

A. APS CODE OF CONDUCT

- 1 How many employees in your agency were the subject of an investigation into a suspected breach of the APS Code of Conduct that was finalised in 2014–15?

Note: Please report only those investigations conducted in accordance with your agency's procedures under section 15(3) of the Public Service Act 1999. Do not include enquiries that did not proceed to an investigation using those procedures.

employees

- 2 Of the investigations finalised in 2014–15, for each element of the APS Code of Conduct in the table below, please indicate how many employees were investigated for a suspected breach, and how many were found to have breached:

Elements of Code of Conduct	Number of employees	
	Investigated	Breached
a Behave honestly and with integrity in connection with APS employment (s. 13(1))	<input type="text" value="5"/>	<input type="text" value="4"/>
b Act with care and diligence in connection with APS employment (s. 13(2))	<input type="text" value="4"/>	<input type="text" value="3"/>
c When acting in connection with APS employment, treat everyone with respect and courtesy, and without harassment (s. 13(3))	<input type="text" value="2"/>	<input type="text" value="2"/>
d When acting in connection with APS employment, comply with all applicable Australian laws (s. 13(4))	<input type="text" value="1"/>	<input type="text" value="0"/>
e Comply with any lawful and reasonable direction given by someone in the employee's Agency who has authority to give the direction (s. 13(5))	<input type="text" value="2"/>	<input type="text" value="1"/>
f Maintain appropriate confidentiality about dealings that the employee has with any Minister or Minister's member of staff (s. 13(6))	<input type="text" value="0"/>	<input type="text" value="0"/>
g Disclose, and take reasonable steps to avoid, any conflict of interest (real or apparent) in connection with APS employment (s. 13(7))	<input type="text" value="0"/>	<input type="text" value="0"/>
h Use Commonwealth resources in a proper manner (s. 13(8))	<input type="text" value="0"/>	<input type="text" value="0"/>
i Not provide false or misleading information in response to a request for information that is made for official purposes in connection with the employee's APS employment (s. 13(9))	<input type="text" value="0"/>	<input type="text" value="0"/>
j Not make improper use of: inside information, or the employee's duties, status, power or authority, in order to gain, or seek to gain, a benefit or advantage for the employee or for any other person (s. 13(10))	<input type="text" value="0"/>	<input type="text" value="0"/>
k At all times behave in a way that upholds the APS Values and APS Employment Principles, and the integrity and good reputation of the employee's Agency and the APS (s. 13(11))	<input type="text" value="5"/>	<input type="text" value="5"/>
l While on duty overseas, at all times behave in a way that upholds the good reputation of Australia (s. 13(12))	<input type="text" value="0"/>	<input type="text" value="0"/>
m Comply with any other conduct requirement that is prescribed by the regulations (s. 13(13))	<input type="text" value="0"/>	<input type="text" value="0"/>

* Where there were no employees investigated or breached against an element, please enter '0'.

3 How many of the employees reported in question 1 were investigated as a result of:

	Number of employees*
a A Public Interest Disclosure	<input type="text" value="0"/>
b A report made to a central conduct or ethics unit or nominated person in a human resources area	<input type="text" value="7"/>
c A report made to an employee advice or counselling unit	<input type="text" value="0"/>
d A report made to a fraud prevention and control unit or hotline	<input type="text" value="0"/>
e A report made to another hotline	<input type="text" value="0"/>
f A report made to an email reporting address	<input type="text" value="0"/>
g A report generated by a compliance/monitoring system (e.g. audit)	<input type="text" value="0"/>
h Other <i>[Please specify]</i> <input type="text"/>	<input type="text"/>

* Where there were no employees investigated in any row, please enter '0'.

4 How many of the employees who were investigated for a suspected breach of the APS Code of Conduct in question 1 had the following outcomes:

[Note: The total number for this question should add up to the number provided in question 1.]

	Number*
a Breach found and sanction applied	<input type="text" value="5"/>
b Breach found no sanction applied—employee resigned prior to sanction decision	<input type="text" value="1"/>
c Breach found no sanction applied—other reason	<input type="text" value="0"/>
d No breach found (for any element of the Code)	<input type="text" value="0"/>
e Investigation discontinued—employee resigned	<input type="text" value="1"/>
f Investigation discontinued—other reason <i>[Please specify]</i> <input type="text"/>	<input type="text"/>

* Where there were no employees with a particular outcome, please enter '0'.

5 Of the employees in question 4a (Breach found and sanction applied), how many were given each of the following sanctions:

[Note: An employee can be counted against more than one sanction.]

	Number of employees*
a Termination of employment	<input type="text" value="4"/>
b Reduction in classification	<input type="text" value="1"/>
c Re-assignment of duties	<input type="text" value="0"/>
d Reduction in salary	<input type="text" value="1"/>
e Deductions from salary by way of a fine	<input type="text" value="0"/>
f Reprimand	<input type="text" value="0"/>

* Where there were no employees given a particular sanction, please enter '0'.

6 How many of the employees reported in question 1 were investigated for corrupt¹ behaviour?

1

¹ For the purposes of this survey corruption is the dishonest or biased exercise of a Commonwealth public official's functions. A distinguishing characteristic of corrupt behaviour is that it involves conduct that would usually justify serious penalties, such as termination of employment or criminal prosecution. Corrupt behaviour includes:

- Bribery, domestic and foreign—obtaining, offering or soliciting secret commission, kickbacks or gratuities
- Fraud, forgery, embezzlement
- Theft or misappropriation of official assets
- Nepotism and cronyism
- Acting (or failing to act) in the presence of an undisclosed conflict of interest
- Unlawful disclosure of government information
- Blackmail
- Perverting the course of justice
- Colluding, conspiring with or harbouring, criminals

7 For the employees investigated for corrupt behaviour, briefly describe the type of behaviours, how the behaviours were identified and an estimate of the number of employees involved for each type of behaviour:

The employee dishonestly used monies provided by staff at a staff social function for his own purposes

8 How many of the employees reported in question 1 were investigated for bullying or harassment²?

1

employees

² For the purpose of this survey, workplace harassment entails offensive, belittling or threatening behaviour directed at an individual or group of APS employees. The behaviour is unwelcome, unsolicited, usually unreciprocated and usually (but not always) repeated. While there is no standard definition of workplace bullying, it is generally used to describe repeated workplace behaviour that could reasonably be considered to be humiliating, intimidating, threatening or demeaning to an individual or group of individuals. It can be overt or covert.

Comment Box A: APS CODE OF CONDUCT

B. REVIEWS OF ACTION

- 9 How many applications for primary review of employment actions under section 33 of the *Public Service Act 1999* did your agency finalise in 2014–15?

Comment Box B: Reviews of Action

C. AGENCY CAPABILITY

This section relates to agency capabilities that are important in preparing the APS to meet the challenges of the future. ***You may wish to involve your senior executives at an early stage to complete this section.***

A number of questions in this section ask you to assess your agency capability against a six level capability maturity model. The descriptions of each level are contained in Appendix 1. They are generic and designed to represent the overall position of your agency against each capability. There may be some overlap in the description of each level as it applies to your agency—in that case you should rate your agency against the level that **best describes** how your agency has performed against the capability. The capabilities represent a critical aspect of organisational management and performance and have been adapted from the Baldrige Criteria for Performance Excellence of the National Institute of Standards and Technology, U.S. Department of Commerce.

Change management

10 Please indicate your agency's **current** position for each of the capabilities described below (descriptions for each of the levels are included at Appendix 1).

	Level 0	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
a Senior leader behaviours guide change management in your agency. Senior leaders promote the agency's vision for change and ensure that change management is seen as a relevant capability for the agency.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
b The agency has structured processes for identifying the objectives of change processes and for developing action plans to achieve change. The agency uses a strong evidence-base to support these activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
c The agency works to determine stakeholders' expectations for change. There are processes to identify and engage stakeholders, both internal and external, in the change process. The agency works to communicate its vision for change and change outcomes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
d There are effective systems in place to determine the efficacy of change management in the agency. This information is actively disseminated throughout the agency. Mechanisms are in place to determine whether action is taken based on this information. Mechanisms are in place to retain this information and make it available across the agency.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
e The agency has a clear understanding of the knowledge, skills and attitudes (KSA) needed in the workforce to effectively manage change. There are systems in place to build the KSA required and the agency actively supports the acquisition of such. The agency communicates the importance of change management KSA in the workforce.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
f There are clear processes in place that support change in the agency. These processes are effective in achieving change. There is a formal allocation of resources for change implementation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

- 11 Please indicate your agency's **required** position within the next three years for each of the capabilities described below (descriptions for each of the levels are included at Appendix 1).

	Level 0	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
a Senior leader behaviours guide change management in your agency. Senior leaders promote the agency's vision for change and ensure that change management is seen as a relevant capability for the agency.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
b The agency has structured processes for identifying the objectives of change processes and for developing action plans to achieve change. The agency uses a strong evidence-base to support these activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
c The agency works to determine stakeholders' expectations for change. There are processes to identify and engage stakeholders, both internal and external, in the change process. The agency works to communicate its vision for change and change outcomes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
d There are effective systems in place to determine the efficacy of change management in the agency. This information is actively disseminated throughout the agency. Mechanisms are in place to determine whether action is taken based on this information. Mechanisms are in place to retain this information and make it available across the agency.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
e The agency has a clear understanding of the knowledge, skills and attitudes (KSA) needed in the workforce to effectively manage change. There are systems in place to build the KSA required and the agency actively supports the acquisition of such. The agency communicates the importance of change management KSA in the workforce.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
f There are clear processes in place that support change in the agency. These processes are effective in achieving change. There is a formal allocation of resources for change implementation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

Staff performance management

- 12 Please indicate your agency's **current** position for each of the capabilities described below (descriptions for each of the levels are included at Appendix 1).

	Level 0	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
a Senior leaders promote and support the conduct of employee performance management in the agency. Processes exist for senior leaders to communicate the agency's vision for employee performance management. Senior leaders ensure that employee performance management is seen as an important capability by the whole agency.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
b The agency has established a set of strategic objectives for employee performance management. There are processes in place to link performance management with outcomes for the agency. The agency incorporates employee performance management data into the ongoing refinement of performance management processes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
c Processes exist to engage with employees about the methods and outcomes of employee performance management. There is a common understanding of the purpose of employee performance management and how it contributes to broader organisational outcomes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
d There are systems in place to measure the efficacy of employee performance management and whether the system leads to improved employee development. Systems are in place to determine agency capability to deliver effective performance management.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
e The agency has a clear understanding about what KSAs managers need to deliver effective employee performance management. Systems are in place to build employee performance management skills in managers (at all levels). Managers (and employees) are engaged with the employee performance management process?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
f Resources (particularly time) are specifically allocated to the conduct of employee performance management. The agency routinely evaluates its employee performance management system and examines alternative ways of delivering this.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

13 Please indicate your agency's **required** position within the next three years for each of the capabilities described below (descriptions for each of the levels are included at Appendix 1).

	Level 0	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
a Senior leaders promote and support the conduct of employee performance management in the agency. Processes exist for senior leaders to communicate the agency's vision for employee performance management. Senior leaders ensure that employee performance management is seen as an important capability by the whole agency.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
b The agency has established a set of strategic objectives for employee performance management. There are processes in place to link performance management with outcomes for the agency. The agency incorporates employee performance management data into the ongoing refinement of performance management processes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
c Processes exist to engage with employees about the methods and outcomes of employee performance management. There is a common understanding of the purpose of employee performance management and how it contributes to broader organisational outcomes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
d There are systems in place to measure the efficacy of employee performance management and whether the system leads to improved employee development. Systems are in place to determine agency capability to deliver effective performance management.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
e The agency has a clear understanding about what KSAs managers need to deliver effective employee performance management. Systems are in place to build employee performance management skills in managers (at all levels). Managers (and employees) are engaged with the employee performance management process?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
f Resources (particularly time) are specifically allocated to the conduct of employee performance management. The agency routinely evaluates its employee performance management system and examines alternative ways of delivering this.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

Workforce planning

14 Please indicate your agency's **current** position for each of the capabilities described below (descriptions for each of the levels are included at Appendix 1).

	Level 0	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
a Senior leaders in the agency actively support workforce planning as a capability. Senior leaders actively incorporate workforce planning advice and make it clear that workforce planning needs to be routinely incorporated into agency operational decision making.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b The agency has a clear and comprehensive set of workforce objectives. There is a formal process for setting and achieving workforce objectives. Workforce planning data is incorporated into decision making about strategic workforce goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c The agency works to identify and engage stakeholders in the workforce planning process. There are formal processes in place for this. The agency has a clear idea about whether stakeholders are engaged in the workforce planning process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
d Systems are in place to collect and disseminate workforce planning metrics. Systems are in place to determine whether action takes place as a result of reporting workforce metrics. There is a set of agreed workforce metrics used in the agency and a standardised process for how these are reported and to whom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
e There are processes in place to determine the workforce planning capabilities of employees. There are processes in place to develop and maintain these skills. The agency promotes workforce planning skills among the workforce.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
f Specific resources (people) are allocated to workforce planning in the agency. The agency actively pursues ways to improve its workforce planning capability. The importance of workforce planning is acknowledged across the agency.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

15 Please indicate your agency's **required** position within the next three years for each of the capabilities described below (descriptions for each of the levels are included at Appendix 1).

	Level 0	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
a Senior leaders in the agency actively support workforce planning as a capability. Senior leaders actively incorporate workforce planning advice and make it clear that workforce planning needs to be routinely incorporated into agency operational decision making.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
b The agency has a clear and comprehensive set of workforce objectives. There is a formal process for setting and achieving workforce objectives. Workforce planning data is incorporated into decision making about strategic workforce goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
c The agency works to identify and engage stakeholders in the workforce planning process. There are formal processes in place for this. The agency has a clear idea about whether stakeholders are engaged in the workforce planning process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
d Systems are in place to collect and disseminate workforce planning metrics. Systems are in place to determine whether action takes place as a result of reporting workforce metrics. There is a set of agreed workforce metrics used in the agency and a standardised process for how these are reported and to whom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
e There are processes in place to determine the workforce planning capabilities of employees. There are processes in place to develop and maintain these skills. The agency promotes workforce planning skills among the workforce.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
f Specific resources (people) are allocated to workforce planning in the agency. The agency actively pursues ways to improve its workforce planning capability. The importance of workforce planning is acknowledged across the agency.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

Project management

16 Please indicate your agency's **current** position for each of the capabilities described below (descriptions for each of the levels are included at Appendix 1).

	Level 0	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
a Senior leaders actively support project management in the agency. Senior leaders provide guidance on the use of project management processes in the agency.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b The agency takes a strategic approach to the use of project management. There is a strategy for developing project management capability and an actionable plan for the use of project management capability.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c The agency has identified the stakeholders in developing its project management capability. The agency actively engages stakeholders in the development and use of project management. The agency has built a sense of common purpose among stakeholders about the value of project management.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
d Systems are in place to monitor project management in the agency. Standards are used to identify when project management has been successful and when it hasn't. There are systems in place to determine whether action is taken based on this information.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
e The agency has determined what project management skills are required in the workforce. Processes are in place to build this skill base if it is deficient. The agency engages with employees about the development of these skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f The agency allocates specific employees to project management roles. Adequate resources (time, ICT support, and expertise) are allocated to generalist managers to allow them to incorporate project management into their day to day jobs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

17 Please indicate your agency's **required** position within the next three years for each of the capabilities described below (descriptions for each of the levels are included at Appendix 1).

	Level 0	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
a Senior leaders actively support project management in the agency. Senior leaders provide guidance on the use of project management processes in the agency.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
b The agency takes a strategic approach to the use of project management. There is a strategy for developing project management capability and an actionable plan for the use of project management capability.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
c The agency has identified the stakeholders in developing its project management capability. The agency actively engages stakeholders in the development and use of project management. The agency has built a sense of common purpose among stakeholders about the value of project management.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
d Systems are in place to monitor project management in the agency. Standards are used to identify when project management has been successful and when it hasn't. There are systems in place to determine whether action is taken based on this information.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
e The agency has determined what project management skills are required in the workforce. Processes are in place to build this skill base if it is deficient. The agency engages with employees about the development of these skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
f The agency allocates specific employees to project management roles. Adequate resources (time, ICT support, and expertise) are allocated to generalist managers to allow them to incorporate project management into their day to day jobs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

Talent management

18 Please indicate your agency's **current** position for each of the capabilities described below (descriptions for each of the levels are included at Appendix 1).

	Level 0	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
a Senior leaders support talent management in the agency. Senior leaders provide a clear vision for talent management in the agency. The agency has specific governance processes for talent management.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b The agency has a clear strategy for talent management including clear goals and an active strategy for delivering talent management in the agency. The agency bases its decisions about the use of talent management on clear and comprehensive evidence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c The agency actively identifies and seeks out stakeholders' views on talent management. There is a process for integrating these views into a concise and coherent document to inform decision makers. Stakeholder's views are acted on.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d Effective information collection systems are in place to support talent management in the agency. Data is disseminated to key decision makers. This information is used to make improvements to the talent management system where required.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e The agency has determined the skills needed by the workforce to successfully implement talent management. The agency has identified whether the existing workforce possesses these skills and is taking steps to address any skill gaps. Steps have been taken to engage employees with the talent management system.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f The agency has processes in place to support effective talent management. Adequate resources (including manager time) are allocated to talent management. The agency has specialist staff to support talent management.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

19 Please indicate your agency's **required** position within the next three years for each of the capabilities described below (descriptions for each of the levels are included at Appendix 1).

	Level 0	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
a Senior leaders support talent management in the agency. Senior leaders provide a clear vision for talent management in the agency. The agency has specific governance processes for talent management.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
b The agency has a clear strategy for talent management including clear goals and an active strategy for delivering talent management in the agency. The agency bases its decisions about the use of talent management on clear and comprehensive evidence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
c The agency actively identifies and seeks out stakeholders' views on talent management. There is a process for integrating these views into a concise and coherent document to inform decision makers. Stakeholder's views are acted on.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
d Effective information collection systems are in place to support talent management in the agency. Data is disseminated to key decision makers. This information is used to make improvements to the talent management system where required.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
e The agency has determined the skills needed by the workforce to successfully implement talent management. The agency has identified whether the existing workforce possesses these skills and is taking steps to address any skill gaps. Steps have been taken to engage employees with the talent management system.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
f The agency has processes in place to support effective talent management. Adequate resources (including manager time) are allocated to talent management. The agency has specialist staff to support talent management.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Innovation

20 Please indicate your agency's **current** position for each of the capabilities described below (descriptions for each of the levels are included at Appendix 1).

	Level 0	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
a Senior leaders provide clear authority and support for innovation in the workplace. Senior leaders provide a vision of how innovation is relevant to, and implemented within, the workplace.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
b The agency has an innovation strategy that is integrated with broader agency strategic planning. There are a set of objectives for innovation in the agency. Employees understand what innovation is meant to achieve and how this will occur.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
c The agency actively engages both internal and external stakeholders in the innovation process. The agency actively collaborates with stakeholders to produce innovation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
d There are systems in place to monitor and promote innovation. These systems are monitored and the information is used to foster innovation activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
e The workforce skills necessary to support innovation have been identified and processes are in place to address any skills gaps. There are processes that support innovation in the workforce and among leaders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
f Resources are allocated specifically to take advantage of innovations as they are identified. There is a clear process for turning an innovation into a practice or policy in the agency.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

21 Please indicate your agency's **required** position within the next three years for each of the capabilities described below (descriptions for each of the levels are included at Appendix 1).

	Level 0	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
a Senior leaders provide clear authority and support for innovation in the workplace. Senior leaders provide a vision of how innovation is relevant to, and implemented within, the workplace.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
b The agency has an innovation strategy that is integrated with broader agency strategic planning. There are a set of objectives for innovation in the agency. Employees understand what innovation is meant to achieve and how this will occur.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
c The agency actively engages both internal and external stakeholders in the innovation process. The agency actively collaborates with stakeholders to produce innovation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
d There are systems in place to monitor and promote innovation. These systems are monitored and the information is used to foster innovation activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
e The workforce skills necessary to support innovation have been identified and processes are in place to address any skills gaps. There are processes that support innovation in the workforce and among leaders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
f Resources are allocated specifically to take advantage of innovations as they are identified. There is a clear process for turning an innovation into a practice or policy in the agency.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Digital transformation

22 Please indicate your agency's **current** position for each of the capabilities described below (descriptions for each of the levels are included at Appendix 1).

	Level 0	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
a Senior leaders provide clear authority and support for digital delivery and digital technologies in the workplace. Senior leaders provide a vision of digital delivery that is relevant to, and implemented within, the workplace.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
b The agency has a digital strategy that is integrated with broader agency strategic planning. There are a set of strategic objectives for digital transformation in the agency. Employees understand what digital transformation is meant to achieve and how this will occur.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
c The agency actively engages both internal and external stakeholders in digital design processes. Stakeholders are able to contribute to digital product/services design. There are processes in place to share this information within the agency and between stakeholders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
d There are systems in place to monitor and promote digital delivery. These systems are monitored and the information is used to foster meaningful content and channel integration.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e The agency has determined the skills needed by the workforce for successful digital transformation. The agency has identified whether the existing workforce possesses these skills and is taking steps to address any skill gaps. Steps have been taken to engage employees with digital delivery and technologies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f The agency has processes in place to support effective digital delivery. Adequate resources are allocated to digital transformation. The agency has specialist staff to support digital transformation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

23 Please indicate your agency's **required** position within the next three years for each of the capabilities described below (descriptions for each of the levels are included at Appendix 1).

	Level 0	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
a Senior leaders provide clear authority and support for digital delivery and digital technologies in the workplace. Senior leaders provide a vision of digital delivery that is relevant to, and implemented within, the workplace.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
b The agency has a digital strategy that is integrated with broader agency strategic planning. There are a set of strategic objectives for digital transformation in the agency. Employees understand what digital transformation is meant to achieve and how this will occur.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
c The agency actively engages both internal and external stakeholders in digital design processes. Stakeholders are able to contribute to digital product/services design. There are processes in place to share this information within the agency and between stakeholders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
d There are systems in place to monitor and promote digital delivery. These systems are monitored and the information is used to foster meaningful content and channel integration.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
e The agency has determined the skills needed by the workforce for successful digital transformation. The agency has identified whether the existing workforce possesses these skills and is taking steps to address any skill gaps. Steps have been taken to engage employees with digital delivery and technologies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
f The agency has processes in place to support effective digital delivery. Adequate resources are allocated to digital transformation. The agency has specialist staff to support digital transformation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Reducing red tape

- 24 Please briefly describe the most effective initiatives to reduce **external** red tape (i.e. red tape that your agency imposes on external stakeholders) that have been implemented in your agency in 2014–15:

The FWBC On Site application was launched in December 2014. This provides industry stakeholders with an alternative to printing material.

- 25 Please briefly describe the most effective initiatives to reduce **internal** red tape (i.e. red tape that occurs in your agency) that have been implemented in your agency in 2014–15:

- Improvements in our case management system - Internal audits undertaken by Professional Standards Unit - Launching financial reconciliation module on same platform as HRIS

- 26 Please briefly describe any initiatives that were less effective in reducing red tape (either internal or external) in your agency in 2014–15:

Enterprise Agreement Bargaining Process - continuing negotiation and resolution/identification of issues and outcomes

27 Please briefly describe what barriers your agency encountered in implementing initiatives to reduce red tape (either internal or external) in your agency in 2014–15:

Employee engagement

28 Did your agency implement any initiatives specifically designed to improve employee engagement in 2014–15?

- Yes—whole agency
- Yes—part agency
- Being developed *[Please go to question 30]*
- No *[Please go to question 30]*

29 Please briefly describe the initiatives specifically designed to improve employee engagement implemented by your agency in 2014–15:

- Whole of Agency Bullying and Harassment training was delivered - A strategy to address unscheduled absenteeism was developed

- 30 Please briefly describe any general workplace strategies that have been particularly effective in improving employee engagement in your agency in 2014–15 (e.g. learning strategy, performance management initiative):

- The FWBC Leadership Program was developed and launched to all EL 1 and EL 2 staff with supervisory responsibilities. - Recognition of performance via intranet articles from Head of Agency - Director's Award - Employee of the Year

Comment Box C: Agency Capability

D. WORKPLACE DIVERSITY

31 Did your agency have a workplace diversity programme in place during 2014–15?

- Yes—whole agency
- Yes—part agency
- Being developed *[Please go to question 33]*
- No *[Please go to question 33]*

32 Is your agency's workplace diversity programme published on your agency's external website?

- Yes
- No

Employment of Indigenous Australians

33 During 2014–15, did your agency use any of the following measures to recruit and/or retain Indigenous Australians?

	Yes—Whole Agency	Yes—Part Agency	Being Developed	No	Not Applicable (no Indigenous employees)
a Special measures ³ employment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
b Identified positions ⁴	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
c Advertising employment opportunities in Indigenous media (e.g. print, radio)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
d Participating in the Australian Public Service Commission's Pathways whole of government Indigenous recruitment initiatives for entry level, cadet and graduate recruits	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e Operating an internal agency-based Indigenous employee network	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
f Providing culturally specific training programmes for Indigenous employees	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
g Providing targeted leadership development opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
h Providing mentoring and/or coaching to Indigenous employees	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
i Providing mobility and/or secondment opportunities into mainstream positions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
j Encouraging staff to participate in cultural events (e.g. Reconciliation Week, National Aboriginal and Islander Day Observance Committee [NAIDOC] Week etc.)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k Other recruitment and/or retention strategies	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

³ Public Service Commissioner's Directions 4.2, 4.3 and 4.6A allow agency heads to limit specified employment opportunities to Indigenous applicants within the framework provided by Commonwealth discrimination legislation.

⁴ Agency heads can create positions that require an understanding of Indigenous culture and issues faced by Indigenous Australians, and the ability to deal effectively and sensitively with these issues. While it is likely that these positions will be occupied by Indigenous Australians, recruitment is on the basis of merit and is not confined to Indigenous Australians.

34 Does your agency offer Indigenous cultural awareness training to employees?

Yes

No

35 During 2014–15, did your agency engage any Indigenous-owned businesses?

- Yes—data on these engagements was centrally collected
- Yes—data on these engagements was not centrally collected
- No

Employment of people with disability

36 Did your agency have a formal strategy in place (e.g. a Disability Action Plan) for the employment of people with disability during 2014–15?

- Yes—whole agency
- Yes—part agency
- Being developed
- No

37 During 2014–15, did your agency use any of the following measures to promote the employment of people with disability:

	Yes—Whole Agency	Yes—Part Agency	Being Developed	No	Not Applicable (no employees with disability)
a Provided opportunities for people with disability to gain skills and experience under an agency-based employment scheme	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b Identified a SES employee to act as a senior level advocate/ champion for employees with disability	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
c Provided a documented and clear process for employees with disability to request reasonable adjustments	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
d Operated an agency network for employees with disability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
e Engaged or promoted people with intellectual disability under affirmative measure 2.16 in the Commissioner's Directions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
f Engaged people with disability through a Disability Employment Service provider under affirmative measure 2.17 in the Commissioner's Directions	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
g Advertised vacancies under the RecruitAbility affirmative measure 2.17A in the Commissioner's Directions	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
h Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

38 Does your agency offer disability awareness (including mental health) programmes to employees?

	Mandatory	Voluntary	Being Developed	No
a Yes—for all employees	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
b Yes—for employees new to the agency	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
c Yes—other <i>[Please specify which group(s) of employees undertake these programmes]</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
<input type="text"/>				

Collection of personal information

This section relates to the collection and storage of employees' personal information on the APS Employment Database (APSED) administered by the Australian Public Service Commission.

Australian Privacy Principle (APP) 5—Notification of the collection of personal information—as defined in Schedule 1 of the *Privacy Act 1988* requires APP entities to notify individuals about the collection of their personal information.

39 During 2014–15 did your agency notify its employees about the collection of their personal information and that this information is provided to the Australian Public Service Commission for storage in APSED?

- Yes
 No *[Please go to question 41]*

40 Which of the following communication methods were used to disseminate this information to your employees?
[Please select all that apply]

- All staff email
 News item on the agency's intranet
 Agency's HR information system
 Recruitment form
 Pay advice
 Other

Women in leadership

- 41 Please indicate the number of men and women in your agency's senior leadership group, irrespective of their classification level (excluding EA and other support staff):

Level	Male	Female
a Agency head	1	0
b Direct report to agency head	6	6
c Direct reports to those who report directly to the agency head	10	22

Comment Box D: Workplace Diversity

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E. PERFORMANCE MANAGEMENT

42 Did your agency have the following measures in place in 2014–15 to assist in implementing its performance management system?

	Yes—Whole Agency	Yes—Part Agency	Being Developed	No
a Measures that encourage the active management of high performance and talent among employees	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b A performance bonus scheme for individuals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
c Review and reward of groups/teams as well as individuals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
d A reward and recognition system that is not linked to financial rewards	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e A process to help ensure consistency in assessment	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f Periodic evaluation of the performance management system	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g Training for staff in receiving feedback	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h Training for managers in providing feedback, specifically when managing underperforming staff	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i Other	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

43 Did your agency have the following mechanisms in place during 2014–15 to ensure line managers implement the agency's performance management systems?

	Yes—Whole Agency	Yes—Part Agency	Being Developed	No
a Key performance indicators relating to performance management included in line managers' performance agreements	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b Agency-wide performance indicators relating to performance management included in more senior managers' performance agreements	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c Managers rewarded for superior staff management skills	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d Managers with a need to improve their staff management skills identified and assistance provided	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e Compliance with agency performance management directives tested (e.g. in staff surveys)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f An electronic system (i.e. computer based performance management system)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

44 During 2014–15 were **all** of your agency's employees⁵ required to have a formal performance agreement?

Yes

No

⁵ Employees here refer to the relevant number of people employed directly by your agency during 2014–15.

- INCLUDE
 - Full-time and part-time ongoing employees paid through payroll.
 - Full-time and part-time non-ongoing employees paid through payroll who are engaged for a specified term or for the duration of a specified task.
- EXCLUDE
 - Non-ongoing staff engaged for duties that are irregular or intermittent.
 - Workers paid through a third party.

Management of underperformance

45 Which of the following measures did your agency have in place in 2014–15 to assist in managing any underperformance? *[Please select all that apply]*

- An agency-designed programme or system
- Step-by-step instructions or templates to guide managers
- Training of managers
- Agency guidance on strategies managers can use to foster performance improvement
- Other

46 During 2014–15, how many employees in your agency were placed on a formal underperformance process?

[Please specify the number of employees]

4

47 During 2014–15, how many formal underperformance processes were finalised?

[Please specify the number of processes]

3

48 How many of the employees who were the subject of a finalised underperformance process reported in question 47, had the following outcome?

Type of outcome	Number of employees
a Termination of employment	0
b Reduction in classification	0
c Process successful; performance improved to acceptable standard	3
d Other <i>[Please specify]</i> <div style="border: 1px solid black; height: 20px; width: 100%; margin-top: 5px;"></div>	0

Comment Box E: Performance Management

N/A

F. LEAVE MANAGEMENT

The questions in this section ask for employee numbers on the basis of **average** full time equivalent. If you cannot provide information on this basis of average full time equivalent please use **average** headcount.

Please use the following definitions for employee numbers.

Average full-time equivalent (FTE) refers to the average number of FTE employees in your agency during 2014–15. Part-time employees are converted to full-time equivalents.

INCLUDE:

All active full-time and part-time **ongoing** employees paid through payroll.

Part-time employees need to be converted to FTE based on actual hours worked.

All active full-time and part-time **non-ongoing** employees paid through payroll who are engaged for a specified term or for the duration of a specified task.

Part-time employees need to be converted to FTE based on actual hours worked.

EXCLUDE:

Overtime.

Non-ongoing staff engaged for duties that are irregular or intermittent.

Workers paid through a third party.

Employees on unpaid leave.

Agency heads, statutory office holders and committee officers.

If your agency is relatively stable in size, then average staffing numbers can be calculated by averaging the number of people who are on the agency's payroll (excluding non-ongoing staff who are engaged for duties that are irregular or intermittent) at 1 July 2014 and 30 June 2015. Otherwise, if your agency has experienced some major change in workforce composition, then it may be necessary to calculate the average number of employees using the pay periods that fall within the period 1 July 2014 and 30 June 2015 (excluding non-ongoing staff who are engaged for duties that are irregular or intermittent).

If there are substantial numbers of employees operating under different agreed standard work hours (e.g. part-time employees), it is necessary to pro-rata the number of hours per employee. The following example illustrates how this can be done.

Example:

Standard hours per fortnight = 75 hours and there are 200 staff.

But this includes 20 part-time staff:

10 staff work 40 hours per fortnight	$10 \times (40\text{hrs}/75\text{hrs}) = 5.33 \text{ FTE}$
6 staff work 30 hours per fortnight	$6 \times (30\text{hrs}/75\text{hrs}) = 2.40 \text{ FTE}$
4 staff work 25 hours per fortnight	$4 \times (25\text{hrs}/75\text{hrs}) = 1.33 \text{ FTE}$

Therefore, total FTE = 180 (full-time staff) + [5.33 + 2.40 + 1.33] (part-time staff)
= 189.06 FTE

For further information please see the *Common Workforce Metrics Guide* on the Commission's website
<http://www.apsc.gov.au/publications-and-media/current-publications/workforce-analysis/appendix-a>

Average headcount refers to the average number of people employed directly by your agency during 2014–15. Average headcount indicates the number of employees working for the organisation, regardless of hours worked, other working arrangements or leave.

INCLUDE:

All full-time and part-time ongoing employees.

All full-time and part-time non-ongoing employees who are engaged for a specified term or for the duration of a specified task.

EXCLUDE:

Overtime.

Non-ongoing staff engaged for duties that are irregular or intermittent.

Workers paid through a third party.

Agency heads, statutory office holders and committee officers.

For further information please see the Common Workforce Metrics Guide on the Commission's website <http://www.apsc.gov.au/publications-and-media/current-publications/workforce-analysis/appendix-a>

49 Please list the number of average FTE APS employees in your agency in 2014–15.

[If average FTE is not available, use average headcount]

FTE

or

headcount

Unscheduled leave

Unscheduled leave is defined as leave taken in recognition of circumstances that can generally arise irregularly or unexpectedly, making it difficult to plan, approve or budget for in advance, and which is inclusive of planned medical procedures.

For the purposes of this survey, please use the following definitions for absence type.

Sick—A workplace absence, regardless of duration, whether paid or unpaid, due to personal illness or injury or to undergo a planned medical procedure.

Carer's—A workplace absence, regardless of duration, whether paid or unpaid, to provide care or support for a member of the employee's immediate family or household who requires care or support.

Compensation—A workplace absence resulting from personal injury or disease sustained out of, or in the course of, employment (i.e. work related) and accepted by Comcare. This leave includes the total number of days or part-days an employee is absent from work due to incapacity. It excludes time spent at work on rehabilitation programmes, where rehabilitation takes place at the workplace in paid employment.

Specific types of miscellaneous/other—A workplace absence, regardless of duration, whether paid or unpaid, that is taken upon the death of a member of the employee's immediate family or household (bereavement), or to spend time with a seriously ill, injured or dying person who is a member of the employee's immediate family or household (compassionate), or in the event of an unexpected emergency.

Unauthorised absence—A workplace absence, regardless of duration, whether paid or unpaid, that given the circumstances is not supported or approved by management. For example an absence due to participation in workplace disputes.

Leave taken for the following events are **not** to be included:

- Annual/recreational leave
- Long service leave
- Adoption leave
- Purchased leave
- Maternity, paternity and parental leave
- War service leave
- Leave to move house, for study/exams, graduation, ceremonial, jury duty, emergency services duty and Defence Force reserve training/service.

These events are considered either planned events, or as in the case of emergency services duty and Defence Force reserve training/service, are actively supported by the APS.

50 Please list the total number of FTE days in 2014–15 for each of the following **unscheduled** leave categories for APS employees in your agency *[If FTE is not available, use headcount]*

If your agency's human resource system does not allow your agency to report unscheduled leave by the following categories:

- a. Please tick this box **and**
- b. Enter the total number of days of unscheduled leave in your agency in 2014–15 in the last row of the table below.

Unscheduled leave type	FTE days *	Headcount days * (only if FTE days not available)
a Sick	1530	
b Carer's	330	
c Compensation	466	
d Specific types of miscellaneous/other	32.8	
e Unauthorised absence	0	
f Total 2014–15 unscheduled leave	2358.80	

* Where there was no unscheduled leave of a particular type in your agency, please enter '0'.

Management of injury in the workplace

51 Does your agency have any of the following initiatives in place?

	Yes—whole agency	Yes—part agency	Being Developed	No
a Formal use of metrics to identify high risk workplaces or workgroups	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b Mandatory training in Work Health and Safety (WHS) for all employees	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c Mandatory training in WHS for managers	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d Early intervention policy in case of an injury report (i.e. prior to a claim being made)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e Capacity building for case managers	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f Standardised process for selecting rehabilitation providers	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g Formal process for identifying suitable duties for employees returning to work	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h Specific resourcing for long term ('long tail') rehabilitation cases	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i Standard operating procedures for injury management for rehabilitation case managers	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j Injury prevention strategies routinely communicated to staff (e.g. promulgated via intranet, all staff meeting etc)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

52 Does your agency have the following in place to support managing injuries in the workplace?

	Yes—wholly full time employees	Yes—wholly part time employees	Yes—mix of part time and full time employees	No
a Specialist rehabilitation case managers employed in the agency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
b Specialist allied health professionals employed in the agency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
c Specialist WHS employees (i.e. employees with WHS as their sole responsibility)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comment Box F: Leave Management

Section Approval Information:

Section A Approved 4:27 pm, Thursday 23 July 2015

Contact Name: Joshua Banks _____
Position: Senior HR Officer _____
Contact Number: 03 8509 3028 _____
Comments: _____

Section Approval Information:

Section B Approved 4:28 pm, Thursday 23 July 2015

Contact Name: Joshua Banks _____
Position: Senior HR Officer _____
Contact Number: 03 8509 3028 _____
Comments: _____

Section Approval Information:

Section C Approved 4:28 pm, Thursday 23 July 2015

Contact Name: Joshua Banks _____
Position: Senior HR Officer _____
Contact Number: 03 8509 3028 _____
Comments: _____

Section Approval Information:

Section D Approved 4:28 pm, Thursday 23 July 2015

Contact Name: Joshua Banks _____
Position: Senior HR Officer _____
Contact Number: 03 8509 3028 _____
Comments: _____

Section Approval Information:

Section E Approved 4:28 pm, Thursday 23 July 2015

Contact Name: Joshua Banks _____
Position: Senior HR Officer _____
Contact Number: 03 8509 3028 _____
Comments: _____

Section Approval Information:

Section F Approved 4:28 pm, Thursday 23 July 2015

Contact Name: Joshua Banks _____
Position: Senior HR Officer _____
Contact Number: 03 8509 3028 _____
Comments: _____