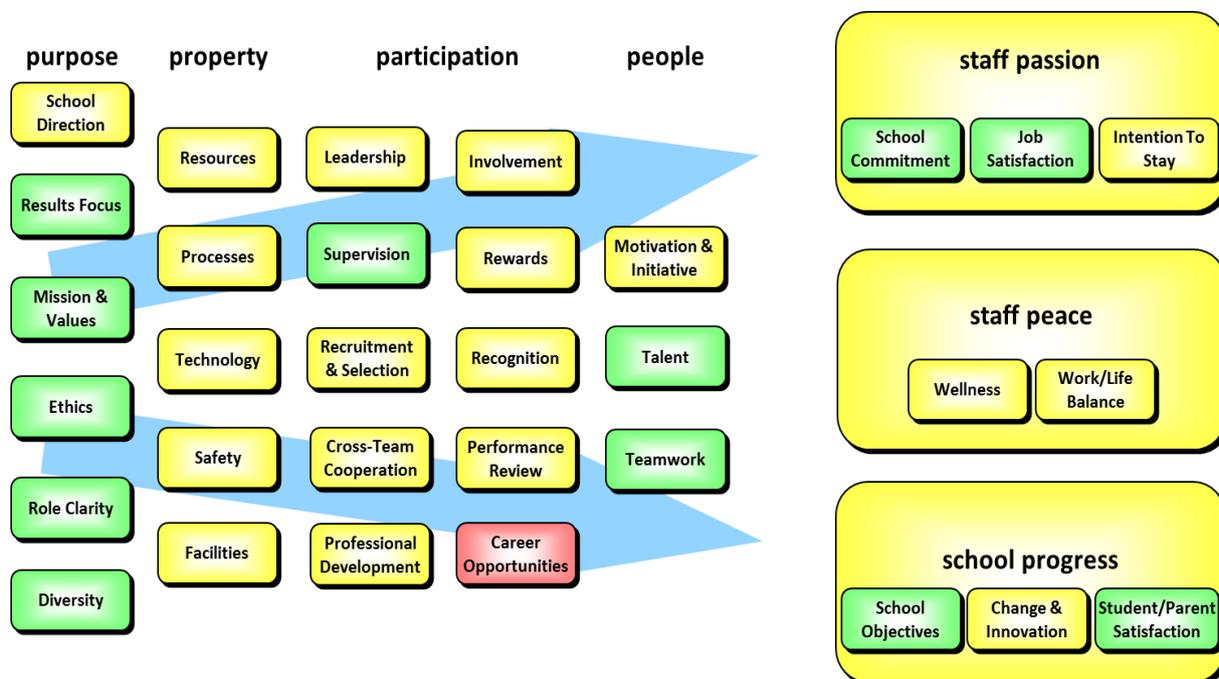


7Ps model of school performance

Employee engagement refers to the positive attitudes and emotions that contribute to high performance. It is important because organisations with more engaged employees have greater staff retention and a more productive workforce. At the individual level, it also means that employees enjoy their jobs and like being part of the organisation. Given this, employee engagement is important organisationally and individually.

DEVELOPMENT OF THE MODEL

The Voice Project 7Ps model was created after extensive research with over 1000 organisations. The model has two broad purposes. Firstly, it aims to measure performance across a broad range of work practices in the areas of Purpose, Property, Participation, and People. Secondly, the model measures three key organisational outcomes – Passion, Peace and Progress. The Voice Project survey enables schools to collate staff feedback in these areas and benchmark against other schools. The Ps are shown in the diagram below:



OUTCOMES

There are three key measures of school performance in the model, these are:

1. **Passion** – the extent to which staff are passionate about their day-to-day work, positive about belonging to the school and keen to keep working there. Passion is a measure of ‘employee engagement’.
2. **Peace** – how well staff are able to maintain wellbeing, manage stress, and achieve work-life balance.
3. **Progress** – this measures staff perceptions about school performance: how successful is the school at achieving its objectives, how well is change and continuous improvement managed, and is education provided which is of a high standard.

DRIVERS

Driving the outcomes of engagement and progress are a range of organisational practices. Current performance is measured in each of these practices and this helps to identify the key changes that can be made to achieve stronger engagement, peace and progress. For example, if employees are unclear about the purpose of the school, this is likely to affect their emotional attachment to the school and their evaluation of its progress. In this example, action could be taken around communication of strategy or perhaps clarifying school values.

The drivers of engagement/passion and progress include:

1. **Purpose** – this is about the clarity which exists about your school identity. Are staff aware of the school’s strategy and vision? Are staff committed to the values and mission of the school?
2. **Property** – the extent to which staff feel they have the infrastructure and resources they need to do their jobs.
3. **Participation** - this area relates to how staff feel about how they are managed, the extent to which they receive development opportunities, satisfaction with internal communications – vertically and horizontally, and many traditional ‘HR’ practices.
4. **People** – this is mainly about the relationship between staff and their immediate co-workers. Do they work well in a team? Are they motivated? Are they skilled and talented?

PSYCHOMETRICS

All the scales in the Voice Survey have strong reliability (average scale alphas =.83) which means that the survey provides an accurate measure of organisational practices. In addition, the Voice Project model has good validity with demonstrated links to independent measures of organisational performance, such as turnover, productivity, absenteeism, and manager’s reports of financial performance.

Detailed Category Breakdown

| Drivers | Categories | Definition |
|----------------------|--|---|
| Purpose | <i>School Direction</i> | <i>Awareness of school vision and values, and the strategy leaders are using achieve them</i> |
| | <i>Mission & Values</i> | <i>Belief in the purpose and values of the school</i> |
| | <i>Role Clarity</i> | <i>Understanding of job goals, requirements, function and performance</i> |
| | <i>Ethics</i> | <i>Social and environmental responsibility of the school</i> |
| | <i>Results Focus</i> | <i>Emphasis on continuous improvement, high standards and results</i> |
| | <i>Diversity</i> | <i>Extent to which all staff are given equal opportunity, and discrimination, sexual harassment and abusive behaviour are prevented and discouraged</i> |
| Property | <i>Processes</i> | <i>Clarity and efficiency of policies, procedures and responsibilities</i> |
| | <i>Resources</i> | <i>Access to all necessary equipment, resources and information for effective job performance</i> |
| | <i>Technology</i> | <i>Extent to which technology is up-to date and effectively utilized</i> |
| | <i>Facilities</i> | <i>Condition of buildings, grounds and facilities</i> |
| | <i>Safety</i> | <i>Priority placed on safety through equipment, training, awareness of OH&S responsibilities, and manager modelling safety behaviour</i> |
| Participation | <i>Leadership</i> | <i>Ability and vertical communication skills of senior leaders</i> |
| | <i>Cross-Team Cooperation</i> | <i>Extent to which knowledge and information are shared horizontally between different sections of the school</i> |
| | <i>Involvement</i> | <i>Employee consultation and involvement in decision-making</i> |
| | <i>Supervision</i> | <i>Team leader's ability, availability, support and fair treatment</i> |
| | <i>Recruitment & Selection</i> | <i>Extent to which the school targets and selects the right people</i> |
| | <i>Professional Development</i> | <i>Provision of effective staff training and development</i> |
| | <i>Career Opportunities</i> | <i>Investment in career planning, skill development and opportunities for career progression</i> |
| | <i>Performance Review</i> | <i>Frequency and fairness of performance evaluation, and clarity of feedback for improvement</i> |
| | <i>Rewards</i> | <i>Fairness of, and satisfaction with, income, benefits and other remuneration</i> |
| <i>Recognition</i> | <i>Extent to which staff feel recognised and acknowledged for their contribution</i> | |
| People | <i>Teamwork</i> | <i>Quality of working relationships and extent of help and support from co-workers</i> |
| | <i>Talent</i> | <i>Ability and productivity of co-workers</i> |
| | <i>Motivation & Initiative</i> | <i>Extent to which co-workers expend extra effort, take advantage of opportunities, and take the initiative in solving problems</i> |

| <i>Outcomes</i> | <i>Scales</i> | <i>Definition</i> |
|--------------------------------|------------------------------------|--|
| Passion/ Engagement | <i>Job Satisfaction</i> | <i>Enjoyment and accomplishment derived from work</i> |
| | <i>School Commitment</i> | <i>Loyalty and emotional attachment to the school, and willingness to expend extra effort for the school</i> |
| | <i>Intention to Stay</i> | <i>Desire to be, and likelihood of, working with the school in the future (2-5 years)</i> |
| Peace | <i>Work/Life Balance</i> | <i>Ability to meet commitments at work, as well as family and other non-work responsibilities and activities</i> |
| | <i>Wellness</i> | <i>Feeling of being able to handle work with acceptable stress levels</i> |
| Progress | <i>Change & Innovation</i> | <i>Ability of the school to handle change, improve, innovate and learn</i> |
| | <i>Student/Parent Satisfaction</i> | <i>Ability of the school to meet student needs with high quality education</i> |
| | <i>School Objectives</i> | <i>Success of the school in meeting goals and objectives, and extent to which its future is positive</i> |