

Business Area	Organisational								
Date of	01/01/2026								
Conducted by	Paul Barton								
Monitored by	Theresa Walsh/Paul Barton								
Review date	XX/XX/								
Aspect of work	Psychosocial Hazard	Description	Potential Causes	Potential Outcomes	Worker groups and/or activities at greater risk	Controls			Legislation/Standards/Guidance
						Controls (Organisational Level)	Controls (Individual Level – Build Capability & Resilience)	Governance & compliance controls (Controls that establish organisational expectations, responsibilities, accountabilities and required processes)	
						(Primary controls - eliminate or minimise the hazard at source)	(Secondary controls - help workers manage residual risk)		
How work is organised	Low Role Clarity	Low role clarity refers to jobs where there is uncertainty about, or frequent changes to tasks and work standards; where important task information is not available to workers; or where there are conflicting job roles, responsibilities or expectations.	• role ambiguity • role conflict • lack of duty of care • scenarios where workers do not have clear guidelines on the tasks they are expected to do (and not do) • expectations within a role that undermine one another (e.g. being expected to provide good customer service, but also not spend a long time with customers) • uncertainty about or frequent changes to tasks, work standards or priorities • performing work or little value or purpose. • poor management skills and time set aside to develop staff by direct supervisor • Poor or lack of good job design • Narrow view of organisational	Individual • work-related stress • confusion • frustration • burnout • unmotivated • uncertainty • powerlessness Organisational • Poor performance and productivity • Increased incidents and errors • Lack of engagement • Lack of organisational commitment • Staff not performing at level • Increased turnover • increase in	• New staff • lower HEW level workers • workers with newly created roles • workers returning from extended leave periods • middle managers (greater risk as they must lead and be led simultaneously)	Role Design and Accountability Design roles with clearly defined responsibilities, accountabilities and decision-making authority. Maintain current position descriptions that accurately reflect role requirements and expectations. Use workforce planning and role design processes to minimise role overlap and conflicting responsibilities. Reporting Lines and Escalation Pathways Establish and communicate clear reporting lines and organisational structures. Clearly define task ownership, accountabilities and escalation pathways. Ensure organisational charts are current and accessible. Processes, Procedures and Guidance Develop and maintain documented procedures, process maps and operating guidelines. Implement structured onboarding processes that clarify role expectations, responsibilities and reporting relationships. Performance Planning and Role Alignment Use MyPlan and performance development processes to establish clear objectives, priorities and expected outcomes.	• Regular one-on-one meetings between staff and supervisors. • MyPlan performance development discussions and feedback conversations. • Coaching and mentoring programs. • Professional development, training and upskilling opportunities. • Leadership development programs. • Training on decision-making, delegation and problem-solving skills. • Training on organisational processes, governance and escalation pathways. • Participation in project reviews and continuous improvement activities. • Peer support networks and communities of practice. • Employee Assistance Program (EAP). • Manager Assist Program. University Psychosocial Control Library. • Support staff to raise concerns, provide feedback and participate in consultation processes. • Encourage proactive discussions about workload, autonomy and barriers to effective work	Impact 2030 OHS Roles and Responsibilities Procedure Managing OHS Hazards and Incidents Procedure Classification for Professional Staff Positions Procedure Job Design (Clause 74) Performance Development Process: Professional Staff Procedure Performance Development Process: Academic Staff Procedure Organisational mandatory compliance training suite	• Occupational Health and Safety Act 2004 (Vic); • Occupational Health and Safety Regulations 2-17 (Vic) • Workplace Injury, Rehabilitation and Compensation (WIRC) Act 2013 (Vic); • Fair Work Act (2009) • ISO 45003:2021 • Preventing and managing work-related stress: A guide for employers (WorkSafe Vic)
How work is organised	Low Job Control	staff have little control over aspects of the work including how or when the job is done. staff have limited ability to adapt the way they work to changing or new situations. staff have limited ability to adopt efficiencies in their work. Tightly scripted or machine/computer paced work. Prescriptive processes which do not allow staff to apply their skills and judgement. Levels of autonomy not matched to staff abilities	• limited opportunity to participate in decision-making • lack of control over workload • low levels of influence and independence (e.g. not being about to influence the speed, order or schedule of work tasks and workload). • In ability to raise concerns, share ideas or new ways of working • Poor or lack of proper job design • Narrow view of organisational design • Large, convoluted organisational hierarchy and/or delegation and approval processes • No clear org structures resulting in lack of accountability	Individual • work-related stress • burnout • undermined • uncertainty • unmotivated • fatigued • disengaged Organisational: • Risk of issues or concerns not being escalated • Ineffective and efficient work practices • staff not performing at level • Increased turnover	• Service centres/contact centres/call centres • lower HEW Level staff	Role Design and Meaningful Work Design roles to provide meaningful, challenging and appropriately varied work. Allocate work that aligns with employees' skills, experience and classification level. Ensure work objectives, responsibilities and deliverables are clearly defined through MyPlan. Work Allocation and Staff Utilisation Review work allocation processes to ensure staff are appropriately utilised. Use workforce planning processes to identify underutilisation of staff capability. Monitor workloads and work allocation to identify employees experiencing sustained periods of low demand. Job Enrichment and Development Opportunities Implement task rotation and job enrichment opportunities where appropriate. Provide opportunities for participation in projects, committees, working groups and continuous improvement activities. Support career development and internal mobility opportunities. Consultation and Review Consult with staff regarding role design, work allocation and opportunities for development. Conduct regular workload and role reviews to identify and address low job demand issues. Risk Assessment and Monitoring Undertake psychosocial risk assessments where low job demands are identified. Monitor psychosocial indicators, such as pulse surveys, turnover, absenteeism and SARAH reports, to identify emerging risks associated with low job demands.	- Regular one-on-one meetings between staff and supervisors. - MyPlan performance development conversations and feedback discussions. - Coaching and mentoring programs. - Professional development and upskilling opportunities. - Leadership development programs. - Career development planning. - Participation in stretch assignments and project work. - Peer support networks and communities of practice. - Employee Assistance Program (EAP). - Manager Assist Program. - University Psychosocial Control Library. - Support staff to discuss career aspirations, skill utilisation and development opportunities. - Encourage staff to proactively raise concerns regarding underutilisation or lack of meaningful work.	Employee Assistance Procedure Employee Related Grievance Resolution Procedure (Clause 63) Job Design (Clause 74) Mental Health Policy Mental Health Procedure Professional Staff Position Classification (Clause 73) Reasonable Workplace Adjustments Procedure Health & Safety Issue Resolution Procedure Managing OHS Hazards and Incidents Procedure OHS Consultation Procedure Unacceptable Conduct Response Procedure	• Occupational Health and Safety Act 2004 (Vic); • Occupational Health and Safety Regulations • Fair Work Act (2009) • Stress Wise - Preventing work-related stress a guide for employers in the public sector (Vic) • Workplace bullying – prevention and response (Vic) • A guide to employer: Preventing and responding to work-related violence (Vic) • Code of practice. Working hours (WA)

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How work is organised	High Job demands	Intense or sustained high mental, physical or emotional effort required to do the job. Unreasonable or excessive time pressures or role overload. High individual reputational, legal, career, safety or financial risk if mistakes occur. High vigilance required, limited margin of error and inadequate systems to prevent individual error. Shifts/work hours that do not allow adequate time for sleep and recovery. Fatigue can impact all aspects of job demands (emotional, physical and cognitive demands).	• continual work exposure to challenging or difficult interactions with staff, students, visitors or contractors without effective management systems • having too much to do within a certain time or with a set number of staff. • conflicting demands and deadlines • unrealistic expectations of a staff competence or responsibility. • requirements for excessive period of alertness and concentration • working with aggressive or distressed people • Poor or lack of good job design • Narrow view of organisational design • Large, convoluted organisational hierarchy and/or	• Increased stress • burnout • worry • uncertainty • unmotivated • Illness/injury	• Service centres/contact centres/call centres • Stakeholder/relationship manager roles • Student facing roles (academic teaching and research staff, counselling staff, student advisory staff, residential staff) • Researchers • All staff who support distressed students and staff	Workload Management Frameworks Workforce Management Guidelines — Professional Staff Workloads Workforce Management Guideline — Academic Workloads and Board of Review Planning, Prioritisation and Role Clarity MyPlan — development of personal work plans, objectives and expected outputs Workload planning and prioritisation discussions Delegation and escalation processes Review and Redesign Processes Performance and workload review processes Job redesign processes Risk Assessment and Intervention Undertake psychosocial risk assessments where high job demands are identified in teams Leadership Capability Leadership development for Managers/Supervisors.	One-on-one meetings, regular feedback and supervisor catch-ups OHS for Managers and Supervisors Training (Duty of Care Responsibilities) Flexible Working Arrangements Employee Assistance Program (EAP) Manager Assist Program Counselling Service Mental Health Awareness Training (e.g. Mental Health First Aid) Mindfulness at Monash Online Mental Health Resources Career Break Procedure Voluntary Reduced Working Year Procedure University Psychosocial Control Library	Academic Workload Models (EA 66.14) Academic Workloads Advisory Committee (EA 66.20) Board of Review (EA 66.17–66.18) Professional Staff Workloads (Clause 72) Overtime and Time Off in Lieu (Clause 79) Job Design (Clause 74) Mental Health Policy Mental Health Procedure Performance Development Process: Professional Staff Procedure Performance Development Process: Academic Staff Procedure OHS Performance and Development Procedure Managing OHS Hazards and Incidents Procedure	• Occupational Health and Safety Act 2004 (Vic); • Occupational Health and Safety Regulations • Fair Work Act (2009) • Stress Wise - Preventing work-related work-related stress a guide for employers in the public sector (Vic) • Workplace bullying – prevention and response (Vic) • A guide to employer: Preventing and responding to work-related violence (Vic) • Code of practice. Working hours (WA)	
How work is organised	Low Job Demands	Sustained low levels of physical, mental or emotional effort is required to do the job. Long idle periods while high workloads are present, for example where staff need to wait for equipment or other staff	• underuse of skills • lack of task variety or performing highly repetitive tasks • fragmented or meaningless work. • Poor or lack of proper job design • Narrow view of organisational design • Large, convoluted organisational hierarchy and/or delegation and approval processes • No clear control structures resulting in lack of accountability	• Individual • work-related stress • confusion • frustration • burnout • unmotivated • uncertainty • powerlessness	• Lower HEW Level staff	Role Design and Meaningful Work Design roles to provide meaningful, challenging and appropriately varied work. Allocate work that aligns with employees’ skills, experience and classification level. Ensure work objectives, responsibilities and deliverables are clearly defined through MyPlan. Work Allocation and Utilisation Review work allocation processes to ensure staff are appropriately utilised. Use workforce planning processes to identify underutilisation of staff capability. Monitor workloads and work allocation to identify employees experiencing sustained periods of low demand. Job Enrichment and Development Opportunities Implement task rotation and job enrichment opportunities where appropriate. Provide opportunities for participation in projects, committees, working groups and continuous improvement activities. Support career development and internal mobility opportunities. Consultation and Role Review Consult with staff regarding role design, work allocation and opportunities for development. Conduct regular workload and role reviews to identify and address low job demand issues. Risk Identification and Monitoring Undertake psychosocial risk assessments where low job demands are identified. Monitor psychosocial indicators, such as pulse surveys, turnover, absenteeism and SARAH reports, to identify emerging risks associated with low job demands.	Regular one-on-one meetings between staff and supervisors. MyPlan performance development conversations and feedback discussions. Coaching and mentoring programs. Professional development and upskilling opportunities. Leadership development programs. Career development planning. Participation in stretch assignments and project work. Peer support networks and communities of practice. staff Assistance Program (EAP). Manager Assist Program. University Psychosocial Control Library. Support staff to discuss career aspirations, skill utilisation and development opportunities. Encourage staff to proactively raise concerns regarding underutilisation or lack of meaningful work.	Academic Workload Models Professional Staff Workloads (Clause 72) Performance Development Process: Professional Staff Procedure Performance Development Process: Academic Staff Procedure OHS Performance and Development Procedure Mental Health Policy Mental Health Procedure Managing OHS Hazards and Incidents Procedure Employee Assistance Procedure	• Occupational Health and Safety Act 2004 (Vic); • Occupational Health and Safety Regulations • Fair Work Act (2009) • Stress Wise - Preventing work-related work-related stress a guide for employers in the public sector (Vic) • Workplace bullying – prevention and response (Vic) • A guide to employer: Preventing and responding to work-related violence (Vic) • Code of practice. Working hours (WA)	

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How work is organised	Poor Organisational Change Management	Insufficient consultation, consideration of new hazards or performance impacts when planning for, and implementing, change. Insufficient support, information or training during change. Not communicating key information to staff during periods of change.	• lack of practical support provided to assist staff during transition periods • prolonged or recurrent restructuring • lack of consultation and communication about workplace changes, or consultation and communication which is of poor quality, untimely or not meaningful. • Lack of structures process and frameworks for managing change • Lack of consideration for individual impacts • Inexperience in change management and leading change initiatives	• work-related stress • frustration • ignored • uncertainty • unmotivated • limited to non discretionary effort • disengagement • low self worth • confusion Organisational • Poor performance and productivity • Slow or no transition to new way • Failed change effort • Lack of engagement • Lack of organisational commitment • Increased turnover • increase in absenteeism • Potential industrial action	• All worker groups	Change Planning & Leadership Design consultation processes that engage staff early in change planning and implementation. Conduct change impact assessments to identify impacts on individuals, teams and work areas. Undertake psychosocial risk assessments as part of change planning and implementation. Conduct change readiness assessments to identify organisational risks and support requirements. Establish clear governance, accountabilities and decision-making processes for change initiatives. Define and communicate management structures, reporting lines and role responsibilities during change. Adjust work plans, performance expectations and priorities to accommodate transition periods and learning curves. Allocate appropriate resources to support implementation of change initiatives. Engage change specialists or change consultants for complex change programs where required. Communication, Consultation & Continuous Improvement Implement structured communication and consultation plans throughout the change lifecycle. Provide clear, timely and consistent communication regarding the purpose, benefits, impacts and timelines of change. Establish formal feedback mechanisms and opportunities for staff input throughout change processes. Use standardised communication templates and change communication tools. Maintain regular senior leadership communications regarding organisational changes and impacts. Deliver local communication and consultation activities tailored to affected work areas. Monitor employee feedback, concerns and emerging psychosocial risks throughout the change process. Conduct post-implementation reviews to identify lessons learned and opportunities for improvement. Share successful change outcomes and lessons learned to build organisational confidence and capability.	Change Management training for managers and staff. Leading at Monash – Change Leadership modules. Masterclass: Leading Change. Leadership development programs focused on managing change and supporting teams. Training for supervisors and managers on the psychosocial impacts of change. Training on effective communication, consultation and engagement during change. Change resilience training for staff. Regular one-on-one discussions between staff and supervisors during periods of change. Coaching and mentoring for leaders managing significant change. Employee Assistance Program (EAP). Manager Assist Program. University Psychosocial Control Library. Access to wellbeing, mental health and support resources during periods of change. Encourage staff participation in consultation activities and feedback mechanisms.	Change Management Framework. OHS Consultation Procedure. OHS Issue Resolution Procedure. Managing OHS Hazards and Incidents Procedure. Mental Health Policy. Mental Health Procedure. Psychosocial Risk Management Framework. Change impact assessment requirements. Psychosocial risk assessment requirements for organisational change. Project governance and approval processes. Workforce planning and organisational design processes. Consultation obligations under the Enterprise Agreement. Change readiness assessment process.	• Occupational Health and Safety Act 2004 (Vic) • Occupational Health and Safety Regulations • Fair Work Act (2009) • StressWise - Preventing work-related work-related stress a guide for employers in the public sector (Vic)

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How work is organised	Poor Organisational Justice	Poor organisational justice refers to work where there is a lack of procedural fairness (fair processes to reach decisions), informational fairness (keeping relevant people informed) or interpersonal fairness (treating people with dignity and respect).	• failing to treat staff' information sensitively or maintain their privacy (e.g. having performance discussions in front of others or using information for a purpose it was not disclosed for) • penalising staff for things outside their control (e.g. for not producing enough products when they did not have access to the required materials) • failing to appropriately address (actual or alleged) underperformance, inappropriate or harmful behaviour, or misconduct (e.g. not investigating allegations of sexual harassment or not providing procedural justice for staff accused of bullying) • allocating work, shifts and opportunities in a discriminatory or unfair way (e.g. giving 'good' shifts based on friendships with supervisor). • lack of awareness of biases • reward and recognition focus on individual outcomes not collective values aligned behaviours • Lack of psychological safety	• work-related stress • frustration • ignored • disengagement • low self worth • development or triggering of mental health conditions • discrimination • Harassment • Bullying Organisational • Lack of organizational diversity • Lack of engagement • Lack of organisational commitment • Increased turnover • increase in absenteeism • Misconduct • Potential industrial/legal action • Increase in errors, mistakes and safety issues	• All worker groups	Fair Decision-Making & Governance Implement transparent and consistent decision-making processes. Ensure procedural fairness in recruitment, promotion, performance management and workplace investigations. Clearly communicate the rationale for significant organisational decisions. Apply policies and procedures consistently across faculties, divisions and work areas. Establish clear accountability for decision-making and governance processes. Monitor workplace culture, complaints, grievances and employee feedback to identify systemic fairness issues. Ensure privacy, confidentiality and data protection requirements are consistently applied. Regularly review organisational processes to identify and address potential bias or inequity. Consultation, Communication & Employee Voice Implement consultation processes that provide staff with meaningful opportunities to contribute to decisions affecting their work. Maintain formal feedback and escalation mechanisms. Ensure staff have access to grievance, issue resolution and reporting pathways. Promote awareness of reporting mechanisms and support services. Use MyPlan and MyPlan performance development processes to support transparent expectations and feedback. Conduct regular team meetings and organisational communications to improve transparency and trust. Ensure employees receive timely information regarding organisational decisions and change initiatives. Monitor employee perceptions of fairness through surveys, consultation and psychosocial risk assessments. Culture & Respect Embed respectful, ethical and inclusive behaviours into organisational systems and processes. Integrate behavioural expectations into recruitment, onboarding, MyPlan performance development and leadership practices. Ensure visible leadership commitment to fairness, transparency and respectful conduct. Maintain clear accountability and consequence management processes where inappropriate behaviour occurs.	Mandatory Compliance Training (Ethics and Professional Conduct). Mandatory Supervisor Training – Managing Performance for Professional Staff. Performance Conversations (Mandatory Academic Supervisor Training). Leadership development programs. Training on procedural fairness, respectful conduct and ethical decision-making. Training on discrimination, harassment and equal opportunity obligations. Coaching and support for managers managing grievances or workplace concerns. One-on-one meetings and regular feedback discussions between staff and supervisors. Employee Assistance Program (EAP). Manager Assist Program. Respect and Ethical Conduct Unit support services. Awareness campaigns promoting reporting mechanisms and support services. Training on privacy, confidentiality and data protection requirements. Encourage employees to raise concerns early through formal and informal channels.	Unacceptable Conduct Response Procedure Equity, Diversity & Anti-Discrimination Procedure Unacceptable Conduct Response Procedure Employee Related Grievance Resolution Procedure (Clause 66). Employee Assistance Procedure. Mental Health Policy. Mental Health Procedure. OHS Consultation Procedure. OHS Communication Procedure. Health and Safety Issue Resolution Procedure. Management of OHS Actions Procedure. Clause 13 Enterprise Agreement – Consultation About Change. Monash University Data Protection and Privacy Procedure. Data Protection and Privacy Collection Statements. Designated Work Groups (DWGs) and Health and Safety Representatives (HSRs). Reporting Security Vulnerabilities Framework. Managing OHS Hazards and Incidents Procedure.	• Occupational Health and Safety Act 2004 (Vic); • Occupational Health and Safety Regulations • Fair Work Act (2009) • work-related stress Wise - Preventing work-related work-related stress a guide for employers in the public sector (Vic) • Workplace bullying – prevention and response (Vic) • A guide to employer: Preventing and responding to work-related violence (Vic) • Code of practice. Working hours (WA)	
How work is organised	Remote and isolated work	Working in locations with long travel times, or where access to help, resources or communications is difficult or limited. Particularly in the event of an emergency or when a staff member is experiencing poor health.	• working in locations that are far from home, family, friends and usual support networks. • working alone in non-remote locations without social/human interactions at work (working at home).	• work-related stress • scared/worried • unsupported • lonely • Disengagement	• staff unable to attend the workplace • staff conducting field work alone • staff working in isolation with members of the public. - staff regularly required to travel for work purposes	Work Design & Supervision Design work to minimise unnecessary isolation and promote team-based work where practicable. Structure work arrangements to reduce prolonged periods of working alone. Implement documented check-in and check-out processes for remote and isolated workers. Establish supervision arrangements appropriate to the level of risk and isolation. Ensure staff have access to support and escalation pathways when working remotely or alone. Schedule regular team meetings and virtual team interactions to maintain connection and engagement. Conduct fieldwork, travel and event risk assessments prior to commencing activities. Ensure remote and isolated work arrangements are reviewed regularly for effectiveness. Communication & Emergency Management Provide reliable communication equipment (mobile phones, satellite phones, radios or equivalent). Provide GPS tracking systems, EPIRBs or other emergency location devices where required. Maintain documented emergency contact details, site information and GPS	Working Safely from Home mandatory training. Supporting Flexibility in the Workplace training. Regular one-on-one meetings between staff and supervisors. Wellbeing check-ins for workers undertaking high-risk isolated work. Employee Assistance Program (EAP). Manager Assist Program. University Psychosocial Control Library. First aid training where relevant to the role. Training on emergency response procedures and communication protocols. Training on remote work best practices and digital communication tools. Peer support networks and communities of practice. Encourage participation in team meetings, virtual collaboration and social connection activities. Provide career development and performance discussions through MyPlan. Encourage staff to raise concerns regarding isolation, workload, wellbeing or support needs early.	Working Offshore Policy (Clause 70). Staff and Student Travel Policy. Staff Travel Procedure. Student Travel Procedure. Leading Student Group Travel Procedure. Conferences and Field Work Procedure. Management of Scientific Diving Procedure. OHS Risk Management Procedure. Managing OHS Hazards and Incidents Procedure. First Aid Procedure. Working Outdoors requirements. Alcohol Risk Management Procedure. Flexible Work Procedure. Mental Health Policy. Mental Health Procedure. Employee Assistance Procedure. Working Safely from Home mandatory training. Ergonomic Basic Principles training	• Occupational Health and Safety Act 2004 • Occupational Health and Safety Regulations 2-17 (Vic) • Workplace Injury, Rehabilitation and Compensation (WIRC) Act 2013 (Vic); • Fair Work Act (2009) • Equipment (Public Safety) Regulations 2017 (Vic)	

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How work is organised	Exposure to traumatic events or content	Workers may be exposed to this hazard at work through investigating, witnessing or being directly exposed to traumatic events or situations. This may include reading, hearing or seeing accounts of traumatic events. A person is more likely to experience an event as traumatic when it is unexpected, is perceived as uncontrollable, where there is a threat to life or safety or where it is the result of intentional cruelty.	• witnessing or investigating a fatality, serious injury, abuse, neglect or other serious incident. • being afraid or exposed to extreme risks (e.g. being in a car accident) • exposure to natural disasters • supporting victims of painful and traumatic events (e.g. providing counselling) • listening to or seeing traumatic materials (e.g. reading victim testimonies or seeing evidence of a crime), or • exposure to things that bring up traumatic memories. • Moral distress or ethical conflict, work that places staff in situations where they are unable to act in accordance with their professional, ethical or personal values	• work-related stress • burn out • helplessness • feeling upset, • anxiety • on-edge • trouble sleeping • mental health condition • Hypervigilance • Flashbacks • Nightmares	• Staff with student/public facing roles (eg: library, Monash Connet, MADA, MPAC) • Staff performing research animal euthanasia • Staff and students providing counselling • Staff and students providing legal advice • Health care staff and students • HR Staff	Work Design & Exposure Management Design work to minimise unnecessary exposure to traumatic events, material or content where reasonably practicable. Rotate tasks, roles and activities to reduce prolonged or repeated exposure to traumatic content. Implement workload and exposure monitoring for high-risk roles. Provide opportunities for staff to take breaks from emotionally demanding work. Review role design and resource allocation to minimise cumulative exposure. Use technology or administrative controls to identify, flag or limit exposure to distressing content where appropriate. Conduct psychosocial risk assessments for roles with potential exposure to traumatic events or material. Trauma-Informed Systems & Incident Response Implement trauma-informed response protocols and procedures. Establish clear escalation and support pathways following traumatic incidents. Provide access to psychological first aid following critical or traumatic events. Conduct post-incident debriefs and wellbeing reviews where appropriate. Maintain emergency response, critical incident and communication plans. Ensure managers are equipped to identify and respond to signs of distress or vicarious trauma. Provide access to specialist support services following exposure to traumatic events. Leadership & Support Systems Foster a supportive culture where staff can discuss exposure concerns without stigma. Ensure regular wellbeing check-ins for workers in high-risk roles. Encourage early reporting of distress, fatigue or psychological impacts associated with exposure. Monitor psychosocial indicators (e.g. incidents, absenteeism, workers compensation claims, pulse surveys) to identify emerging risks.	Employee Assistance Program (EAP). Counselling Services. University Health Service. Mental Health First Aid Training. Responding to Disclosures of Sexual Violence training. SafeTALK Suicide Prevention Training. Managing Stress Course. Suicide and Mental Health Training (for Workplace Relations and HR Business Partners). BSafe App and Safe App resources. Health and Wellbeing webpage and resources. Psychological First Aid training. Training on recognising signs of vicarious trauma, compassion fatigue and burnout. Reflective practice and peer support opportunities for high-risk work groups. Regular one-on-one wellbeing check-ins with supervisors. Access to mentoring, coaching and professional supervision where appropriate. Encourage staff to seek support early following exposure to traumatic events or distressing content.	Employee Assistance Procedure Provides mechanism of support for staff / supervisors (manage assist) with working through challenges. Leave and Wellbeing Policy Supports initiatives to promote mental and physical wellbeing. Mental Health Policy Policy addresses creating work conditions that optimise good mental health & general wellbeing. Relevant for all psychosocial hazards. Mental Health Procedure Procedure supports staff to achieve work/life balance. Relevant for all psychosocial hazards. Managing OHS Hazards and Incidents Procedure	• Occupational Health and Safety Act 2004 (Vic) • Occupational Health and Safety Regulations 2017 (Vic) • Workplace Injury Rehabilitation and Compensation Act 2013 (Vic) • ISO 45001 Occupational Health and Safety Management System • AS/NZS ISO 31000 Risk management – Principles and guidelines	
Social factors	Poor workplace relationships	Poor workplace relationships or interpersonal conflict between colleagues or from other businesses, clients or customers. Frequent disagreements, disparaging or rude comments, either from one person or multiple people, such as from clients or customers. A worker can be both the subject and the source of this behaviour. Inappropriately excluding a worker from work-related activities.	• poor communication • poor information sharing • poor relationships between managers, supervisors, co-workers, stakeholders and customers or others that workers interact with • interpersonal conflict • harassment, bullying, victimisation (including online), third party violence • lack of social support • unequal power relationships between dominant and non-dominant groups of workers • social or physical isolation.	• work-related stress • scared/worried • unsupported • disengagement • development or triggering of mental health conditions • discrimination • Harassment • Bullying Organisational • Lack of engagement • Lack of organisational commitment • Increased turnover • increase in absenteeism • Misconduct • Potential industrial/legal action	• All worker groups	Respectful Workplace Culture & Leadership Embed respectful behaviour, inclusion and psychological safety into recruitment, onboarding, performance development and leadership practices. Ensure leaders model respectful behaviours and intervene early when issues arise. Establish clear behavioural expectations and accountabilities for all staff. Integrate respectful workplace behaviours into MyPlan and performance development processes. Promote leadership visibility and engagement with teams. Foster a culture of teamwork, collaboration and mutual respect. Team Functioning & Communication Conduct regular team meetings to support communication, collaboration and alignment. Ensure role clarity, realistic workload allocation and equitable distribution of work. Provide systems, tools and resources required for staff to perform their work effectively. Address interpersonal issues early through structured conversations and local resolution processes. Facilitate team planning and collaboration activities. Monitor psychosocial indicators (e.g. grievances, pulse survey results, SARA reports, turnover) to identify emerging relationship issues. Conduct psychosocial risk assessments where interpersonal conflict or poor workplace relationships are identified. Conflict Resolution & Early Intervention Provide access to facilitated dispute resolution processes. Implement clear reporting and escalation pathways for workplace concerns. Ensure HR Business Partner support is available for complex workplace relationship issues. Promote awareness of support services and reporting mechanisms. Address workplace conflict, bullying or inappropriate behaviour promptly and consistently.	HR Business Partner support and coaching. Talent Development programs for staff, managers and supervisors. Monash University Guide to Managing Conflict. Learning and development opportunities through MyPlan and MyDevelopment. Regular one-on-one meetings between staff and supervisors. Training in conflict resolution, communication and respectful workplace behaviours. Leadership development programs. Coaching and mentoring opportunities. Employee Assistance Program (EAP). Counselling Services. University Psychosocial Control Library. Support staff to raise concerns early and seek assistance where relationship issues arise. Promote peer support, collaboration and professional networks. Training in cultural competence, inclusion and psychological safety	Unacceptable Conduct Response Procedure Equity, Diversity & Anti-Discrimination Procedure Unacceptable Conduct Response Procedure Gender-Based Violence Prevention & Response Policy Gender-Based Violence Prevention & Response Procedure Disciplinary Matters Procedure Employee Assistance Procedure Leave and Wellbeing Policy Mental Health Policy Mental Health Procedure Health & Safety Issue Resolution Procedure Managing OHS Hazards and Incidents Procedure	• Occupational Health and Safety Act 2004 (Vic) • Occupational Health and Safety Regulations 2017 (Vic) • Workplace Injury Rehabilitation and Compensation Act 2013 (Vic) • AS/NZS 4804 Occupational health and safety management systems – General guidelines on principles, systems and supporting techniques • AS/NZS 4801 Occupational health and safety management systems – Specification with guidance for use • AS/NZS ISO 31000 Risk management – Principles and guidelines • OHSAS 18001 Occupational Health and Safety Management	

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Social factors	Low recognition and reward	Jobs with low positive feedback or imbalances between effort and recognition. High level of unconstructive negative feedback from managers or customers. Low skills development opportunity or underused skills.	• imbalance between staff effort and formal and informal recognition and reward • lack of appropriate acknowledgement and appreciation of staff efforts in a fair and timely manner. • low visibility of work outcomes	• work-related stress • frustration • undermined • overlooked • unmotivated • limited discretionary effort • resentment - Organisational • Poor performance and productivity • Lack of engagement • Lack of organisational commitment • Staff not performing at level • Increased turnover • increase in absenteeism	• All worker groups	Recognition Systems & Programs Maintain structured, transparent and equitable reward and recognition programs. Promote and support participation in Vice-Chancellor's Excellence Awards for Professional Staff. Provide local Faculty, Portfolio and Divisional recognition programs. Recognise both individual and team contributions. Celebrate service milestones, including 25 Years of Service Awards. Publicly acknowledge achievements through organisational forums, events and communications. Ensure recognition programs have clear and transparent eligibility criteria and assessment processes. Increase visibility and awareness of recognition opportunities available across the University. Career Development & Advancement Provide clear career development and progression pathways. Support staff participation in professional development opportunities. Integrate development, recognition and career discussions into MyPlan. Use performance and development processes to identify growth and advancement opportunities. Ensure equitable access to promotion, advancement and development opportunities	Mandatory Supervisor Training – Managing Performance for Professional Staff. Performance Conversations (Mandatory Academic Supervisor Training). Team Leader Essentials Training. Thriving Performance Program. MyPlan review discussions and feedback conversations. Regular one-on-one meetings between staff and supervisors. Leadership development programs focused on feedback and recognition. Training for managers on meaningful, fair and inclusive recognition practices. Mental Health First Aid Training. SafeTALK Suicide Prevention Training. Health and Wellbeing resources and programs. Employee Assistance Program (EAP). Manager Assist Program. Encourage peer-to-peer recognition and appreciation practices. Support staff to discuss career aspirations, development opportunities and achievements		• Occupational Health and Safety Act 2004 (Vic) • Occupational Health and Safety Regulations 2017 (Vic) • Workplace Injury Rehabilitation and Compensation Act 2013 (Vic) • ISO 45001 Occupational Health and Safety Management System • AS/NZS ISO 31000 Risk management – Principles and guidelines
Social factors	Poor Support	Tasks or jobs where staff have inadequate support including practical assistance and emotional support from managers and colleagues, or inadequate training, tools and resources for a task.	• lack of support from supervisors and co-workers • lack of access to support services • lack on information/training to support work performance	• work-related stress • frustration • overlooked • unmotivated • resentment	• All worker groups • Remote and isolated worker groups • Researcher undertaking remote field work	Leadership & Supervisor Support Ensure leaders and supervisors understand psychosocial hazards and their responsibilities for supporting staff. Provide supervisors with access to support materials, guidance and tools to assist staff effectively. Embed supportive leadership behaviours into leadership expectations and performance processes. Ensure leaders are trained to identify concerns early and implement appropriate workplace support strategies. Establish clear escalation pathways for staff requiring additional support. Communication, Resources & Collaboration Ensure workers have access to the systems, equipment, information and resources required to perform their work safely and effectively. Conduct regular local team meetings to facilitate communication, collaboration and support. Create opportunities for peer support, teamwork and knowledge sharing. Eliminate isolated or unsupported roles where workers have limited access to guidance or assistance. Ensure onboarding processes provide adequate support, information and training. Maintain organisational systems for grievance resolution and issue escalation.	Regular one-on-one meetings between staff and supervisors. MyPlan performance and development discussions. Supervisor training and support materials (HR Intranet). Organisational and divisional mentoring programs. Professional development and career development opportunities. Leadership development programs. Coaching and mentoring opportunities. Employee Assistance Program (EAP). Counselling Services. Manager Assist Program. University Psychosocial Control Library. Training on psychosocial hazards, mental health and supportive workplace practices. Encourage staff to seek support early and raise concerns when assistance is required. Promote awareness of available support services and organisational resources.	Unacceptable Conduct Response Procedure Unacceptable Conduct Response Procedure Employee Assistance Procedure Leave and Wellbeing Policy Mental Health Policy Mental Health Procedure Health & Safety Issue Resolution Procedure Managing OHS Hazards and Incidents Procedure	• Occupational Health and Safety Act 2004 (Vic) • Occupational Health and Safety Regulations 2017 (Vic) • Workplace Injury Rehabilitation and Compensation Act 2013 (Vic) • ISO 45001 Occupational Health and Safety Management System • AS/NZS ISO 31000 Risk management – Principles and guidelines

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Aspect of work	Psychosocial Hazard	Description	Potential Causes	Potential Outcomes	Worker groups and/or activities at greater risk	Controls			
						Controls (Organisational Level)	Controls (Individual Level – Build Capability & Resilience)	Governance & compliance controls (Controls that establish organisational expectations, responsibilities, accountabilities and required processes)	Legislation/Standards/Guidance
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Social factors	Aggression or violence	Violence, or threats of violence from other staff (including staff of other businesses), customers, contractors, patients or clients (including assault). Aggressive behaviour such as yelling, sweating or physical and/or verbal intimidation.	• incidents involving an explicit or implicit challenge to health safety or wellbeing at work, violence can be internal, external or client initiated, abuse, threats, assault (physical, verbal or sexual) gender-based violence.	• work-related stress • frustration • undermined • humiliated • uncomfortable • upset • afraid	• All worker groups • Health care workers • Legal clinic staff • Customer facing roles • Contact and service centres • Security • Staff supporting students	Prevention & Security Controls Conduct security and safety risk assessments for workplaces, events, fieldwork and high-risk activities. Implement environmental and physical security controls to reduce opportunities for aggression and violence. Provide access to Security Services and emergency response support. Implement security escort services where required. Use the Monash BSafe App and other safety technologies to improve personal safety and incident response. Identify and manage high-risk individuals, situations or environments through appropriate risk management processes. Establish clear procedures for responding to threats, aggression and violence. Ensure adequate staffing levels and supervision in higher-risk environments. Implement behavioural risk management processes through the Behavioural Risk Management Group. Reporting, Response & Early Intervention Maintain accessible reporting systems for safety, security and behavioural incidents. Ensure incidents are investigated and appropriate corrective actions are implemented. Establish clear escalation pathways for staff exposed to aggression, threats or violence. Monitor security incidents, hazard reports and behavioural concerns to identify trends and emerging risks. Promote awareness of reporting pathways and support services. Undertake psychosocial risk assessments where aggression or violence is identified as a workplace hazard. Culture & Behavioural Expectations Establish and communicate clear expectations regarding respectful behaviour for staff, students and visitors. Promote a safe, respectful and inclusive campus culture. Ensure leaders respond promptly and consistently to reports of aggression, threatening behaviour or violence. Integrate behavioural expectations into onboarding, MyPlan performance development and leadership practices.	Call It Out: Actively Changing Campus Culture training. Mental Health First Aid Training. OHS Training for Managers and Supervisors. University Psychosocial Control Library. Monash Counselling Services. Employee Assistance Program (EAP). Manager Assist Program. Training on conflict de-escalation and managing challenging behaviours. Training on personal safety, emergency response and reporting procedures. Training on bystander intervention and respectful behaviours. Health and Wellbeing webpage and resources. Regular wellbeing check-ins following incidents. Access to peer support, mentoring and professional supervision where appropriate. Encourage early reporting of incidents, threats and concerning behaviours.	Unacceptable Conduct Response Procedure Equity, Diversity & Anti-Discrimination Procedure Unacceptable Conduct Response Procedure Gender-Based Violence Prevention & Response Policy Gender-Based Violence Prevention & Response Procedure Disciplinary Matters Procedure Employee Assistance Procedure Leave and Wellbeing Policy Mental Health Policy Mental Health Procedure Health & Safety Issue Resolution Procedure Managing OHS Hazards and Incidents Procedure	• Occupational Health and Safety Act 2004 (Vic) • Occupational Health and Safety Regulations 2017 (Vic) • Workplace Injury Rehabilitation and Compensation Act 2013 (Vic) • ISO 45001 Occupational Health and Safety Management System • AS/NZS ISO 31000 Risk management – Principles and guidelines
	Sexual harassment and Gendered Based Violence	Sexual harassment involves any unwelcome sexual behavior that could reasonably be expected to make someone feel offended, intimidated, or humiliated. This includes uninvited physical intimacy, sexual propositions, and remarks with sexual connotations. Sex or gender-based harassment refers to unwelcome conduct based on a person's sex or gender that is demeaning and intended to offend or humiliate, or that a reasonable person would anticipate to be offensive, humiliating, or intimidating.	Inquiring about someone's body in an intrusive manner. Staring, leering, or unwelcome physical contact (e.g., deliberately brushing against someone or touching them in a sexual manner). Making sexual or suggestive remarks, jokes, or innuendos. Sharing sexually inappropriate images or videos. Making uninvited sexual advances Making offensive comments based on someone's sexual orientation, gender identity or intersex status Deliberately using incorrect pronouns to misgender someone.	• work-related stress • Anxiety • fear or feeling unsafe • humiliation • distress or emotional harm • loss of confidence • feeling intimidated • feeling degraded or devalued • embarrassment • reduced wellbeing • withdrawal from work, colleagues or workplace activities	• All worker groups	Prevention & Organisational Culture Embed respectful behaviour, gender equity and psychological safety into organisational systems and practices. Establish and communicate clear behavioural expectations for staff, students, contractors and visitors. Ensure visible leadership commitment to preventing sexual harassment and gender-based violence. Integrate prevention and response measures into recruitment, onboarding, leadership development and performance management processes. Promote a culture where inappropriate behaviour is challenged, reported and addressed. Monitor organisational culture and psychosocial risks through surveys, incident reporting and consultation processes. Reporting, Response & Early Intervention Maintain accessible, confidential and trauma-informed reporting pathways. Promote awareness of the Raise Your Concern platform and reporting options. Ensure clear escalation, investigation and resolution processes. Provide access to specialist support through the Safer Community Unit. Implement consistent consequence management processes for substantiated breaches. Monitor reports, trends and organisational risk indicators to identify emerging issues. Conduct psychosocial risk assessments where sexual harassment or gender-based violence risks are identified. Ensure support and protection measures are available for affected individuals. Governance & Continuous Improvement Monitor implementation of the Gender-Based Violence Prevention and Response Strategy. Regularly review policies, procedures and reporting mechanisms.	Respect at Monash Training. Equal Opportunity Training. Employee Assistance Program (EAP). Counselling and Psychological Services. Safer Community Unit support services. Student Respect Advisor Network. Bystander intervention education. Leadership development programs focused on respectful behaviour and psychological safety. Training on recognising, preventing and responding to sexual harassment and gender-based violence. Training for managers on responding to disclosures and supporting affected individuals. Regular wellbeing check-ins following incidents or disclosures. Access to peer support and specialist referral services. Promote awareness of reporting pathways, support services and available resources. Access to Family Violence Leave and Flexible work adjustments	Gender-Based Violence Prevention and Response Procedure. Strategic Commitment to Gender-Based Violence and Sexual Harm Prevention and Response (2024–2030). Unacceptable Conduct Response Procedure Student General Conduct Policy. Managing OHS Hazards and Incidents Procedure. OHS Consultation Procedure. Health and Safety Issue Resolution Procedure. Mental Health Policy. Mental Health Procedure. Employee Assistance Procedure. Safer Community Unit reporting and response processes. Raise Your Concern reporting platform. Respect at Monash Framework. Relevant obligations under the Sex Discrimination Act and Positive Duty requirements. Family Violence Support Procedure and Sexual Harm Response Procedure Student Code of Conduct Community Safety and Security Policy Safety and Security Incident	Occupational Health and Safety Act 2004 (Vic) Occupational Health and Safety Regulations 2017 (Vic) Workplace Injury Rehabilitation and Compensation Act 2013 (Vic) Equal Opportunity Act 2010 (Vic) Crimes Act 1958 (Vic) Commonwealth legislation Fair Work Act 2009 (Cth) Anti-Discrimination and Human Rights Legislation Amendment (Respect at Work) Act 2022 (Cth) Sex Discrimination Act 1984 (Cth) Includes the positive duty on employers (introduced through the Respect at Work reforms) Australian Human Rights Commission Act 1986 (Cth) ISO 45001 Occupational Health and Safety Management Systems AS/NZS ISO 31000 Risk Management – Guidelines WorkSafe Victoria: Work-related gendered violence including sexual harassment: A guide for employers

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Social factors	Discrimination & Harassment	Harassment due to personal characteristics such as age, disability, race, nationality, religion, political affiliation, sex, relationship status, family or carer responsibilities, sexual orientation, gender identity or intersex status. Sexual harassment - any unwelcome sexual advance, unwelcome request for sexual favours or other unwelcome conduct of a sexual nature, in circumstances where a	• unwanted, offensive, intimidating behaviour which relate to one or more specific characteristics of the targeted individual e.g. race, gender identity, religion or belief, sexual orientation, disability, age.	• work-related stress • frustration • undermined • humiliated • uncomfortable • upset • afraid Possible trauma reactions and or sustaining of trauma related injury (applicable across bullying, sexual harassment, harassment, AOVA	• All worker groups	Prevention and Culture Embed respect, inclusion, equity and psychological safety into recruitment, onboarding, promotion and performance management systems. Promote campus-wide prevention initiatives that reinforce respectful community standards. Ensure leaders visibly model respectful and inclusive behaviour. Behavioural Expectations and Accountability Establish and communicate clear behavioural expectations for staff, students, contractors and visitors. Apply consistent accountability and consequence management where inappropriate behaviour occurs. Reporting and Support Pathways Maintain safe, confidential and accessible reporting pathways. Provide specialist response and support through the Safer Community Unit.	Call It Out: Actively Changing Campus Culture course. Respect @ Work Compliance Module. Respect at Monash training. Equal Opportunity training. Let's Talk About Consent training. Responding to Disclosures of Sexual Violence course. Mental Health First Aid Training. SafeTALK Suicide Prevention Training. Mandatory OHS Training for Managers and Supervisors. Monash Counselling Services. Employee Assistance Program. Health and Wellbeing webpage. Safer Community Unit support.	Unacceptable Conduct Response Procedure Equity, Diversity & Anti-Discrimination Procedure Unacceptable Conduct Response Procedure Gender-Based Violence Prevention & Response Policy Gender-Based Violence Prevention & Response Procedure Disciplinary Matters Procedure Employee Assistance Procedure Leave and Wellbeing Policy Mental Health Policy Mental Health Procedure Health & Safety Issue Resolution	• Occupational Health and Safety Act 2004 (Vic) • Occupational Health and Safety Regulations 2017 (Vic) • Workplace Injury Rehabilitation and Compensation Act 2013 (Vic) • ISO 45001 Occupational Health and Safety Management System • AS/NZS ISO 31000 Risk management – Principles and guidelines • Fair Work Act (2009) (Respect at Work) Act 2022
Social factors	Bullying	Repeated unreasonable behaviours which can present a risk to health safety and wellbeing at work: behaviours can be overt or covert • social or physical isolation • assigning meaningless or unfavourable tasks • name calling insults and intimidation • undermining behaviour • undue public criticism • lack of support from supervisors and coworkers • withholding information or resources critical for one's job • malicious rumours or gossiping • assigning impossible deadlines	• social or physical isolation • assigning meaningless or unfavourable tasks • name calling insults and intimidation • undermining behaviour • undue public criticism • lack of support from supervisors and coworkers • withholding information or resources critical for one's job • malicious rumours or gossiping • assigning impossible deadlines Possible causes: • Role conflict due to poor job design • Unmanaged bullying across the organisation feeds down • Systems and processes for managing bullying do not adequately address the system failures contributing to	• distress, anxiety, panic attacks or sleep disturbance • physical illness, for example muscular tension, headaches, fatigue and digestive problems • loss of self-esteem and self-confidence • feelings of isolation • deteriorating relationships with colleagues, family and friends • negative impact on work performance, concentration and decision making ability • depression, and • thoughts of suicide.	• All worker groups	Workplace Culture & Leadership Embed respectful behaviour, inclusion and psychological safety into recruitment, onboarding, promotion and performance management systems. Ensure leaders visibly model respectful behaviour and intervene early when issues arise. Establish and communicate clear behavioural expectations for staff and students. Integrate respectful workplace behaviours into MyPlan performance development and leadership expectations. Reduce power imbalances through thoughtful role design, clear responsibilities and appropriate delegation structures. Ensure leadership visibility and commitment through regular engagement, forums and team discussions. Promote a culture where inappropriate behaviour is challenged and addressed promptly. Work Design & Prevention Design roles to minimise ambiguity, interpersonal conflict and unrealistic workloads. Ensure role clarity, realistic task prioritisation and equitable workload allocation. Monitor workplace culture through pulse surveys, grievances, SARAH reports and employee feedback	Respect at Monash training. Call It Out: Actively Changing Campus Culture course. Respect @ Work Compliance Module. Equal Opportunity mandatory training. How to Proactively Manage Conflict as an Employee course. Mental Health First Aid Training. SafeTALK Suicide Prevention Training. Mandatory OHS Training for Managers and Supervisors. Principles for Creating Safe Classrooms resources. Monash Counselling Services. Employee Assistance Program (EAP). Health and Wellbeing webpage. Respectful and Ethical Conduct Unit support and advice. Training in conflict resolution, respectful communication and bystander intervention. Leadership development focused on psychological safety and early intervention. Encourage staff and students to raise concerns early and utilise available support services.	Workplace Bullying (Clause 67) Unacceptable Conduct Response Procedure Unacceptable Conduct Response Procedure Employee Assistance Procedure Equity, Diversity and Anti-discrimination policy Dispute resolution and employment related grievances resolution procedure Whistleblower procedure Family Violence Support Procedure Leave and Wellbeing Policy Mental Health Policy. Mental Health Procedure Managing OHS Hazards and Incidents Procedure Staff Code of Conduct	• Occupational Health and Safety Act 2004 (Vic) • Occupational Health and Safety Regulations 2017 (Vic) • Workplace Injury Rehabilitation and Compensation Act 2013 (Vic) • ISO 45001 Occupational Health and Safety Management System • AS/NZS ISO 31000 Risk management – Principles and guidelines • Brodie's Law Victorian Crimes Act 1958 • Fair Work Act (2009)

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						(Primary controls - eliminate or minimise the hazard at source)	(Secondary controls - help workers manage residual risk)	(Controls that establish organisational expectations, responsibilities, accountabilities and required processes)	
Work environment	Poor environmental conditions	Exposure to unpleasant or hazardous working environment. Poor work environments may include: - performing hazardous tasks (e.g. work at heights) - working in hazardous conditions (e.g. near unsafe machinery or hazardous chemicals) - doing demanding work while wearing uncomfortable PPE or other equipment (e.g. PPE is poorly fitted, heavy, or reduces visibility or mobility) - conditions that affect concentration (e.g. high noise levels, uncomfortable temperatures or poor lighting) - unpleasant conditions such as poorly maintained amenities, unpleasant smells or loud music - working with poorly maintained equipment (e.g. equipment that has become unsafe, noisy or started vibrating), and - work-related accommodation that causes fatigue (e.g. conditions are noisy, uncomfortable or stop workers getting enough sleep). Inadequate, faults or failures computers, software and technology, in particular the access to this when working from home.	- inadequate equipment availability, suitability, reliability maintenance or repair - poor workplace conditions such as lack of space, poor lighting and excessive noise - lack of the necessary tools, equipment or other resources to complete work tasks - working in extreme conditions e.g. very high or low temperatures, or at heights - working in unstable environments	- work-related stress - worried - uncomfortable - distracted - fatigued JW reluctance to attend the workplace	All worker groups	Workplace Design & Environmental Controls Design and maintain workplaces to provide safe, healthy and fit-for-purpose working environments. Ensure adequate lighting, ventilation, temperature control and air quality. Reduce excessive noise through engineering controls and workplace design. Provide ergonomic furniture, equipment and workstations. Ensure access to appropriate amenities, break spaces and facilities. Eliminate or minimise environmental hazards through maintenance, repairs and infrastructure improvements. Ensure buildings and workspaces are appropriately designed for the activities undertaken. Monitoring, Maintenance & Hazard Management Conduct workplace inspections to identify environmental hazards. Undertake occupational hygiene monitoring (e.g. noise, temperature, air quality and contaminants). Conduct ergonomic assessments and workstation reviews. Implement preventative maintenance programs for buildings, equipment and facilities. Monitor environmental conditions such as temperature, lighting and noise levels. Provide access to the Buildings and Property work order management system to report environmental concerns. Investigate and respond to hazards and incidents reported through SARAH. Conduct OHS risk assessments to identify and manage environmental risks. Undertake psychosocial risk assessments where environmental conditions are contributing to psychosocial harm. Governance & Continuous Improvement Monitor environmental hazard trends and recurring issues. Prioritise remediation of identified hazards based on risk. Consult with staff regarding workplace environmental concerns. Review workplace design and environmental conditions following organisational or operational changes. Implement workplace adjustments where environmental conditions impact individual staff needs.	Working From Home Safely Module. Ergonomic Basic Principles Training. Ergonomics webpages and resources. Ergonomic assessments and workstation reviews. Disability Confident Managers Training. Mental Health First Aid Training. Mandatory OHS Training for Managers and Supervisors. Health and Wellbeing webpage and resources. OHS Consulting Team support and advice. Training on hazard identification and reporting processes. Encourage early reporting of environmental hazards through SARAH and local reporting systems. Access to occupational hygiene advice and specialist support where required. Audiology/hearing testing programs (where exposure risks exist). Lung function testing and health monitoring programs (where exposure risks exist). University Psychosocial Control Library.	OHS Risk Management Procedure. Managing OHS Hazards and Incidents Procedure. OHS Consultation Procedure. Health and Safety Issue Resolution Procedure. Working from Home Procedure. Mental Health Policy. Mental Health Procedure. Buildings and Property maintenance and asset management processes. Hazard and Incident Reporting (SARAH). Building and Property Division work order management system. Workplace Inspection Program. Occupational Hygiene Monitoring Program. Health Monitoring Program (where required). Reasonable Workplace Adjustments Procedure.	- Occupational Health and Safety Act 2004 (Vic) - Occupational Health and Safety Regulations 2007 - Health (Legionella) Regulations 2001 - Officewide - Building Code of Australia 2007, volume 1, class 2 to class 9 buildings, parts F4.2 – 4.4 Light and ventilation - Building Code of Australia 2007, volume 1, class 2 to class 9 buildings, section E, Services and equipment - AS 1668.2-2002 The Use of ventilation and air conditioning in buildings - Heat hazards in the workplace (WorkSafe) - Sun protection for construction and other outdoor workers (WorkSafe) - Working in heat (WorkSafe) - The dangers of poorly ventilated workplaces (WorkSafe)