



Independent Consultants

Specialists in corporate analysis, investigation, management & leadership

Mr Nigel Hadgkiss,
Director
Fair Work Building & Construction
PO Box 9927, Melbourne, VIC 3001

Dear Nigel,

Further to our recent discussion regarding your desire to come to a greater understanding of harassment and bullying issues within your organisation, please find attached a proposal to carry out the requested work.

I have provided two options in relation to how the work could be conducted with related costing.

I am also keen to ensure that no part of the organisation believes that it has been neglected or has not been given the same opportunity as other locations, simply because of the number of staff, distance or remote location.

It is also my firm view that people are reluctant to discuss bullying and harassment issues over the telephone with persons whom they have not previously met.

Bullying and harassment can be an immensely personal and deflating issue to an individual who has experienced it within the workplace and to then ask them to clearly articulate their experience with someone to whom they are unfamiliar can be equally confronting, unless done properly. It is also important to assess the validity of any claims face-to-face. Much can be gleaned from observing the witness.

For this reason, the proposal outlined is based on face-to-face contact. If this does not suit your requirements and your preferred option is to speak to each person by telephone, I will revise the proposal accordingly.

As it is best practice to adopt the same methodology for everyone within the organisation, this proposal ensures all persons are granted the opportunity to partake in a guided group discussion as well as a one on one discussion, which is clearly more personal and allows the individual being interviewed to speak more freely without group pressure.

I have also taken the liberty of speaking with a colleague [REDACTED] who has undertaken a significant amount of work in this area and who has worked with me in conducting both investigations and also cultural reviews in other organisations. I have included [REDACTED] in Option One because of the advantages in having [REDACTED] involved.

Having a male and female co-reviewer will allow participants the opportunity to speak to a person of the same gender should they so choose and will contribute to a more balanced and objective assessment of what can often be a highly subjective and emotive topic based on individualised perceptions.

In group discussions, the presence of another skilled investigator allows for greater capture of relevant information without the need to break the flow of the discussion in order to more accurately and properly record comments made.

I have attached curriculum vitae's for both myself and [REDACTED] for your consideration.

The proposal is based on attending each site and speaking with staff and managers in group and one on one discussions.

Travelling will be undertaken outside of business hours wherever possible in order to maximise on the ground time and the capturing of as much information as possible.

Without some form of general agreement to the proposal and therefore an agreement as to the way in which the work and travel will be carried out, I am unable to specifically provide a costing.

That said, I have provided an estimation of the number of days (referred to as consultancy days) required to undertake the task and have based the proposal and costing on this, noting that travel and incidentals would be in addition to the rate quoted.

I would like to advise that should a final determination come down to budgetary constraints, consideration will be given to negotiating a reduced fee structure as both myself and [REDACTED] are keen to further develop our capacity in regard to conducting workplace reviews in the field of bullying and harassment and establishing our credentials as national forerunners in this area as well as to provide assistance to your organisation.

Please feel free to raise any further issues with me and if you consider the proposal has merit, I would be more than happy to develop a clearer itinerary and travel costing based on a clear timetable of operations.

I look forward to hearing from you.

David Madden.
Director/Investigator
Dbm Independent Consultants.

PROPOSAL FOR FAIR WORK BUILDING & CONSTRUCTION.

PREPARED BY DAVID MADDEN OF DBM INDEPENDENT CONSULTANTS.

1. *Problem analysis*

It is generally argued that bullying and harassment within the workplace has become more common and increasingly identifiable in recent years.

It can have a significant impact upon the psychological and physiological health of staff and effect the achievement of organisational goals through lost productivity and the presence of workplace conflict.

If left unchecked, the impact can be far reaching not only in terms of lost productivity, but employee health, workplace conflict and if necessary, costly internal and external investigations which themselves can have a profound impact upon the workplace.

It is also known that bullying and harassment within an organisation are often reflective of management intervention and human resource practices.

Legislation and guidelines have made employers more responsible for preventing bullying and harassment and having workplace policies and procedures in place in order to be proactive towards its abolition, prevention and response.

In January 2014, new workplace bullying laws were introduced, these placing even greater emphasis on employers to have in place proper systems and practises in relation to bullying and harassment and complaints handling procedure.

It is understood Fair Work Building & Construction have conducted the workshops and training focusing on the topic of bullying and harassment.

A recent Fair Work Building & Construction employee engagement survey established that 17.3% of staff reported that they have been subjected to harassment or bullying in the office environment.

Of the sample, 26.4% reported they had witnessed harassment or bullying in the office environment.

The assessment of the information gleaned from the survey found a disparity between the survey results and Human Resource records which identified only a few reported incidents of bullying and harassment in the previous 12 months.

Accordingly, it was identified that there was a need within the organisation to more fully understand the extent of any bullying and harassment and to assess how accurate the survey results are in representing what is actually occurring.

The purpose of the review is to more clearly assess and understand the extent of bullying and harassment within the agency and to determine the participants (both victim and harasser), causation, impact and particular trouble spots.

The review also allows those persons who reported within the survey their observations with regard to bullying and harassment, an opportunity to more clearly articulate their observations or experiences.

The review will simultaneously determine the level of knowledge held by staff in relation to the concept of bullying and harassment, the relevant policies and procedures and importantly, their understanding of their responsibilities regarding same.

The results of the review will allow the organisation to more clearly focus its bullying and harassment strategies including policy, education and managerial intervention.

In effect, the review allows the organisation to draw a line in the sand by developing a clear understanding of past practice and strategy and based on the review outcomes, a clear understanding of future direction and the need for focused intervention.

An additional aspect of the enquiry is to review the current internal governance procedures, including a review of organisational policies, reporting procedures and any other relevant material.

The review will also identify whether sufficient/targeted training has occurred; whether policies and procedures are in place, widely known and operating satisfactorily; whether complaints procedures are generally known, being followed and complaint outcomes are being implemented and actioned. Comparison of review results and survey results will also be documented.

2. Methodology

The proposal is to attend each office of Fair Work Building & Construction and determine through group discussion with staff, one on one discussion with staff and separate discussion with management, staff understanding of harassment and bullying (both policy/legislation and practise), their perception of whether it is occurring in the workplace and evidence of same (either personal experience or having witnessed bullying and harassment involving a colleague), staff knowledge of policy and procedures concerning same.

This will be achieved through the conduct in each location of:

- a group discussion with staff (where large numbers of staff are present, several sessions will be held),
- a separate discussion with managers and supervisors,

- one on one interviews with staff who volunteer to provide without obligation, information to the reviewers about their experiences or observations associated with bullying and harassment in the workplace.

Staff who recount personal experience associated with bullying and harassment will not have their matters investigated by those involved in this review.

They will instead be encouraged to report such matters through the application of existing policy (unless this is an unsuitable option in which case an alternate recommendation will be made).

In each situation, notes will be taken by the reviewer(s) without identifying the individual involved¹.

The notes will later form the basis of report content and will be used to inform the recommendations and findings.

In addition, during this first stage with it is planned to meet with Human Resource Managers to determine their experience with bullying and harassment complaints and compliance with procedure, as well as noting any recommendations for change they consider necessary based on their experience of process and complaints.

The second stage of the proposal involves a review the current internal governance procedures including a review of organisational policies, reporting and complaint handling procedures and any other relevant material.

The review of the governance should also involve an examination of how previous complaints were handled.

This would not involve an in-depth review but rather a tabletop analysis of the original complaint, the process adopted, documentation and outcome review. All documents considered will be kept strictly confidential and names of persons involved will not be recorded.

All of this information will be then analysed and provided as part of a comprehensive report.

The report will summarise the results of the on-site discussions, identify staff perception and understanding of bullying and harassment, their experiences or observations, the policy and its application, management capacity to set the tone, regulate and respond to complaint².

¹ Where an individual chooses to avail themselves of the one on one opportunity but desires the presence of a support person nominated by them, that will be allowed.

² A by-product of this inquiry is to provide a snapshot of organisational culture based on staff experience and anecdote, as against simply a tick in the relevant box achieved through survey. This is relevant considering culture is something identified in the survey as an area of opportunity. Indeed, the areas of opportunity are :

- Senior leaders implement change effectively at FWBC
- FWBC recognises and rewards employees who deserve it

The report will include findings, recommendations and strategies. All of these will be underpinned by evidence gathered during the review.

Importantly, the findings will clarify the extent of bullying and harassment, distinguishing between matters perceived by staff to be bullying and harassment but potentially more appropriately related to other actions, staff understanding of the policy and their willingness to report such matters. This is an important aspect because the survey results raise issues in relation to workplace culture³.

If the proposal is accepted, then contact details of the person within each State and Territory office with whom the reviewer will liaise will be required.

3. Proposal 1

The main difference between this and the later proposal, is that this proposal seeks to use two reviewers (one male and one female) in conducting the research/review at the larger sites/offices. At the smaller offices (staff < 10), only I would attend.

This proposal captures the experience and knowledge of [REDACTED], an accredited Investigator and experienced mediator with whom I have previously worked. [REDACTED] also has conducted workplace reviews in agencies which have high levels of grievances, workers compensation claims (based on psychological injury) and has reported on Workplace Safety issues relating to stress claims.

As has already been outlined, there is benefit in having both a male and female reviewer present during the discussions, particularly when dealing with a highly emotive and subjective matter.

[REDACTED] would be available for larger sites (> 10 staff)⁴ as outlined below.

The table overleaf provides indicative *on the ground hours* with staff, managers and Human Resource practitioners.

It must be read as a guide only, for planning is predicated on the involvement of staff. In reality and given the survey results, there might not be as much engagement by staff as planned, however the proposal must allow for maximum opportunity. Where planned staff contact time is not being accessed, the reviewers will wherever possible amend the schedule and ensure the invoice reflects such change.

The proposal based on location and staff numbers and reflecting two reviewers being present in some sites is shown overleaf.

-
- Senior leaders effectively communicate the reasons behind decisions
 - In FWBC, communication between senior leaders and other employees is effective

³ The final report will include reference to the survey results compared to the review results.

⁴ Should it be considered that a uniform approach is required for each site, [REDACTED] can make herself available in all locations.

Office location	Staff number	Group discussion(s)	Manager discussion	Opportunity for one-on-one	No of Reviewers	Proposed Consultancy days based on reviewer numbers (Approximate)
Adelaide	6	3 hours	2 hours	4 hours	1	1
Brisbane	17	3 hours x two sessions = 6 hours total	2-3 hours	8 hours	2	4
Canberra	3	3 hours	2 hours	3 hours	1	1
Darwin	2	3 hours	2 hours	2 hours	1	1
Hobart	2	3 hours	2 hours	2 hours	1	1
Melbourne	53	3 hours x three sessions = 9 hours total	2 – 3 hours (2 sessions if necessary)	12 hours + Planned meeting with H/R Staff + examination of historical complaint material	2	6
Perth ⁵	22	3 hours x two sessions = 6 hours total	2 – 3 hours (2 sessions if necessary)	8 hours	2	4
Sydney	28	3 hours x two sessions = 6 hours total	2 – 3 hours (2 sessions if necessary)	8 hours	2	4
TOTAL						22 days

Using two reviewers at the larger sites means that a total of 22 days consultancy would be required for the on-site part of the proposal.

The office based analysis (summarising review results plus review of governance) involving both reviewers would amount to a total of approximately 7 consultancy days.

In order to fully meet the brief as outlined by the agency and utilising the second reviewer, approximately 30 consultancy days would be necessary to complete the brief.

The normal hourly rate model would not be applied and instead a standard fee of [REDACTED] per day plus GST would be applied. The total consultancy cost for this proposal is estimated at \$[REDACTED] (plus gst and travel costs as outlined previously).

Flights will be at invoice cost. Travel and accommodation would be invoiced as per standard government allowance rates.

⁵ All travel would be based on economy type fares except travel to Perth and the Northern Territory which due to distance would be undertaken on a business class fare.

It is important to note that this fee structure allows for travel to occur outside of business hours, where ever possible, so as to maximise the on ground opportunity with staff. This means that in effect, travel time where possible will be at the consultant's expense.

In addition and where it is possible and reasonable to do so, travel will be arranged so as to make optimum use of shorter distances and available flights between locations without the necessity of returning to Sydney.

For example, endeavours would be made to meet with staff from the Hobart, Melbourne, and Adelaide office in their prospective locations without the reviewer/s returning to Sydney, thereby reducing travel costs.

The client agency will be responsible for providing the reviewer a room within which the group discussions can be conducted (morning or afternoon tea provisions if necessary), an office for the discussion with the manager(s) and a nearby (but offsite) venue for one-on-one discussions.

4. Proposal 2

This proposal is based on one consultant attending each office of the Fair Work Building & Construction offices and conducting sessions with staff, separate sessions with the manager and the consultant then being available for one-on-one discussions with staff who choose to utilise that option in discussing the harassment and bullying issue.

The reviewer's planning needs to be sufficiently flexible to accommodate the changing and unknown numbers who would participate beyond the group discussion, but also be in a position to encourage people to come forward in the event they are reluctant to do so.

The aim is to gather information and this can only be done if staff feel sufficiently comfortable to discuss their workplace issues.

The proposal (again being predictive in nature in terms of staff engagement) is shown below.

Office location	Staff number	Group discussion(s)	Manager discussion	Opportunity for one-on-one	Proposed Consultancy days (Approximate)
Adelaide	6	3 hours	2 hours	4 hours	1
Brisbane	17	3 hours x two sessions = 6 hours total	2 -3 hours	8 hours	2
Canberra	3	3 hours	2 hours	3 hours	1
Darwin	2	3 hours	2 hours	2 hours	1
Hobart	2	3 hours	2 hours	2 hours	1
Melbourne	53	3 hours x three sessions = 9 hours total	2 – 3 hours (2 sessions if necessary)	12 hours + Planned meeting with H/R Staff + examination of	3

				historical complaint material	
Perth	22	3 hours x two sessions = 6 hours total	2 – 3 hours (2 sessions if necessary)	8 hours	2
Sydney	28	3 hours x two sessions = 6 hours total	2 – 3 hours (2 sessions if necessary)	8 hours	2
TOTAL					13 days

At the end of each of the review sessions, participants will be provided contact details for the reviewer(s) and be given a timeline within which it is possible for them to submit additional information and/or documentation to be considered as part of the review.

Further telephone interviews will also be possible once the participants have been introduced to the reviewer(s).

Following on from the on-site discussions, the information gathered will be documented and analysed and stage II involving the analysis of related policy and governance will be conducted simultaneously. This will include information analysis from discussion with [redacted] and review of previous complaint material. It is likely that this stage will take a five consultancy days.

In order to fully meet the brief as outlined by the agency, approximately 20 consultancy days would be necessary to complete the brief.

The normal hourly rate model would not be applied and instead a standard daily rate of \$ [redacted] per day plus GST would be applied. The estimate for this proposal including workshops, interviews, analysis and review, and report production would be provided at an estimated total consultancy cost of \$ [redacted] (plus gst and travel costs as outlined below).

For each proposal, flights will be at invoice cost. Travel and accommodation would be invoiced as per standard government allowance rates.

As already indicated, this fee structure allows for travel to occur outside of business hours, where ever possible, so as to maximise the on ground opportunity with staff. This means that in effect, travel time where possible will be at the consultant's expense.

In addition and where it is possible and reasonable to do so, travel will be arranged so as to make optimum use of shorter distances and available fights between locations without the necessity of returning to Sydney.

For example, endeavours would be made to meet with staff from the Hobart, Melbourne, and Adelaide office in their prospective locations without the reviewer/s returning to Sydney, thereby reducing travel costs.

The client agency will be responsible for providing the reviewer a room within which the group discussions can be conducted (morning or afternoon tea provisions if necessary), an

office for the discussion with the manager(s) and a nearby (but offsite) venue for one-on-one discussions.

5. *Resources accessed as part of proposal development*

- *FWBC STAFF ENGAGEMENT SURVEY 2013*
- *BULLYING AND HARASSMENT POLICY*
- *PERFORMANCE AND DEVELOPMENT FRAMEWORK*
- *MANAGING AND REPORTING BULLYING AND OTHER UNACCEPTABLE BEHAVIOUR POLICY*
- *APSC CODE OF CONDUCT CODE OF CONDUCT*

From: David Madden <[redacted]@bigpond.net.au>
Sent: Friday, 7 November 2014 3:14 PM
To:
Subject: Re: FWBC Training [SEC=UNCLASSIFIED]

Hi how about the following Monday or Wednesday , 15th or 17th?

If you can confirm that, I will make travel arrangements Monday and advise timings ect.

Dave
P.s I won't have access to email from now till Monday.

Sent from my iPad

On 7 Nov 2014, at 2:45 pm, [redacted] wrote:

UNCLASSIFIED

Hi Dave,

Hope all is well on your end.

Just wanting to confirm the provided dates will suit us. The only issue we may have is our Melbourne Christmas party in on Friday, 12 December. Do you have any alternate days around that period to substitute?

Regards,

Fair Work Building & Construction

Level 2, 553 St Kilda Road, Melbourne, VIC, 3004

From:
Sent: Thursday, 30 October 2014 10:08 AM
To: [redacted]@bigpond.net.au'
Subject: FWBC Training [SEC=UNCLASSIFIED]

UNCLASSIFIED

Hi Dave,

[redacted] has passed on the coordination of the Bullying and Harassment training.

Would you mind giving me a call or providing the best number for me to contact you? I just need a bit more information on a couple of points.

Regards,

Fair Work Building & Construction

Level 2, 553 St Kilda Road, Melbourne, VIC, 3004

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From: david madden <_jigpond.net.au>
Sent: Monday, 10 November 2014 11:04 AM
To:
Subject: RE: FWBC Training [SEC=UNCLASSIFIED]

Yep, can do both these.

Re timings, is there any clear guidelines you have in mind re training for each group in terms of time.

It would be my intention (unless otherwise stated) to provide staff and manages training from 9am to 3pm with lunch in middle, or we can go to 4pm.

Is there any special needs e.g flights to consider, other things you wanted the staff for since they are in that location etc? If you can give me your idea of available time I can ensure program works around that.

Re the executive, can you confirm that I am an adjunct to a main meeting. I don't believe the executive need all day or the same training as staff. I am suggesting a few hours only.

Dave

From: [mailto: @fwbc.gov.au]
Sent: Monday, 10 November 2014 10:28 AM
To: David Madden
Subject: RE: FWBC Training [SEC=UNCLASSIFIED]

Thanks Dave.

Could we do 15/12 for Melbourne managers and 17/12 for the Senior Executive in Melbourne??

Regards,

From: David Madden [mailto: _jpond.net.au]
Sent: Friday, 7 November 2014 3:14 PM
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From: david madden <[mailto:dmadden@bigpond.net.au]>
Sent: Monday, 10 November 2014 1:06 PM
To:
Subject: RE: FWBC Training [SEC=UNCLASSIFIED]

Hi

Pls let me know how long I have with the executive session as they will not need the same type of training.

If you can advise that would be great.

dave

From: [mailto:dmadden@fwbc.gov.au]
Sent: Monday, 10 November 2014 12:25 PM
To: david madden
Subject: RE: FWBC Training [SEC=UNCLASSIFIED]

Hi Dave,

I've just had a note that the 15 & 17/12 might need to swap due to our Executive meeting being moved. Hope to get back to you this afternoon.

Just confirming that our first session, 18/11 in Adelaide for staff will still go ahead? 9am – 3pm works for us.

Regards,

Fair Work Building & Construction

Tel
Level 2, 553 St Kilda Road, Melbourne, VIC, 3004

From: david madden [mailto:dmadden@bigpond.net.au]
Sent: Monday, 10 November 2014 11:04 AM
To:
Subject: RE: FWBC Training [SEC=UNCLASSIFIED]

Yep, can do both these.

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It would be my intention (unless otherwise stated) to provide staff and managers training from 9am to 3pm with lunch in middle, or we can go to 4pm.

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Re the executive, can you confirm that I am an adjunct to a main meeting. I don't believe the executive need all day or the same training as staff. I am suggesting a few hours only.

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Regards,

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If you can confirm that, I will make travel arrangements Monday and advise timings ect.

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From: david madden <@bigpond.net.au>
Sent: Thursday, 13 November 2014 3:04 PM
To:
Subject: Adelaide

Hi

Confirming training starts in Adelaide on Tuesday 18/11.

The earliest plane comes in at 8.45am so will be there at 9am or shortly thereafter.

Can you provide me a list of names of those attending or numbers please?

Can you also confirm they have butchers type paper and pens available?

They will need these throughout the day.

Staff should also have read the Bullying and Harassment policy before attending.

David Madden
Investigator
dbm independent consultants

From: david madden <@bigpond.net.au>
Sent: Thursday, 13 November 2014 5:51 PM
To:
Subject: one more request

Hi

Can you make sure the training rooms each have a whiteboard for me to write on?

I assume they will but can you confirm prior to each session.

Thanks heaps,

Dave

David Madden
Investigator
dbm independent consultants

From: david madden <david.madden@bigpond.net.au>
Sent: Monday, 17 November 2014 11:29 AM
To:
Subject: RE: FWBC Training [SEC=UNCLASSIFIED]
Attachments: FWBC Training scenarios1.docx

Hi

The content is still being worked on but will largely follow the attached (not proof read yet).

The point is to get the individuals involved and not to just sit there. Thus the attached is a guide, the discussion and learning that follows is the critical stuff.

For that reason, I focus on them doing things, responding, being challenged and having to argue, not just sit there.

They do not get the attached, only the exercises.

The Managers sessions will be similar with some minor alteration.

Please don't give the attached to the participants as they need to come with their existing knowledge, not pre-warned.

Any comment welcome but tomorrow is the first presentation and there will undoubtedly be changes after that as timings are worked on.

Dave

David Madden
Investigator
dbm independent consultants

From: [\[mailto:david.madden@fwbc.gov.au\]](mailto:david.madden@fwbc.gov.au)
Sent: Monday, 17 November 2014 10:54 AM
To: david madden
Subject: FWBC Training [SEC=UNCLASSIFIED]

Hi Dave,

Hope you had a good weekend.

Just wondering if we could preview the content for tomorrow's training?

Regards,

Fair Work Building & Construction

Tel
Level 2, 553 St Kilda Road, Melbourne, VIC, 3004

From: david madden [mailto: .@bigpond.net.au]
Sent: Thursdav. 13 November 2014 5:51 PM
To:
Subject: one more request

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PROJECTED TIMINGS ONLY	
9 a.m.	Introduction and examination.
9.15am – 9.45am	Entire group exercise one
9:45 a.m. – 10am	Group exercise one preparation time
10 a.m. – 10.15am	Break
10.15am --10.30am	Individual group Exercise one preparation ctd
10.30 – 11.30am	Presentation of group exercise one
11.30am – 12.15pm	Group exercise two preparation
Lunch	
1pm - 2:45 p.m.	Group exercise two presentations and Exercise 3 – time permitting
2:45 p.m. - 3pm	Conclusion

Group	Exercise (a.m)	Exercise (p.m)
Grp 1	Advice to colleagues	Managerial response to a complaint
Grp 2	The complaint process.	Making a complaint
Grp3	The managerial response.	Final exercise available if required.

FWBC TRAINING EXERCISE – BULLYING AND HARASSMENT

Explain the history.

Read any relevant article.

Aim of training:

For staff to fully understand the bullying and harassment policy and its application within FWBC including:

- definitions of bullying and harassment
- ways to respond to bullying and harassment in the workplace
- ways to raise/report bullying and harassment complaints
- procedures for handling complaints
- staff obligations

GROUP EXERCISE – ICE BREAKER

Group	Exercise one
Duration:	30 minutes
Goal:	To fully understand and to be able to advise others on what constitutes and defines bullying and harassment.
Instructions:	<p>Noting that bullying and harassment can be both extremely serious or relatively minor, each person present is asked to record:</p> <ul style="list-style-type: none"> • two examples of bullying from each end of the scale (facilitator records on white board) • two examples of harassment from each end of the scale (facilitator records on white board) • two examples of behaviour that are often perceived to be bullying and harassment but are neither - individual to explain why. (facilitator records on white board) • two examples of unintended bullying and harassment (facilitator records on white board) <p>Going around the room, ask each person to explain their examples.</p> <p>Record on white board and leave for later sessions.</p> <p>If necessary, ask the individual what would make it extreme or minor.</p> <p>Challenge view.</p> <p>[Policy]</p> <p><i>Examples of Bullying and Harassment</i></p> <p>8. <i>The Examples of workplace bullying and harassment include but are not limited to:</i></p> <ul style="list-style-type: none"> 8.1 <i>Overt behaviours – For e.g. physical contact, verbal abuse, intimidation and aggressive behaviours</i> 8.2 <i>Ostracism – For e.g. isolation, exclusion, not acknowledging an individual's presence</i> 8.3 <i>Undermining – For e.g. spreading gossip and rumours, belittling/ derogatory remarks, baseless criticism</i> 8.4 <i>Sabotage – For e.g. withholding information and resources, inappropriate and unfair application of work policies and rules, deliberately withholding important information.</i>
Product:	<p>Response to the following questions:</p> <p>Question 1: What is bullying? (Use examples)</p> <p>[Policy reference]</p> <p><i>Bullying is repeated workplace behaviour that could reasonably be considered to be humiliating, intimidating, threatening or demeaning to an</i></p>

individual or group of individuals.

Question 2: What is harassment? (Use examples)

[Policy reference]

Harassment is behaviour that is unwelcome and unsolicited that a reasonable person would consider offensive, belittling or threatening.

Question 3: How do you differentiate between bullying and harassment? (Use examples)

Question 4: What workplace behaviours involving managers do not constitute bullying and harassment? (Use examples)

[Policy reference]

Behaviours that are not Bullying and Harassment

Examples of behaviours that are not bullying or harassment include:

- 9.1 *Expressing differences of opinion in a constructive and courteous manner*
- 9.2 *Providing constructive and courteous feedback, counselling or advice about work related behaviour or performance*
- 9.3 *Carrying out legitimate or reasonable management decisions or actions, undertaken in a reasonable way and with respect and courtesy*
- 9.4 *Making a complaint about a supervisor's or other employee's conduct, if the complaint is made in a proper and reasonable way*

Question 5: Can bullying be unintended?

[Policy reference]

All Bullying and Harassment can be intended or unintended. Even if the behaviour is not meant deliberately, it can still be bullying and harassment where a reasonable person could conclude that it would humiliate, offend, intimidate or cause a person unnecessary hurt or distress.

G1 – E1 – ADVICE TO COLLEAGUES

Group 1	Exercise one
Duration:	30 minutes preparation time
Goal:	To fully understand an individual's role with regard to bullying and harassment within the workplace.
Instructions:	<p>During the next session, you will need to explain to your colleagues what advice you would give to a colleague who indicated they had been subject to bullying and harassment behaviours including how they can stop the behaviour, report or respond to the issue.</p> <p>In the group you will be required to identify the behaviour as well as the advice you would give.</p> <p>Importantly, your advice is to give them a strategy to cope with the behaviour, to deal with it themselves or how to take it further.</p> <p>You will be questioned about whether your advice is in accord with policy.</p> <ol style="list-style-type: none"> 1. Being yelled at by a manager on a single occasion. 2. Over a significant period of time, not being invited by the manager to go out for a coffee despite their colleagues being given such an invitation, 3. Discovering that you have been dropped off the workplace distribution email list and thereby excluded from information and events. 4. Inappropriately touched on the bottom in the photocopy room by a manager. 5. Inappropriate touched on the bottom in the photocopy room by a colleague. 6. A colleague who does not like the swearing and banter in the workplace and finds the language and derogatory comments particularly offensive but is afraid to raise the issue. 7. Threatened over the phone on one occasion by a legal officer that their investigation will never see the light of day because it is so incompetently done. 8. Same as above but it is now the second occasion. 9. A colleague who tells you they have been bullied but does not want to come forward because they fear their information will be discussed publicly and by the executive. 10. Being denied higher duty relieving opportunities after having conflict with a manager.

	<p>11. Returning from the toilet to find the office empty only to see all the other staff and manager return half an hour later after having coffee, to which you were not invited.</p> <p>12. Finding all your colleagues talking about how great an event was that occurred on the weekend that they attended with your manager and which was circulated on Facebook, of which you were not part and are not friends with them on Facebook.</p> <p>13. A colleague who said that their manager over several supervision sessions has said their performance is poor and that they are going to "<i>performance manage</i>" them when your colleague believes that their performance is good</p> <p>14. A colleague who indicates they are tired of the executive member to whom they report, yelling from their office and demanding action as well as swearing about issues over an extended period of time.</p> <p>15. A colleague who indicates that they are being "<i>baited</i>" by another colleague and had been physically pushed in the tearoom.</p> <p>16. A colleague who has an ethnic background and who says they don't like being called an ethnic slang name by their work colleagues as it upsets them.</p> <p>17. A colleague who indicates they are going to complain about the theme of the Christmas party which is <i>Mexican</i> and staff have been told to wear a sombrero and bring a poncho. The colleague indicates they have Mexican ancestry and the poncho is of cultural significance and the Christmas party denigrates this.</p> <p>18. Repeatedly receiving work back with red pen all over it allegedly correcting mistakes.</p> <p>19. Having your investigation publicly criticised during a team meeting.</p> <p>20. Not being the lead investigator and being told by your manager this is because you are not an "<i>ex-cop</i>".</p> <p>21. Not being recognised for your good work when others are.</p> <p>You will also be asked to identify to your colleagues what the role of a Harassment Contact Officer is and what are the limits on information that person can provide or actions they can undertake?</p>
Product:	A verbal presentation only

G2 – E1 - THE COMPLAINT PROCESS

Group 2	Exercise one
Duration:	30 minutes preparation time
Goal:	To fully understand and to be able to advise others how complaints with regard to bullying and harassment are handled within FWBC.
Instructions:	<p>During the next session, you will need to deliver a presentation to your colleagues which clearly outlines how complaints with regard to bullying and harassment are managed within FWBC.</p> <p>The key points to address will be to differentiate between informal or formal mechanisms.</p> <p>In addition, making it clear to staff that an organization may still commence action against persons accused of bullying others, even when the alleged victim decides to take no further action.</p>
Product:	<p>A 20 minute presentation to colleagues which addresses the following questions:</p> <p>Question 1: How are complaints of bullying and harassment addressed through informal resolution?</p> <p>[Policy reference]</p> <p>Informal Resolution</p> <ol style="list-style-type: none"> 1. <i>Informal processes emphasise resolution rather than factual proof or substantiation of a complaint and allegations will likely remain untested.</i> 2. <i>Employees who believe they are receiving inappropriate treatment should, if possible, approach the person concerned about the behaviour in the first instance.</i> 3. <i>If the behaviour does not cease or the employee is not comfortable with this approach they should seek advice from their supervisor.</i> 4. <i>The supervisor should arrange a meeting with the parties. This could be a simple discussion through to more structured arrangements such as a meeting of the parties facilitated by the supervisor.</i> 5. <i>The meeting should focus on clarifying what is regarded as acceptable behaviour and the steps both parties can take to establish positive working relationships.</i> 6. <i>The outcome of the meeting could be a clearer understanding of the person's concerns, an apology for the inappropriate behaviour, an agreement about future behaviour and improved work practices.</i> 7. <i>If the complaint is of a significant nature or if the employee wants management to address the issue the supervisor should approach HR.</i>

	<p>Question 2: How are complaints of bullying and harassment addressed through formal resolution?</p> <p>[Policy reference]</p> <p>Formal Resolution</p> <ol style="list-style-type: none"> 8. <i>Where informal processes have not been successful or the alleged bullying and harassment is of a serious nature formal methods of resolution may be appropriate.</i> 9. <i>An employee can make a formal bullying and harassment complaint in writing to HR. Complainants are required to articulate the nature of their complaint, the outcome sought and the steps already taken to resolve the issue.</i> 10. <i>Where a formal complaint is made the HR will arrange for preliminary enquiries to be made which may involve an informal or structured formal investigation.</i> 11. <i>Based on these enquiries advice will be provided on the most appropriate action including whether an investigation is required under FWBC <u>Procedures for handling Code of Conduct breaches</u>.</i> 12. <i>Unlike informal processes formal measures will involve factual proof or substantiation of a complaint.</i> <p>Question 3: What determines which process will be adopted when a complaint is received?</p> <p>Question 4: how do we know when a complaint has been resolved?</p> <p>Resolution of the complaint</p> <ol style="list-style-type: none"> 1. <i>Resolution of the complaint means that decisions have been made, appropriate action has been taken and the complaint has been managed with consideration of all parties.</i> 2. <i>Resolution does not require that the complainant or the respondent is satisfied with the result.</i> 3. <i>There are a number of ways in which resolution can be achieved, including formal and informal options:</i> <ol style="list-style-type: none"> 3.1 <i>an informal process emphasises resolution rather than factual proof or substantiation of a complaint. No investigation is carried out to substantiate the claims and the allegations will likely remain untested.</i> 3.2 <i>a formal process will follow the steps outlined in the agency's <u>Guide for Handling Conduct Issues</u>. This process includes considering conducting a preliminary assessment to determine if sufficient information exists to proceed to an investigation under the agency's</i>
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Procedures for handling suspected Code of Conduct breaches.

4. Specific methods of resolving unacceptable behaviour complaints are outlined at Attachment B.
5. When considering the most appropriate resolution process, regard must be given to resolving complaints at the lowest appropriate level.
6. If a complainant does not wish to pursue either course of action, this does not mean that a manager should take no action. Managers should carefully consider whether it might be appropriate to review internal management procedures or perhaps provide training to remind all employees of their general obligations. In addition, the manager should follow up with the employee in the future to check whether their concerns still remain as well as to monitor the relationships that gave rise to the original concern. HR will be able to assist managers in these circumstances.

When considering the most appropriate resolution process, regard must be given to resolving complaints at the lowest appropriate level.

Informal Resolution Options

The aim of an informal approach is to resolve the matter with minimal conflict or distress for all employees. Wherever practicable, consideration should be given to managing a complaint via informal means.

Self-resolution

Any employee who believes they have been treated unacceptably may choose to speak directly with the person(s) who are demonstrating inappropriate behaviour towards them. For this approach to be successful the information should be presented to the other party in a confidential, non-confrontational way with a view to resolving the situation between them. The complainant should focus on why the behaviour is making them feel the way they feel, this will lessen the likelihood that the other party will take the comments as a personal attack.

Supported self-resolution

There may be circumstances where a complainant feels that they are unable to communicate effectively with the respondent. This may be include where the complainant does not feel comfortable having the conversation, is a different APS level, does not have a lot of organisational experience, or where they may fear retribution. In these circumstances it may be useful for the individual to consider their approach by discussing it with a HCO and / or asking for the presence of a third party at the conversation for support. The third party may attend to support the complainant (or the respondent) but does not take an advocacy role or participate in any way.

Apology

In some circumstances the complainant may be satisfied if the respondent acknowledges the alleged unacceptable behaviour and apologises voluntarily. If the complainant is satisfied, and the manager considers the respondent is fully aware that their behaviour was unacceptable and will cease it, then the matter can be finalised and closed with no further action. However depending on the seriousness of the alleged behaviour, the manager can choose to take further informal or formal action, regardless of the apology.

Counselling

It may be determined that the complaint is best resolved by counselling the respondent on the reason the behaviour was unacceptable and directing the respondent not to exhibit that behaviour again. This option is different to a formal warning which is discussed later in this policy.

This option may be appropriate after substantiating the behaviour was unacceptable but it was not serious enough to merit formal action.

Alternate Dispute Resolution

Where appropriate, the manager may utilise alternate dispute resolution methods such as mediation, conciliated discussion or group facilitation as a resolution option. This is a particularly useful method if other resolution options such as self-resolution or supported self-resolution have not worked, or are not appropriate. These types of resolution methods should be conducted by appropriately qualified personnel after consultation with HR.

Other Management Actions

Other management actions include, but are not limited to, behavioural development programs for the respondent, complainant or the workplace. To foster a positive workplace culture, managers should consider assessing whether there are broader issues within the team or area that need to be addressed. These types of actions may be the sole means of resolving the complaint, or in addition to other means. Programs may include such things as:

- *Individual training for the respondent to increase their awareness of what constitutes unacceptable behaviour and the ramifications and the need to change such behaviour patterns.*
- *Interpersonal communication and skills development training for any, or all, parties to a matter.*
- *Group training for the whole workplace on equity and diversity and promoting acceptable workplace behaviours.*

At the conclusion of the informal resolution, the manager should determine whether this approach option has successfully resolved the complaint. If it hasn't been resolved to the satisfaction of the manager, other informal or formal options should be pursued. For example the respondent may have apologised but the manager may deem that the apology is insincere and therefore the

unacceptable behaviour has not been remedied.

Formal Resolution Options

Warnings

It may be determined that the complaint is best resolved by issuing the respondent a written warning detailing the behaviour was unacceptable and directing the respondent not to exhibit that behaviour again. This option may be appropriate after substantiating the behaviour occurred and was unacceptable, deciding counselling alone is insufficient, but considering the behaviour was not serious enough to merit investigation as a potential breach of the APS Code of Conduct. It stands as a warning to the respondent that if they display similar behaviour again in the future other disciplinary action may be taken. This action is considered formal as the warning will be signed by respondent and kept on file for five years.

Disciplinary Action

If a manager decides that the alleged act of unacceptable behaviour is of such a serious nature, it should be referred to the Assistant Director HR to consider whether the matter should be investigated as a potential breach of the APS Code of Conduct. If this is the case, the matter will be handled in accordance with the agency's Procedures for handling suspected Code of Conduct breaches.

Question 5: What records will be kept in relation to bullying and harassment complaints?

[Policy reference]

Record Keeping

13. *For informal complaints a diary note should be recorded, with details of how the employee wanted the matter handled, any action taken and any follow up information.*
14. *For formal complaints detailed records regarding the investigation, findings, recommendations and implementation must be kept. Records of complaints and investigations should be treated confidentially and information should be accessed only a 'need to know' basis.*

G3 – E1 - THE MANAGERIAL RESPONSE

Group 3	Exercise one
Duration:	30 minutes preparation time
Goal:	To fully understand and to be able to advise others how bullying and harassment incidents can be managed and reduced in the workplace?
Instructions:	<p>For the purposes of this exercise, you have been appointed to a new position as a team leader.</p> <p>On your first day, you are advised by a member of staff that the team has suffered severe bullying from the previous manager and that this had been investigated by the organization.</p> <p>The staff member advises that trust in management is at an all-time low and it is possible that some staff members continue to be bullied.</p> <p>The team encourages you to adopt actions which may address any remaining bullying behaviours and certainly create an environment within which staff are confident they will not be bullied and harassed and can trust their supervisor.</p> <p>During the next session, you will need to deliver a presentation to your colleagues which clearly outlines your strategy including actions you would take to achieve your staff member's goal.</p>
Product:	<p>A 20 minute presentation to colleagues which addresses the following questions:</p> <p>Question 1: What am I going to do to build trust in management with my team members?</p> <p>You need to document your actions, identifying the challenges to successful implementation.</p> <p>[In your response, do not hypothesize, nor make statements about trust being important, instead state what you are actually going to do in order to build this trust and safe environment?</p> <p>[Policy reference]</p> <p><i>Supervisors who get the best from their teams inspire a positive workplace culture. Some simple strategies supervisors can use include:</i></p> <p>18.1 <i>Maintaining open and honest communication</i></p> <p>18.2 <i>Ensuring all team members are aware of, and conform with, the agency's expectations of appropriate behaviour</i></p>

	<p>18.3 <i>Setting realistic goals and deadlines, prioritising tasks, sharing work fairly, and setting clear expectations</i></p> <p>18.4 <i>Ensuring staff know their role and have the skills, capabilities, information and training they need to perform to their full potential</i></p> <p>18.5 <i>Encouraging employees to find a good work-life balance</i></p> <p>18.6 <i>Ensuring achievements are recognised and rewarded</i></p> <p>18.7 <i>Providing constructive performance guidance, including regular feedback</i></p> <p>Question 2: How will I establish whether any of my team members continue to be being bullied and/or harassed?</p> <p>Question 3: How will I assess my own behaviour in order to determine whether it is impacting negatively upon staff?</p> <p>Question 4: How do I promise to maintain confidentiality and thereby encourage staff to come to me, but at the same time comply with the requirements of policy which require me under certain circumstances to report various issues?</p>
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LUNCH

EXERCISE 2 - RAISING BULLYING AND HARASSMENT WITH YOUR MANAGER

Group 1	Exercise one
Duration:	30 minutes preparation time
Goal:	Reporting bullying and harassment to your manager.
Instructions:	<p>In this exercise, having identified a bullying and harassing behaviour, you are going to raise it with your manager in order to obtain an outcome.</p> <p>For the purposes of this exercise, each member of the group will be required to do two things.</p> <p>Firstly you will be required to identify certain behaviours and place them in a context which you will need to describe to your peers.</p> <p><u>Task one</u> is to identify two different behaviours that are borderline in terms of whether they constitute bullying and harassment.</p> <p><i>E.g. A raised voice from a Manger towards a staff member.</i></p> <p>Your second task is to place that behaviour in a context which can be read like a story:</p> <p><i>E.g. I was working in the accounting section presented a report to my manager who raised his voice at me indicating "I needed this yesterday!". The manager had never done this in the past and shortly thereafter apologised. I think I am being bullied.</i></p> <p><u>You must not state anything which alerts your colleagues to the fact that this behaviour does not necessarily constitute bullying and harassment, that is for them to determine.</u></p> <p><u>Task two</u> is to identify two behaviours that clearly do constitute a more serious form of bullying and harassment.</p> <p><i>E.g. A manager commences yelling at a subordinate in front of their peers and this has happened on many occasions prior.</i></p> <p>Your second task is to place that behaviour in a context which can be read like a story:</p> <p><i>e.g. I work in the investigations area and yesterday sought advice from legal in regard to closing an investigation and the manager commenced yelling at me stating "You fucking idiot, you can't close this case, my God what are they teaching you now, your just like all the rest".</i></p> <p><i>I was emotionally distraught and was comforted by my colleagues who said "don't worry, he is always like this, you're not the first one to cry".</i></p>

	<p>Task 3 is to determine among your group who will raise which issues that will complicate your manager's response and require them to think of the various policies, welfare needs and outcomes.</p> <p>Such issues might include (you are not limited to this list and I encourage you to think of the many human complexities that impact upon such matters and behaviours):</p> <ul style="list-style-type: none"> • <i>I want to ensure the behaviour stops but want to maintain anonymity.</i> • <i>When I was bullied, one of the executive managers was present and laughed as well.</i> • <i>I'm only reporting it so you have a record but I don't want you to do anything.</i> • <i>I need to confess that at one stage we were lovers but I've broken it off.</i> • <i>I don't accept the decision you made and want to appeal it.</i> <p>Task 4 is for <u>each of you</u> at the facilitators requests to present one set of facts to a manager (opposing group) who will question you and determine how to respond.</p> <p>In outlining the circumstances of each particular matter, ensure that the situation is such that they represent both minor and major forms of bullying and harassment and also that they reflect an opportunity for the manager to determine whether formal or informal resolution is appropriate.</p>
Product:	A presentation to colleagues which provides examples of bullying and harassment and also behaviours that do not constitute such a description (albeit they have been identified as such by an individual) as well as placing those behaviours in a context.

G2 – E2 - MANAGERIAL RESPONSE

Group 1	Exercise one
Duration:	30minutes preparation time
Goal:	To fully understand how an organisation responds to complaints with regard to bullying and harassment and the type of information required by both the reporter and the person responsible for managing the issue?
Instructions:	<p>The purposes of this exercise, you are a team leader and responsible for a team of staff within FWBC.</p> <p>In the next presentation, staff are going to report to you that they have been subject to bullying and harassment.</p> <p>Your role will be to respond to the individual raising the concern by asking relevant questions in order for you to determine how to progress the matter (formal or informal resolution).</p> <p>You will need to develop a series of questions that can be asked of the individual to determine how the matter should proceed.</p> <p>Issues you might like to consider include :[this is not the comprehensive list]</p> <ul style="list-style-type: none"> • <i>Does the behaviour constitute bullying and harassment?</i> • <i>Does it fit within the policy?</i> • <i>Is it one that either formal or informal resolution can be applied?</i> • <i>What records should the individual have kept?</i> • <i>How will I prove this one way or the other?</i> • <i>How do I manage staff welfare?</i>
Product:	<p>A list of questions that you might ask someone who is reporting being the subject of bullying and harassment.</p> <p>A response to the bullying and harassment complaint made by a staff member to you as part of the presentation.</p> <p>A verbal presentation on the outcome of your meeting with the complainant.</p>

E3 - PARLIAMENTARY INQUIRY RESPONSE – TIME PERMITTING

Group 1	Exercise one
Duration:	15 minutes preparation time
Goal:	To understand how the organisation has responded to bullying and harassment and whether it is enough?
Instructions:	<p>For the purposes of this exercise, you are a member of the Executive of FWBC.</p> <p>You have been advised that a parliamentary enquiry has been established to investigate bullying and harassment within your organisation.</p> <p>You have been given a 10 minute opportunity to appear before the parliamentary enquiry to present on why bullying and harassment is not endemic within your organisation and how the organisation has taken positive steps to address bullying and harassment issues in the past.</p> <p>You need to include comment on what might be done better by the organisation, what strategies it might adopt to improve its response to this issue.</p>
Product:	A presentation to your colleagues setting out your response to the above question.

CLOSE OF PROGRAM

From: david madden <@bigpond.net.au>
Sent: Wednesday 19 November 2014 10:54 AM
To:
Subject: RE: Preparation for Bullying and Harassment Training [SEC=UNCLASSIFIED]

Hi yesterday went well.

It was a good talkative group.

I never saw any evaluations so assumed you were doing those by email till I read the below.

Was there something I should have done?

Training went till about 2.45 which worked out well.

Onwards to next group.

Dave

From: [mailto: @fwbc.gov.au]
Sent: Wednesday, 19 November 2014 9:37 AM
To:
Cc: david madden
Subject: FW: Preparation for Bullying and Harassment Training [SEC=UNCLASSIFIED]

Thanks David Madden is the presenter.

Dave – please see below the process for accessing our Sydney office.

Regards,

From:
Sent: Tuesday, 18 November 2014 9:01 AM
To:
Subject: RE: Preparation for Bullying and Harassment Training [SEC=UNCLASSIFIED]

Hi

I can ask Sydney staff to bring their desk name plates to the training. I will create the desk name plates for interstate staff.

Ok will do.

What is the presenter's name? Would you please let them know to ask Security on ground floor to give them access to level 11.

When Security is not there, they can contact (he is in the office from 8am) or myself (I am in from 8.30am).

Thanks

From: ,
Sent: Tuesday, 18 November 2014 8:11 AM
To:
Subject: Preparation for Bullying and Harassment Training [SEC=UNCLASSIFIED]

Hi

In preparation for next week's training, if the attached template could be used to generate nameplates for the below attendees:

	24/11/2014
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	26/11/2014

Please also have all attendees sign the attendance list and if you could print evaluations for the presenter to give to participants.

The presenter will also require:

- A whiteboard
- Butchers paper
- Markers/pens to write with

Let me know if you have any questions.

Thanks again for your help,

Important:

This transmission is intended for the use of the addressee and may contain confidential, protected or legally privileged information. If you are not the intended recipient you must not review, copy, disseminate, disclose to others, or take action in reliance of any material contained within this email. If you have received this transmission in error, please notify me immediately by return email and delete all copies of this transmission together with any attachments.

From: david madden <@bigpond.net.au>
Sent: Thursday, 27 November 2014 12:54 PM
To:
Subject: RE: Preparation for Bullying and Harassment Training [SEC=UNCLASSIFIED]

Hi

Sydney went well - no real surprises given what I found in the review.

. had the evaluations from the first day and although she was not present for the second, I had collect them without me seeing their content and give them to along with attendance list.

Perth is fine, I wont need access till just before 9am.

I will ask for

I have decided to not use staff in the session so no additional people are required.

It all goes well at present.

Did you confirm he Melbourne dates?

Dave

From: [mailto: @fwbc.gov.au]
Sent: Thursday, 27 November 2014 9:12 AM
To: david madden
Subject: FW: Preparation for Bullying and Harassment Training [SEC=UNCLASSIFIED]

Hi Dave,

How did the Sydney sessions go?

Please see below details re accessing the Perth office.

Also, with the team leader/manager sessions starting, do you need staff volunteers? If so, how many, how long for etc?

Regards,

From:
Sent: Wednesday, 26 November 2014 12:35 PM
To:
Subject: RE: Preparation for Bullying and Harassment Training [SEC=UNCLASSIFIED]

Hi

The facilitator will not be able to access level 9 until 8am and I'd suggest that he/she ask for or when they arrive.

Please note that all doors on level 9 require swipe access (including access from tenant area to the toilets) so I will leave a temporary access card with _____ for all to use when attending the course. Unfortunately I only have one available as _____ has taken two with her back to Melbourne and advised that she will post them back- not sure if this will be received before Friday.

Hope this helps, let me know if you require further information.

Regards,

From:
Sent: Wednesday, 26 November 2014 6:16 AM
To:
Subject: RE: Preparation for Bullying and Harassment Training [SEC=UNCLASSIFIED]

Hi

Are there any special instructions that the facilitator needs to be aware of to access the building? Or who to ask for?

Regards,

From:
Sent: Tuesday, 25 November 2014 4:43 PM
To:
Subject: RE: Preparation for Bullying and Harassment Training [SEC=UNCLASSIFIED]

Hi

This has all been completed and is ready for next weeks training.

Regards,

From:
Sent: Tuesday, 25 November 2014 1:07 PM
To:
Subject: Preparation for Bullying and Harassment Training [SEC=UNCLASSIFIED]

Hi

In preparation for next week's training, if the attached template could be used to generate nameplates for the below attendees:

Please also have all attendees sign the attendance list and if you could print evaluations for the presenter to give to participants.

The presenter will also require:

- A whiteboard
- Butchers paper
- Markers/pens to write with

Let me know if you have any questions.

Thanks again for your help,

Important:

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From: David Madden <@bigpond.net.au>
Sent: Tuesday, 2 December 2014 12:26 AM
To:
Subject: Training

Hi just waiting at the airport for the red eye to travel from Perth to Sydney.

Training went well in Perth , I left attendance and survey with one of the staff (Christian name , but surname eludes me at this time) to send to you.

Wednesday is managers in Sydney and then Brisbane staff on Friday.

I left a telepehone message for you re melbourne training but can ring you after I have a sleep tomorrow.

Dave

Sent from my iPad

From: david madden <
Sent: Wednesday, 21 January 2015 6:53 AM
To:
Subject: Proposal
Attachments: FWBC Leadership Training Proposal.docx

Hi

Please find attached a draft proposal for consideration.

I am away for the next three days on an investigation but will be available on email.

Happy to discuss and negotiate.

David Madden
Investigator
dbm independent consultants

From: David Madden <@bigpond.net.au>
Sent: Friday, 23 January 2015 2:36 PM
To:
Subject: Re: B & H Training [SEC=UNCLASSIFIED]

Hi

Available both days.

Dave

Sent from my iPad

On 23 Jan 2015, at 10:08 am, <@fwbc.gov.au> wrote:

Hi Dave,

I've just had confirmation that our Exec Board meeting will take place in Melbourne on Tuesday, 10th February. Can you confirm availability for that date? Also, I would like to propose that the make up session for staff/managers would be held on Wednesday, 11th February. Would it be possible to combine the session for the make up? Also, would you be available for the 11th Feb?

Regards,

Fair Work Building & Construction

Tel

Level 2, 553 St Kilda Road, Melbourne, VIC, 3004

Important:

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From: David Madden <@bigpond.net.au>
Sent: Friday, 23 January 2015 2:36 PM
To:
Subject: Re: B & H Training [SEC=UNCLASSIFIED]

Sorry, meant to add the session on 11 can be a combined one. No probs.

Dave

Sent from my iPad

On 23 Jan 2015, at 10:08 am, <@fwbc.gov.au> wrote:

Hi Dave,

I've just had confirmation that our Exec Board meeting will take place in Melbourne on Tuesday, 10th February. Can you confirm availability for that date? Also, I would like to propose that the make up session for staff/managers would be held on Wednesday, 11th February. Would it be possible to combine the session for the make up? Also, would you be available for the 11th Feb?

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From: david madden <3@bigpond.net.au>
Sent: Monday, 16 March 2015 1:52 PM
To:
Subject: Inquiry

Hi

CC:

I know the training room has a projector on the ceiling.

From memory, I also think that the control panel is at the back on the right?

Is it possible to establish whether the control panel will take a HDMI input?

If it does, what is the distance in metres between the control panel input and the table in the adjoining room?

Its possible I can run a camera I have with a mini hdmi output to the projector and get simultaneous broadcast.

Can you let me know in due course.

David Madden
Investigator
dbm independent consultants

From: david madden <@bigpond.net.au>
Sent: Tuesday, 17 March 2015 6:45 PM
To:
Subject: RE: Inquiry [SEC=UNCLASSIFIED]

Hi , just got your message.

Will call tomorrow.

I am looking at ustream as an option.

I have a special camera that can send remote vision via wifi and ustream may capture it.

I will call you and discuss tomorrow.

dave

From: [mailto: @fwbc.gov.au]
Sent: Tuesday, 17 March 2015 11:11 AM
To: david madden;
Subject: RE: Inquiry [SEC=UNCLASSIFIED]

UNCLASSIFIED

Hi Dave,

I can confirm that we have an HDMI input in the training room. This will allow you to project your camera onto the screen.

The length of cabling required to reach the off shoot room would be approx. 10 metres.

Happy to field any further questions.

Regards,

From: david madden [mailto: @bigpond.net.au]
Sent: Monday, 16 March 2015 1:52 PM
To:
Subject: Inquiry

Hi.

CC:

I know the training room has a projector on the ceiling.

From memory, I also think that the control panel is at the back on the right?

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David Madden
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From: david madden <@bigpond.net.au>
Sent: Wednesday, 18 March 2015 10:58 AM
To:
Subject: Proposed
Attachments: Leadership program final2.docx

Hi

Please find attached draft course program.

The third day final session can be either the problem presentation or presentation to executive member.

I would suggest using it as problem presentation and encourage Nigel to speak with each participant when he travels around as that means we maximise out time with the participants..

I am currently completing 360 assessment document and also preparing exercises.

David Madden
Investigator
dbm independent consultants

Pre-course activity:

Prior to attending Melbourne each potential will:

1. Complete 360 degree self-assessment on- line.
2. Prepare a ten minute presentation on a specific work problem within their area of FWBC outlining the issue, factors, analysis and that proposed solution that they will adopt.
3. Prepare a five minute presentation on a statement or issue identified by facilitators one week prior e.g *“Good leadership is not good management”*.

Time	Tuesday	Wednesday	Thursday
9 a.m. to 10:30 a.m.	<p>Course Opening/Introductions.</p> <p>Aims of Course</p> <p>Expected Outcomes</p> <p>Course Content</p> <p>Emphasis on the role of <i>“critical review”</i> and how it will be managed throughout program. Every aspect of their performance and presentation during course will be critiqued. This enhances their capacity to critique others and to understand its impact.</p>	<p>Re-cap of previous day</p> <p>Individual participant presentation 6 & 7. “Topics to be determined”.</p> <p>Problem solving: <i>“When unsolved problems become conflict”.</i></p> <p>Discussion requiring participants to identify problems in their workplaces that when left unchecked resulted in conflict.</p>	<p>Integrity and accountability in leadership</p> <p>Exercise six – Integrity scenario and discussion.</p> <p>Can you come back and lead after losing the respect of your team for integrity breaches?</p> <p>What is leadership integrity?</p> <p>“Walking the talk”</p>
10:30am –	<p>Exercise one - Identifying leadership traits. Group exercise</p> <p>Individual participant presentation 1¹.</p>	<p>Problem-solving and understanding emotional intelligence</p> <p>Exercise three – Problem Solving &</p>	<p>Teambuilding</p> <p>Exercise seven – Creating a performing team.</p>

¹ *Individual participant presentation* refers to each person being required to present to the group their response to an issue or statement/belief which will be provided to them prior to the course opening. They will present and argue their point and then will be critiqued by course participants on presentation, strength of argument and style. This will be in addition to 1 minute presentations given by each participant without notice on a prescribed topic. The aim is to build their capacity to present and to think quickly about any particular issue and be able to speak on that issue.

12md		<p>emotional intelligence</p> <p>Group exercise involving problem-solving and understanding emotional intelligence on the process.</p> <p>Individual participant presentation 8 & 9. "Topics to be determined".</p>	Scenario and group exercise.
<p>Lunch</p> <p>**** Note: during lunch period each course participant will individually meet with course facilitators and be provided results of 360 degree feedback and given opportunity to ask questions etc.</p>			
1pm – 2pm	<p>Leadership Theories versus Realities <i>Is there a single model to follow?</i></p> <p>In this session, participants take the outcomes of the morning session and begin to think about their own style of leadership e.g situational, visionary etc.</p> <p>Individual participant presentation 2. "Topic to be determined".</p>	<p>Problem solving continued:</p> <p>Exercise four – Problem Solving & emotional intelligence</p> <p>Second group exercise involving problem-solving and understanding emotional intelligence on the process.</p> <p>Individual participant presentation 10 & 11. "Topics to be determined".</p>	<p>FWBC Scenario exercise – Stage 3</p> <p>Stage 3 presentations to group with critique.</p>
2p.m. –	<p>Communication and the art of listening. Medium to suit message.</p> <p>Exercise two – The art of listening Group exercise.</p>	<p>Coaching – It isn't easy!</p> <p>Exercise five – Coaching for change</p>	<p>Presentation of participants plan for addressing workplace problem through the application of effective leadership on their part.</p>

3pm	<p>Individual participant presentation 3. "Topic to be determined".</p>	<p>Group exercise</p> <p>Individual participant presentation 12 & 13. "Topics to be determined".</p>	<p>In 10 minute segments participants present their problem, proposal and receive feedback from course participants.</p> <p>Key questions:</p> <ul style="list-style-type: none"> • How will I know if successful? • What will it take on my part to make it happen? <p>CLOSURE</p>
3pm - 5.30pm	<p>FWBC Scenario exercise – Stage 1</p> <p>Hand out of FWBC Scenario.</p> <p>Allow time for reading.</p> <p>Allocate staff to small groups to analyse the leadership issues/problems.</p> <p>Groups will then present their stage 1 analysis to group for consideration and critique.</p> <p>Individual participant presentation 4 and 5. "Topics to be determined".</p>	<p>FWBC Scenario exercise – Stage 2</p> <p>Hand out stage 2 information and in small work groups (different groups) analyse issues and prepare response for presentation to group.</p> <p>Present.</p> <p>Hand out stage 3 information and in small work groups (different groups) analyse issues and prepare response for presentation to group the following day (will require out of session consideration).</p> <p>Individual participant presentation 14 & 15. "Topics to be determined".</p>	<p>CLOSURE OR</p> <p>Reflection and development of personal action plan for leadership strategies to be presented to Director/representative. Individual workplace problem presentation</p> <p>For participants with Director or representative:</p> <p>What is my style of leadership?</p> <ul style="list-style-type: none"> • <i>What do I bring to the agency?</i> • <i>What do I want to change to improve my approach?</i> • <i>How will you know if it's working?</i> <p>CLOSURE</p>

Post course work:

Participants will complete a project brief with regard to their problem and submit it for review and assessment.

From: david madden <@bigpond.net.au>
Sent: Tuesday, 24 March 2015 4:05 PM
To:
Subject: RE: Course Update [SEC=UNCLASSIFIED]

Hi.

I am just testing the survey and will send to you the instructions et cetera for review before the end of the week with a view to distributing them all on Monday.

I am wondering whether in terms of the 360° feedback and any kickback from staff who argue that management doesn't do such a thing, whether we should make it a voluntary but then encourage staff and stress the issue of confidentiality.

That way we reduce any anxiety of staff believing we have forced an assessment on them but would encourage them to take part.

Food for thought but I will get the other documents to you before the end of the week.

dave

From: [mailto: @fwbc.gov.au](mailto:mailto:@fwbc.gov.au)
Sent: Tuesday, 24 March 2015 11:51 AM
To: Dave Madden
Cc:
Subject: Course Update [SEC=UNCLASSIFIED]

UNCLASSIFIED

Hi Dave,

Hope all is well.

By way of an update, participants have been sent their invitation for 28 – 30 April that has, along with the logistical information included the following:

There are three phases of learning for this module.

Phase 1 –Initial Preparation Stage - candidates will, as part of this phase, undertake a series of exercises prior to attending the group learning sessions.

Phase 2 - Group Learning Phase - candidates will attend a central location (Melbourne) and over a three day period undertake an educational program comprising a number of modules and exercises delivered by the external facilitator, some of which are completed in tandem with FWBC staff.

Phase 3 - Post group learning analysis and personal evaluation - The final phase involves the candidate completing various tasks identified as a consequence of his/her performance and demonstrated capacity shown throughout the earlier phases.

The facilitator will be in contact with you in the near future to provide more information on Phase 1.

Being mindful that the training is just over a month away and the feedback from our previous course re pre-course work, when do you propose to send out the information regarding Phase 1? If you could also confirm the information that you require about each participant.

Regards,

Fair Work Building & Construction
Tel
GPO Box 9927, Melbourne, Victoria, 3001

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From: david madden < }@bigpond.net.au>
Sent: Friday, 27 March 2015 11:00 AM
To:
Subject: Leadership
Attachments: FWBC participant instructions.docx; FWBC 360 LEADER ASSESSMENT TOOL for assessor.docx

Hi

Please find attached a couple of documents that I would seek your comment on prior to me distributing.

The first is the instructions for participants which outlines what it is they need to do prior to attending the programme.

The important element of that is that in the words I have used, participating in the 360° assessment is voluntary. The reason I have done this is to stop any outrage or condemnation given that even managers don't undertake such a program. I'm trying to encourage those to do it and to do so in a supportive and confidential environment but I'm conscious that if we push and force them to do it there may be a rebellion.

I would seek your comments on the words I have used and any comment before I send it out hopefully on Monday. I need the participants names and email addresses to do this.

The second document is the 360° assessment document which will be sent out to those persons nominated by the individual participant and a similar one to the actual participant to allow them to rate themselves. I am just keen to ensure that I have addressed the key skills or competencies that you would want the dress in such programs.

Your comments are valuable and once received, I shall complete the documents and send out to the names you identify.

Have a happy and safe weekend.

Dave

David Madden
Investigator
dbm independent consultants

INSTRUCTIONS FOR FWBC LEADERS PROGRAM

“FIXING TOMMOROWS PROBLEMS TODAY”

Congratulations on your successful appointment to the Leaders program. The facilitators all look forward to spending time with you during the three-day program.

The program is packed with opportunities to engage individually and collectively in exercises that are aimed at improving your leadership skills.

The notion is that the program will challenge but simultaneously excite you about being able to identify ways you can further develop your leadership ability outside of the program restraints.

There are three specific pre-programme activities that you need to prepare for. These include:

1. Preparing a five minute presentation on a specific issue which will be identified by the facilitators approximately 2 weeks prior to the program commencing (you will receive email notification of the issue). This will require you to present to the group your views or arguments on a particular issue in an effort to expand the group understanding of the concept you are examining but also requires you to think about your communication style, presentation skills and capacity to influence. The issue may simply be a statement such as *“in a democracy there is no place for leaders”* and you will be expected to argue for or against the issue and expand the group’s knowledge base in regard to the topic.

2. Preparing a ten minute presentation (verbal with accompanying documentation) which you will be required to present to other course members in regards to a specific problem that needs to be addressed within your workplace. Your presentation will require you to outline the problem in a clear analytical manner and to identify the strategy you intend adopting in order to address the problem. The various challenges, risks and opportunities that present themselves should also be outlined. Upon completion of your presentation, other members will be invited to comment on it and where possible, identify further opportunities for you to pursue. The problem should be one that can be addressed from your position in the organisation and you need to state clearly:
 - what is the problem?
 - how does it manifest itself in the workplace?
 - what are my options to address the problem?
 - which is the favoured option?
 - how would I know if I was successful in addressing the problem?
 - what outcomes/benefits would you expect for the organisation?

Before commencing the preparation of the presentation, you need to briefly outline the problem in a document and forward it to Mr

Tel _____ -; _____ [@fwbc.gov.au](mailto:_____@fwbc.gov.au) who has the responsibility of approving your chosen topic for presentation.

Part of his review will be to determine whether it is a project or problem that is applicable to your particular work area and one that requires resolution or is capable of resolution by someone in your position.

3. The final pre-programme requirement is the opportunity for you to engage in a 360° assessment of your leadership skills and competencies.

The aim of this task is to allow others with whom you work and whom you identify, to provide a confidential assessment of your work performance with regard to a number of key leadership skills and competencies. The information collected from the various responses will be collated and provided to you confidentially during the program by the facilitators.

You will be provided a summary of the collated responses in order for you to develop your own leadership development plan. The responses by the various assessors identified by you will be destroyed and no copy will be kept by the organisation of those responses or the collated document. Once destroyed, the information contained in the collated document cannot therefore be used as part of any future promotion or other human resource process.

In order for the 360° process to commence, we require you to identify four individuals with whom you work and whom you believe could provide a fair appraisal of your leadership skill and competence. The four should be made up of a manager, a peer and two staff members.

It would greatly assist the process if you could as a matter of urgency (and prior to the 2 April 2015) provide your identified list of persons whom you would like to complete the assessment of yourself using the table below.

Position	email address
Manager	
Peer.	
Staff member 1	
Staff member 2	

During the course you will have the opportunity to sit with the facilitators to discuss the assessment as well as the project and presentation.

If you object to the conduct of a 360° feedback plan and do not wish to take part, you may exercise the option of not undertaking this aspect of the program. For that reason, it is considered a voluntary aspect of the program however the facilitators strongly encourage you to take part and emphasise that the process would provide

you a very good understanding of your own leadership and management style in a safe environment where confidentiality would be maintained. It presents as a significant opportunity for you to take part in an exercise that promote your own development. If you decline to take part, it would be appreciated if you could advise the facilitator of your decision.

Equally, the facilitator is available for discussion on this issue if you so choose.

Returning to general issues, the program is very much exercise based and the learning will come from the discussions that are associated with the various exercises.

You will need to contribute as it is contribution that results in learning.

Attached to this email is your own assessment document whereby we seek your view of your own competence. This is an important aspect of the process for it allows us to understand where you believe your strengths and weaknesses lie as compared to the views of others.

Having provided the facilitators the list of staff you wish to participate in this 360° process, it would also be of assistance if you could complete your own assessment as soon as possible (within the next 10 days) and return it to the independent facilitator David Madden by email at David.Madden@bigpond.net.au in order to have your personalised assessment prepared.

The various activities described above all need to be completed prior to the commencement of the course and we all look forward to seeing you there.

If you have any enquiries about program content please direct them to David Madden or in relation to FWBC activities or issues, David.Madden@bigpond.net.au or [0894777777](tel:0894777777).

So in summary, you need to:

1. identify the project you wish to undertake and send it to David.Madden@bigpond.net.au for approval and then prepare the presentation,
2. identify the four persons who will take part in the 360° feedback process and provide those names to the facilitator,
3. complete your own assessment and return it to the facilitator,
4. be prepared to receive in due course the topic for the quick presentation.

See you in May and please call if you have any questions.

FWBC LEADERS PROGRAM – PERSONAL ASSESSMENT

ASSESSOR INSTRUCTIONS

As a part of the ongoing development of its staff, FWBC has committed to developing its current and future leaders through a structured leadership program.

One of the key elements of the program is the opportunity for each participant to be assessed as part of a 360° feedback program.

Each of the participants of the program was asked to identify a manager, a peer and two staff members from whom information would be sought about that participant in relation to various qualities and skills and particularly leadership competencies and role responsibilities.

You have been nominated by the participant whose name appears at the top of this page as a person from whom they would seek feedback.

The information collected from the various responses will be confidentially provided to the participant in a combined report format to assist them in preparing a future development plan.

The information you provide will not be discernible from that provided by others in that no identifying characteristic will be included.

Your specific response will be destroyed after collation. The collated document will be provided to the individual only and will not be kept by the agency for any purpose, nor will the information contained in the collated document be used as part of any future promotion or other human resource process.

The collated document will be handed to the individual by the program facilitators who will discuss the results with that person.

Accordingly, I would ask that you complete the attached survey by recording honestly a response based on your own experience of working with the particular individual during the last 12 months.

You should not speak to the participant about your involvement, nor provide any indication to them of how you may have responded to the various questions.

In each of the skill areas, a set of statements is provided to which you are asked to indicate the extent to which you believe the participant requires upskilling or is competent. Your response should be recorded by making a mark in the relevant box. In the example provided below, the respondent has indicated that they believe the person being assessed "could benefit from development" in relation to listening and responding.

1. Communication Skills	Needs Significant Improvement 1	2	Could Benefit from Development 3	4	Capable and Effective 5	6	Role Model 7
1.1 An effective listener who is responsive to information needs.			XX				

It would be appreciated if you could now complete the document by recording a mark in the relevant box before returning it to the facilitator by way of email. You will receive an acknowledgement of the return of the document but no further feedback. Please do not discuss this with the participant.

Any questions should be directed to the facilitator David Madden at @bigpond.net.au

Thank you.

1. Communication Skills	Needs Significant Improvement 1	2	Could Benefit from Development 3	4	Capable and Effective 5	6	Role Model 7
1.1 An effective listener who is responsive to information needs.							
1.2 Chooses the communication medium (ie. email, voice mail, memo, project document) that reflects the needs of the content (ie. urgency, confidentiality, content scope).							
1.3 Communicates effectively with all levels of the organization.							
1.4 Delivers difficult/sensitive messages to co-workers in an appropriate manner.							
2. Personality	Needs Significant Improvement 1	2	Could Benefit from Development 3	4	Capable and Effective 5	6	Role Model 7
2.1 Builds open and trusting relationships.							
2.2 Treats all people fairly and with respect.							
2.3 Demonstrates empathy for the impact of change on people and processes							
2.4 Maintains self-control in conversations.							
2.5 Deals with difficult situations calmly and confidently.							
2.6 Contributes to a positive and fun work environment.							
3. Teamwork	Needs Significant Improvement 1	2	Could Benefit from Development 3	4	Capable and Effective 5	6	Role Model 7
3.1 Is an effective team player.							
3.2 Builds consensus and shares relevant information.							
3.3 Encourages teamwork and collaboration.							
3.4 Models excellent team behaviour; recognizes "out-of-bounds" behaviour and addresses as appropriate.							
3.5 Has a personal understanding of what's going on "on the floor".							
4. Conflict Management	Needs Significant Improvement 1	2	Could Benefit from Development 3	4	Capable and Effective 5	6	Role Model 7
4.1 Facilitates conflict resolution discussions between individuals or teams.							
4.2 Identifies and takes steps to prevent potential confrontations.							
4.3 Tries to understand others' point of view before making judgments.							
4.4 Helps employees to think through alternative ways to resolve conflict situations.							
5. Interpersonal Skills	Needs Significant Improvement 1	2	Could Benefit from Development 3	4	Capable and Effective 5	6	Role Model 7
5.1 Uses tact, compassion, and sensitivity in interactions with others.							
5.2 Creates an atmosphere that supports the open expression of ideas.							

5.3 Values the opinions of others.							
5.4 Demonstrates an understanding of other points of view.							
5.5 Is open and approachable.							
5.6 Defuses hostile/angry individuals in group settings to prevent disruption of work.							
5.7 Positively impacts his/her team's morale, sense of belonging, and participation.							
6. Leadership	Needs Significant Improvement 1	2	Could Benefit from Development 3	4	Capable and Effective 5	6	Role Model 7
6.1 Communicates calmly and honestly with co-workers, customers, and supervisors, even when stressed.							
6.2 Motivates and challenges employees to attain a shared vision.							
6.3 Provides appropriate recognition to employees for good performance.							
6.4 Demonstrates effective leadership talent and skills.							
6.5 Critiques own performance as a means of self-improvement and initiates self-development activities							
6.6 Sets a positive example admired by others.							
7. Integrity	Needs Significant Improvement 1	2	Could Benefit from Development 3	4	Capable and Effective 5	6	Role Model 7
7.1 Maintains high ethical standards.							
7.2 Demonstrates congruence between statements and actions.							
7.3 Builds and maintains the trust of others.							
7.4 Takes care to maintain confidential information.							
7.5 Is a person I trust							

Final Comments

When you enter text comments into the boxes below, please focus your comments on work behaviours and styles. The comments that you record will be viewed by the individual receiving the feedback. Do not enter personal information about yourself unless you want this individual to know you are the author of these comments. In the spaces provided below, please type in any comments/feedback that are relevant to the development of the assessed person.

1. General Comments:

2. Suggestion for Development:

3. What three characteristics of this individual do you ADMIRE MOST?

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There are three specific pre-programme activities that you need to prepare for. These include:

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2. Preparing a ten minute presentation (verbal with accompanying documentation) which you will be required to present to other course members in regards to a specific problem that needs to be addressed within your workplace. Your presentation will require you to outline the problem in a clear analytical manner and to identify the strategy you intend adopting in order to address the problem. The various challenges, risks and opportunities that present themselves should also be outlined. Upon completion of your presentation, other members will be invited to comment on it and where possible, identify further opportunities for you to pursue. The problem should be one that can be addressed from your position in the organisation and you need to state clearly:
 - what is the problem?
 - how does it manifest itself in the workplace?
 - what are my options to address the problem?
 - which is the favoured option?
 - how would I know if I was successful in addressing the problem?
 - what outcomes/benefits would you expect for the organisation?

Before commencing the preparation of the presentation, you need to briefly outline the problem in a document and forward it to Learning and Development for approval

by Murray Gregor, Executive Sponsor of the Leadership Program. Murray will consult with the relevant SES to ensure it is applicable. He will determine whether it is a project or problem that is applicable to your particular work area and one that requires resolution or is capable of resolution by someone in your position. The submissions should be forwarded a.s.a.p to: learninganddevelopment@fwbc.gov.au

3. The final pre-programme requirement is the opportunity for you to engage in a 360° assessment of your leadership skills and competencies.

The aim of this task is to allow others with whom you work (and who have been identified by your supervisor) to provide a confidential assessment of your work performance with regard to a number of key leadership skills and competencies. You will also assess your own leadership capacity with a comparison between your own assessment and the combined assessment of others. The information collected from the various responses will be collated and provided to you confidentially by the facilitators during the program.

Your supervisor, a peer and two of your staff members will take part in the assessment process (the latter three being chosen by your supervisor).

You will be provided a summary of the collated responses in order for you to develop your own leadership development plan. The responses by the various assessors will be destroyed and no copy will be kept by the organisation of those responses or the collated document. Once destroyed, the information contained in the collated document cannot therefore be used as part of any future promotion or other human resource process.

During the course you will have the opportunity to sit with the facilitators to discuss the assessment as well as the project and presentation.

This process presents as a significant opportunity for you to take part in an exercise that promote your own development.

Returning to general issues, the program is very much exercise based and the learning will come from the discussions that are associated with the various exercises.

You will need to contribute as it is contribution that results in learning.

Attached to this email is your own assessment document whereby we seek your view of your own competence. This is an important aspect of the process for it allows us to understand where you believe your strengths and weaknesses lie as compared to the views of others.

Having provided the facilitators the list of staff you wish to participate in this 360° process, it would also be of assistance if you could complete your own assessment as soon as possible (within the next 10 days) and return it to the independent facilitator David Madden by email at David.Madden@fwbc.gov.au in order to have your personalised assessment prepared.

The various activities described above all need to be completed prior to the commencement of the course and we all look forward to seeing you there.

If you have any enquiries about program content please direct them to David Madden or in relation to FWBC activities or issues, - or

So in summary, you need to:

1. identify the project you wish to undertake and send it to learninganddevelopment@fwbc.gov.au for approval and then prepare the presentation,
2. complete your own 360 assessment and return it to the facilitator,
3. be prepared to receive in due course the topic for the quick presentation.

See you in May and please call if you have any questions.