Magill College Pty Ltd Trading as Magill College Sydney
ABN: 67 090 050 990
CRICOS Provider Code: 01994M RTO No: 91367
Tel: (+61 2) 8061 6980 Fax: (+61 2) 9267 1711 www.magill.edu.au

BSB42415 Certificate IV in Marketing and Communication

Record of Assessment Outcome

Unit of Competency:	**BSBLDR402 – Lead effective workplace relationships**		
Student Name:			
Student ID Number:			
Assessor Name:			
Term and Year:			
The student has successfully completed the following assessment task(s):		**Yes**	**No**
Assessment 1	Portfolio of Activities	☐	☐
Assessment 2	Questioning	☐	☐
Assessment 3	Written Report	☐	☐
Overall, the student was assessed as:			
Competent ☐	**Not Yet Competent** ☐		
Did the student meet the criteria for the following elements of competency?		**Yes**	**No**
1. Collect, analyse and communicate information and ideas		☐	☐
2. Develop trust and confidence as leader		☐	☐
3. Develop and maintain networks and relationships		☐	☐
4. Manage difficulties into positive outcomes		☐	☐
The student requires the following skill(s) development before re-assessment:			
Feedback to student on overall performance during assessment:			
The student has been provided with feedback and informed of the assessment result and the reasons for the decision.			
Assessor Name:			
Assessor Signature:		**Date:**	
I have been provided with feedback on the evidence I have provided. I have been informed of the assessment result and the reasons for the decision.			
Student Name:			
Student Signature:		**Date:**	

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BSB42415 – Certificate IV in Marketing and Communication

BSBLDR402 – Lead effective workplace relationships

Assessment 1 – Portfolio of Activities

Submission Details				
Student ID Number:				
Student Name:				
Assessor Name:				
Due date:				
Student Declaration:	By signing this declaration, I certify that: • The assessment work is my own work; • All sources and materials have been acknowledged where required; • I have not copied or plagiarized in any way materials of another person or work of a fellow student and referenced all sources of information.			
Student Signature:				
Assessment Result Details				
Result:	**Satisfactory**		**Not Satisfactory**	
Feedback to Student:				
Student Declaration:	I have been provided with feedback on my assessment performance/result from Magill College Sydney assessor.			
Student Signature:				
Assessor Signature:				
Date:				

Submission details

The assessment task is due on the date specified by your assessor. Any variation to this arrangement must be approved in writing by your assessor. Submit this document with any required evidence attached. See specifications below for details.

Performance objective

For this task, you will demonstrate the skills and knowledge to collect, analyse and communicate information and ideas and develop trust and confidence as a leader.

Assessment description

You will work in a team, taking a leadership role, to solve staffing problems at a scenario business. You will work within your team to research and analyse information, present information and gather feedback. For this task, you will meet members of your team to learn about issues presented by HR management for a simulated business. You will discuss the problems and hypothetical solutions in your teams and arrive at a consensus for developing actions.

Note that each candidate is given an opportunity to lead processes and demonstrate their competency and ability to win the trust of colleagues, customers and other stakeholders.

Procedure

1. Read the scenario and business information in Appendix 1 of this task, the CoffeeVille employee handbook, the CoffeeVille risk management strategy plan and any other CoffeeVille business documentation provided by your assessor.

2. Form a team as assigned by your assessor.

3. Plan and prepare materials for your team to hold a workshop meeting:

    a. organise a time and date for the workshop

    b. draft an agenda

    c. agree to tasks for team members to contribute to the workshop; for example, assign one problem to each team member to focus on researching.

Note: During the workshop meeting, each team member must take responsibility to lead the discussion and resolution of at least one topic.

4. Read and analyse the CoffeeVille staff demographic and OHS incident data in Appendix 2.

5. Conduct research and analysis in relation to the scenario to identify potential solutions; for example, using a PEST analysis tool to consider risks that are political, economic, social or technical.

6. Research legislation, regulations and standards that apply to the scenario; for example, relating to:
    a. recruitment and induction
    b. industrial relations and employment conditions, including rights and responsibilities around flexible working arrangements
    c. health and safety
    d. equal opportunity and anti-discrimination
    e. environmental issues.
7. Participate in a team workshop meeting to solve the problems outlined in the scenario:
    a. lead your assigned portion of the meeting and use your initiative to raise issues and offer solutions concerning recruitment needs, unskilled or inexperienced staff
    b. conduct yourself with integrity, respect and empathy to build and maintain engagement, ensuring that you communicate information and ideas in a manner that is professional and appropriate to the needs of your audience (for example, being sensitive to cultural and social diversity and any special needs), and in line with organisational requirements for behaviour
    c. take notes on the discussion
    d. agree as a team on action plans
    e. complete meeting minutes.
8. Gather feedback on your performance as leader in the meeting. Get at least two of your fellow team members to complete copies of the observation checklist (Appendix 3).
9. Submit all deliverables in accordance with the specifications below.

Specifications

You must:

- Lead a team workshop meeting
- Submit:
    - planning and research notes (e.g. PEST analysis)
    - a meeting agenda

- meeting minutes
- meeting notes
- at least two completed observation checklists (Appendix 3), completed by your fellow team members

Your assessor will be looking for:

- reading skills to critically analyse documentation from a variety of sources and to assess information relating to information requirements
- writing skills to develop a report for a management or business audience using appropriate style conventions
- evidence of your ability to take into consideration policies and procedures of the workplace and relevant legal requirements when assessing information needs.
- writing skills to develop written material for a specific audience using clear and detailed language in order to convey explicit information, requirements and recommendations
- workplace communication skills to prepare documentation for distribution that takes into account specific workplace needs
- skills to get work done by using familiar digital technologies and systems to access, enter, present and communicate data and information.
- Demonstration of:
  - integrity, respect, empathy and cultural sensitivity and ability to promote trust
  - encouragement of participation, and fostering of contribution of and respect for ideas and feedback
  - providing support to colleagues to resolve difficulties
  - adherence to social, ethical and business standards when communicating

Appendix 1: Scenario - CoffeeVille

You are a store manager of one of the CoffeeVille Melbourne stores. CoffeeVille's HR manager has asked that you work with a few other store managers in your area to work to solve two urgent current employment risks. The HR manager has identified four inter-related problems, experienced both in your store and others in your area, related to staffing.

Problem 1: Filling shifts

There is a shortage of staff willing to work the early morning shifts during winter.

Stores open at 7 am – meaning staff need to be in store at 6 am to prepare for opening. On days where the store must fill catering orders, staff responsible for the order must be in-store at 5 am. This means it is extremely dark and cold until well after the store opens.

Some staff do not have cars and need to use public transport, which is on unreliable timetables. Staff have also expressed discomfort at waiting at certain bus/tram stops and train stations that are poorly lit or unmanned that early in the morning.

There are also possible family or cultural issues at play. Other staff have indicated their spouses have forbidden them to work at times when their families (children and dependent relatives) need to be fed, monitored or supervised.

Problem 2: Quality recruitment

The company has difficulty sourcing or training skilled and experienced barista staff.

The area manager placed emphasis on sales skills during recruitment to keep costs down and increase profits. As a result, very few staff are trained in making coffee to the appropriate standard, and this has become a huge problem in filling shifts and has contributed to falling customer satisfaction.

Problem 3: Health and safety risks

The above problems have meant there hasn't been time for experienced staff to train the new staff, which has led to a resulting concern regarding health and safety.

Recent hires were poorly trained in health and safety previously, and existing skilled staff are overworked. Incidents and injuries, some of them serious, are increasing.

Problem 4: Staff morale

All of the above problems have resulted in poor staff morale, as staff who are stuck having to fill these shifts are tired and run-down and feel resentful towards the staff who refuse these shifts.

Increased risk of injury and a perceived lack of interest and respect from management are leading experienced staff to question their commitment to the company, and there are whispers of staff planning to quit and find work elsewhere.

You will need to meet with your fellow store managers and hold a workshop meeting to brainstorm solutions to the problems by sharing information on staff duties, work performance expectations, hiring staff with understanding of diversity and cultural issues, and following social, ethical and business standards.

Appendix 2: CoffeVille staff demographic and OHS incident data

Staff demographic data (sample: 10 of 150)

Staff number	**Region of origin and first language**	**Distance travelled to work** *(< 10 km to > 10 km)*	**Age group** *(< 30 to > 30)*	**Gender** *(M/F)*	**Travel mode: car** *(Y/N)*	**Travel mode: public transport** *(Y/N)*	**Special needs**
000105	Ireland	>10km	<30	F	N	Y	-
000106	Australia	>10km	<30	F	Y	N	Requires wheelchair
000107	India	>10km	>30	F	N	Y	-
000108	Pakistan	>10km	<30	F	N	Y	-
000109	Australia	<10km	<30	F	N	N (walk)	-
000110	Nigeria	>10km	<30	F	N	Y	-
000111	Indonesia	<10km	>30	M	Y	N	-
000112	China	>10km	<30	F	N	Y	Hearing impaired
000113	England	>10km	>30	M	N	Y	-
000114	Australia	>10km	<30	M	Y	N	-

OHS incidents 2013–2014

	Type of incident				
Year	**Slips/falls/trips**	**Injuries**	**Assaults** *(incl. during travel to/from work)*	**Bullying/harassment** *(incl. during travel to/from work)*	**Burns** *(including scalds)*
2013	30	5	8	3	30
2014	45	15	12	15	60

Appendix 3: Observation checklist (for third-party use)

Meeting title:		
Meeting summary:		
Action items for follow-up and to take to presentation to management:		
Description of work team member's contribution to meeting:		
Did the team member:		✓
Adhere to organisation's social, ethical and business standards?		
Adjust their interpersonal style to match the social and cultural environment?		
Forge effective relationships to achieve the meeting objectives collaboratively?		
Develop trust and confidence, as a leader?		
Respond to unexpected demands or conflict constructively?		
Give support to colleagues, leading and encouraging them to follow examples set in procedures?		
Team member name:	**Signature:**	**Date:**
Observer name:	**Signature:**	**Date:**

BSB42415 – Certificate IV in Marketing and Communication

BSBLDR402 – Lead effective workplace information system

Assessment 2 – Questioning

Submission Details				
Student ID Number:				
Student Name:				
Assessor Name:				
Due date:				
Student Declaration:	By signing this declaration, I certify that: • The assessment work is my own work; • All sources and materials have been acknowledged where required; • I have not copied or plagiarized in any way materials of another person or work of a fellow student and referenced all sources of information.			
Student Signature:				
Assessment Result Details				
Result:	**Satisfactory**		**Not Satisfactory**	
Feedback to Student:				
Student Declaration:	I have been provided with feedback on my assessment performance/result from Magill College Sydney assessor.			
Student Signature:				
Assessor Signature:				
Date:				

Submission details

The assessment task is due on the date specified by your assessor. Any variation to this arrangement must be approved in writing by your assessor. Submit this document with any required evidence attached. See specifications below for details.

Performance objective

You will demonstrate knowledge relevant to leading a team, resolving poor performance and managing workplace conflict.

Assessment description

For this task, you will answer a series of questions to demonstrate your understanding of leadership techniques for building and maintaining positive work relationships, building trust and confidence, resolving conflict, managing poor performance, and understanding of relevant legislation and problem-solving techniques.

Procedure

1. Read and respond to the questions attached to this task. You may provide answers to the questions in written form or orally, as agreed with your assessor.
2. Submit answers to your assessor in accordance with the deliverables below.

Specifications

You must submit:

- Answers to questions (written or orally, as agreed with your assessor)

Your assessor will be looking for understanding of:

- How work relationships and the cultural and social environment can support or hinder achieving planned outcomes
- Techniques for developing positive work relationships and building trust and confidence in a team, including interpersonal styles, communications, consultation, cultural and social sensitivity and networking
- The impact of legislation and organisational policies on workplace relationships
- Methods and techniques for communicating information and ideas to a range of stakeholders
- Problem-solving methods
- Methods of resolving workplace conflict
- Methods of managing poor work performance

- Monitoring, analysing and introducing ways to improve work relationships.

Questions

Answer the following questions.

Question 1:

Give three examples of how work relationships and the cultural and social environment can support or hinder achieving planned outcomes.

Question 2:

Explain three techniques for developing positive work relationships and building trust and confidence in a team, including interpersonal styles, communications, consultation, cultural and social sensitivity, and networking.

Question 3:

Describe three methods and techniques for communicating information and ideas to three different kinds of stakeholders.

Stakeholder 1: Your manager
Stakeholder 2: Members of your team
Stakeholder 3: External client

Question 4:

Describe the impact of legislation and organisational policies on workplace relationships. Provide two examples.

Question 5:

Outline three problem-solving methods.

Question 6:

Explain three methods to resolve workplace conflict.

Question 7:

Explain three methods of managing poor work performance.

Question 8:

Explain how to monitor, analyse and introduce two ways to improve work relationships.

BSB42415 – Certificate IV in Marketing and Communication

BSBLDR402 – Lead effective workplace relationships

Assessment 3 – Written Report

Submission Details				
Student ID Number:				
Student Name:				
Assessor Name:				
Due date:				
Student Declaration:	By signing this declaration, I certify that: • The assessment work is my own work; • All sources and materials have been acknowledged where required; • I have not copied or plagiarized in any way materials of another person or work of a fellow student and referenced all sources of information.			
Student Signature:				
Assessment Result Details				
Result:	**Satisfactory**		**Not Satisfactory**	
Feedback to Student:				
Student Declaration:	I have been provided with feedback on my assessment performance/result from Magill College Sydney assessor.			
Student Signature:				
Assessor Signature:				
Date:				

Submission details

The assessment task is due on the date specified by your assessor. Any variation to this arrangement must be approved in writing by your assessor. Submit this document with any required evidence attached. See specifications below for details.

Performance objective

In the context of a simulated workplace scenario, outlined below, you will analyse and communicate information and ideas and manage poor work performance and conflict constructively within organisational processes to achieve positive outcomes.

Assessment description

Assessment Task 3 assesses your ability to work in (simulated) teams to deal with a reported incident of bullying in the organisation.

You will participate in a role-play, use or build networks to collect information, and write a report.

Procedure

1. Read the scenario of bullying and poor work performance at MacVille Events in Appendix 1.

2. Collect information about at least two cases of workplace bullying in Australia, and the method of resolution. Create a portfolio (no more than 5 pages) of information about the details of the incidents and resolution that occurred in these cases. As part of your information gathering, you must contact at least one external person/organisation to seek information on conflict resolution.

3. Complete the performance issue details in the first half of the conflict resolution plan form (Appendix 7).

4. Meet with your assessor to determine and assign roles for the role-play (Jas, Ed).

5. Conduct role-play. During role-play, discuss issues and demonstrate possible actions, including support for colleagues, and:

    a. refer in your discussions to social, ethical and business standards

    b. discuss policies and procedures (five extracts from MacVille simulated business: Appendices 2 to 6)

    c. make decisions on actions, such as referrals to other personnel and timeframes

6. Complete remainder of conflict resolution plan form (Appendix 7).

7. Write a dispute resolution report on your findings for the human resources manager, including recommendations and outcomes.

    a. Identify and analyse difficulties and describe planned action to rectify the situation within the requirements of the organisation and relevant legislation.

    b. Reflect on your own efforts to guide and support colleagues, improve workplace outcomes in consultation with others, manage poor work performance and manage conflict constructively.

    c. Recommend and outline a process for managing reports of bullying or harassment at MacVille Events.

    d. Recommend networking activities for MacVille Events to improve organisational culture.

8. Submit all deliverables according to specifications and within agreed timeframes.

Specifications

You must:

- Submit a portfolio of information about incidents of workplace bullying/harassment and their resolutions, including evidence of connection with external person/organisation (e.g. emails, texts, screen shots of online conversations, voice recording, etc.)
- Participate in a role-play demonstration based on a scenario
- Submit a written report on the dispute resolution process, including reflections and demonstrations of specific knowledge

Your assessor will be looking for evidence that you have:

- In your report, reflected on your efforts to:
    - guide and support colleagues to resolve work difficulties
    - review and improve workplace outcomes in consultation with others
    - manage poor work performance within the organisation's processes
    - manage conflict constructively within the organisation's processes

- Communication skills:
    - to build trust and positive relationships
    - to collaborate and apply conflict resolution techniques
- Understanding of processes to manage and review performance
- Understanding of cultural sensitivity and social diversity
- Knowledge of problem-solving methods relevant to managing difficulties in the workplace
- Understanding of legislation relevant to managing difficulties in the workplace
- Understanding of how to monitor, analyse and introduce ways to improve work relationships.

Appendix 1*: Scenario – MacVille*

Your organisation's human resources manager, Aileen, has asked that you, as a line manager, deal with a reported incident of bullying in your organisation.

You are a new manager, leader of your service team of marketing, sales and promotional events, at MacVille Events, a medium-sized events company with 150 staff based in the city.

Six months ago, Jasmine (or Jas) joined the staff of MacVille Events. The hours of work are variable, given the need to travel with colleagues to remote locations, and attend some evening and weekend events at trade shows and conferences.

One of the marketing consultants, Ed, has been accused by Jas of 'inappropriate behaviour', on several occasions, over drinks in a city bar, followed by frequent text messages, emails and phone calls. The latest incident involves some pictures Ed posted on Facebook, along with some comments about Jas, inviting work peers to share a 'joke'.

Jas reports being 'offended' by the Facebook postings, and being 'stalked' by Ed in the office and out of hours. Ed has apparently spoken loudly in the corridors about Jas's perceived 'poor work performance', specifically her 'avoidance' of post-event meetings. Other staff have referred to their own 'discomfort' at possible breaches of 'ethical standards' and 'privacy' rules.

You have been asked to investigate the reported incidents, and explain the outcome, together with any recommendations for dealing with conflict and/or poor work performance. Aileen has referred you to the MacVille policies on bullying and harassment, disciplinary or dismissal action, privacy, professional development and sexual harassment, to guide your questions.

Appendix 2*: MacVille bullying and harassment policy*

Bullying and harassment policy

MacVille is committed to providing a working environment that is free from bullying. Working relationships and standards of behaviour between employees are important workplace issues. MacVille code of conduct sets out principles for behaviour required in the workplace, namely the following.

- All people should be treated with respect.
- All employees should develop an awareness about the impact of their behaviour on others.
- There is agreement about what is appropriate behaviour at work.

MacVille considers that bullying in the workplace is inappropriate and unacceptable behaviour and those employees found to have either committed or condoned such behaviour in the workplace may be subject to disciplinary action.

Definition: a bully is a person who uses strength or power to coerce others by fear. To bully is to oppress and/or persecute, physically or morally, by (threat of) superior force. Bullying is physical or psychological behaviour or conduct where strength (including strength in personality) and/or a position of power is misused by a person in a position of authority or by a person who perceives that they are in a position of power or authority. While bullying is normally associated with unequal power relationships, peer-to-peer bullying is not uncommon and is an equally unacceptable behaviour at MacVille.

A variety of behaviours and acts may constitute bullying, which, over time, create a negative workplace environment. These may include:

- sarcasm and other forms of demeaning language
- threats
- verbal abuse
- shouting
- coercion
- repeated refusal of requests for leave or training without adequate explanation and suggestion of alternatives
- punitive behaviour
- isolation
- blaming
- constant unconstructive criticism

- deliberately withholding information that a person needs to exercise her or his role or entitlements within the organisation

Bullying may be perpetrated by an individual who may be a work colleague, a supervisor or a person/s who is part of the work environment.

Employee's responsibilities

- To ensure that their actions do not negatively affect another staff member's career, health or wellbeing, and are consistent with the MacVille code of conduct.
- Employees are encouraged to try and resolve issues of workplace bullying at the local level, directly with the person they believe is responsible for bullying. If the issue is not resolved in this way, an employee may lodge a formal complaint.

Employer's responsibilities:

- To provide a safe work environment that enables staff to carry out their work responsibilities free from bullying. This includes investigating complaints of bullying thoroughly and expeditiously and reviewing work units where bullying has been found to have taken place.
- To educate themselves and their employees on the issue of harassment and bullying, to avoid its incidence, and to inform employees of procedures to deal with the problem should it occur.

Appendix 3*: MacVille disciplinary/dismissal policy*

Disciplinary/dismissal policy

Part 1

1. An employee's contract of employment may be terminated by either the employer or the employee giving the notice required by the applicable award or the Fair Work Act 2009.

2. Where the prescribed notice is not given, the employee shall be paid wages in lieu of notice, or the employer may withhold wages due to the employee, as the case may be, equivalent to the notice not given or received.

Part 2

1. Notwithstanding Part 1 above, where any employee is guilty of misconduct, the contract of employment may be terminated instantaneously. In such cases, there is no requirement for the giving of notice, nor payment in lieu of notice.

2. Where it is alleged that an employee is guilty of misconduct, the employee shall be provided with details of the allegation/s and be given a reasonable opportunity to respond to allegations prior to a decision being made to either terminate the employment or to issue a written warning.

Part 3

1. Where it is alleged that an employee's capacity or performance is unsatisfactory, then the following procedure should be followed. The existence of this procedure shall not prevent an employee being dismissed in accordance with Part 2 above.

2. The initial discussion and direction will be provided on an informal basis by the business manager or other authorised person. The employee shall be advised that such discussion forms part of the process arising out of Clause 3a below.

3. If the problem/s persist, the business manager or other authorised person will discuss with employee:

    a. the matter/s of concern

    b. actions necessary to resolve the concerns

    c. a timetable for improvement to be evidenced

    d. input including explanations will be sought from the employee

4. As a result of this discussion, the business manager or other authorised person will notify the employee in writing regarding those matters in question discussed per Clause 3c above.

5. The notice will detail:

   e. the matter/s of concern

   f. actions necessary to resolve the concerns

   g. a timetable for improvement to be evidenced

6. This notice will be signed and confirmed by the employee to record the discussion in Clause 3c above. If there is a disagreement as to the content of the notice, the employee shall have the opportunity for their view to be placed on the record.

7. Appropriate monitoring and counselling shall then be provided to the employee by the business manager or other authorised person.

8. Where the problem/s are not rectified through the use of the above process, the employee's contract of employment may be terminated.

Part 4

1. At any meeting or discussion forming part of the process in Part 2 or 3, the employee may be accompanied by a union representative or other person of the employee's choosing.

Part 5

1. On request, a dismissed employee will be provided with a written statement of reasons for dismissal.

Appendix 4*: MacVille privacy policy*

Privacy policy

MacVille is committed to protecting your privacy. It is bound by the national privacy principles contained in the Privacy Act 1988 and all other applicable legislation governing privacy.

Where appropriate, MacVille will handle personal information relying on the related bodies' corporate exemption and the employee records exemption in the Privacy Act. Our respect for our customers' privacy is paramount. We have policies and procedures to ensure that all personal information is handled in accordance with national privacy principles.

This privacy policy sets out our policies on the management of personal information – that is, how we collect personal information, the purposes for which we use this information, and to whom this information is disclosed.

What is personal information?

Personal information is information that could identify you. Examples of personal information include your name, address, telephone number and email address, or more complex information like a résumé.

How does MacVille collect and use your personal information?

Some of the ways in which MacVille collects personal information are when you send a job application to us or when you email us. These uses are discussed below.

What happens if you don't provide personal information?

Generally, you have no obligation to provide any personal information to us. However, if you choose to withhold personal information, we are unlikely to be able to respond to your application or query.

To whom do we disclose personal information?

We engage third-party service providers (including related companies of MacVille which may be located outside Australia) to perform functions for MacVille. Such functions include mailing, delivery of purchases, credit card payment authorisation, trend analysis, external audits, market research, promotions and the provision of statistical sales information to industry bodies.

For our service providers to perform these functions, in some circumstances it may be necessary for us to disclose your personal information to those suppliers. Where disclosures take place, we work with these third parties to ensure that all personal information we provide to them is kept secure, is only used to perform the task for which

we have engaged them and is handled by them in accordance with the national privacy principles.

How do we protect personal information?

At all times, we take great care to ensure your personal information is protected from unauthorised access, use, disclosure or alteration. We endeavour to ensure that our employees are aware of, and comply with, their obligations in relation to the handling of personal information. Only properly authorised employees are permitted to see or use personal information held by MacVille and, even then, only to the extent that is relevant to their roles and responsibilities. Your personal information will not be sold to any other organisation for that organisation's unrelated independent use. Further, we will not share your personal information with any organisations, other than those engaged by us to assist us in the provision of our products and services (as described above).

What about information you provide in job applications?

If you submit a job application to MacVille, we will use the information provided by you to assess your application. In certain circumstances, MacVille may disclose the information contained in your application to contracted service providers for purposes such as screening, aptitude testing, and medical testing and human resources management activities. As part of the application process, in certain circumstances, you may be required to complete a pre-employment health questionnaire. You may also be asked to undergo a pre-employment medical assessment. In that case, you will be asked to give specific consent to MacVille to disclose your questionnaire to its service providers for the purposes of arranging the medical assessment and for the relevant service providers to disclose the results of the assessment to MacVille. If you refuse to provide any of the information requested by MacVille, or to consent to the disclosure of the results of your medical assessment to MacVille, we may be unable to consider your application.

Is the personal information we hold accurate?

We endeavour to maintain your personal information as accurately as reasonably possible. However, we rely on the accuracy of personal information as provided to us both directly and indirectly. We encourage you to contact us if the personal information we hold about you is incorrect or to notify us of a change in your personal information.

How can you access or correct the personal information we hold about you?

Wherever possible and appropriate, we will let you see the personal information we hold about you and correct if it is wrong. If we do not allow you access to any part of the personal information we hold about you, we will tell you why.

MacVille's internet policy

MacVille generally only collects personal information from its website when it is provided voluntarily by you – for example, when you send us an electronic message with a query about MacVille or its products. We will generally use your information to respond to your query, to provide and market our services to you, or as otherwise allowed or required by law. For the same purposes, MacVille may share your information with other members of the MacVille group (including those who are located outside Australia) and their respective service providers, agents and contractors. If we do this, we require these parties to protect your information in the same way we do.

When you visit this website or download information from it, our internet service provider (ISP) makes a record of your visit and records the following information:

- your internet address
- your domain name, if applicable
- the date and time of your visit to the website

Our ISP also collects information such as the pages our users access, the documents they download, links from other sites they follow to reach our website, and the type of browser they use. However, this information is anonymous and is only used for statistical and website development purposes.

We use a variety of physical and electronic security measures, including firewalls, secure databases, and restricting physical access to our offices, to keep personal information secure from unauthorised use, loss or disclosure. However, you should keep in mind that the internet is not a secure environment. If you use the internet to send us any information, including your email address, it is sent at your own risk.

You have a right of access to personal information we hold about you in certain circumstances. If we deny your request for access, we will tell you why.

Use of cookies

A cookie is a small message given to your web browser by our web server. The browser stores the message in a text file, and the message is then sent back to the server each time the browser requests a page from the server.

MacVille makes limited use of cookies on this website. Cookies are used to measure usage sessions accurately, to gain a clear picture of which areas of the website attract traffic and to improve the functionality of our website.

When cookies are used on this website, they are used to store information relating to your visit, such as a unique identifier, or a value to indicate whether you have seen a web page. We use session (not permanent) cookies. They are used to distinguish your internet browser from the thousands of other browsers. This website will not store personal information such as email addresses or other details in a cookie.

Most internet browsers are set up to accept cookies. If you do not wish to receive cookies, you may be able to change the settings of your browser to refuse all cookies or to notify you each time a cookie is sent to your computer, giving you the choice whether to accept it or not.

Appendix 5*: MacVille professional development policy*

Professional development policy

MacVille recognises that its employees are one of its greatest assets. MacVille actively encourages and values staff development and is committed to enhancing its performance and reputation through the development of a highly skilled workforce.

Objectives

Organisation

Training/professional development provides the skills and knowledge that the staff requires in order to achieve the company's goals and objectives and fulfil its mission.

Employees

Training/professional development is provided to enhance the potential that each individual has to develop within his or her current position, or into another, through training.

Systems and procedures

Development of employees involves identifying, implementing and evaluating individual and group development. For example, individual development needs can be identified through MacVille performance management processes and group development needs.

Applications and approval

Managers may approve training/professional development applications endorsed by the employee's supervisor for expenditures up to $500 per person.

The application must outline the infrastructure delivery requirements and the advantages to MacVille for the program completed.

Programs approved to meet performance-related issues must be able to be completed within the stated performance improvement period.

Reporting

At the end of each six-month period, MacVille requires a report from each supervisor, detailing the professional development undertaken by each person in their section.

Reports should summarise performance issues encountered, actions and programs implemented, modifications negotiated, outcomes of the program, and the gains you see for the team and the organisation. Analysis of the outcome of the performance issue should also be covered in brief. Reports should be titled 'Six-monthly report – First name Last name', for each team member, signed by the reporting supervisor/manager.

Appendix 6*: MacVille sexual harassment policy*

Sexual harassment policy

MacVille recognises that sexual harassment is a serious issue and is committed to providing a workplace free from sexual harassment.

What is sexual harassment?

Sexual harassment is any deliberate verbal or physical conduct that is unwelcome and uninvited, embarrassing, demeaning, offensive or compromising. It can be experienced anywhere in the workforce and by both men and women.

It has nothing to do with mutual attraction or genuine affection between people. Such friendships, whether sexual or not, are a private concern. It should not be confused with genuine compliments or behaving with common courtesy.

Sexual harassment may include such actions as:

- dirty jokes, derogatory comments, offensive written messages (email/SMS), or offensive telephone calls
- leering, patting, pinching, touching or unnecessary familiarity
- persistent demands for sexual favours or outings
- displays of offensive posters, pictures or graffiti

If such behaviour makes you feel:

- offended and humiliated
- intimidated and frightened
- uncomfortable at work

Then it is against the law.

MacVille considers sexual harassment an unacceptable form of behaviour which will not be tolerated under any circumstances.

MacVille undertakes to educate all employees on the issue of sexual harassment to avoid its incidence, and to inform employees of procedures to deal with the problem should it occur.

Appendix 7*: Conflict resolution plan*

<table>
<tr><td rowspan="3">Performance issue:

bullying/poor work/privacy/ sexual harassment/ other</td><td>Details/background</td><td colspan="2">Performance improvement initiative session plan</td></tr>
<tr><td rowspan="2"></td><td>Step</td><td>Timing</td></tr>
<tr><td></td><td></td></tr>
<tr><td rowspan="4">Follow-up: further sessions/ meetings/ training</td><td colspan="2">Task</td><td>Date</td></tr>
<tr><td colspan="2"></td><td></td></tr>
<tr><td colspan="2"></td><td></td></tr>
<tr><td colspan="2"></td><td></td></tr>
<tr><td rowspan="2">Potential conflict 1</td><td>Details</td><td colspan="2">Resolution plan</td></tr>
<tr><td></td><td colspan="2"></td></tr>
<tr><td rowspan="2">Potential conflict 2</td><td>Details</td><td colspan="2">Resolution plan</td></tr>
<tr><td></td><td colspan="2"></td></tr>
</table>