"></td> </tr> </tbody> </table> <p data-bbox="467 1239 1047 1554"> <b>Answer Options</b>            01 = Strongly Disagree            02 = Disagree            03 = Neutral/Undecided – Neither agree nor disagree            04 = Agree            05 = Strongly Agree            06 = Not Applicable            900 = Don't know            998 = Refused to answer.         </p>	Statement	Agree?	A. The PMS will help establish service-delivery standards in <i>[name of MAC]</i>		B. The PMS will significantly improve workplace attitudes in <i>[name of MAC]</i>		C. The PMS will help managers lay off staff they don't like and want to fire.		D. The PMS will help staff understand how they contribute to the Unit and <i>[name of MAC]</i>		E. The performance appraisals will not be used to inform who gets promoted or recruited into new jobs.		F. The PMS policy will help improve working relations between Managers and Staff.		G. The PMS helps managers understand what kind of help their staff need from them.		H. The PMS could improve accountability and transparency in the communication between Managers and Staff.		I. The PMS could reduce favouritism and make the promotion process more transparent and fair.		J. The policy is not Sustainable. It is just another government reform that will stop once donor money finishes.		K. The PMS appraisal process provides management with better information on which staff is talented .			READ OUT each <u>statement</u> and ask Respondent to indicate their answer using Showcard No. 4.
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59.	Please name some of the <b>CHALLENGES</b> of implementing/using the PMS policy	<table border="1"> <thead> <tr> <th data-bbox="625 1575 893 1606">Statement</th> <th data-bbox="933 1575 1144 1669">Tick challenge(s) Mentioned by Respondent</th> </tr> </thead> <tbody> <tr> <td data-bbox="479 1680 893 1743">01 = <b>The planning is incomplete and rushed</b></td> <td data-bbox="933 1680 1144 1743"></td> </tr> <tr> <td data-bbox="479 1753 893 1816">02 = <b>The PMS process is time-consuming</b></td> <td data-bbox="933 1753 1144 1816"></td> </tr> <tr> <td data-bbox="479 1827 893 1890">03 = <b>The reform is not interlinked with other reform tools</b></td> <td data-bbox="933 1827 1144 1890"></td> </tr> </tbody> </table>	Statement	Tick challenge(s) Mentioned by Respondent	01 = <b>The planning is incomplete and rushed</b>		02 = <b>The PMS process is time-consuming</b>		03 = <b>The reform is not interlinked with other reform tools</b>			ONLY ask question, do NOT read answer options.  Mark all responses that apply.																
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Q#	QUESTION	ANSWER POSSIBLE		Instructions for Enumerator
		04 = The training and awareness is insufficient		
		05 = Monitoring is weak or insufficient		
		06 = The PMS is not appropriate to this office or sector		
		07 = Difficulty in convincing staff about the potential benefits of the system		
		08 = The PMS policy process is confusing		
		09 = Other, please specify _____		
		900=Don't know 998=Refused to answer.		

## Module 6. MOTIVATION

MODULE 6	
START TIME:	

### Section 6.1. Work Satisfaction

**\*\*\* Survey Type(s): ALL 3 - CORE Motivation Questions\*\*\***

Q#	QUESTION	ANSWER POSSIBLE	Instructions for Enumerator
60.	To what extent would you say you are satisfied with your experience of the civil service?	01 = Very dissatisfied 02 = Dissatisfied 03 = Satisfied 04 = Very satisfied 900 = Don't know 998 = Refused to answer.	SHOW the answer options using Showcard No. 5.  Select ONE option <i>only</i> .
61.	How motivated are you to work as a civil servant <u>TODAY</u> ?  Choose a number between 0 and 10.	[Answer should be between 0 and 10]	SHOW the answer options using Showcard No. 6. Clarify scale to respondent; <b>0 = 'not motivated at all'</b> . <b>10 = 'extremely motivated'</b>

**\*\*\* Survey Type(s): Staff Type 1\*\*\***

Q#	QUESTION	ANSWER POSSIBLE	Instructions for Enumerator
62.	Do you think you could have had a better career <u>outside</u> the civil service?	01 = Yes 02 = No 900 = Don't know 998 = Refused to answer	ONLY ask question, do NOT read answer options.  Select ONE option <i>only</i> .
63.	To what extent do you think <u>YOU</u> do a valuable job as a civil servant?  Select the response closest to your opinion.	01 = You play a critical role in the governance of Liberia 02 = Government work is generally important and you are a small part of that 03 = Your role is potentially valuable but is generally held back by the poor work environment in government 04 = Your work is not particularly valuable 900 = Don't know 998 = Refused to answer	READ OUT each <u>statement</u> and ask Respondent to pick the one they agree with.  Select ONE response <i>only</i> .

**\*\*\* Survey Type(s): Supervisor, Staff Type 1\*\*\***

Q#	QUESTION	ANSWER POSSIBLE	Instructions for Enumerator
64.	Overall, do you think working in the PUBLIC sector is better than	01 = Yes => Go to Q65 02 = No => Go to Q66 900 = Don't know => Go to Section 6.3	ONLY ask question, do NOT read answer options.  Select ONE response <i>only</i> .

Q#	QUESTION	ANSWER POSSIBLE	Instructions for Enumerator																												
	working in the PRIVATE sector?	998 = Refused to answer => Go to Q66																													
65.	<p>What are the ADVANTAGES of working in the <b>PUBLIC</b> sector over the private sector?</p> <p>Choose top THREE options that apply, with 1 = the most important.</p>	<table border="1"> <thead> <tr> <th>Options</th> <th>Top 3 Rank</th> </tr> </thead> <tbody> <tr><td>01. Salary</td><td></td></tr> <tr><td>02. Other job benefits (e.g. paid leave, family leave, pension etc.)</td><td></td></tr> <tr><td>03. Better career opportunities</td><td></td></tr> <tr><td>04. Opportunities for learning/ development</td><td></td></tr> <tr><td>05. More reasonable workload</td><td></td></tr> <tr><td>06. Better working hours</td><td></td></tr> <tr><td>07. Prestige/ social status</td><td></td></tr> <tr><td>08. More interesting work/ challenges</td><td></td></tr> <tr><td>09. Job security</td><td></td></tr> <tr><td>10. The chance to have positive impact on others</td><td></td></tr> <tr><td>11. The chance to serve Liberia</td><td></td></tr> <tr><td>12. Well organized</td><td></td></tr> <tr><td>13. Other. Specify: _____</td><td></td></tr> </tbody> </table> <p>900 = Don't know 998 = Refused to answer</p>	Options	Top 3 Rank	01. Salary		02. Other job benefits (e.g. paid leave, family leave, pension etc.)		03. Better career opportunities		04. Opportunities for learning/ development		05. More reasonable workload		06. Better working hours		07. Prestige/ social status		08. More interesting work/ challenges		09. Job security		10. The chance to have positive impact on others		11. The chance to serve Liberia		12. Well organized		13. Other. Specify: _____		<p>ONLY ask question, do NOT read answer options.</p> <p>Prompt the respondent to mention three Advantages then select the options from the list that best describe what the Respondent said.</p> <p>Tick the TOP 3 <u>most</u> important options <i>only</i>, ranking 1 = most important one.</p> <p>If the respondent says 'other', please record what their specific response is on line provided.</p>
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13. Other. Specify: _____																															

## Section 6.2. Value Markers

**\*\*\* Survey Type(s): Staff Type 1\*\*\***

<b>QUESTIONS:</b>	<b>67. How important is/are [insert 'options' a - k] for telling you how well you are performing as a civil servant?</b>	<b>68. How well do you feel you are doing in terms of [insert 'options' a - k]?' [PROGRAMMER: Only show Q68 if the answer to Q66 was 'very important']</b>
<b>ANSWERS POSSIBLE:</b>	01 = Very important 02 = Quite important 03 = Not at all important 04 = Not Applicable to my Job Role 900 = Don't know 998 = Refused to answer.	01= Very badly 02= Badly 03= Average 04= Well 05= Very well 900= Don't know 998= Refused to answer.
<b>Instructions for Enumerator:</b>	SHOW the answer options using Showcard No. 7. Select ONE answer only for each of the below options.	SHOW the answer options using Showcard No. 8. Select ONE answer only for each of the below options.

**Options:**

(a) Feedback from colleagues		
(b) Feedback from supervisors		
(c) Feedback from the Performance Management System (PMS) policy/appraisal process	[PROGRAMMER: Only show this option IF the Respondent answered 'Yes' to Q50 above]	
(d) Feedback from the HR Department		
(e) Feedback from the Head of your Ministry/Agency		
(f) Feedback from the Civil Service Agency		
(g) Feedback from citizens served by your Unit		
(h) Feedback from close family and friends		
(i) Capacity development through e.g. training/on-the-job learning		
(j) Your seniority in the service		
(k) Your salary (including all benefits)		

**Section 6.3. Career progression and Hiring**

<b>Enumerator states:</b>	<i>I would now like to ask you some questions regarding your career path through the service and its rewards.</i>
---------------------------	---

**\*\*\* Survey Type(s): Staff Type 1 ONLY\*\*\***

Q#	QUESTION	ANSWER POSSIBLE	Instructions for Enumerator
69.	<b>Do staff get promoted in your Unit?</b>	01 = Yes => Go to Q70 02 = No => Go to Q76	ONLY ask question, do NOT read answer options.

Q#	QUESTION	ANSWER POSSIBLE	Instructions for Enumerator
		900=Don't know => Go to Q76 998= Refused to answer => Go to Q76	Select ONE option <i>only</i> .
70.	How confident are you that you will get promoted if you perform your job well?	01 = Not confident at all. It will not happen. 02 = Not very confident. It might happen but you doubt it. 03 = Somewhat confident. There is a good chance it will happen. 04 = Very confident. You are certain it will happen. 900 = Don't know 998 = Refused to answer.	SHOW the answer options using Showcard No. 9. Select ONE response <i>only</i> .
71.	Have you ever been promoted before?	01 = Yes => Go to Q72 02 = No => Go to Q73 900=Don't know => Go to Q73 998= Refused to answer => Go to Q73	ONLY ask question, do NOT read answer options.  Select ONE option <i>only</i> .
72.	How long ago was your most recent promotion (Months)?	[Number of Months]	Record answer in number of <i>months</i> .
73.	How long do you expect to wait until your next promotion (Months)?	[Number of Months] 900 = Don't know	Record answer in number of <i>months</i> .

**\*\*\* Survey Type(s): Supervisor, Staff Type 1 ONLY\*\*\***

Q#	QUESTION	ANSWER POSSIBLE	Instructions for Enumerator																														
74.	Rank the 3 most important criteria for promotions in your Unit.	<table border="1"> <thead> <tr> <th>Criteria</th> <th>Rank</th> </tr> </thead> <tbody> <tr><td>A. Merit/performance/education</td><td></td></tr> <tr><td>B. Length of service in [name of MAC].</td><td></td></tr> <tr><td>C. Length of service in the public sector;</td><td></td></tr> <tr><td>D. Quality of relationship with supervisors</td><td></td></tr> <tr><td>E. Political connections</td><td></td></tr> <tr><td>F. Family connections</td><td></td></tr> <tr><td>G. Connections from School</td><td></td></tr> <tr><td>H. Other connections</td><td></td></tr> <tr><td>I. Gender</td><td></td></tr> <tr><td>J. Ethnicity</td><td></td></tr> <tr><td>K. Providing gifts or unofficial payments</td><td></td></tr> <tr><td>L. Office conduct / behaviour</td><td></td></tr> <tr><td>M. Friendliness towards clients</td><td></td></tr> <tr><td>N. Other (please specify below)</td><td></td></tr> </tbody> </table> <p>[PROGRAMMER: Allow respondent to pick less than 3 if they can only think of 1 or 2] 900 = Don't know 998 = Refused to answer.</p>	Criteria	Rank	A. Merit/performance/education		B. Length of service in [name of MAC].		C. Length of service in the public sector;		D. Quality of relationship with supervisors		E. Political connections		F. Family connections		G. Connections from School		H. Other connections		I. Gender		J. Ethnicity		K. Providing gifts or unofficial payments		L. Office conduct / behaviour		M. Friendliness towards clients		N. Other (please specify below)		<p>ONLY ask question, do NOT read answer options.</p> <p>Prompt the respondent to mention three Advantages then select the options from the list that best describe what the Respondent said.</p> <p>Tick the TOP 3 <u>most</u> important options <i>only</i>, ranking 1 = most important one.</p> <p>Select THREE options <i>only</i>.</p>
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Q#	QUESTION	ANSWER POSSIBLE		Instructions for Enumerator	
75.	How well do you feel you are doing in each of these three (3) determinants of promotion?	<b>Q#</b>	<b>Q75 Answer:</b>	<b>Response</b>	<p>READ OUT each <u>Determinant</u> mentioned in Q74 and ask Respondent to indicate their answer using Showcard No. 8.</p>
		74 (a)	Option ranked as '1' in Q73		
		74 (b)	Option ranked as '2' in Q73		
		74 (c)	Option ranked as '3' in Q73		
		<b>Answer Options</b> 01= Very badly 02= Badly 03= Average 04= Well 05= Very well 900= Don't know 998= Refused to answer. [PROGRAMMER: Automatically show options ranked 1-3 based on answer to 74.]			
76.	In the next two years, would you want to change your job?	01 = Yes => Go to Q76 02 = No => Go to Q77 900 = Don't know => Go to Q77 998 = Refused to answer => Go to Q77		<p>ONLY ask question, do NOT read answer options.</p> <p>Select ONE response <i>only</i>.</p>	
77.	Why do you want to change jobs?  Choose all options that apply.	<b>Reason respondent wants to change their job</b>	<b>Select ALL Mentioned</b>	<p>ONLY ask question, do NOT read answer options.</p> <p>Prompt the respondent to mention three Advantages then select the options from the list that best describe what the Respondent said.</p> <p>Tick the TOP 3 <u>most</u> important options <i>only</i>, ranking 1 = most important one.</p> <p>Select ALL responses mentioned.</p>	
		01 = Wage			
		02 = Conditions of service apart from wage (e.g. holiday allowance or leave, health insurance provision, or transportation allowance)			
		03 = Culture			
		04 = Office space/working environment			
		05 = Work is not interesting			
		06 = Role does not match skillset			
		07 = Poor training and development opportunities			
		08 = Limited promotion opportunities			
		09 = Limited responsibility			
		10 = Limited opportunity to have impact			
		11= I don't get along with my supervisor			
		12= I don't get along with my colleagues			
		13 = The work is too much			
		14 = Want to move closer to family			
15 = Other (don't specify)					
		[PROGRAMMER: Allow respondent to pick less than 3 if they can only think of 1 or 2] 900 = Don't know 998 = Refused to answer.			

Q#	QUESTION	ANSWER POSSIBLE	Instructions for Enumerator																																
78.	Rank the 3 most important criteria for hiring in <u>YOUR UNIT</u> .	<table border="1"> <thead> <tr> <th>Criteria</th> <th>Rank</th> </tr> </thead> <tbody> <tr><td>A. Merit/performance/education</td><td></td></tr> <tr><td>B. Length of service in <i>[name of MAC]</i>.</td><td></td></tr> <tr><td>C. Length of service in the public sector;</td><td></td></tr> <tr><td>D. Quality of relationship with supervisors</td><td></td></tr> <tr><td>E. Political connections</td><td></td></tr> <tr><td>F. Family connections</td><td></td></tr> <tr><td>G. Connections from School</td><td></td></tr> <tr><td>H. Other connections</td><td></td></tr> <tr><td>I. Gender</td><td></td></tr> <tr><td>J. Ethnicity</td><td></td></tr> <tr><td>K. Providing gifts or unofficial payments</td><td></td></tr> <tr><td>L. Office conduct / behaviour</td><td></td></tr> <tr><td>M. Friendliness towards clients</td><td></td></tr> <tr><td>N. Other (please specify below)</td><td></td></tr> <tr><td>O. _____</td><td></td></tr> </tbody> </table> <p>900 = Don't know 998 = Refused to answer.</p>	Criteria	Rank	A. Merit/performance/education		B. Length of service in <i>[name of MAC]</i> .		C. Length of service in the public sector;		D. Quality of relationship with supervisors		E. Political connections		F. Family connections		G. Connections from School		H. Other connections		I. Gender		J. Ethnicity		K. Providing gifts or unofficial payments		L. Office conduct / behaviour		M. Friendliness towards clients		N. Other (please specify below)		O. _____		<p>ONLY ask question, do NOT read answer options.</p> <p>Prompt the respondent to mention three Advantages then select the options from the list that best describe what the Respondent said.</p> <p>Tick the TOP 3 <u>most</u> important options <i>only</i>, ranking 1 = most important one.</p> <p>Select THREE options <i>only</i>.</p>
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## Section 6.4. Monetary and Non-Monetary Rewards

**\*\*\* Survey Type(s): ALL 3\*\*\***

Q#	QUESTION	ANSWER POSSIBLE	Instructions for Enumerator																																
79.	Consider your current government <u>wage</u> per <u>MONTH</u> , in what range does it fall?	<table border="1"> <thead> <tr> <th>USD</th> <th>LRD Equivalent</th> </tr> </thead> <tbody> <tr><td>01. US\$ 0</td><td>= LRD 0</td></tr> <tr><td>02. Between US\$ 1 – 125</td><td>= LRD 1 – 11,875</td></tr> <tr><td>03. Between US\$ 126 – 130</td><td>= LRD 11,876 – 12,350</td></tr> <tr><td>04. Between US\$ 131 – 140</td><td>= LRD 12,351 – 13,300</td></tr> <tr><td>05. Between US\$ 141 – 150</td><td>= LRD 13,301 – 14,250</td></tr> <tr><td>06. Between US\$ 151 – 160</td><td>= LRD 14,251 – 15,200</td></tr> <tr><td>07. Between US\$ 161 – 170</td><td>= LRD 15,201 – 16,150</td></tr> <tr><td>08. Between US\$ 171 – 180</td><td>= LRD 16,151 – 17,100</td></tr> <tr><td>09. Between US\$ 181 – 190</td><td>= LRD 17,101 – 18,050</td></tr> <tr><td>10. Between US\$ 191 – 200</td><td>= LRD 18,051 – 19,000</td></tr> <tr><td>11. Between US\$ 201 – 250</td><td>= LRD 19,001 – 23,750</td></tr> <tr><td>12. Between US\$ 251 – 300</td><td>= LRD 23,751 – 28,500</td></tr> <tr><td>13. Between US\$ 301 – 400</td><td>= LRD 28,501 – 38,000</td></tr> <tr><td>14. Between US\$ 401 – 500</td><td>= LRD 38,001 – 47,500</td></tr> <tr><td>15. Between US\$ 501 – 750</td><td>= LRD 47,501 – 71,250</td></tr> </tbody> </table>	USD	LRD Equivalent	01. US\$ 0	= LRD 0	02. Between US\$ 1 – 125	= LRD 1 – 11,875	03. Between US\$ 126 – 130	= LRD 11,876 – 12,350	04. Between US\$ 131 – 140	= LRD 12,351 – 13,300	05. Between US\$ 141 – 150	= LRD 13,301 – 14,250	06. Between US\$ 151 – 160	= LRD 14,251 – 15,200	07. Between US\$ 161 – 170	= LRD 15,201 – 16,150	08. Between US\$ 171 – 180	= LRD 16,151 – 17,100	09. Between US\$ 181 – 190	= LRD 17,101 – 18,050	10. Between US\$ 191 – 200	= LRD 18,051 – 19,000	11. Between US\$ 201 – 250	= LRD 19,001 – 23,750	12. Between US\$ 251 – 300	= LRD 23,751 – 28,500	13. Between US\$ 301 – 400	= LRD 28,501 – 38,000	14. Between US\$ 401 – 500	= LRD 38,001 – 47,500	15. Between US\$ 501 – 750	= LRD 47,501 – 71,250	<p>SHOW the answer options using Showcard No. 10A and 10.B.</p> <p>Select ONE response <i>only</i>.</p>
USD	LRD Equivalent																																		
01. US\$ 0	= LRD 0																																		
02. Between US\$ 1 – 125	= LRD 1 – 11,875																																		
03. Between US\$ 126 – 130	= LRD 11,876 – 12,350																																		
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10. Between US\$ 191 – 200	= LRD 18,051 – 19,000																																		
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13. Between US\$ 301 – 400	= LRD 28,501 – 38,000																																		
14. Between US\$ 401 – 500	= LRD 38,001 – 47,500																																		
15. Between US\$ 501 – 750	= LRD 47,501 – 71,250																																		



<b>QUESTIONS:</b>	<b>83. Have you received [<i>insert 'options' a - g</i>] from your Unit or Ministry/Agency in the past year?</b>	<b>84. Was [<i>insert 'options' a - g</i>] given for good performance or as a general benefit to all staff, regardless of performance?</b>
	02 = Promised reward, but you did not receive it 03 = Yes. Received reward/recognition 900 = Don't know 998 = Refused to answer.	03 = Service Benefit for all staff, regardless of performance 900 = Don't know 998 = Refused to answer.
<b>Instructions for Enumerator:</b>	READ OUT the answer options to the respondent. Select ONE answer for each of the below options.	READ OUT the answer options to the respondent. ONLY ask this question IF respondent answered 'Received reward' to Q87. Select ONE answer for each of the below options.

**Options:**

(a) Salary increase		
(b) Ad hoc financial reward		
(c) Non-financial material rewards (e.g. training, in-kind gifts)		
(d) Promotion		

**\*\*\* Survey Type(s): Staff Types 1 & 2 ONLY\*\*\***

**Options:**

(e) Informal feedback from your manager that you have done a good job		
(f) Letter of Recommendation		
(g) Certificate or public announcement in recognition of your service to citizens		

**Section 6.5. The Environment, Social Norms and the Narrative**

**\*\*\* Survey Type(s): Staff Type 2 ONLY\*\*\***

Q#	QUESTION	ANSWER POSSIBLE	Instructions for Enumerator
85.	<b>Consider how you see your mission in the civil service. Which of these statements most closely characterises your personal mission?</b>	01 = Following civil service rules 02 = Being a good colleague in any situation 03 = Providing a public service to my close community 04 = Providing a public service to the nation as a whole 05 = Supporting my close family and friends 06 = Making the government work better 07 = Other (please specify) 900= Don't know 998= Refused to answer	ONLY ask question, do NOT read answer options.  Select ONE response <i>only</i> .

Q#	QUESTION	ANSWER POSSIBLE	Instructions for Enumerator												
86.	<p>To what extent do your efforts in the civil service contribute towards the achievement of THIS personal mission of <i>[Insert answer from Q85]</i>?</p>	<p>01 = Not at all            02 = Not much            03 = Somewhat            04 = Very much            900 = Don't know            998 = Refused to answer.</p>	<p>SHOW the answer options using Showcard No. 12.            Select ONE response <i>only</i>.            Refer to the respondent's answer to the previous question on personal mission, when asking them to assess their own efforts.</p>												
87.	<p>How much do you trust your colleagues in the civil service?</p>	<p>01 = I trust NOBODY            02 = I trust only a FEW of them, not all            03 = I trust MOST of them, but not all            04 = I trust EVERYONE            900 = Don't know            998 = Refused to answer</p>	<p>SHOW the answer options using Showcard No. 13.            Select ONE response <i>only</i>.            If the respondent appears hesitant, reassure them that their answers will remain fully confidential and anonymous.</p>												
88.	<p>How much do you trust each of the following types of people?</p> <p>Mark your answer on a scale of 1 to 4, with...</p> <p>01 = Not at all            02 = Just a little            03 = I trust them somewhat            04 = I trust them a lot</p>	<table border="1" data-bbox="444 741 1127 1016"> <thead> <tr> <th data-bbox="444 741 1036 772">Area</th> <th data-bbox="1036 741 1127 772">Trust</th> </tr> </thead> <tbody> <tr> <td data-bbox="444 772 1036 814">a) Staff in your Unit</td> <td data-bbox="1036 772 1127 814"></td> </tr> <tr> <td data-bbox="444 814 1036 856">b) Supervisors in your unit</td> <td data-bbox="1036 814 1127 856"></td> </tr> <tr> <td data-bbox="444 856 1036 932">c) Employees from different Units in your ministry/agency</td> <td data-bbox="1036 856 1127 932"></td> </tr> <tr> <td data-bbox="444 932 1036 974">d) Employees from other ministers or agencies</td> <td data-bbox="1036 932 1127 974"></td> </tr> <tr> <td data-bbox="444 974 1036 1016">e) Citizens you work with</td> <td data-bbox="1036 974 1127 1016"></td> </tr> </tbody> </table> <p>Answer Options</p> <p>01 = Not at all            02 = Just a little            03 = I trust them somewhat            04 = I trust them a lot            05 = Not Applicable. I do not work with any from this group.            900 = Don't know            998 = Refused to answer</p>	Area	Trust	a) Staff in your Unit		b) Supervisors in your unit		c) Employees from different Units in your ministry/agency		d) Employees from other ministers or agencies		e) Citizens you work with		<p>SHOW the answer options using Showcard No. 14.</p> <p>Randomize the order in which you ask the respondent about each of options (a) to (e).</p>
Area	Trust														
a) Staff in your Unit															
b) Supervisors in your unit															
c) Employees from different Units in your ministry/agency															
d) Employees from other ministers or agencies															
e) Citizens you work with															

## Module 7. PERFORMANCE REVIEW

MODULE 7

START TIME:

### Section 7.1. Unit's Performance

**\*\*\* Survey Type(s): Supervisor, Staff Type 1 ONLY\*\*\***

Q#	QUESTION	ANSWER POSSIBLE	Instructions for Enumerator
89.	Overall, how would you rate the performance of your unit?	01 = Very good 02 = Good 03 = Poor 04 = Very poor	SHOW the answer options using Showcard No. 15. Select ONE response <i>only</i> .

### Section 7.2. Personal Performance

**\*\*\* Survey Type(s): ALL 3\*\*\***

Q#	QUESTION	ANSWER POSSIBLE	Instructions for Enumerator
90.	How do you think you could improve your performance?	01 = By putting more effort 02 = By receiving more feedback from supervisor on my performance 03 = By having better defined targets 04 = By having better defined tasks 05 = I cannot improve my performance. I am already doing the maximum i can do. 06 = Other, specify: _____	ONLY ask question, do NOT read answer options.  Select all that apply.

### Section 7.3. Colleagues Performance

**\*\*\* Survey Type(s): Staff Types 1 & 2 ONLY\*\*\***

Q#	QUESTION	ANSWER POSSIBLE	Instructions for Enumerator
91.	How would you compare your personal contribution to the team as compared to that of your co-workers?	01 = I contribute more than my co-workers 02 = We contribute approximately the same amount 03 = My co-workers contribute more than I do	ONLY ask question, do NOT read answer options.  Select ONE response <i>only</i> .
92.	Who is the highest performing person in your Unit, excluding yourself?	<input type="text"/> <input type="text"/>	Show the Respondent the list of personnel in their Unit and write down the 2-digit Respondent ID of the highest performer.

### Section 7.4. Recognition of Performance

**\*\*\* Survey Type(s): Staff Type 1 ONLY\*\*\***

Q#	QUESTION	ANSWER POSSIBLE	Instructions for Enumerator
93.	<b>How much does your manager notice differences in work performance between his/her staff?</b>	01 = The differences in performance of individual officers is well understood by your manager 02 = You have a better understanding of the performance of your colleagues than your manager does 03 = Your manager does not know how well his/her staff perform on the job	ONLY ask question, do NOT read answer options.  Select ONE response <i>only</i> .
94.	<b>How much does your manager care about differences in performance?</b>	01 = S/he thinks regularly about her/his staff's work performance in your department and actively tries to improve it 02 = S/he is not significantly interested in the performance of your department 03 = S/he actively discourages you from doing our duties, thereby reducing performance	ONLY ask question, do NOT read answer options.  Select ONE response <i>only</i> .

## Section 7.5. 360 DEGREE ASSESSMENTS

\*\*\* Survey Type(s): ALL 3\*\*\*

<b>Instructions for Enumerator</b>	Write the Respondent ID Code of each staff in the Unit including the Supervisor(s), referring to the Survey Plan. Ask the Respondent to assess the Supervisor(s) first, then themselves and last their remaining colleagues. Use the list of confirmed interview appointments with staff who agreed to partake in the survey to identify which colleagues the Respondent should assess first. Do not ask the respondent to review more than max. 10 persons
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<b>Instructions for Programmer</b>	Automatically only show Qs 96-98 when the Responded is assessing themselves i.e. the Enumerator register's the Respondents ID.
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<b>Questionnaire codes of all staff and supervisors in UNIT</b>	<b>95. What is your relationship with [...]?</b>	<b>96. How frequently do you work with [...]?</b>	<b>97. Overall, how would you rate [...]’s performance on the job? Consider work output, meeting deadlines, teamwork etc.</b>	<b>98. How frequently is/are [...] absent from work?</b>	<b>99. Does/Do [...] have political or family connections to anyone highly placed in government?</b>
	<b>ANSWER OPTIONS:</b>				
	01 = Close friends 02 = Close family 03 = Distant friend 04 = Distant family 05 = Only colleague  900 = Don’t know 998 = Refused to Answer	01. Every day 02. A few times a week 03. Once a week 04. A few times per month 05. Once a month 06. A few times per year 07. Once a year 08. Never 900 = Don’t know 998 = Refused to Answer	01 = Very good 02 = Good 03 = Poor 04 = Very poor 900 = Don’t know 998 = Refused to Answer	01. Every day 02. A few times a week 03. Once a week 04. A few times per month 05. Once a month 06. A few times per year 07. Once a year 08. Never 900 = Don’t know 998. Refused to Answer	01 = yes 02 = no 900 = Don’t know 998 = Refused to Answer
	<b>Instructions for Enumerators:</b>				
		SHOW the answer options using Showcard No. 17.	SHOW the answer options using Showcard No. 16.	SHOW the answer options using Showcard No. 17.	ONLY ask question, do NOT read answer options.
1					
2					
3					
4					
5					
6					

<b>Questionnaire codes of all staff and supervisors in UNIT</b>	<b>95. What is your relationship with [..]?</b>	<b>96. How frequently do you work with [...]?</b>	<b>97. Overall, how would you rate [...]’s performance on the job? Consider work output, meeting deadlines, teamwork etc.</b>	<b>98. How frequently is/are [...] absent from work?</b>	<b>99. Does/Do [...] have political or family connections to anyone highly placed in government?</b>	
	<b>ANSWER OPTIONS:</b>					
	01 = Close friends 02 = Close family 03 = Distant friend 04 = Distant family 05 = Only colleague  900 = Don’t know 998 = Refused to Answer	01. Every day 02. A few times a week 03. Once a week 04. A few times per month 05. Once a month 06. A few times per year 07. Once a year 08. Never 900 = Don’t know 998 = Refused to Answer	01 = Very good 02 = Good 03 = Poor 04 = Very poor 900 = Don’t know 998 = Refused to Answer	01. Every day 02. A few times a week 03. Once a week 04. A few times per month 05. Once a month 06. A few times per year 07. Once a year 08. Never 900 = Don’t know 998. Refused to Answer	01 = yes 02 = no 900 = Don’t know 998 = Refused to Answer	
	<b>Instructions for Enumerators:</b>					
		SHOW the answer options using Showcard No. 17.	SHOW the answer options using Showcard No. 16.	SHOW the answer options using Showcard No. 17.	ONLY ask question, do NOT read answer options.	

## Module 8. On OPINIONS ON CIVIL SERVICE

MODULE 7

START TIME:

**\*\*\* Survey Type(s): Staff Type 2 ONLY\*\*\***

**Enumerator states:**

*The goal of this next section is to understand how you see yourself and how you think.*

*Once again, we would like to remind you that this survey is being undertaken in the strictest confidence. So, please feel free to answer honestly.*

### Section 8.1. Understanding Your Opinions

**Enumerator states:**

*In the following exercise, I will read several statements. For each statement, please let us know how much you agree versus disagree with the statement using the scale in Showcard No. 4.*

Q#	QUESTION	ANSWER	Instructions for Enumerator
100.	Please indicate the extent to which you agree with the following statements:		READ OUT each <u>statement</u> and ask Respondent to indicate their answer using Showcard No. 4.  <b>Answer Options</b> 01 = Strongly disagree 02 = Disagree 03 = Neutral/Undecided – Neither agree nor disagree 04 = Agree 05 = Strongly agree
	<b>Statement</b>		
(a)	You have little compassion for people in need who are unwilling to take the first step to help themselves.		
(b)	Serving citizens would give you a good feeling even if no one paid you for it.		
(c)	You would prefer seeing public officials do what is best for the whole community even if it harmed my personal interests.		
(d)	What happens in your civil service life is mostly determined by your own actions.		
(e)	With enough effort, we can wipe out unwanted political interference in our work.		
(f)	What happens in your civil service life, is mostly determined by accidental happenings.		
(g)	A person's worth often passes unrecognised no matter how hard he tries.		

## Module 9. IMPACT OF REFORMS

MODULE 9

START TIME:

### Section 9.1. Civil Service Agency

\*\*\* Survey Type(s): ALL 3\*\*\*

Q#	QUESTION	ANSWER POSSIBLE	Instructions for Enumerator
101.	Imagine: the CSA invites you for a training on a new reform they are implementing. The training lasts 1 day and is organized at the CSA office. You have a choice: either you go to the training (but must delay your work for a day), or you do not go (and can do your work). How likely is it that you attend the training on a scale 1 to 10?	<i>[Answer should be between 0 and 10]</i>	SHOW the answer options using Showcard No. 18.  Clarify scale to respondent; <b>0 = 'not likely at all that I would go'</b> . . . <b>10 = 'very likely that I will attend the training'</b>

\*\*\* Survey Type(s): Staff Type 2 ONLY\*\*\*

Q#	QUESTION	ANSWER POSSIBLE	Instructions for Enumerator
102.	What do you think is the main purpose of the Civil Service Agency (CSA)?	01 = Develop Leadership in Government 02 = Reform the Pay & Pension System 03 = Build and Manage Capacity and Competence of Civil Service 04 = Restructure the Civil Service	ONLY ask question, do NOT read answer options.  Select ONE response <i>only</i> .
103.	How effective do you think the CSA is in introducing new reforms?	01 = Very Effective 02 = Somewhat Effective 03 = Not very Effective => Go to Q104 04 = Not Effective at all/Ineffective => Go to Q104 900 = Don't know 998 = Refused to answer.	SHOW the answer options using Showcard 19.  Select ONE response <i>only</i> .
104.	What could the CSA do to differently to improve how it rolls out new reforms in government?	<i>[OPEN ENDED]</i>	

## Module 10. WORK ENVIRONMENT

MODULE 9

START TIME:

### Section 10.1. Facilities

**\*\*\* Survey Type(s): Staff Type 1~ \*\*\***

*~UNLESS there is only 1 Person in Unit (see # staff in Unit from Q.iv) then ask questions to that one person.*

Q#	QUESTION	ANSWER POSSIBLE	Instructions for Enumerator
105.	During a typical working day (8am to 4pm), how often is there electricity?	01 = Full work day 02 = Most of the work day 03 = For a small part of the work day 04 = There is almost never electricity 05 = Never 900 = Don't know 998 = Refused to answer	SHOW the answer options using Showcard No. 20.  Select <u>ONE</u> response only.
106.	How often is the internet strong enough to check e-mail on average?	01 = Full work day 02 = Most of the work day 03 = A couple of Days a Week 04 = A couple of Days a Month 05 = A couple of Days every Quarter 06 = A couple of Days every 6 month 07 = A couple of Days every Year 08 = Never 900 = Don't know 998 = Refused to answer	SHOW the answer options using Showcard No. 21.  Select <u>ONE</u> response only.
107.	Considering the civil servants working in your unit, how many do <u>NOT</u> have access to a computer?	<i>[Numeric Answer]</i> 900 = Don't know 998 = Refused to answer	Emphasize to respondent that they should only consider civil servants, not contractors or political appointees. Use the Survey Roster to indicate how many civil servants work in the Unit.
108.	In your unit, how many do you think can use a computer to <u>write a memo</u> ?	<i>[Numeric Answer]</i> 900 = Don't know 998 = Refused to answer	ONLY ask question, do NOT read answer options.
109.	In your unit, how many can <u>create a PowerPoint presentation</u> ?	<i>[Numeric Answer]</i> 900 = Don't know 998 = Refused to answer	ONLY ask question, do NOT read answer options.
110.	In your unit, how many can <u>create an Excel spreadsheet</u> ?	<i>[Numeric Answer]</i> 900 = Don't know 998 = Refused to answer	ONLY ask question, do NOT read answer options.
111.	In your unit, how many have access to a vehicle (privately or government-owned) for work?	<i>[Numeric Answer]</i> 900 = Don't know 998 = Refused to answer	If a vehicle is used by several people, count all these people as having access to it.

## Module 11. INTERACTION WITH STAKEHOLDERS & OTHER UNITS

MODULE 8

START TIME:

**\*\*\* Survey Type(s): Supervisor, Staff Type 2\*\*\***

**Enumerator states:** *I am keen to understand how you interact with people outside of your Unit.*

Q#	QUESTION	ANSWER POSSIBLE	Instructions for Enumerator										
112.	How often do you engage with each of the listed stakeholders personally on individual tasks or activities?	<table border="1"> <thead> <tr> <th colspan="2">Stakeholder</th> </tr> </thead> <tbody> <tr> <td>a) Ministers, Director Generals or Commissioners</td> <td></td> </tr> <tr> <td>b) Members of Legislature or Judiciary</td> <td></td> </tr> <tr> <td>c) Deputy Ministers, Deputy Director Generals</td> <td></td> </tr> <tr> <td>d) County Superintendent</td> <td></td> </tr> </tbody> </table> <p><b>Answer Options</b> For each stakeholder, select ONE of the below options.</p> <p>01 = Every Day 02 = A few times per week 03 = Once a week 04 = A few times per month 05 = Once a month 06 = Bi-monthly (Every couple of months) 07 = Quarterly (Every 3 months) 08 = Bi-Annually (Every 6 months) 09 = Annually (Every Year) 10 = Ad hoc. 11 = Never 900 = Don't know 998 = Refused to answer</p>	Stakeholder		a) Ministers, Director Generals or Commissioners		b) Members of Legislature or Judiciary		c) Deputy Ministers, Deputy Director Generals		d) County Superintendent		<p>SHOW the answer options using Showcard No. 22.</p> <p>Select ONE response <i>only</i>.</p>
Stakeholder													
a) Ministers, Director Generals or Commissioners													
b) Members of Legislature or Judiciary													
c) Deputy Ministers, Deputy Director Generals													
d) County Superintendent													
113.	Do individuals from other ministries/agencies ever intervene in the decisions that you make?	<p>01 = Yes =&gt; Go to Q114 02 = No =&gt; Go to Section 11.1 900 = Don't know 998 = Refused to answer</p>	<p>ONLY ask question, do NOT read answer options.</p> <p>Select ONE response <i>only</i>.</p>										
114.	Which organisations or individuals?	[OPEN ENDED]	Please provide name of organisation, Unit and/or job title of person interfering.										

## Section 11.1. Working with other Units

**\*\*\* Survey Type(s): Supervisor, Staff Type 2\*\*\***

Q#	QUESTION	ANSWER POSSIBLE	Instructions for Enumerator																				
115.	How often do you interact with civil servants from other units (either staff or supervisors)?	01. Every Day 02. A few times per week 03. Once a week 04. A few times per month 05. Once a month 06. Bi-monthly (Every couple of months) 07. Quarterly (Every 3 months) 08. Bi-Annually (Every 6 months) 09. Annually (Every Year) 10. Ad-hoc 11. Never 900 = Don't know 998 = Refused to answer	SHOW the answer options using Showcard No. 22.  Select ONE response <i>only</i> .																				
116.	Which OTHER Units do you interact most with?	<table border="1"> <thead> <tr> <th data-bbox="472 867 521 894"></th> <th data-bbox="529 867 805 926">MAC (Ministry, Agency, Commission)</th> <th data-bbox="813 867 967 894">Unit name</th> <th data-bbox="976 867 1146 961">Unit number (ONLY if same MAC)</th> </tr> </thead> <tbody> <tr> <td data-bbox="472 978 505 1005">1.</td> <td data-bbox="529 978 805 1052">Same MAC Name if other: _____</td> <td data-bbox="813 978 967 1052"></td> <td data-bbox="976 978 1146 1052"></td> </tr> <tr> <td data-bbox="472 1062 505 1089">2.</td> <td data-bbox="529 1062 805 1136">Same MAC Name if other: _____</td> <td data-bbox="813 1062 967 1136"></td> <td data-bbox="976 1062 1146 1136"></td> </tr> <tr> <td data-bbox="472 1146 505 1173">3.</td> <td data-bbox="529 1146 805 1220">Same MAC Name if other: _____</td> <td data-bbox="813 1146 967 1220"></td> <td data-bbox="976 1146 1146 1220"></td> </tr> <tr> <td data-bbox="472 1230 505 1257">4.</td> <td data-bbox="529 1230 805 1304">Same MAC Name if other: _____</td> <td data-bbox="813 1230 967 1304"></td> <td data-bbox="976 1230 1146 1304"></td> </tr> </tbody> </table>		MAC (Ministry, Agency, Commission)	Unit name	Unit number (ONLY if same MAC)	1.	Same MAC Name if other: _____			2.	Same MAC Name if other: _____			3.	Same MAC Name if other: _____			4.	Same MAC Name if other: _____			ONLY ask question, do NOT read answer options.  Select the Unit Code for each Unit mentioned in that Ministry/Agency, using the Unit Roster.  [PRIGRAMMER: Only show the last column in the table if the option 'same MAC' is selected in column 1]
	MAC (Ministry, Agency, Commission)	Unit name	Unit number (ONLY if same MAC)																				
1.	Same MAC Name if other: _____																						
2.	Same MAC Name if other: _____																						
3.	Same MAC Name if other: _____																						
4.	Same MAC Name if other: _____																						

## Module 12. BASIC DEMOGRAPHIC INFORMATION

### Section 12.1. Basic Demographic Information

\*\*\* Survey Type(s): ALL 3\*\*\*

Q#	QUESTION	ANSWER POSSIBLE	Instructions for Enumerator
117.	Respondent's gender [Enumerator Fills in Answer]	01 = Female 02 = Male 900 = Don't know	Do <u>NOT ASK</u> respondent. Just <u>OBSERVE</u> the gender and mark it down.  Select ONE response <i>only</i> .
118.	Do you have a disability that prevents you from performing your work duty?	01 = Yes 02 = No 998 = Refused to answer	
119.	What is your age?	01 = Age 15-18 02 = Age 19-20 03 = Age 21-25 04 = Age 26-30 05 = Age 31-35 06 = Age 36-40 07 = Age 41-45 08 = Age 46-50 09 = Age 51-55 10 = Age 56-60 11 = Age 61-65 12 = Age >66 900 = Don't know 998 = Refused to answer	SHOW the answer options using Showcard No. 23. Select ONE response <i>only</i> .  Assure the respondent that their response is completely confidential.  If they still do not comfortable telling you their age, then propose that they enter their age on the Pad themselves.  If they still do not feel comfortable telling you their age, then select 998 for 'refused to answer'.
120.	What Liberian tribe(s) do you identify with/belong to?  Select all that apply.	01. None 02. Bassa 03. Belle 04. Dey 05. Gbandi 06. Gio 07. Gola 08. Grebo 09. Kissi 10. Kpelle 11. Krahn 12. Kru 13. Loma 14. Mandingo 15. Mano 16. Mende 17. Vai 18. Other, please specify_____	SHOW the answer options using Showcard No. 24.  Assure the respondent that their response is completely confidential.  If they still do not comfortable telling you their language, ask them what county they are from and indicate answer in words.  Select all that apply.

		998 = Refused to answer	
121.	What is your religion?	01 = Christian 02 = Muslim 03 = Traditional 04 = I am not sure what my religion is 05 = I am not religious 998 = Refused to answer	Select ONE response <i>only</i> .
122.	What is the highest educational qualification you have attained?	01 = No Schooling 02 = Primary School (Grades 1-6) 03 = Secondary School – Lower Level (Grades 7-9) 04 = Secondary School – Higher Level (Grades 10-12) 05 = Trade/Technical/Vocational Training 06 = Diploma/Other post-high-school certificate 07 = Undergraduate Degree or equivalent 08 = Master’s Degree or equivalent 09 = Doctorate Degree (PhD) 10 = Other. Please specify: _____ 900 = Don’t know 998 = Refused to answer	Select ONE response <i>only</i> .  If answer provided does not match response code 01 to 09, probe the respondent with some additional questions to make sure none of answers 01 to 09 apply, before marking the answer as ‘other’ (10).

**\*\*\* Survey Type(s): Staff Types 1 & 2 ONLY\*\*\***

Q#	QUESTION	ANSWER POSSIBLE	Instructions for Enumerator
123	Are you married?	01 = Not Married 02 = Cohabitant with Partner 03 = Married 04 = Divorced 05 = Widowed 998 = Refused to answer	Select ONE response <i>only</i> .
124	How many dependent persons (incl. children) do you care for?	<i>[Numeric answer]</i>	

**\*\*\* Survey Type(s): ALL 3\*\*\***

### Section 12.2. Optional Question

Q#	QUESTION	ANSWER POSSIBLE	Instructions for Enumerator
125.	IF you feel the need, please provide any further comments or suggestions that you may have, which were not included in questions above.	<i>[OPEN ENDED]</i>	Response to this question is OPTIONAL. If the respondent has nothing to add then leave it.

## Module 13. INTERVIEW REVIEW

To Be Filled in by **ENUMERATOR** for **ALL** Respondents

\*\*\* Survey Type(s): **ALL 3**\*\*\*

INTERVIEW REVIEW	
START TIME:	

<b>Enumerator Note:</b>	Enumerator to complete this section at the end of the interview. Respondent does <u>not</u> need to be present.
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### Section 13.1. Post-Interview Questions - Interview evaluation

Q#	QUESTION	ANSWER POSSIBLE	Instructions for Enumerator
126.	Calculate the total duration of the interview.	o hrs oo mins [PROGRAMMER: Please automate this calculation]	[Automatically Filled In]
127.	Where was the interview conducted?	01 = Dedicated survey room 02 = Interviewee's office 03 = Other location [don't specify]	Select ONE response <i>only</i> .
128.	Was the interview completely private, or was there somebody else in the room during the interview (aside from members of the survey team)?	01 = Completely private 02 = Other people in the room. Please specify whom: _____ 03 = Sometimes private, sometimes other people. Please specify whom: _____ [PROGRAMME: If Enumerator selects option 03, please show dropdown list as follows to choose from; supervisor from the unit / staff from the unit / supervisor from outside / staff from outside the unit. Other, please specify.]	Select ONE response <i>only</i> .
129.	Did the respondent appear knowledgeable about the work environment, and their MAC?	01 = No. They did not appear to have knowledge their own working environment, or of the MAC. 02 = Some knowledge of their own working environment, but not about the MAC as a whole 03 = Expert knowledge about their working environment, but not about the MAC as a whole 04 = Expert knowledge about both their own work and about the MAC as a whole	Select ONE response <i>only</i> .
130.	To what extent was the respondent willing to reveal basic and confidential/sensitive information?	01 = Very reluctant to provide more than basic information 02 = Provided all basic information and some confidential/sensitive information 03 = Willing to provide both basic and confidential/sensitive information.	Select ONE response <i>only</i> .
131.	During the interview, did the respondent seem patient?	01 = Little patience – wanted to run through the interview as quickly as possible 02 = Some patience – willing to provide richness to answers but also time constrained 03 = Lots of patience – willing to talk for as long as required.	Select ONE response <i>only</i> .
132.	How do you think the interview went?	01= Very badly => Go to Q133 02 = Somewhat badly => Go to Q133	Select ONE response <i>only</i> .

		03 = Somewhat well => FINISH SURVEY 04 = Very well => FINISH SURVEY	
133.	Please provide details as to why the interview did not go well?	[OPEN ENDED]	