

**ENDLINE SURVEY FOR THE GHANAIAN CIVIL SERVANTS SURVEY  
CONSOLIDATED SURVEY**

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# 2018 GHANAIAN CIVIL SERVANTS' SURVEY

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## PRE-INTERVIEW QUESTIONS:

**Enumerator note:** Ensure this is filled in prior to commencing the interview.

<b>(i)</b>	Ministry or agency name:	[Please fill-in only acronyms]
<b>(ii)</b>	Respondent ID (ask supervisor):	<b>Six digit code.</b>
<b>(iii)</b>	Confirm Respondent ID (ask supervisor):	<b>Six digit code.</b>
<b>(iv)</b>	Interviewer ID(s):	<b>Three digit code.</b>
<b>(v)</b>	Date of interview:	<b>Write date in the format DD/MM/YY.</b>
<b>(vi)</b>	Time interview started:	<b>Write time in 24 hour format.</b>
<b>(vii)</b>	Are you interviewing the Director or the first member of this division (other than Director)?	1 = Yes; 2 = No

## MODULE 1: COVER PAGE

- **TO BE STATED TO ALL RESPONDENTS**

- **Introduction**

MODULE 1	
START TIME:	

**Enumerator states:** Thank you for taking the time to complete this survey. Building a strong service starts with understanding the needs of and challenges faced by our public servants. That is what we hope to achieve through this survey. We will be surveying Civil Servants from across the service. The findings of this study will be used to design and implement measures to make the Civil Service more productive, better managed, and more effective in achieving its goals.

- **TO BE STATED TO ALL RESPONDENTS**

- **Confidentiality Statement**

**Enumerator states:** Let me begin by assuring you that this survey is being undertaken in the strictest confidence. In particular:

- We guarantee you that no one in Government will ever see the individual answers you provide;
- This study is being undertaken by independent researchers who will keep your answers completely secure; and,
- No other member of Government will be able to associate the individual answers you provide with you, so please feel free to answer honestly.

<b>Q1</b>	So let me just confirm that you are happy to take part in the survey?  <b>Select one response only.</b>		01 = Yes => Q3 02 = No => Q2
<b>Q2</b>	Would you mind telling me why you are declining to participate?		[OPEN ENDED ANSWER – enumerator to record note] => End interview

**Enumerator states:** I would like to start by collecting the following background information.

<b>Q3</b>	<b>Basic identifiers</b>		
<b>(a)</b>	What is your directory/division??  <b>Show Showcard 1. Select one response only.</b>		[Options will be organization-specific; allow two-digit numerical response codes 01-99; 99 = Other (specify)]
	What is your unit within this division (if applicable)?		[Free text]
<b>(b)</b>	What is your class (e.g. Administrative, Commercial Officer, etc.)?  <b>Show Showcard 2. Select one response only.</b>		[Options will be organization-specific; allow two-digit numerical response codes 01-99; 71 = Other (specify)]
<b>(c)</b>	What is your grade (e.g. Assistant Director)?		[Free text; Please, do not fill-in acronym]

(d)	What is your salary level?  <b>Show Showcard 3. Select one response only.</b>		[Options will be selected from a showcard; allow two-digit numerical response codes 01-99; 6 = Other (specify)]
(e)	What is your position?  <i>Note: This refers to the respondent's functional position within the division, not their grade.</i>		<b>Formal job title required:</b>  01 = Director (Head of Division) or Acting Director; 02 = Deputy Director or Unit Head (Acting or Substantive); 03 = Below Deputy Director; 04 = Other (specify)
(f)	What is your current age?		<b>In years</b>
(g)	How many years have you completed in [your organisation]?		<b>In years (decimal points allowed)</b>
(h)	How many years have you completed in [your division]?		<b>In years (decimal points allowed)</b>
(i)	How many years have you completed in the service?		<b>In years (decimal points allowed)</b>

## MODULE 2: MANAGEMENT PRACTICES

### MODULE 2

START TIME:

- To be asked to All Respondents
- Filtering questions

**Enumerator states:** “We are now going to ask you a series of questions relating to management practices in your organisation and division. If you are ever unclear whether we are asking about your division or the whole organisation, please ask us to confirm.

(i)	How many people would you say regularly give you tasks as part of your formal work duties? <b>Select one response only.</b>		01 = 1 → (iii) 02 = 2; 03 = 3; 04 = 4; 05 = 5; 06 = 6; 07 = 7 or more. → (ii) 900=Don't know, 998=Refused to answer
(ii)	Can you describe who these people are? Are they... <b>Prompt respondent with codes. List all relevant responses.</b>		01 = Senior staff from within your division; 02 = Senior staff within your organisation but outside your division; 03 = Senior from staff other organisations in the public sector; 04 = Junior staff; 05 = Other (don't specify) 900=Don't know, 998=Refused to answer
(iii)	What percentage of your time is spent working on tasks given you by your direct superior?		<b>Answer must lie between 0 to 100%</b> 900=Don't know, 998=Refused to answer
(iv)	We would like to understand how your director superior(s) use your time? I will read out a number of statements. Please select the one that applies. <b>Prompt respondent with codes. Select one response only.</b>		01 = My managers actively compete for my time; 02 = Typically do not coordinate on what they ask me to do leading me to being <i>frequently</i> overworked; 03 = <i>Sometimes</i> they ask me too much because they don't coordinate; 04 = Coordinate perfectly, ensuring my time is used optimally; 900=Don't know, 998=Refused to answer.
(v)	Do you <b>manage</b> other civil servants in [ <i>respondent's organisation</i> ] as part of your daily tasks? <b>Select one response only.</b>		01 = Yes → (vi) 02 = No → Section 2.1
(vi)	How many personnel do you manage?		<b>Answer must be numeric</b> 900=Don't know, 998=Refused to answer
(vii)	How many of these personnel are in the same division as you?		<b>Answer must be numeric</b> 900=Don't know, 998=Refused to answer

**ENUMERATOR NOTE:** If the respondent answered “Director” at Module 1, Q3 (iv), the question line should be that in (3.MANAGER). If the respondent answered anything else at Module 1, Q3 (i), the question line should be that in (3.EMPLOYEE) which is directly after section (3.MANAGER).

- Section 2.MANAGER: Answered “Director” at Module 1, Q3 (iv)

**Enumerator states:** Thank you. I'd now like to understand a little bit about how you manage officials under your supervision. Let me stress two things. First, we are interested in the way you manage **within your division only**. Second, we are interested in **what has really happened** in your division in the past few years, rather than what the formal rules state.

• **Section 2.1: Targeting**

**Enumerator states:** Thank you. I'd like to ask about how your division assigns tasks, responsibilities, and targets.

**Enumerator note:** Additional codes - 900=Don't know, 998=Refused to answer.

Q1	<p>When you arrive at work each day, do you and your team know what your individual roles and responsibilities are in achieving the organisation's goals?</p> <p><i>Suggested prompts:</i></p> <ul style="list-style-type: none"> <li>• <i>Could everyone in the division say what they are responsible for?</i></li> <li>• <i>Do officers ever wait around with no work to do?</i></li> </ul>		1.....1.5.....2	2.5.....3.....3.5	4.....4.5.....5
			Score 1: No. There is a general level of confusion as to what the division is trying to achieve on a daily basis and what individual's roles are towards those goals.	Score 3: To some extent, or at least on some days. The division's main goals and individual's roles to achieve them are relatively clear, but it is sometimes difficult to see how current activities are moving us towards those.	Score 5: Yes. It is always clear to the body of staff what the division is aiming to achieve with the days activities and what individual's roles and responsibilities are towards that.
Q2	<p>Does your division have a clear set of targets derived from the organization's goals and objectives? Are they used to determine your work schedule?</p> <p><i>Suggested prompts:</i></p> <ul style="list-style-type: none"> <li>• <i>Does anyone complain the targets are vague or unclear?</i></li> <li>• <i>If I asked a mid-level officer in your division about these targets, what would he or she tell me?</i></li> </ul>		1.....1.5.....2	2.5.....3.....3.5	4.....4.5.....5
			Score 1: The division's targets are very loosely defined or not defined at all; if they exist, they are rarely used to determine our work schedule and our activities are based on ad hoc directives from senior management.	Score 3: Targets are defined for the division and its individual officers (managers and staff). However, their use is relatively ad hoc and many of the division's activities do not relate to those targets.	Score 5: Targets are defined for the division and individuals (managers and staff) and they provide a clear guide to the division and its staff as to what the division should do. They are frequently discussed and used to benchmark performance.

• **Section 2.2: Incentives/Monitoring: Monitoring**

**Enumerator states:** Thank you. Perhaps we can discuss how you monitor progress **within your division**? Again we are interested in what really happens, rather than what the formal rules stipulate.

**Enumerator note:** Additional codes - 900=Don't know, 998=Refused to answer.

Q1	<p>In what kind of ways does your division track how well it is delivering services? Can you give me an example?</p> <p><i>Suggested prompts:</i></p>		1.....1.5.....2	2.5.....3.....3.5	4.....4.5.....5
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	<ul style="list-style-type: none"> <li>Do you use any indicators to track performance?</li> <li>Who participates in reviewing performance?</li> </ul>		Score 1: Measures tracked are not appropriate or do not indicate directly if overall objectives are being met. Tracking is an <b>ad hoc</b> process and most processes aren't tracked at all. Tracking is dominated by the head of the division.	Score 3: Performance indicators have been specified but may not be relevant to the division's objectives. The division has <b>inclusive staff meetings</b> where staff discuss how they are doing as division.	Score 5: <b>Performance is continuously tracked</b> , both formally with key performance indicators and informally, using appropriate indicators and including many of the divisional staff.
Q2	<p>Do you involve your staff in <b>formal and/or informal</b> performance review for your division? If so, how often does this occur?</p> <p><b>Do not prompt unless required. Select one response only.</b></p>		01 = Not involved in performance review; 02 = Annually; 03 = Bi-annually; 04 = Quarterly; 05 = Monthly; 06 = Weekly; 07 = Other (don't specify); 900 = Don't know; 998 = Refused to answer.		

### • Section 2.3: Autonomy: Roles

**Enumerator states:** I would like to ask about the level of discretion you give officers in undertaking tasks.

**Enumerator note:** Additional codes - 900=Don't know, 998=Refused to answer.

Q1	<p>When senior staff in your division are given tasks in their daily work, how much discretion do they have to carry out their assignments? Can you give me an example?</p> <p><i>Suggested prompts:</i></p> <ul style="list-style-type: none"> <li>If you minuted a task to an officer, how detailed would the instructions be?</li> <li>How much do you let officers decide the best way to perform a task?</li> </ul>		1.....1.5.....2	2.5.....3.....3.5	4.....4.5.....5
			Score 1: Officers in this division have <b>no real independence</b> to make decisions over how they carry out their daily assignments. Their activities are defined in detail by senior colleagues or organisational guidelines.	Score 3: Officers in this division have <b>some independence</b> as to how they work, but strong guidance from senior colleagues, or from rules and regulations.	Score 5: Officers in this division have <b>a lot of independence</b> as to how they go about their daily duties.
Q2	<p>Can most senior staff in your division make substantive contributions to the policy formulation and implementation process?</p> <p><i>Suggested prompts:</i></p> <ul style="list-style-type: none"> <li>How are officers encouraged to come up with new ideas?</li> <li>Is there a system for officers to identify better ways of doing things?</li> </ul>		1.....1.5.....2	2.5.....3.....3.5	4.....4.5.....5
			Score 1: Senior staff <b>do not have channels to make substantive contributions to organisational policies</b> , nor to the management of their implementation.	Score 3: Substantive contributions can be made in <b>staff meetings</b> by all senior staff but there are no individual channels for ideas to flow up the organisation.	Score 5: It is integral to the organisation's culture that <b>any member of senior staff can substantively contribute to the policies of the organisation</b> or their implementation.

Q3	<p>Is the burden of achieving your division's targets evenly distributed across its different officers, or do some individuals consistently shoulder a greater burden than others?</p> <p><i>Suggested prompts:</i></p> <ul style="list-style-type: none"> <li>• <i>Can some officers not be trusted with important work?</i></li> </ul>	1.....1.5.....2	2.5.....3.....3.5	4.....4.5.....5
		Score 1: A small minority of staff undertake the vast majority of substantive work within the division.	Score 3: A majority of staff make valuable inputs, but it is by no means everyone who pulls their weight.	Score 5: Each member of the division provides an equally valuable contribution, working where they can provide their highest value.
Q4	<p>Would you say that senior staff try to use the right staff for the right job?</p> <p><i>Suggested prompts:</i></p> <ul style="list-style-type: none"> <li>• <i>How do you know which staff are suited for which tasks?</i></li> <li>• <i>If an officer goes for training on a topic, does he or she usually work on that topic when they return?</i></li> </ul>	1.....1.5.....2	2.5.....3.....3.5	4.....4.5.....5
		Score 1: Often tasks are not staffed by the appropriate staff. Staff are allocated to tasks either randomly, or for reasons that are not associated with productivity.	Score 3: Most jobs have the right staff on them, but there are organisational constraints that limit the extent to which effective matching happens.	Score 5: The right staff are always used for a task.

## • Section 2.4: Autonomy: Flexibility

**Enumerator states:** Thank you. Now I'd like to understand how your division responds when you are confronted by new demands or ways of working. Whilst we understand there may be formal rules governing serving different constituencies, we are interested in what really happens on the ground.

**Enumerator note:** Additional codes - 900=Don't know, 998=Refused to answer.

Q1	<p>Does your division make efforts to <b>adjust</b> to the specific needs and peculiarities of communities, clients, or other stakeholders?</p> <p><i>Suggested prompts:</i></p> <ul style="list-style-type: none"> <li>• <i>Does this include actual changes to procedures, or just stakeholder consultation?</i></li> <li>• <i>How successful is this?</i></li> </ul>	1.....1.5.....2	2.5.....3.....3.5	4.....4.5.....5
		Score 1: The division uses the <b>same procedures no matter what</b> . In the face of specific needs or community/ client peculiarities, it does not try to develop a 'better fit' but automatically uses the default procedures.	Score 3: The division makes steps towards responding to specific needs and peculiarities, but stumbles if the specific needs are complex. <b>Often, tailoring of services is often unsuccessful.</b>	Score 5: The division always redefines its procedures to respond to the needs of communities/ clients. <b>It does its best to serve each individual need as best as it can.</b>
Q2	<p>How flexible would you say your division is in terms of responding to new and improved work practices?</p> <p><i>Suggested prompts:</i></p> <ul style="list-style-type: none"> <li>• <i>How quickly do they influence the way you work across the division?</i></li> <li>• <i>How does the division encourage the adoption of new work practices?</i></li> </ul>	1.....1.5.....2	2.5.....3.....3.5	4.....4.5.....5
		Score 1: There is no effort to incorporate new ideas or practices. When practice improvements do happen, <b>there is no effort to disseminate them through the division.</b>	Score 3: New ideas or practices are sometimes adopted but in an <i>ad hoc</i> way. These are sometimes shared informally or in a limited way, but <b>the division does not actively encourage this or monitor their adoption.</b>	Score 5: Seeking out and adopting improved work practices is an integral part of the division's work. <b>Improvements are systematically disseminated throughout the division and their adoption is monitored.</b>

• **Section 2.5: Incentives/Monitoring: Performance Incentives**

**Enumerator states:** Thank you. It's sometimes necessary to reward or punish officers that you manage. I'd like to ask you about how you have faced those issues. Please remember that we are interested in practices within your division rather than the organisation as a whole.

**Enumerator note:** Additional codes - 900=Don't know, 998=Refused to answer.

<b>Q1</b>	<p>Given past experience, how would under-performance be tolerated in your division?</p> <p><i>Suggested prompts:</i></p> <ul style="list-style-type: none"> <li>• <i>Can you give me an example of how such a case was dealt with?</i></li> <li>• <i>What about informal means of dealing with poor performance?</i></li> </ul>	1.....1.5.....2	2.5.....3.....3.5	4.....4.5.....5
		<p>Score 1: Poor performance is not addressed or is inconsistently addressed. Poor performers <b>rarely suffer consequences</b> or are removed from their positions.</p>	<p>Score 3: Poor performance is addressed, but on an <b>ad hoc basis</b>. Use of intermediate interventions, such as training, is inconsistent. Poor performers are sometimes removed from their positions under conditions of repeated poor performance.</p>	<p>Score 5: Repeated poor performance is <b>systematically addressed</b>, beginning with targeted intermediate interventions. Persistently poor performers are moved to less critical roles or out of the organisation.</p>
<b>Q2</b>	<p>Given past experience, are members of [<i>organization's name</i>] disciplined for breaking the rules of the civil service?</p> <p><i>Suggested prompts:</i></p> <ul style="list-style-type: none"> <li>• <i>Are sanctions consistently applied?</i></li> <li>• <i>How are the underlying drivers of the problem addressed?</i></li> </ul>	1.....1.5.....2	2.5.....3.....3.5	4.....4.5.....5
		<p>Score 1: Breaking the rules of the civil service does not carry any consequences in this division. <b>Guilty parties do not receive the stipulated punishment.</b></p>	<p>Score 3: An officer may break the rules infrequently and not be punished. An officer who regularly breaks the rules may be disciplined, but there would be no other specific actions beyond this. <b>The underlying drivers of the behaviour can persist indefinitely.</b></p>	<p>Score 5: Any officer who breaks the rules of the civil service is punished; <b>the underlying driver is identified and rectified</b>. On-going efforts are made to ensure the issue does not arise again.</p>

<b>Q3</b>	<p>Does your division use performance, targets, or indicators for tracking and rewarding (financially or non-financially) the performance of its officers?</p> <p><i>Suggested prompts:</i></p> <ul style="list-style-type: none"> <li>• <i>Are the criteria for rewards clear?</i></li> <li>• <i>How are rewards linked to performance?</i></li> </ul>	1.....1.5.....2	2.5.....3.....3.5	4.....4.5.....5
		<p>Score 1: Officers in the division are <b>rewarded (or not rewarded) in the same way irrespective of their performance.</b></p>	<p>Score 3: The evaluation system awards good performance in principle (financially or non-financially), but <b>awards are not based on clear criteria/processes.</b></p>	<p>Score 5: The evaluation system rewards individuals (financially or non-financially) based on performance. <b>Rewards are given as a consequence of well-defined and monitored individual achievements.</b></p>

<b>Q4</b>	<p>I would like to know whether, in the past year, your division has provided any of the following rewards to officers in this division. I will read a list of rewards out. For each type of reward, please indicate whether the division has provided it or not. And if it has been provided, indicate whether it was mainly given as a reward for performance or as a service benefit.</p> <p><b>Select one response only.</b></p>		<p>01 = Have not given reward; 02 = Given reward but not mainly based on performance; 03 = Given reward mainly based on performance; 900 = Don't know; 998 = Refused to answer.</p>
<b>(a)</b>	Informal feedback if they have done a good job		

(b)	Commendation in their file/letter of commendation (outside the formal appraisal process)		
(c)	Financial reward		
(d)	Non-financial material reward (reward in-kind)		
Q5	Have any of these rewards been promised, but not given?		01 = Yes; 02 = No; 900 = Don't know; 998 = Refused to answer

• **Section 2.6: Staffing**

**Enumerator states:** Thank you. Now let's discuss staffing **of your division**. Remember, we are interested in how things work in practice rather than the formal rules that govern staffing.

Q1	<p>Do you think about attracting talented people to your division and then doing your best to keep them? For example, by ensuring they are happy and engaged with their work.</p> <p><i>Suggested prompts:</i></p> <ul style="list-style-type: none"> <li>• <i>What would happen if a top officer wanted to leave?</i></li> <li>• <i>Does this division consciously try to develop younger officers' capacity?</i></li> </ul>	1.....1.5.....2	2.5.....3.....3.5	4.....4.5.....5
		Score 1: Attracting, retaining and developing talent throughout the division is not a priority or is not possible given service rules.	Score 3: Having top talent throughout the division is seen to be a key way to effectively deliver on the organisations mandate but there is no strategy to identify, attract or train such talent.	Score 5: The division actively identifies and acts to attract talented people who will enrich the division. They then develop those individuals for the benefit of the division and try to retain their services.
Q2	<p>If two senior level staff joined your division five years ago and one was much better at their work than the other, would he/she be promoted through the service faster?</p> <p><i>Suggested prompts:</i></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>	1.....1.5.....2	2.5.....3.....3.5	4.....4.5.....5
		Score 1: The division promotes people by tenure only, and thus <b>performance does not play a role in promotion.</b>	Score 3: There is <b>some scope</b> for high performers to move up through the service faster than non-performers in this division, but the process is gradual and vulnerable to inefficiencies.	Score 5: The division would certainly <b>promote the high-performer faster</b> , and would rapidly move them to a senior position to capitalise on their skills.

Q3	<p>We would like to know how important the following criteria are in determining how specific staff are treated, including who gets hired, the best rewards, the best training opportunities, and so on.</p> <p>Seven different criteria are set out in the table below. Please review them and <b>rank the top three in order of importance, with 1 being the most important.</b></p> <p><b>Show Showcard 4.</b></p>		<p><b>Respondent should rank the <u>top three</u> criteria in order of importance, with 1 being the most important.</b></p> <p>900 = Don't know; 998 = Refused to answer.</p>
(a)	Merit		

(b)	Length of service		
(c)	Quality of relationship with supervisors		
(d)	Political connections		
(e)	Non-political connections (include family, education, and professional connections)		
(f)	Gender		
(g)	Providing gifts or unofficial payments		

## • Section 2.7: Culture

**Enumerator states:** Thank you. I'd like to turn to the culture of your division; the customs you work by.

		Division	
<b>Q1</b>	<p>I am now going to read a number of statements to you relating to workplace culture within your division and <i>[respondent's organisation]</i>. For your division and for <i>[respondent's organisation]</i>, indicate, on a scale of 1 to 5, the extent to which you agree with these statements. 1 is strongly disagree and 5 is strongly agree.</p> <p>If the statement does not apply to your role or your division, please state that it is not applicable.</p> <p><b>Show Showcard 5. Select one response only.</b></p>		01 = Strongly Disagree; 02 = Slightly Disagree; 03 = Neutral – Neither agree or disagree, 04 = Slightly Agree; 05 = Strongly Agree; 06 = Not Applicable; 900 = Don't know; 998 = Refused to answer..
(a)	It is easy for personnel here to ask questions when there is something that they do not understand		
(b)	The managers and other officers here work together as a well-coordinated team		
(c)	You are encouraged by your colleagues to report any work concerns you may have		
(d)	Your division works better than others in this organization.		
(e)	Your suggestions about work place productivity would be acted upon if you expressed them to management		
(f)	You receive appropriate feedback about your performance		
(g)	All the necessary information for diagnostic and effective decision making is routinely available to you		
(h)	Trainees in your division are adequately supervised		
(i)	Communication breakdowns that lead to delays in delivery of services are common.		
(j)	Your performance has no influence on your career progression.		
(k)	Disagreements in this division are resolved appropriately (i.e., not who is right, but what is best for the service)		
(l)	The culture in this division makes it easy to learn from the errors of others		
(m)	You would feel happy being served as a Ghanaian citizen by this division		
(n)	Bureaucratic errors are handled appropriately in this division/		
(o)	You know the proper channels to direct questions regarding correct bureaucratic process in this division		
(p)	You can see lots of ways to make your division work better.		

(l)	Managers in this division are open to new ways of doing things		
(q)	Fatigue impairs your performance during high-pressure situations (e.g. when there are heavy demands on your division)		
(r)	Staff in this division supports your daily efforts		
(s)	Staff in this division do not knowingly compromise division services		
(t)	Staff in this division are doing a good job		
(u)	You get adequate, timely information about events that might affect your work from your division.		
(v)	Staff in this division are quick to adopt new ways of doing things.		

## NEW SECTION: NEW IDEAS

### • Section 2.8: New Ideas

**Enumerator states:** Thank you. We are interested in how likely division heads (Directors) are to adopt new ideas or better ways of doing things for their team.

**Enumerator note:** Additional codes - 900=Don't know, 998=Refused to answer.

<b>Q1</b>	We are interested in how likely divisions are to adopt new ideas or better ways of doing things for their team. If _____ came up with an inexpensive new idea that could help the division be more productive, how likely is it that the idea would actually be adopted by the division?	[This question is a survey experiment: the respondent is read the question, with ONE of the below options randomly inserted into the blank in the text]  Conditions (to be inserted into the question text): <ul style="list-style-type: none"> <li>• Control: "you"</li> <li>• T1: "an Assistant Director in the division"</li> <li>• T2: "several Assistant Directors in the division"</li> <li>• T3: "the sector Minister"</li> <li>• T4: "a policy document from the Office of Head of Civil Service"</li> <li>• T5: "the head of another division (Director) in the organization"</li> <li>• T6: "a donor organization"</li> </ul>	01 = Very unlikely 02 = Unlikely 03 = Even chance (50/50) 04 = Likely 05 = Very likely
<b>Q2</b>	In cases like these where the idea is NOT adopted, what is typically the main reason why?  <b>Prompt respondent with options. Select one only.</b>		01 = Director is not receptive to new ideas 02 = Idea was not a good one 03 = The person who had the idea would not actually suggest it 04 = Resource/logistical constraints cannot be overcome 05 = Other

### • Section 2.9: Leadership interaction

**Enumerator states:** Thank you. We are interested in how you interact with organizational leadership in your work.

**Enumerator note:** Additional codes - 900=Don't know, 998=Refused to answer.

<b>Q5</b>	Thinking about projects you have undertaken over the past year, how often, if at all, do you interact directly with the sector minister?  <b>Select one response only.</b>		01 = Never (always through the Chief Director); 02 = 1-25%; 03 = 26- 50%; 04 = 51-75%; 05 = 76-100%; 900 = Don't know; 998 = Refused to answer.
<b>Q6</b>	Do civil servants within <i>[respondent's organisation]</i> generally feel like their Ministers trust and respect them?  <b>Select one response only.</b>		01 = Yes; 02 = No; 900 = Don't know; 998 = Refused to answer.
<b>Q7</b>	Do internal management practices change when the <i>[respondent's organisation]</i> Minister changes?  <b>Select one response only.</b>		01 = Yes → Q8 02 = No → Q9  900 = Don't know; 998 = Refused to answer
<b>Q8</b>	What internal management practices changed the last time the Minister changed?  <b>Prompt respondent with codes. List all relevant responses.</b>		01 = Communication between minister and staff; 02 = Regularity of meetings; 03 = Execution of procedures; 04 = Rewards or incentives; 05 = Organizational culture; 06 = Disciplinary actions for poor performance; 900 = Don't know; 998 = Refused to answer.
<b>Q9</b>	Do internal management practices change when your Chief Director or Head of Department changes?  <b>Select one response only.</b>		01 = Yes → Q10 02 = No → Section 2.10  900 = Don't know; 998 = Refused to answer
<b>Q10</b>	What kind of internal management practices changed the last time the Chief Director or Head of Department changed?  <b>Prompt respondent with codes. List all relevant responses.</b>		01 = Communication between chief director and staff; 02 = Regularity of meetings; 03 = Execution of procedures; 04 = Rewards or incentives; 05 = Organizational culture; 06 = Disciplinary actions for poor performance; 900 = Don't know; 998 = Refused to answer.

• **Section 2.10: Reform Instruments: Asked to MANAGER track only**

**Enumerator states:** Thank you Finally, I'd like to understand a little bit about the factors that influence how your division operates.

**Enumerator note:** Additional codes - 900=Don't know, 998=Refused to answer.

<b>Q1</b>	How much have the tasks and challenges facing this division changed in the last 5 years? (If you were not in this division 5 years ago, please answer based on your best guess.)  <b>Select one response only.</b>		01 = Stayed the same; 02 = Changed a little bit; 03 = Changed a lot; 04 = Completely changed; 05 = Division did not exist five years ago; 900 = Don't know; 998 = Refused to answer.
<b>Q2</b>	Compared with three years ago, which of the following statements would you say applies to your division's management?  <b>Select one response only. Prompt respondent with codes.</b>		01 = Management has stayed substantively the same; 02 = Division management has changed slowly, with only ad hoc changes or those isolated to some issues; 03 = The division's management has been transformed; 04 = None of the above; 900 = Don't know; 998 = Refused to answer.
<b>Q3</b>	Compared with three years ago, do you think that officers in this division are more or less productive than before?  <b>Select one response only.</b>		01 = Much less 02 = Less 03 = About the same 04 = More 05 = Much more

			900 = Don't know 998 = Refused to answer.
<b>Q4</b>	Why did you answer as you did (in the previous two questions)? What has driven that change in management?		[OPEN RESPONSE]  900 = Don't know; 998 = Refused to answer.

		<b>Q5</b> On a scale of 1-5, where 1 is very negatively and 5 is very positively, how has each of the following practices or interventions impacted your division's productivity?  <b>Show Showcard 6.</b>	<b>Q6</b> On a scale of 1 to 5, where 1 is much less, 5 is much more, and 3 is about the same, how much of each of these kinds of practices or interventions would you like to see?
		01 = Very negatively 02 = Negatively 03 = No impact / Mixed 04 = Positively 05 = Very positively  06 = Not applicable (doesn't exist/ didn't happen)  900 = Don't know; 998 = Refused to answer.	01 = Much less 02 = Less 03 = About the same 04 = More 05 = Much more  06 = Not applicable (doesn't exist/ didn't happen)  900 = Don't know; 998 = Refused to answer.
<b>(a)</b>	Changes in civil service rules		
<b>(b)</b>	Management advice or guidelines from OHCS or MSD		
<b>(c)</b>	Director's Performance Agreement		
<b>(d)</b>	Chief Director's Performance Agreement		
<b>(e)</b>	Training for individual staff (e.g. at CSTC or GIMPA)		
<b>(f)</b>	Training for whole division together		
<b>(g)</b>	Written policy briefs, reports, or research		
<b>(h)</b>	Personal advice from Chief Director		
<b>(i)</b>	Personal advice from leadership of other divisions or organizations		
<b>(j)</b>	Regular meetings of the whole division		
<b>(k)</b>	New ideas voiced spontaneously by officers in your division		

- **Section 2.EMPLOYEE: Answered ANYTHING BUT "Director" at Module 1, Q3 (i)**

**Enumerator states:** Thank you. I'd now like to understand a little bit about how you are managed by your **main manager**. Let me stress, we are interested in **how things work in practice** in your division in the past year or so, rather than what the formal rules state. There are often differences between the formal rules and what happens on the ground, and it's the latter that we are interested in.

- **Section 2.1: Targeting**

- **Enumerator states:** Thank you. I'd like to ask about how your division assigns tasks, responsibilities, and targets.

**Enumerator note:** Additional codes - 900=Don't know, 998=Refused to answer.

<b>Q1</b>	When you arrive at work each day, do you and your colleagues know what your individual roles and responsibilities are in	1.....1.5.....2	2.5.....3.....3.5	4.....4.5.....5
		Score 1: No. There is a general level of confusion as to what the organisation is trying to achieve on a daily basis and what	Score 3: To some extent, or at least on some days. The organisation's main goals and individual's roles to achieve them	Score 5: Yes. It is always clear to the body of staff what the organisation is aiming to achieve with the days activities

	<p>achieving the organisation's goals?</p> <p><i>Suggested prompts:</i></p> <ul style="list-style-type: none"> <li>• <i>Could everyone in the division say what they are responsible for?</i></li> <li>• <i>Do officers ever wait around with no work to do?</i></li> </ul>		<p>individual's roles are towards those goals.</p>	<p>are relatively clear, but it is sometimes difficult to see how current activities are moving us towards those.</p>	<p>and what individual's roles and responsibilities are towards that.</p>
<b>Q2</b>	<p>Does your division have a clear set of targets derived from the organization's goals and objectives? Are they used to determine your work schedule?</p> <p><i>Suggested prompts:</i></p> <ul style="list-style-type: none"> <li>• <i>Does anyone complain the targets are vague or unclear?</i></li> <li>• <i>If I asked a mid-level officer in your division about these targets, what would he or she tell me?</i></li> </ul>		<p>1.....1.5.....2</p> <p>Score 1: The division's targets are very loosely defined or not defined at all; if they exist, they are rarely used to determine our work schedule and our activities are based on ad hoc directives from senior management.</p>	<p>2.5.....3.....3.5</p> <p>Score 3: Targets are defined for the division and its individual officers (managers and staff). However, their use is relatively ad hoc and many of the division's activities do not relate to those targets.</p>	<p>4.....4.5.....5</p> <p>Score 5: Targets are defined for the division and individuals (managers and staff) and they provide a clear guide to the division and its staff as to what the division should do. They are frequently discussed and used to benchmark performance.</p>

## • Section 2.2: Incentives/Monitoring: Monitoring

**Enumerator states:** Thank you. Perhaps we can discuss how your division monitors progress? Again we are interested in what really happens, rather than what the formal rules stipulate.

**Enumerator note:** Additional codes - 900=Don't know, 998=Refused to answer.

<b>Q1</b>	<p>In what kind of ways does your division track how well it is delivering services? Can you give me an example?</p> <p><i>Suggested prompts:</i></p> <ul style="list-style-type: none"> <li>• <i>Do you use any indicators to track performance?</i></li> <li>• <i>Who participates in reviewing performance?</i></li> </ul>		<p>1.....1.5.....2</p> <p>Score 1: Measures tracked are not appropriate or do not indicate directly if overall objectives are being met. Tracking is an <b>ad hoc</b> process and most processes aren't tracked at all. Tracking is dominated by the head of the division.</p>	<p>2.5.....3.....3.5</p> <p>Score 3: Performance indicators have been specified but may not be relevant to the division's objectives. The division has <b>inclusive staff meetings</b> where staff discuss how they are doing as division.</p>	<p>4.....4.5.....5</p> <p>Score 5: <b>Performance is continuously tracked</b>, both formally with key performance indicators and informally, using appropriate indicators and including many of the divisional staff.</p>
<b>Q2</b>	<p>Are you involved in performance review for your division? If so, how often does this occur?</p> <p><b>Select one response only.</b></p>		<p>01 = Not involved in performance review; 02 = Annually; 03 = Bi-annually; 04 = Quarterly; 05 = Monthly; 06 = Weekly; 07 = Other (don't specify); 900 = Don't know; 998 = Refused to answer.</p>		

• **Section 2.3: Autonomy: Roles**

**Enumerator states:** I would like to ask about the level of discretion your manager gives you in undertaking tasks.

**Enumerator note:** Additional codes - 900=Don't know, 998=Refused to answer.

<b>Q1</b>	<p>When senior staff in your division are given tasks in their daily work, how much discretion do they have to carry out their assignments? Can you give me an example?</p> <p><i>Suggested prompts:</i></p> <ul style="list-style-type: none"> <li><i>If you minutted a task to an officer, how detailed would the instructions be?</i></li> <li><i>How much do you let officers decide the best way to perform a task?</i></li> </ul>	1.....1.5.....2	2.5.....3.....3.5	4.....4.5.....5
		<p>Score 1: Officers in this division have <b>no real independence</b> to make decisions over how they carry out their daily assignments. Their activities are defined in detail by senior colleagues or organisational guidelines.</p>	<p>Score 3: Officers in this division have <b>some independence</b> as to how they work, but strong guidance from senior colleagues, or from rules and regulations.</p>	<p>Score 5: Officers in this division have <b>a lot of independence</b> as to how they go about their daily duties.</p>
<b>Q2</b>	<p>Can most senior staff in your division make substantive contributions to the policy <b>formulation and implementation</b> process?</p> <p><i>Suggested prompts:</i></p> <ul style="list-style-type: none"> <li><i>How are officers encouraged to come up with new ideas?</i></li> <li><i>Is there a system for officers to identify better ways of doing things?</i></li> </ul>	1.....1.5.....2	2.5.....3.....3.5	4.....4.5.....5
		<p>Score 1: Senior staff <b>do not have channels to make substantive contributions to organisational policies</b>, nor to the management of their implementation.</p>	<p>Score 3: Substantive contributions can be made in <b>staff meetings</b> by all senior staff but there are no individual channels for ideas to flow up the organisation.</p>	<p>Score 5: It is integral to the organisation's culture that <b>any member of senior staff can substantively contribute to the policies of the organisation</b> or their implementation.</p>
<b>Q3</b>	<p>Is the burden of achieving your division's targets evenly distributed across its different officers, or do some groups consistently shoulder a greater burden than others?</p> <p><i>Suggested prompts:</i></p> <ul style="list-style-type: none"> <li><i>Can some officers not be trusted with important work?</i></li> </ul>	1.....1.5.....2	2.5.....3.....3.5	4.....4.5.....5
		<p>Score 1: A small minority of staff undertake the vast majority of substantive work within the division.</p>	<p>Score 3: A majority of staff make valuable inputs, but it is by no means everyone who pulls their weight.</p>	<p>Score 5: Each member of the division provides an equally valuable contribution, working where they can provide their highest value.</p>
<b>Q4</b>	<p>Thinking about all the projects that your division has been involved in since your appointment here, would you say that senior staff try to use the right staff for the right job?</p> <p><i>Suggested prompts:</i></p> <ul style="list-style-type: none"> <li><i>How do you know which staff are suited for which tasks?</i></li> <li><i>If an officer goes for training on a topic, does he or she usually work on</i></li> </ul>	1.....1.5.....2	2.5.....3.....3.5	4.....4.5.....5
		<p>Score 1: Often tasks are not staffed by the appropriate staff. Staff are allocated to tasks either randomly, or for reasons that are not associated with productivity.</p>	<p>Score 3: Most jobs have the right staff on them, but there are organisational constraints that limit the extent to which effective matching happens.</p>	<p>Score 5: The right staff are always used for a task.</p>

	<i>that topic when they return?</i>			
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• **Section 2.4: Autonomy: Flexibility**

**Enumerator states:** Thank you. Now I'd like to understand how your division responds when you are confronted by new demands or ways of working. Whilst we understand there may be formal rules governing serving different constituencies, we are interested in what really happens on the ground.

**Enumerator note:** Additional codes - 900=Don't know, 998=Refused to answer.

<b>Q1</b>	<p>Does your division make efforts to <b>adjust</b> to the specific needs and peculiarities of communities, clients, or other stakeholders?</p> <p><i>Suggested prompts:</i></p> <ul style="list-style-type: none"> <li>• <i>Does this include actual changes to procedures, or just stakeholder consultation?</i></li> <li>• <i>How successful is this?</i></li> </ul>	1.....1.5.....2	2.5.....3.....3.5	4.....4.5.....5
		<p>Score 1: The division uses the <b>same procedures no matter what</b>. In the face of specific needs or community/ client peculiarities, it does not try to develop a 'better fit' but automatically uses the default procedures.</p>	<p>Score 3: The division makes steps towards responding to specific needs and peculiarities, but stumbles if the specific needs are complex. <b>Often, tailoring of services is often unsuccessful.</b></p>	<p>Score 5: The division always redefines its procedures to respond to the needs of communities/ clients. <b>It does its best to serve each individual need as best as it can.</b></p>
<b>Q2</b>	<p>How flexible would you say your division is in terms of responding to new and improved work practices?</p> <p><i>Suggested prompts:</i></p> <ul style="list-style-type: none"> <li>• <i>How quickly do they influence the way you work across the division?</i></li> <li>• <i>How does the division encourage the adoption of new work practices?</i></li> </ul>	1.....1.5.....2	2.5.....3.....3.5	4.....4.5.....5
		<p>Score 1: There is no effort to incorporate new ideas or practices. When practice improvements do happen, <b>there is no effort to disseminate them through the division.</b></p>	<p>Score 3: New ideas or practices are sometimes adopted but in an <i>ad hoc</i> way. These are sometimes shared informally or in a limited way, but <b>the division does not actively encourage this or monitor their adoption.</b></p>	<p>Score 5: Seeking out and adopting improved work practices is an integral part of the division's work. <b>Improvements are systematically disseminated throughout the division and their adoption is monitored.</b></p>

• **Section 2.5: Incentives/Monitoring: Performance Incentives**

**Enumerator states:** Thank you. It's sometimes necessary to reward or punish officers that you manage. I'd like to ask you about how your manager has faced those issues. Please remember that we are interested in practices within your division rather than the organisation as a whole.

**Enumerator note:** Additional codes - 900=Don't know, 998=Refused to answer.

<b>Q1</b>	<p>Given past experience, how would under-performance be tolerated</p>	1.....1.5.....2	2.5.....3.....3.5	4.....4.5.....5
		<p>Score 1: Poor performance is not addressed or is inconsistently</p>	<p>Score 3: Poor performance is addressed, but on an <b>ad hoc</b></p>	<p>Score 5: Repeated poor performance is <b>systematically</b></p>

	<p>in your division? Can you give me an example of how such a case was dealt with?</p> <p><i>Suggested prompts:</i></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>		<p>addressed. Poor performers <b>rarely suffer consequences</b> or are removed from their positions.</p>	<p><b>basis.</b> Use of intermediate interventions, such as training, is inconsistent. Poor performers are sometimes removed from their positions under conditions of repeated poor performance.</p>	<p><b>addressed,</b> beginning with targeted intermediate interventions. Persistently poor performers are moved to less critical roles or out of the organisation.</p>
<b>Q2</b>	<p>Given past experience, have members of [organization's name] been disciplined for breaking the rules of the civil service?</p> <p><i>Suggested prompts:</i></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>	<p>1.....1.5.....2</p> <p>Score 1: Breaking the rules of the civil service does not carry any consequences in this division. <b>Guilty parties do not receive the stipulated punishment.</b></p>	<p>2.5.....3.....3.5</p> <p>Score 3: An officer may break the rules infrequently and not be punished. An officer who regularly breaks the rules may be disciplined, but there would be no other specific actions beyond this. <b>The underlying drivers of the behaviour can persist indefinitely.</b></p>	<p>4.....4.5.....5</p> <p>Score 5: Any officer who breaks the rules of the civil service is punished; <b>the underlying driver is identified and rectified.</b> Ongoing efforts are made to ensure the issue does not arise again.</p>	

<b>Q3</b>	<p>Does your division use performance, targets, or indicators for tracking and rewarding (financially or non-financially) the performance of its officers?</p> <p><i>Suggested prompts:</i></p> <ul style="list-style-type: none"> <li>• Are the criteria for rewards clear?</li> <li>• How the rewards linked to performance?</li> </ul>	<p>1.....1.5.....2</p> <p>Score 1: Officers in the division are <b>rewarded in the same way irrespective of their performance.</b></p>	<p>2.5.....3.....3.5</p> <p>Score 3: The evaluation system awards good performance in principle (financially or non-financially), but <b>awards are not based on clear criteria/processes.</b></p>	<p>4.....4.5.....5</p> <p>Score 5: The evaluation system rewards individuals (financially or non-financially) based on performance. <b>Rewards are given as a consequence of well-defined and monitored individual achievements.</b></p>
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<b>Q4</b>	<p>I would like to know whether, in the past year, you have received any of the follow rewards from your division. I will read a list of rewards out. For each type of reward, please indicate whether you have received it or not. And if you have received it indicate whether received it for performance or as a service benefit.</p> <p><b>Select one response only.</b></p>		<p>01 = Have not received reward; 02 = Received reward but not based on performance; 03 = Received reward on a performance basis; 900 = Don't know; 998 = Refused to answer.</p>
<b>(a)</b>	Informal feedback from your manager that you have done a good job		
<b>(b)</b>	Commendation in your file/letter of commendation		
<b>(c)</b>	Financial reward		
<b>(d)</b>	Non-financial material reward (reward in-kind)		
<b>Q5</b>	Have any of these rewards been promised, but not given?		<p>01 = Yes; 02 = No; 900 = Don't know; 998 = Refused to answer</p>

• **Section 2.6: Staffing**

**Enumerator states:** Thank you. Now let's discuss staffing of your division. Remember, we are interested in how things work in practice rather than the formal rules that govern staffing.

**Enumerator note:** Additional codes - 900=Don't know, 998=Refused to answer.

Q1	<p>Do you think the management of your division think about attracting talented people to your division and then doing their best to keep them? For example, by ensuring they are happy and engaged with their work.</p> <p><i>Suggested prompts:</i></p> <ul style="list-style-type: none"> <li>• <i>What would happen if a top officer wanted to leave?</i></li> <li>• <i>Does this division consciously try to develop younger officers' capacity?</i></li> </ul>	1.....1.5.....2	2.5.....3.....3.5	4.....4.5.....5
		Score 1: Attracting, retaining and developing talent throughout the division is not a priority or is not possible given service rules.	Score 3: Having top talent throughout the division is seen to be a key way to effectively deliver on the organisations mandate but there is no strategy to identify, attract or train such talent.	Score 5: The division actively identifies and acts to attract talented people who will enrich the division. They then develop those individuals for the benefit of the division and try to retain their services.
Q2	<p>If two senior level staff joined your division five years ago and one was much better at their work than the other, would he/she be promoted through the service faster?</p> <p><i>Suggested prompts:</i></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>	1.....1.5.....2	2.5.....3.....3.5	4.....4.5.....5
		Score 1: The division promotes people by tenure only, and thus <b>performance does not play a role in promotion.</b>	Score 3: There is <b>some scope</b> for high performers to move up through the service faster than non-performers in this division, but the process is gradual and vulnerable to inefficiencies.	Score 5: The division would certainly <b>promote the high-performer faster</b> , and would rapidly move them to a senior position to capitalise on their skills.

Q3	<p>We would like to know how important the following criteria are in determining how specific staff are treated, including who gets hired, the best rewards, the best training opportunities, and so on.</p> <p>Seven different criteria are set out in the table below. Please review them and <b>rank the top three in order of importance, with 1 being the most important.</b></p> <p><b>Show Showcard 4. Select one response only.</b></p>		<p><b>Respondent should rank the top three criteria in order of importance, with 1 being the most important.</b></p> <p>900 = Don't know; 998 = Refused to answer.</p>
(a)	Merit		
(b)	Length of service		
(c)	Quality of relationship with supervisors?		
(d)	Political connections?		

(e)	Non-political connections (include family, education, and professional connections)		
(f)	Gender		
(g)	Providing gifts or unofficial payments		

## • Section 2.7: Culture

**Enumerator states:** Thank you. I'd like to turn to the culture of your division; the customs you work by.

		Division	
<b>Q1</b>	<p>I am now going to read a number of statements to you relating to culture within your division and <i>[respondent's organisation]</i>. For your division and for <i>[respondent's organisation]</i>, indicate, on a scale of 1 to 5, the extent to which you agree with these statements. 1 is strongly disagree and 5 is strongly agree.</p> <p>If the statement does not apply to your role or your division, please state that it is not applicable.</p> <p><b>Show Showcard 5. Select one response only.</b></p>		01 = Strongly Disagree; 02 = Slightly Disagree; 03 = Neutral – Neither agree or Disagree, 04 = Slightly Agree; 05 = Strongly Agree; 06 = Not Applicable; 900 = Don't know; 998 = Refused to answer
(a)	It is easy for personnel here to ask questions when there is something that they do not understand		
(b)	The managers and other officers here work together as a well-coordinated team		
(c)	Your division works better than others in this organization.		
(d)	You are encouraged by your colleagues to report any work concerns you may have		
(e)	Your suggestions about work place productivity would be acted upon if you expressed them to management		
(f)	You receive appropriate feedback about your performance		
(g)	All the necessary information for diagnostic and effective decision making is routinely available to you		
(h)	Your performance has no influence on your career progression.		
(i)	Trainees in your division are adequately supervised		
(j)	Communication breakdowns that lead to delays in delivery of services are common.		
(k)	Disagreements in this division are resolved appropriately (i.e., not who is right, but what is best for the service)		
(l)	The culture in this division makes it easy to learn from the errors of others		
(m)	You would feel happy being served as a Ghanaian citizen by this division		
(n)	You can see lots of ways to make your division work better.		
(o)	Bureaucratic errors are handled appropriately in this division/		
(p)	You know the proper channels to direct questions regarding correct bureaucratic process in this division		
(q)	Managers in this division are open to new ways of doing things		
(r)	Fatigue impairs your performance during high-pressure situations (e.g. when there are heavy demands on your division)		
(s)	Divisional management supports your daily efforts		

(t)	Divisional management doesn't knowingly compromise division services		
(u)	Divisional management is doing a good job		
(v)	Staff in this division are quick to adopt new ways of doing things.		
(z)	You get adequate, timely info about events that might affect your work from your division.		

## • Section 2.8: New Ideas

**Enumerator states:** Thank you. We are interested in how likely division heads (Directors) are to adopt new ideas or better ways of doing things for their team.

**Enumerator note:** Additional codes - 900=Don't know, 998=Refused to answer.

<b>Q1</b>	We are interested in how likely division heads (Directors) are to adopt new ideas or better ways of doing things for their team. If _____ came up with an inexpensive new idea that could help the division be more productive, how likely is it that the idea would actually be adopted by the division head?	[This question is a survey experiment: the respondent is read the question, with ONE of the below options randomly inserted into the blank in the text]  Conditions (to be inserted into the question text): <ul style="list-style-type: none"> <li>• Control: "the division head himself/herself"</li> <li>• T1: "an Assistant Director in the division"</li> <li>• T2: "several Assistant Directors in the division"</li> <li>• T3: "the sector Minister"</li> <li>• T4: "a policy document from the Office of Head of Civil Service"</li> <li>• T5: "the head of another division (Director) in the organization"</li> <li>• T6: "a donor organization"</li> </ul>	01 = Very unlikely 02 = Unlikely 03 = Even chance (50/50) 04 = Likely 05 = Very likely
<b>Q2</b>	In cases like these where the idea is NOT adopted, what is typically the main reason why?  <b>Prompt respondent with options. Select one only.</b>		01 = Director is not receptive to new ideas 02 = Idea was not a good one 03 = The person who had the idea would not actually suggest it 04 = Resource/logistical constraints cannot be overcome 05 = Other

## • Section 2.9: Leadership interaction

**Enumerator states:** Thank you. We are interested in how you interact with organizational leadership in your work.

**Enumerator note:** Additional codes - 900=Don't know, 998=Refused to answer.

<b>Q5</b>	Thinking about projects you have undertaken over the past year, how often, if at all, do you interact directly with the sector minister?  <b>Select one response only.</b>		01 = Never (always through the Chief Director); 02 = 1-25%; 03 = 26- 50%; 04 = 51-75%; 05 = 76-100%; 06 = Not Applicable; 900 = Don't know; 998 = Refused to answer.
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<b>Q6</b>	Do civil servants within <i>[respondent's organisation]</i> generally feel like their Ministers trust and respect them?  <b>Select one response only.</b>		01 = Yes; 02 = No; 900 = Don't know; 998 = Refused to answer.
<b>Q7</b>	Do internal management practices change when the <i>[respondent's organisation]</i> Minister changes?  <b>Select one response only.</b>		01 = Yes → Q8 02 = No → Q9  900 = Don't know; 998 = Refused to answer
<b>Q8</b>	What internal management practices changed the last time the Minister changed?  <b>Prompt respondent with codes. List all relevant responses.</b>		01 = Communication between minister and staff; 02 = Regularity of meetings; 03 = Execution of procedures; 04 = Rewards or incentives; 05 = Organizational culture; 06 = Disciplinary actions for poor performance; 900 = Don't know; 998 = Refused to answer.
<b>Q9</b>	Do internal management practices change when your Chief Director or Head of Department changes?  <b>Select one response only.</b>		01 = Yes → Q10 02 = No  900 = Don't know; 998 = Refused to answer
<b>Q10</b>	What kind of internal management practices changed the last time the Chief Director or Head of Department changed?  <b>Prompt respondent with codes. List all relevant responses.</b>		01 = Communication between chief director and staff; 02 = Regularity of meetings; 03 = Execution of procedures; 04 = Rewards or incentives; 05 = Organizational culture; 06 = Disciplinary actions for poor performance; 900 = Don't know; 998 = Refused to answer.

## MODULE 3: JOB CHARACTERISTICS, TASKS AND RESPONSIBILITIES

- **TO BE ASKED TO ALL RESPONDENTS**
- **Section 3.1: Tasks performed**

MODULE 3	
START TIME:	

**Enumerator states:** We would like to start by exploring a variety of characteristics about your job.

<b>Q1</b>	<p>We would like to understand how important certain <b>tasks</b> are for your role.</p> <p>Seven tasks are set out in the table below. Please review the tasks and <b>rank the top three in order of importance, with 1 being the most important.</b></p> <p><b>Show Showcard 7.</b></p>		<p><b>Respondent should rank the top three tasks in order of importance, with 1 being the most important. If respondent does not want to choose three options, do not force three options to be selected.</b></p> <p>900 = Don't know; 998 = Refused to answer</p>
<b>(a)</b>	Directing or coordinating the supportive services division of your organisation.		[Record rank]
<b>(b)</b>	Analysing internal processes and recommending and implementing procedural or policy changes to improve the operations of your organisation.		[Record rank]
<b>(c)</b>	Planning, administering and control of budgets.		[Record rank]
<b>(d)</b>	Overseeing construction, renovation and maintenance projects.		[Record rank]
<b>(e)</b>	Preparing and reviewing operational reports and schedules to ensure accuracy and efficiency.		[Record rank]
<b>(f)</b>	Setting goals and deadlines for the division.		[Record rank]
<b>(g)</b>	Conducting classes to teach procedures to staff.		[Record rank]

- **TO BE ASKED TO ALL RESPONDENTS**
- **Section 3.2: Job characteristics**

<b>Q1</b>	<p>We would like to understand how important certain <b>knowledge is</b> for your role.</p> <p>Six different types of knowledge are set out in the table below. Please review them and <b>rank the top three in order of importance, with 1 being the most important.</b></p> <p><b>Show Showcard 8.</b></p>		<p><b>Respondent should rank the top three tasks in order of importance, with 1 being the most important. If respondent does not want to choose three options, do not force three options to be selected.</b></p> <p>900 = Don't know; 998 = Refused to answer</p>
<b>(a)</b>	<b>Clerical knowledge</b> — Knowledge of administrative and clerical procedures and systems such as word processing, managing files and records, stenography and transcription, designing forms, and other office procedures and terminology.		[Record rank]
<b>(b)</b>	<b>Personnel and Human Resources knowledge</b> — Knowledge of principles and procedures for personnel recruitment, selection, training, compensation and benefits, labour relations and negotiation, and personnel information systems.		[Record rank]
<b>(c)</b>	<b>Administration and Management knowledge</b> — Knowledge of business and management principles involved in strategic planning, resource allocation, human resources modelling,		[Record rank]

	leadership techniques, production methods, and coordination of people and resources.		
(d)	<b>Computers and Electronics knowledge</b> — Knowledge of computer software, including software applications (e.g. Microsoft Word and Excel) and programming.		[Record rank]
(e)	<b>Economics and Accounting knowledge</b> — Knowledge of economic and accounting principles and practices, the financial markets, banking and the analysis and reporting of financial data.		[Record rank]
(f)	<b>Mathematics knowledge</b> — Knowledge of arithmetic, algebra, geometry, calculus, statistics, and their applications.		[Record rank]
Q2	<p>We would like to understand how important certain <b>skills</b> are for your role.</p> <p>Nine skills are set out in the table below. Please review them and <b>rank the top three in order of importance, with 1 being the most important.</b></p> <p><b>Show Showcard 9.</b></p>		<p><b>Respondent should rank the top three tasks in order of importance, with 1 being the most important. If respondent does not want to choose three options, do not force three options to be selected.</b></p> <p>900 = Don't know; 998 = Refused to answer</p>
(a)	<b>Speaking</b> — Talking to others to convey information effectively.		[Record rank]
(b)	<b>Active Listening</b> — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.		[Record rank]
(c)	<b>Coordination</b> — Adjusting actions in relation to others' actions.		[Record rank]
(d)	<b>Time Management</b> — Managing one's own time and the time of others.		[Record rank]
(e)	<b>Writing</b> — Communicating effectively in writing as appropriate for the needs of the audience.		[Record rank]
(f)	<b>Critical Thinking</b> — Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.		[Record rank]
(g)	<b>Negotiation</b> — Bringing others together and trying to reconcile differences.		[Record rank]
(h)	<b>Judgment and Decision Making</b> — Considering the relative costs and benefits of potential actions to choose the most appropriate one.		[Record rank]
(i)	<b>Complex Problem Solving</b> — Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.		[Record rank]
Q3	<p>We would like to understand how important certain <b>personal characteristics</b> are for your role.</p> <p>Seven personal characteristics are set out in the table below. Please review them and <b>rank the top three in order of importance, with 1 being the most important.</b></p> <p><b>Show Showcard 10.</b></p>		<p><b>Respondent should rank the top three tasks in order of importance, with 1 being the most important. If respondent does not want to choose three options, do not force three options to be selected.</b></p> <p>900 = Don't know; 998 = Refused to answer</p>
(a)	<b>Attention to Detail</b> — Job requires being careful about detail and thorough in completing work tasks.		[Record rank]

(b)	<b>Cooperation</b> — Job requires being pleasant with others on the job and displaying a good-natured, cooperative attitude.		[Record rank]
(c)	<b>Self Control</b> — Job requires maintaining composure, keeping emotions in check, controlling anger, and avoiding aggressive behaviour, even in very difficult situations.		[Record rank]
(d)	<b>Adaptability/Flexibility</b> — Job requires being open to change (positive or negative) and to considerable variety in the workplace.		[Record rank]
(e)	<b>Leadership</b> — Job requires a willingness to lead, take charge, and offer opinions and direction.		[Record rank]
(f)	<b>Persistence</b> — Job requires persistence in the face of obstacles.		[Record rank]
(g)	<b>Innovation</b> — Job requires creativity and alternative thinking to develop new ideas for and answers to work-related problems.		[Record rank]
Q4	Now, please answer the following questions to help us understand more about your role. <b>Thinking about the tasks that you do, what per cent would you say are:</b>		
(a)	Tasks that are minuted directly to you by your boss		<b>Percentage must lie between 0 and 100%.</b> 900 = Don't know; 998 = Refused to answer
(b)	Tasks that you know you are responsible for, and can undertake without being told to		<b>Percentage must lie between 0 and 100%.</b> 900 = Don't know; 998 = Refused to answer
(c)	Tasks where you decided what to do and how to do it on your own initiative		<b>Percentage must lie between 0 and 100%.</b> 900 = Don't know; 998 = Refused to answer
(d)	Tasks where you work closely with a team		<b>Percentage must lie between 0 and 100%.</b> 900 = Don't know; 998 = Refused to answer
(e)	What number of hours do you typically spend at the office in one week (including lunch and breaks)?	_____ Hours	<b>Enter number of hours.</b> 900 = Don't know; 998 = Refused to answer
(f)	In a typical day, how many hours do you spend without any work to do?	_____ Hours	<b>Enter number of hours.</b> 900 = Don't know; 998 = Refused to answer

Q5	I would like to understand the ways in which the work you do in your daily duties is complicated. I will read out a number of statements regarding the complexity of your daily duties. Please indicate whether you agree or disagree with each statement. <b>Select one response only.</b>		01 = Agree; 02 = Disagree.  900 = Don't know; 998 = Refused to answer
(a)	They require you to consult with or manage relationships across many individuals within <i>[respondent's organisation]</i> .		
(b)	They require you to consult with multiple organisations across government.		
(c)	They require you to manage relationships with politicians or other stakeholders outside of government.		
(d)	They are technically complex within your field of specialty or use technical knowledge from multiple fields.		

- TO BE ASKED TO
- Section 3.3: Promotive and prohibitive dimensions of voice

		Division	
Q1	<p>I am now going to read a number of statements to you relating to culture within your division and [respondent's organisation]. For your division and for [respondent's organisation], indicate, on a scale of 1 to 5, the extent to which you agree with these statements. 1 is strongly disagree and 5 is strongly agree.</p> <p>If the statement does not apply to your role or your division, please state that it is not applicable.</p> <p><b>Show Showcard 5. Select one response only.</b></p>		01 = Strongly Disagree; 02 = Slightly Disagree; 03 = Neutral – Neither agree or Disagree, 04 = Slightly Agree; 05 = Strongly Agree; 06 = Not Applicable; 900 = Don't know; 998 = Refused to answer
(a)	I am efficient around here.		
(b)	I dare to point out problems when they appear in the unit, even if that would hamper relationships with other colleagues.		
(c)	I would feel an obligation to take time from my personal schedule to generate ideas/solutions for the organization if it is needed.		
(d)	I'm worried that expressing true thoughts in my workplace would do harm to myself.		
(e)	I raise suggestions to improve the unit's working procedure.		
(f)	I owe it to the organization to do what I can to come up with brilliant ideas, to ensure that our customers are well served and satisfied.		
(g)	I dare to voice out opinions on things that might affect efficiency in the work unit, even if that would embarrass others.		
(h)	In my work unit, I can freely express my thoughts.		
(i)	I have an obligation to the organization to voice out my own opinions.		
(j)	I make constructive suggestions to improve the unit's operation		
(k)	I proactively develop and make suggestions for issues that may influence the unit.		
(l)	I proactively suggest new projects which are beneficial to the work unit.		
(m)	I am helpful around here.		
(n)	I proactively voice out constructive suggestions that help the unit reach its goals.		
(o)	There is faith in me around here.		
(p)	I proactively report coordination problems in the workplace to the management.		
(q)	In my work unit, expressing your true feelings is welcomed.		
(r)	I am valuable around here.		
(s)	I feel a personal obligation to produce constructive suggestions to help the organization achieve its goals.		
(t)	I am trusted around here.		
(u)	In my work unit, I can express my true feelings regarding my job.		
(v)	I am taken seriously around here.		
(w)	I advise other colleagues against undesirable behaviours that would hamper job performance.		
(x)	I speak up honestly with problems that might cause serious loss to the work unit, even when /though dissenting opinions exist.		

0	Nobody in my unit will pick on me even if I have different opinions.		
0	I owe it to the organization to do whatever I can to come up with ideas/solutions to achieve its goal.		

## MODULE 4: EASE OF DOING WORK

- **TO BE ASKED TO ALL RESPONDENTS**
- **Section 4.1: Processes Common to all Divisions**

MODULE 4	
START TIME:	

**Enumerator states:** We would like you to answer the following questions on the processes which take place at the divisional level.

<b>Q1</b>	Have you seen a copy of [ <i>respondent's organisation</i> ]'s annual report? <b>Select one response only.</b>	01 = Yes; 02 = No; 03 = Not sure. 900 = Don't know; 998 = Refused to answer
<b>Q2</b>	Could you get a copy if you requested it? <b>Select one response only.</b>	01 = Yes; 02 = Maybe → Q3 03 = No; 04 = Not sure → Q4 900 = Don't know; 998 = Refused to answer
<b>Q3</b>	How many days would it take?	<b>Enter number of days. Code 0 if respondent already has a copy.</b> 900 = Don't know; 998 = Refused to answer
<b>Q4</b>	What problems might you encounter in getting it? <b>Select all that apply.</b>	01 = Non-cooperation from Director of the division responsible; 02 = Non-cooperation from staff of the division responsible; 03 = My director would not allow me to request it; 04 = Other (don't specify); 05 = No problems encountered.  900 = Don't know; 998 = Refused to answer

<b>Q7</b>	If you needed to request statistical data from the RSIM (Research, Statistics & Information Management) division, how long do you expect it would take to get (assuming the data exists)?	<b>Enter number of days.</b> 900 = Don't know; 998 = Refused to answer
<b>Q8</b>	Would the division assist you to analyze or utilize this data, if necessary?	01 = Yes; 02 = Maybe; 03 = No; 04 = Not sure. 900 = Don't know; 998 = Refused to answer
<b>Q9</b>	What would be the main obstacles to getting the data? <b>Prompt respondent with answers. List all relevant responses.</b>	01 = Non-cooperation from Director of the division responsible; 02 = Non-cooperation from staff of the division responsible; 03 = My director would not allow me to request it; 04 = RSIM (Research, Statistics & Information Management) division does not have any useful data; 05 = Other (don't specify). 900 = Don't know; 998 = Refused to answer
<b>Q10</b>	Do you have an individual annual training programme? <b>Prompt respondent with answers. Select one answer only.</b>	01 = Yes; 02 = No; 03 = Not sure. 900 = Don't know; 998 = Refused to answer
<b>(a)</b>	Does the human resources division (or the Chief Director) use individual training programmes to guide their decisions about who to send for which trainings? <b>Prompt respondent with answers. Select one answer only.</b>	01 = Yes, individual training programmes are usually taken into account; 02 = No, individual training programmes are usually ignored or non-existent; 03 = Sometimes individual training programmes are respected, but sometimes not / Not sure

(b)	<p>What is the main obstacle to implementing annual training programmes?</p> <p><b>Prompt respondent with answers. Select one answer only.</b></p>		<p>01 = My supervisor does not respect them; 02 = HR division does not respect them; 03 = Chief Director does not respect them; 04 = Lack of financial resources; 05 = Lack of useful trainings; 06 = Other(specify).</p> <p>900 = Don't know; 998 = Refused to answer</p>
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**TO BE ASKED TO ALL RESPONDENTS**

• **Section 5.1: Personal characteristics**

**Enumerator states:** Firstly, I would like to collect some high level demographic information.

<b>Q1</b>	<p>What is your ethnicity?</p> <p><b>Select one response only. Do not prompt unless answer provided does not match any coded response.</b></p>	<p>01 = Akan; 02 = Ga-Dangme; 03 = Ewe; 04 = Guan; 05 = Gruma; 06 = Dagani-Mole; 07 = Grusi; 08 = Mande; 09 = All other tribes originating from inside Ghana; 10 = All other tribes originating from outside Ghana; 11: Other (please specify); 900 = Don't know; 998 = Refused to answer</p>
<b>Q2</b>	<p>Are you a member of any independent professional bodies in Ghana?</p> <p><b>List all responses that apply.</b></p>	<p>00 = None; 01 = Institute of Engineers; 02 = Institute of Architects; 03 = Ghana Medical Association; 04 = Institute of Chartered Accountants; 05 = Ghana Bar Association; 06 = Institute of Public Relations; 07 = Ghana Journalists Association; 08 = Institute of Surveyors; 09 = Institute of Internal Auditors Ghana; 10 = Institute of Certified Economists of Ghana; 11 = Ghana National Association of Teachers; 12 = Institute of Planners; 13 = Other [don't specify]</p> <p>900 = Don't know; 998 = Refused to answer</p>
<b>Q3</b>	<p>Are you a member of any international professional associations? (e.g. International Association of Impact Assessment)</p> <p><b>Select one response only.</b></p> <p><b>[If Q2 = No and Q3 = No, please go to section 5.2]</b></p>	<p>01 = Yes; 02 = No; 900 = Don't know; 998 = Refused to answer.</p>
<b>Q4</b>	<p>Does being a member of this professional body help you to do your job better on a day-to-day basis?</p> <p><b>Select one response only.</b></p>	<p>01 = No, it is not very useful; 02 = Yes, it is useful; 03 = Not sure; 998 = Refused to answer.</p>
<b>Q5</b>	<p>Were you required to join this professional body as part of your position, or did you choose to join on your own?</p> <p><b>Select one response only.</b></p>	<p>01 = Required to join; 02 = Chose to join; 900 = Don't know; 998 = Refused to answer</p>

• **TO BE ASKED TO ALL RESPONDENTS**

• **Section 5.2: Educational Background**

**Enumerator states:** I would now like to collect information about your educational background.

<b>Q1</b>	<p>What was the highest educational qualification you attained after high school?</p> <p><b>If answer provided does not match response code 01 to 04, probe to confirm prior to identifying the degree as other.</b></p> <p><b>Use response as guide for which questions to ask at Q2 to Q4.</b></p>	<p>01 = No further qualification → <b>Q5</b></p> <p>02 = Undergraduate degree; 03 = Masters degree; 04 = PhD → <b>Q2</b></p> <p>05 = Other (don't specify) → <b>Q5</b></p> <p>900 = Don't know; 998 = Refused to answer</p>
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		Q2	Q3	Q4	
		Undergraduate degree	Masters degree	PhD	
<b>(a)</b>	<p>Which institution did you complete your [<i>type of degree</i>] at?</p> <p><b>Select one response only.</b></p>				<p>01 = University of Ghana – Legon; 02 = Kwame Nkrumah University of Science and Technology; 03 = University of Cape Coast; 04 = University of Development Studies (Tamale); 05 = Ghana Institute of Management and Public Administration” (GIMPA); 06 = Other public university (in GH); 07 = Private university (in GH); 08 = A university in another country in West Africa; 09 = A university outside West Africa; 10 = Other (don't specify); 900 = Don't know; 998 = Refused to answer.</p>
<b>(b)</b>	<p>What was your degree title/programme of study?</p>				<p><b>Do not collect information on individual courses, just the programme title.</b></p> <p>900 = Don't know; 998 = Refused to answer</p>
<b>Q5</b>	<p>Which institution did you attend for Secondary High School?</p>				<b>Free response</b>

- **TO BE ASKED TO ALL RESPONDENTS**
- **Section 5.3: Posting History and Perceptions of Promotion**

**Enumerator states:** I would like to collect some details about your current and two previous postings in the civil service career.

		Current	Prior – 1st	Prior – 2nd	
		Q1	Q2	Q3	
<b>(a)</b>	<p>Provide the name of the organisation, and last division you worked within during your time there.</p> <p>Note that department is a type of organization (e.g.</p>	<b>[Automatically filled in]</b>			900 = Don't know; 998 = Refused to answer

	Management Services Department), and organizations are divided into divisions (e.g. Human Resources Division)				
(i)	Organisation:	[Automatically filled in]			900 = Don't know; 998 = Refused to answer
(ii)	Division:	[Automatically filled in]			900 = Don't know; 998 = Refused to answer
(b)	When did you start working at [organisation specified at (a)]?	[Automatically filled in]	Start date: □□□□	Start date: □□□□	<b>Enter date in the format YYYY.</b> 900 = Don't know; 998 = Refused to answer
(e)	Did you work at a previous organisation or agency before this?				01 = Yes → for Q1(e), go to Q2; for Q2(e), go to Q3 02 = No → Section 8.4

- **Section 5.4: Job satisfaction**

<b>Q1</b>	To what extent do you agree with the below statements?  <b>Show Showcard 5. Select one response only.</b>		01 = Strongly disagree; 02 = Slightly disagree; 03 = Neither agree or disagree; 04 = Slightly agree; 05 = Strongly agree; 900 = Don't know; 998 = Refused to answer.
(a)	My salary is very satisfactory.		
(b)	My other benefits (pension, health, etc.) are very satisfactory.		
(c)	Working in the public sector is generally better than working in the private sector.		

- **Section 5.5: Training in Service**

**Enumerator states:** I would like you to think about the most recent time you attended a Scheme of Service training at the Civil Service Training Centre.

<b>Q1</b>	In which year did you last complete a Scheme of Service training at CSTC?		01 = I have never done a SOS training [skip to Section 5.6] 02 = 2018 03 = 2017 04 = 2016 05 = 2015 06 = 2014 or earlier 07 = My last SOS training was at GIMPA, not CSTC [skip to Section 5.6] 900 = Don't know; 998 = Refused to answer
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Q2	<p>Why did you attend in that particular year, rather than another year?</p>		<p>01 =Due for promotion in that year</p> <p>02 =Due for promotion the following year</p> <p>03 =Other officers from my organization were also attending at that particular time</p> <p>04 = I was supposed to go in a different year but couldn't (e.g. due to lack of funds)</p> <p>05 = I had a personal preference for attending in that particular year</p> <p>06 =Other</p> <p>900 = Don't know; 998 = Refused to answer</p>
Q3	<p>In which components of the Scheme of Service training did you <b>learn</b> the most?</p> <p><b>Please rank the top 3. Show Showcard 11.</b></p> <p><b>Note: do not force respondents to choose three.</b></p>		<p>01 = Managing people/HRM</p> <p>02 = Ethics</p> <p>03 = Monitoring and evaluation</p> <p>04 = Administrative writing/skills</p> <p>05 = Productivity</p> <p>06 = General Civil Service issues</p> <p>07 = Other</p> <p>900 = Don't know; 998 = Refused to answer</p>
Q4	<p>Which components of the Scheme of Service training were <b>most useful</b> once you went back to your workplace?</p> <p><b>Please rank the top 3. Show Showcard 11.</b></p> <p><b>Note: do not force respondents to choose three.</b></p>		<p>01 = Managing people/HRM</p> <p>02 = Ethics</p> <p>03 = Monitoring and evaluation</p> <p>04 = Administrative writing/skills</p> <p>05 = Productivity</p> <p>06 = General Civil Service issues</p> <p>07 = Other</p> <p>900 = Don't know; 998 = Refused to answer</p>
Q5	<p>What were the biggest obstacles towards putting the skills you learned in Scheme of Service training to use in your workplace?</p> <p><b>Please rank the top 3. Show Showcard 12.</b></p> <p><b>Note: do not force respondents to choose three.</b></p>		<p>01 = Training material was not relevant to my work</p> <p>02 = Lack of resources/logistical constraints</p> <p>03 = Manager not supportive of implementing new ideas/practices</p> <p>04 = Division as a whole not supportive of implementing new ideas/practices</p> <p>05 = Putting training material into practice was too difficult</p> <p>06 = Other</p> <p>900 = Don't know; 998 = Refused to answer</p>
Q6	<p>Did you create one or more Action Plans as part of this Scheme of Service training?</p>		<p>01 = Yes, I created one</p>

			<p>02 = Yes, I created two</p> <p>03 = No, I did not → Q14</p> <p>04 = I don't remember → Q14</p> <p>900 = Don't know; 998 = Refused to answer</p>
<b>Q7</b>	What was the subject of your Action Plan (if you created more than one, pick one)? [open response; blank if don't remember]		[free text]
<b>Q8</b>	Did the process of formulating an Action Plan help you think of new ideas to improve productivity?		<p>01 = Yes</p> <p>02 = No</p> <p>900 = Don't know; 998 = Refused to answer</p>
<b>Q9</b>	After you finished training and returned to your organization, did you take to try to implement your Action Plan?		<p>01 = Yes</p> <p>02 = No</p> <p>900 = Don't know; 998 = Refused to answer</p>
<b>Q10</b>	<p>Which of the following steps did you take to try to implement your Action Plan?</p> <p><b>Please mark all that apply. Prompt respondent with codes.</b></p>		<p>01 = Discussed with superiors (e.g. Director, Chief Director)</p> <p>02 = Discussed with other colleagues</p> <p>03 = Set up a team/committee</p> <p>04 = Undertook additional feasibility research</p> <p>05 = Worked as an individual to implement Action Plan</p> <p>06 = Other</p> <p>07 = None of the above</p> <p>900 = Don't know; 998 = Refused to answer</p>
<b>Q11</b>	Were you able to implement your Action Plan?		<p>01 = Yes, fully [skip to Q13]</p> <p>02 = Partially</p> <p>03 = Not at all</p> <p>900 = Don't know; 998 = Refused to answer</p>
<b>Q12</b>	<p>What were the main obstacles to implementing your Action Plan?</p> <p><b>Please rank the top 3. Show Showcard 13.</b></p> <p><b>Note: do not force respondents to choose three.</b></p> <p><b>Please, go to Q14</b></p>		<p>01 = Idea was not a good one</p> <p>02 = Lack of resources/logistical constraints</p> <p>03 = Manager not supportive of implementing new ideas/practices</p> <p>04 = Division as a whole not supportive of implementing new ideas/practices</p> <p>05 = Putting idea into practice was too difficult</p> <p>06 = No incentives/motivation for implementing Action Plan</p> <p>07 = Other</p> <p>900 = Don't know; 998 = Refused to answer</p>

<b>Q13</b>	On a scale of 1-5, where 1 is not at all and 5 is very significantly, how much do you think the implementation of your Action Plan improved your division's productivity?		01 = Not at all 02 = A little bit 03 = Somewhat 04 = Significantly 05 = Very significantly 900 = Don't know; 998 = Refused to answer
<b>Q14</b>	How many of your colleagues <b>in your division</b> have attended a Scheme of Service training in the last 12 months?		[two-digit numeric answer; 900 = Don't Know, 998 = Refused to Answer. If answer is 0, skip to Section 5.6]
<b>Q15</b>	Of these colleagues who attended a Scheme of Service training, for how many do you know what the topic of their Action Plan was?  <i>Note: This number should be the same or less than the number reported in Q14.</i>		[two-digit numeric answer; 900 = Don't Know, 998 = Refused to Answer. If answer is 0, skip to Section 5.6]
<b>Q16</b>	Out of these Action Plans you are aware of, how many have actually been implemented to date?  <i>Note: This number should be the same or less than the number reported in Q15.</i>		[two-digit numeric answer; 900 = Don't Know, 998 = Refused to Answer. If answer is 0, skip to Section 5.6]
<b>Q17</b>	On a scale of 1-5, where 1 is not at all and 5 is very significantly, how much do you think the implementation of <b>your colleagues'</b> Action Plans improved your division's productivity?		01 = Not at all 02 = A little bit 03 = Somewhat 04 = Significantly 05 = Very significantly 900 = Don't know; 998 = Refused to answer

- **Section 5.6: Division-level trainings**

**Enumerator states:** I would like to ask whether you have attended any trainings **with the rest of your division**.

<b>Q1</b>	In the last year (since March 2017), did you attend a training at OHCS with the rest of your division?		01 = Yes 02 = I attended a training with the rest of my division, but it wasn't at OHCS 03 = No [skip to Section 5.7] 900 = Don't know; 998 = Refused to answer
<b>Q2</b>	Thinking back to that training, about what percentage of officers in your division attended it with you?		[0-100%]
<b>Q3</b>	Did your Director/head of division attend the training?		01 = Yes 02 = No

			900 = Don't know; 998 = Refused to answer
<b>Q4</b>	Compared to other types of training (such as Scheme of Service trainings), was it more or less <b>effective</b> to undergo training with your entire division?		01 = Much less 02 = Less 03 = About the same 04 = More 05 = Much more 900 = Don't know; 998 = Refused to answer
<b>Q5</b>	Compared to other types of training (such as Scheme of Service trainings), were new ideas or skills from training with your entire division more or less <b>likely to be implemented</b> back in your workplace?		01 = Much less 02 = Less 03 = About the same 04 = More 05 = Much more 900 = Don't know; 998 = Refused to answer
<b>Q6</b>	Did undertaking training as a division lead to open and frank discussions about productivity challenges in the division, or were some people hesitant to speak freely?		01 = Not at all open 02 = A little open 03 = Somewhat open 04 = Mostly open 05 = Completely open 900 = Don't know; 998 = Refused to answer
<b>Q7</b>	Did <b>your division</b> create one or more Action Plans as part of this training?		01 = Yes, we created one 02 = Yes, we created two or more 03 = No, we did not [Skip to Section 5.7] 04 = I don't remember [Skip to Section 5.7] 900 = Don't know; 998 = Refused to answer
<b>Q8</b>	What was the subject <b>of your division's</b> Action Plan (if you created more than one, pick one)? [open response; blank if don't remember]		[free text]
<b>Q8</b>	Did the process of formulating an Action Plan help <b>your division</b> think of new ideas to improve productivity?		01 = Yes 02 = No 900 = Don't know; 998 = Refused to answer
<b>Q9</b>	After <b>your division</b> finished training and returned to your organization, did <b>you or other division members</b> take time to try to implement your Action Plan?		01 = Yes 02 = No 900 = Don't know; 998 = Refused to answer

<p><b>Q10</b></p>	<p>Which of the following steps did <b>you or other division members</b> take to try to implement your Action Plan?</p> <p><b>Please mark all that apply. Prompt respondent with codes.</b></p>		<p>01 = Discussed with superiors (e.g. Director, Chief Director)</p> <p>02 = Discussed with other colleagues</p> <p>03 = Set up a team/committee</p> <p>04 = Undertook additional feasibility research</p> <p>05 = Worked as an individual to implement Action Plan</p> <p>06 = Other</p> <p>07 = None of the above</p> <p>900 = Don't know; 998 = Refused to answer</p>
<p><b>Q11</b></p>	<p>Were you able to implement <b>your division's</b> Action Plan?</p>		<p>01 = Yes, fully [skip to Q13]</p> <p>02 = Partially</p> <p>03 = Not at all</p> <p>900 = Don't know; 998 = Refused to answer</p>
<p><b>Q12</b></p>	<p>What were the main obstacles to implementing <b>your division's</b> Action Plan?</p> <p><b>Please rank the top 3. Show Showcard 13.</b></p> <p><b>Note: do not force respondents to choose three.</b></p>		<p>01 = Idea was not a good one</p> <p>02 = Lack of resources/logistical constraints</p> <p>03 = Manager not supportive of implementing new ideas/practices</p> <p>04 = Division as a whole not supportive of implementing new ideas/practices</p> <p>05 = Putting idea into practice was too difficult</p> <p>06 = No incentives/motivation for implementing Action Plan</p> <p>07 = Other</p> <p>900 = Don't know; 998 = Refused to answer</p>
<p><b>Q13</b></p>	<p>On a scale of 1-5, where 1 is not at all and 5 is very significantly, how much do you think the implementation of <b>your division's</b> Action Plan improved your division's productivity?</p>		<p>01 = Not at all</p> <p>02 = A little bit</p> <p>03 = Somewhat</p> <p>04 = Significantly</p> <p>05 = Very significantly</p> <p>900 = Don't know; 998 = Refused to answer</p>

- **TO BE ASKED TO ALL RESPONDENTS**
- **Section 5.7: Work process improvements**

*Enumerator states:* I would like to ask about how your division thinks about improving its work processes – how you get work done efficiently on a day-to-day basis – outside of the context of training courses.

<b>Q1</b>	<p>Aside from training courses, how often would you say your division discusses ideas or ways to make work processes more efficient?</p> <p><b>Allow respondent to answer first, then prompt them with response options.</b></p>		<p>01 = Never</p> <p>02 = About once a year</p> <p>03 = About once a quarter</p> <p>04 = About once a month</p> <p>05 = About once a week</p> <p>06 = Almost every day</p> <p>900 = Don't know; 998 = Refused to answer</p>
<b>Q2</b>	<p>Who most commonly originates these ideas?</p> <p><b>Allow respondent to answer first, then prompt them with response options.</b></p>		<p>01 = Director / Head of Division</p> <p>02 = Individual officers in the division</p> <p>03 = Small groups of officers in the division</p> <p>04 = The division discusses as a whole</p> <p>05 = Someone outside the division</p> <p>06 = Other (don't specify)</p> <p>07 = Not applicable (we don't discuss new ideas)</p> <p>900 = Don't know; 998 = Refused to answer</p>
<b>Q3</b>	<p>Out of the ideas that get discussed, about what percentage would you say eventually get adopted and implemented?</p>		<p>[0-100 percent]</p> <p>900 = Don't know; 998 = Refused to answer</p>
<b>Q4</b>	<p>For the ideas that don't get adopted and implemented, what are the most common reasons why?</p> <p><b>Please rank the top 3. Show Showcard 14.</b></p> <p><b>Note: do not force respondents to choose three.</b></p>		<p>01 = Idea was not a good one</p> <p>02 = Lack of resources/logistical constraints</p> <p>03 = Manager not supportive of implementing new ideas/practices</p> <p>04 = Division as a whole not supportive of implementing new ideas/practices</p> <p>05 = Putting idea into practice was too difficult</p> <p>06 = No incentives/motivation for implementing new practice</p> <p>07 = Other</p> <p>900 = Don't know; 998 = Refused to answer</p>

- **TO BE ASKED TO ALL RESPONDENTS**
- **Section 5.8: Productivity knowledge**

*Enumerator states:* I would like to ask a couple questions about how you think about teamwork and productivity.

<b>Q1</b>	<p>In your opinion, which of the following is <u>NOT</u> a key principle for conducting a successful brainstorm session?</p>		<p>01 =Spontaneity</p> <p>02 = Suspension of judgment</p>
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	Note: <b>Spontaneity</b> is immediate action stimulated by an internal urge. <b>Serendipity</b> is the development of events by chance that leads to a happy outcome.  <b>Show Showcard 15.</b>		03 = Serendipity  04 = Speed  900 = Don't know; 998 = Refused to answer
<b>Q2</b>	In your opinion, which of the following is <b>NOT</b> a stage in the productivity movement?  <b>Show Showcard 16.</b>		01 = Ownership Stage  02 = Action Stage  03 = Improvement Stage  04 = Awareness Stage  900 = Don't know; 998 = Refused to answer
<b>Q3</b>	What do you think is the best definition of productivity?  <b>Show Showcard 17.</b>		01 = Increasing production at the expense of quality  02 = Working harder and putting in overtime in order to achieve results  03 = Output divided by Input  04 = Input divided by Output  900 = Don't know; 998 = Refused to answer

- **TO BE ASKED TO ALL RESPONDENTS**
- **Section 5.9: Career goals and expectations**

*Enumerator states:* I would like to understand how your current position fits into your career goals and expectations.

<b>Q1</b>	Do you consider your current job to best match your career goals?  <b>Select one response only.</b>		01 = Yes → Q2  02 = No → Q3  900 = Don't know; 998 = Refused to answer
<b>Q2</b>	Which of the following reasons makes you think that it is the best match to your career goals? Is it because of the...  <b>Prompt respondent with codes. List all relevant responses asking respondent to answer "Yes" or "No".</b>		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 = Interesting work; 06 = Role matches skillset; 07 = Excellent training and development opportunities; 08 = Great promotion opportunities; 09 = Significant responsibility; 10 = Opportunity to have impact; 11 = Other (don't specify); 900 = Don't know; 998 = Refused to answer.
<b>Q3</b>	In the next two years, would you want to change your job?  <b>Select one response only.</b>		01 = Yes → Q4  02 = No  900 = Don't know; 998 = Refused to answer
<b>Q4</b>	Which of the following issues are reasons you want to change jobs? Is it because of the...  <b>Prompt respondent with codes. List all relevant responses</b>		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; 04 = Work is not interesting; 05 = Role does not match skillset; 06 = Poor training and development opportunities; 07 = Limited promotion opportunities; 07 = Limited responsibility; 08 = Limited opportunity to have impact; 09 = Other (don't specify); 900 = Don't know; 998 = Refused to answer.

- TO BE ASKED TO ALL RESPONDENTS
- Section 5.10: Trust

*Enumerator states:* I would like to understand how you think about trusting others.

<b>Q1</b>	Generally speaking, would you say that most people can be trusted or that you must be very careful in dealing with people?		0 = Must be very careful; 1 = Most people can be trusted; 900 = Don't know; 998 = Refused to answer.
<b>Q2</b>	On a scale of 1 to 4, how much do you trust each of the following types of people? <b>Randomize ordering of a-e.</b>		1 = Not at all; 2 = Just a little; 3=I trust them somewhat; 4 = I trust them a lot; 900 = Don't know; 998 = Refused to answer.
<b>(a)</b>	Your relatives?		
<b>(b)</b>	Your neighbours?		
<b>(c)</b>	Officers in your division?		
<b>(d)</b>	Officers from different divisions in your organization?		
<b>(e)</b>	Officers from other MDAs?		

- TO BE ASKED TO ALL RESPONDENTS
- Section 5.11: Tracking

*Enumerator states:* I would like to ask about where you were working at the time of the last Ghana Civil Servants Survey.

<b>Q1</b>	In August 2015, which organization were you working in? <b>Show Showcard 18.</b>		[2-digit numeric response codes corresponding to 2015 organization names; 99 = Other (Please, specify)]
<b>Q2</b>	In August 2015, which division in this organization were you working?		Free text
<b>Q3</b>	In August 2015, what was your grade? <b>Show Showcard 2 [same as in Module 1]</b>		
<b>Q4</b>	Did you take part in the OHCS/UCL Civil Servants Survey in August-November 2015? <i>Note: If necessary, use keyring as memory prompt.</i>		01 = Yes [to Module 6] 02 = No [to Module 7] 03 = Not sure [to Module 6]

## MODULE 6: RECRUITMENT, PROMOTION, AND ADDITIONAL CHARACTERISTICS

- **To Be Asked ONLY To Respondents who indicated they were not surveyed in 2015 in the last question in Module 5.**

MODULE 6	
START TIME:	

- **TO BE ASKED TO ALL RESPONDENTS**
- **Section 6.1: Work History in the Civil Service**

**Enumerator states:** Let us briefly discuss your work history in the Civil Service, and that of any close relatives.

<b>Q1</b>	Are you the first family member or relative to work in the civil service?  <b>Select one response only.</b>	01 = Yes → <b>Section 7.2</b>  02 = No → <b>Q2</b>  900 = Don't know; 998 = Refused to answer
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**Enumerator states:** We would like to collect some information on your closest family member or relative that worked in the civil service.

Q2		Closest relative that has served	
(a)	What year did he or she start service?	Start date: □□□□	<b>Enter dates in the format YYYY.</b>
(b)	What is their position? Or if they no longer work in the civil service, what was their highest position?  <b>Select one response only.</b>		01 = Chief Director; 02 = Director; 03 = Deputy Director or Unit Head; 04 = Other (don't specify); 900 = Don't know; 998 = Refused to answer.
(c)	Which organisation does he or she currently work in? Or if they no longer work in the civil service, what was the last organisation they were employed in?		

- **TO BE ASKED TO ALL RESPONDENTS**
- **Section 6.2: Promotion And Wages**

**Enumerator states:** I would now like to ask you some questions regarding promotion and wages.

<b>Q1</b>	Which of the following methods were used in the selection process for your current position?  <b>Prompt respondent with codes. List all responses that apply.</b>	01 = No formal selection process was undertaken; 02 = Interview; 03 = Written examination; 04 = Other (don't specify); 900 = Don't know; 998 = Refused to answer
<b>Q2</b>	On a scale of 1 to 5, how confident are you that you will keep your position and get promoted if you perform your job well? 1 is very unconfident and 5 is very confident.	01 = Very unconfident; 02 = Somewhat unconfident; 03 = Neither unconfident nor confident; 04 = Somewhat confident; 05 = Very confident; 900 = Don't know; 998 = Refused to answer

	<b>Show Showcard 19. Select one response only.</b>		
<b>Q3</b>	<p>I would like to understand how much you knew about your salary when you first interviewed for your job. Did you already know exactly how much it would pay if you got it?</p> <p><b>Select one response only.</b></p>		<p>01 = Yes</p> <p>02 = No</p> <p>900 = Don't know; 998 = Refused to answer</p>

## MODULE 7: CORRUPTION IN THE SERVICE

- To Be Asked To All Respondents

MODULE 7	
START TIME:	

- Section 7.1: Corruption Perceptions and Experiences

**Enumerator states:** The next set of questions will explore your perceptions and experiences of corruption in the civil service.

<b>Q1</b>	Please complete the following sentence in the way that best describes your feelings. “The government regards low-level corruption as ...		
(a)	... a corrupt practice which the government must eliminate.”		900 = Don't know; 998 = Refused to answer
(b)	... unfortunate but unavoidable until it can pay better salaries.”		
(c)	... an informal way of charging for state services and paying officials.”		
<b>Q2</b>	Imagine that a corrupt bureaucrat extracts unofficial payments. Typically in your organization, what proportion of the unofficial payments does s/he share with the following types or groups of people. Please answer in terms of the unofficial payments.		
(a)	With superior?		<b>Percentage</b> 900 = Don't know; 998 = Refused to answer
(b)	With his/her colleagues?		<b>Percentage</b> 900 = Don't know; 998 = Refused to answer
(c)	With politician/political party?		<b>Percentage</b> 900 = Don't know; 998 = Refused to answer
<b>Q3</b>	Think about recent projects and/or programmes you worked on for this organisation. In what proportion of the projects have you had to face the following difficult challenges?  <i>Note: If necessary, clarify to respondent that this question applies to all tasks, not just those that are part of projects or programmes.</i>		
(a)	I had to go around some of the stricter rules in the service to get my work done		<b>Percentage</b> 900 = Don't know; 998 = Refused to answer
(b)	I observed <b>others</b> breaking service rules for their own benefit		<b>Percentage</b> 900 = Don't know; 998 = Refused to answer
(c)	I was put under pressure to change the project location/beneficiaries		<b>Percentage</b> 900 = Don't know; 998 = Refused to answer
(d)	I was put under pressure to change the project design/specifications		<b>Percentage</b> 900 = Don't know; 998 = Refused to answer
(e)	I was put under pressure to help select particular contractors/suppliers/consultants		<b>Percentage</b> 900 = Don't know; 998 = Refused to answer
(f)	I was put under pressure to divert some of the funds		<b>Percentage</b> 900 = Don't know; 998 = Refused to answer

## MODULE 8: OPPORTUNITY FOR OPEN FEEDBACK ON THE SERVICE

- To Be Asked To All Respondents

MODULE 10	
START TIME:	

**Enumerator states:** We have now finished the questions I have to ask you. However, as we are seeking to improve the service by better understanding civil servants constraints and challenges, we would like to give you the chance to comment on any aspect of your work that you don't feel we have sufficiently covered.

Q1	Please feel free to comment on anything about the service that you think we should know about.	[Open ended answer – enumerator should make notes]  900 = Don't know; 998 = Refused to answer
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**ENUMERATOR NOTE:** The interviewee should now fill in the self-administered questionnaire.

— END OF SURVEY —

*Enumerator states:*

**Thank you for your time and considerate answers.** Please note that:

- a) your involvement in this survey has provided us with the inputs need to make your service stronger;
- b) we aim for this study to report on the responses of public servants from across the service about how they work and their experience of working in the public sector;
- c) we aim for all of the opinions expressed in these surveys to be reported back anonymously the Head of Service, and acted upon as a whole.

We will be sending a copy of the report of the entire survey process to your organisation. You will be able to find a copy at the Office of the Head of the Civil Service, or you can e-mail [civilservicesurvey@yahoo.com](mailto:civilservicesurvey@yahoo.com) to request an electronic copy.

If you would like to give us further feedback, you can also e-mail any other comments you would like to make to this e-mail address. All e-mails will be treated in the strictest confidence.

Now, I will provide you with the second part of the survey for you to complete on your own.

**Enumerator note:** Give the officer a self-assessment questionnaire and a copy of the information sheet. Whilst they are completing their survey, complete the post-interview module on the next page.

## MODULE 9: POST-INTERVIEW QUESTIONS

- **TO BE FILLED IN FOR ALL RESPONDENTS**
- **Section 9.1: Post-Interview Questions: Demographics**

MODULE 9	
START TIME:	

**Enumerator Note:** Enumerator to complete this section at the end of the interview.  
Respondent does not need to be present.

<b>Q1</b>	<p><b>Do not ask:</b> Note respondent's gender.</p> <p><b>Do not ask. Just note the gender.</b></p>	01=Male; 02= Female.
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- **TO BE FILLED IN FOR ALL RESPONDENTS**
- **Section 9.2: Post-Interview Questions: Interview evaluation**

<b>Q1</b>	Calculate the total duration of the interview.	<p><b>Enter the duration in hours and minutes.</b></p> <p><input type="checkbox"/> hrs</p> <p><input type="checkbox"/><input type="checkbox"/> mins</p>
<b>Q2</b>	Where was the interview conducted?	01 = Dedicated survey room; 02 = Interviewee's office; 03 = Other [don't specify]
<b>Q3</b>	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; 03 = Sometimes private, sometimes other people
<b>Q4</b>	Did the respondent appear knowledgeable about the work environment, and their organisation as a whole?	01 = Some knowledge of their own working environment, but not about the organisation as a whole; 02 = Expert knowledge about their working environment, but not about the organisation as a whole; 03 = Expert knowledge about both their own work and about the organisation as a whole.
<b>Q5</b>	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.
<b>Q6</b>	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.
<b>Q7</b>	How do you think the interview went?	01= Very badly → Q6 02 = Somewhat badly → Q6 03 = Somewhat well → Q7 04 = Very well → Q7
<b>Q8</b>	Please provide details as to why the interview did not go well?	

<b>Q9</b>	Note any particular challenge encountered whilst conducting the interview.  <b>Note all relevant responses.</b>	
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