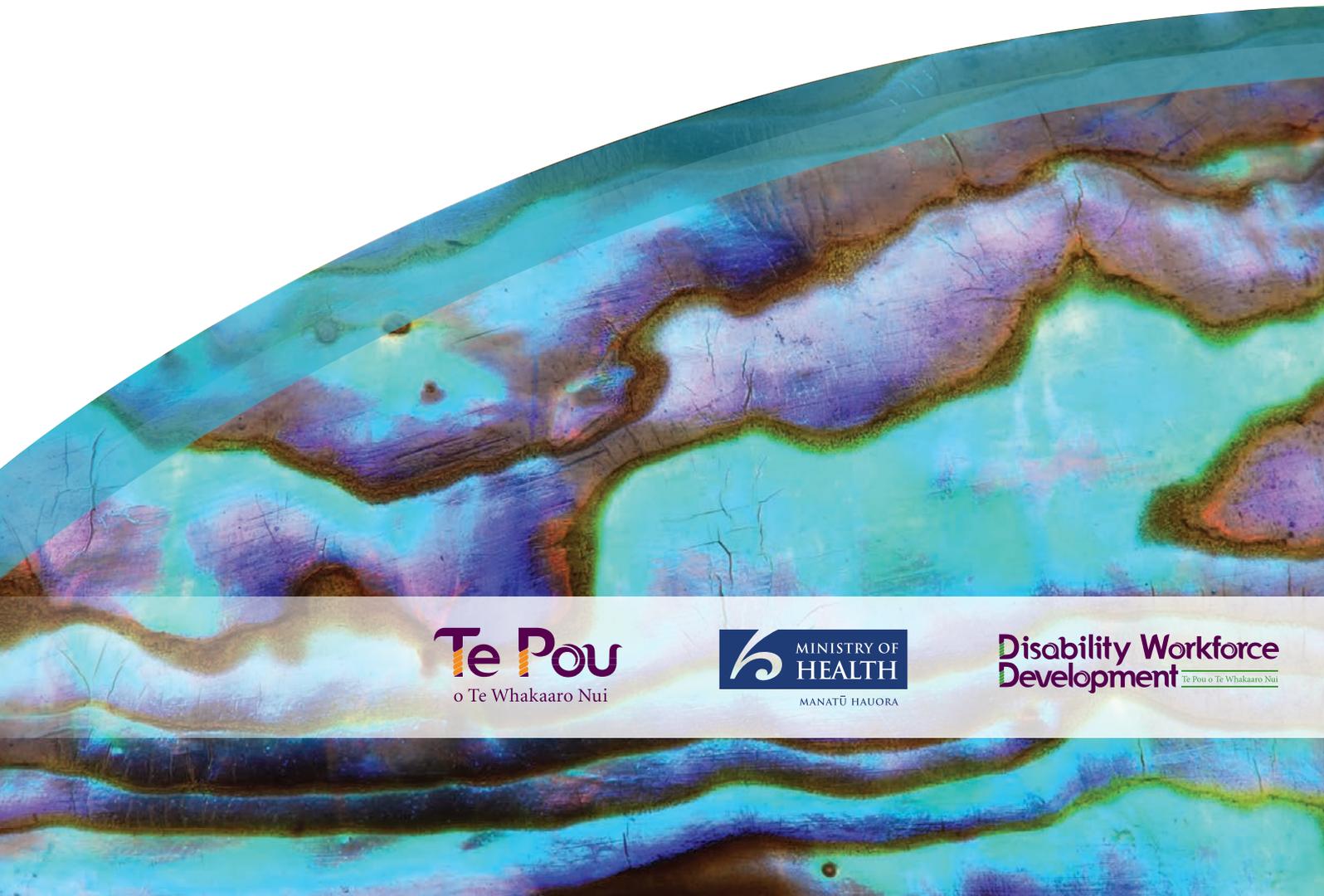


Let's get real 

REAL SKILLS FOR PEOPLE WORKING IN DISABILITY

Workforce planning tool

www.tepou.co.nz/letsgetrealdisability



Te Pou
o Te Whakaaro Nui

 **MINISTRY OF HEALTH**
MANATŪ HAUORA

Disability Workforce Development
Te Pou o Te Whakaaro Nui

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Introduction

There are constant changes taking place in the disability sector which affect organisations that deliver services to disabled people. These changes can impact on how you work now and how you will work in future.

A planned approach to workforce development is therefore essential. Analysing your workforce at an individual, team and service level is central to meeting the needs of current and future users of disability services.

Successful organisations understand that employees are their most important asset. Having the right people, with the right skills, in the right place, at the right time with the right attitude is crucial to an organisation's success.

Let's get real: Disability: A framework describes the essential knowledge, skills, values and attitudes required to deliver quality services that meet the needs and aspirations of disabled people, and their carers, families and whānau. This workforce framework comes with a suite of resources to aid implementation in your organisation, and some of these are set out below. See Te Pou's website to download these resources.

Let's get real: Disability: Guide for leaders and managers gives an overview of the framework and suggestions as to how you can implement *Let's get real: Disability* within your organisation.

Let's get real: Disability Human Resources tool guides you through implementing the framework throughout the HR functions in your organisation, at a strategic, operational and individual level. If you implement the framework throughout your recruitment, selection and performance functions (as set out in the *HR tool*), service workforce planning will naturally follow.

Let's get real: Disability Service planning tool guides you through analysing your workforce at an individual, team and service level to assess its current and future needs. It provides you with the processes and templates to do this, including an *Assessment tool* for staff to assess their skills against the Seven Real Skills.

This *Let's get real: Disability Workforce planning tool* is a continuation of the *Service planning tool* and will take the analysis you have already carried out to guide you through the process of developing workforce and action plans that are aligned to *Let's get real: Disability* and the seven Real Skills.

If you already have comprehensive and best-practice planning systems and processes in place, these tools enable you to ensure they are aligned to *Let's get real: Disability* and the seven Real Skills.

For those organisations that do not have comprehensive systems and processes, this tool provides practical templates that can be used to integrate the *Let's get real: Disability* framework into everyday practice.

The intended outcome of *Let's get real: Disability* is that your workforce demonstrates the relevant performance indicators in practice. There are many ways to achieve this, and the use of the tools is only one.

Who is this tool for?

This *Workforce planning tool* is for leaders and managers. It is particularly aimed at small and medium-sized businesses. It aims to demonstrate that putting people at the centre of workforce planning, not only means you will be providing good quality services but makes good business sense too. This tool takes the analysis you completed in the *Service planning tool* and guides you through the process of creating a workforce plan and action plan. This maybe as informal as notes and thoughts, or a formal plan, depending upon the needs, and possibly the size, of your organisation.

Regional facilitators at Te Pou can support you with implementation. Refer to the regional facilitator contact information on Te Pou's website: www.tepou.co.nz.

This *Workforce planning tool*, and the accompanying *Service planning tool*, is adapted from *Practical approaches to workforce planning* (Skills for Care, 2014).

What is workforce planning?

Workforce planning is a process used to analyse and plan for your workforce to meet your current and future business needs.

Workforce planning assist leaders and managers to:

- plan for the future
- anticipate change
- manage the workforce
- meet business goals.

Additionally, using the *Let's get real: Disability* framework to guide workforce planning means disabled people will get consistent, high quality services, delivered by a workforce with the appropriate knowledge, skills, values and attitudes.

What is a workforce plan?

A workforce plan describes your future workforce needs to enable you to meet the objectives set out in your business plan. By including *Let's get real: Disability* in your workforce plan, you will ensure your organisation adapts to future changes in the disability sector in a way that puts disabled people at the centre of everything you do.

What is a workforce action plan?

A workforce action plan describes the specific actions required to fulfil the goals identified in your workforce plan. It may also be called an implementation plan or development plan.

Key principles of good workforce planning

Commitment, support, participation

Let's get real: Disability prioritises disabled people, their carers, families and whānau as important stakeholders in any change process. Identifying and including key stakeholders early will gain their support and commitment, and ensure you put the people who use services, and their carers, family and whānau at the centre of your planning. Other stakeholders include leaders, managers and teams working in disability, as well as the communities they serve.

Leadership

Let's get real: Disability supports strong leadership as essential to any change process to ensure active participation from those involved.

Communication

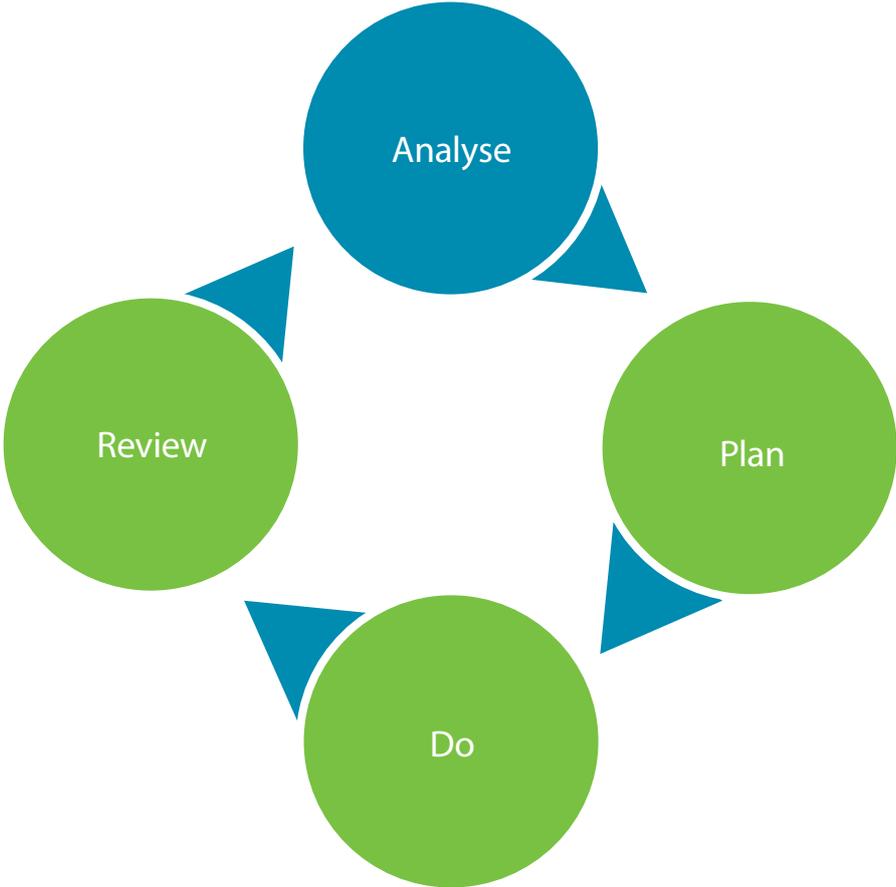
Good communication is vital to maintaining engagement throughout the process, and is essential to success. Internal and external stakeholders should be included in your communication plans.



Including *Let's get real: Disability* in workforce planning

Figure 1 identifies a four stage process to include *Let's get real: Disability* in your service-level workforce planning. Each stage has one or more processes or templates to support its implementation. You can download templates to complete for your organisation from Te Pou's website: www.tepou.co.nz/letsgetrealdisability.

Figure 1. Including *Let's get real: Disability* in service and workforce planning



Analyse: Use the *Service planning tool*.
Plan, Do, Review: Use the *Workforce planning tool*.

Plan

Planning the plan

The service analysis and gap analysis you prepared using the *Service planning tool* and *Assessment tool* will be used in this step to consider how you will go about developing your workforce plan. Use Template 1 for this.

Template 1. Identify drivers that affect your workforce plan

Ask	Considerations
Have you included all the relevant stakeholders?	Consider the seven Real Skills to identify key stakeholders and any particular strategy you need to put in place to engage or consult with them.
What resources do you have to manage the process?	Do you have a dedicated resource? Do you have the capacity and capability within the team? Who will be the sponsor? Who needs to be influenced to ensure success? How will you ensure everyone knows their role or contribution? What are the timeframe constraints? What will be delivered? How will you know you have achieved what you set out to do?
What are the drivers for workforce change?	Are you clear about where you want your organisation to be to meet your needs? Which services will be affected? What timescales are you working to? Are you responding to workforce or skills shortages? Are these urgent? How are <i>Let's get real: Disability</i> and the seven Real Skills driving change?
What are the intended benefits of the change?	Examples include service quality improvements or reducing costs related to staff turnover. It could also be the introduction of <i>Let's get real: Disability</i> or improved performance against the seven Real Skills performance indicators.
What does your workforce look like in the future?	What will be different? Do you need different ways of working and/or different roles? Does this include voluntary or freelance workers? How will this impact on current staff? What will your future workforce look like if it reflects <i>Let's get real: Disability</i> ?



Are there any gaps?	Using the information from the <i>Assessment tool</i> and the gap analysis in the <i>Service planning tool</i> , have you identified gaps in skills, knowledge, attitudes and values against the seven Real Skills? How will you address these gaps?
Cost	What are your current workforce costs? Are there ways of improving efficiency or effectiveness? Are your pay rates competitive to ensure you attract the best people for the job?
Risk	Have you identified the risks? Do you have strategies in place to manage those risks? What are the risks of taking no action?
Measuring achievement	How will you know you have achieved the aims of your plan? What outcomes do you want? How will disabled people's lives be improved? How will you measure the improvements? How will you use <i>Let's get real: Disability</i> to measure success?



Do (implement)

Write a workforce plan

The *Service planning tool* and *Assessment tool* led you through the **Analyse** stage of the workforce planning process.

The **Plan** stage of this process brought together the information and data you gathered there to inform the outline of your workforce plan.

Use Template 2 to write your workforce plan. This can be done at a team, service or organisational level. This plan will be used to inform stakeholders about your intentions for change.

Some questions to ask when completing the plan

How will you assign actions?

What are your timescales?

How will you tell everyone who needs to know?

How will you keep everyone informed as you progress?

How and who will monitor progress?

Template 2. Let's get real: Disability workforce plan

Introduction

Describe the background and rationale for the plan. Is this about incorporating *Let's get real: Disability* or are there other drivers? Use the information you gathered in the Analyse stage to describe the workforce landscape.

Review the previous year

Taken from your service and gap analysis in relation to *Let's get real: Disability*. Use the information you gathered in the *Service planning tool* to describe what you have achieved in the last year and any outstanding actions.



Long-term plan

Use the seven Real Skills as a starting point for your high level outcomes.

Working with disabled people

Every person working in disability works in partnership with and enables disabled people (and where appropriate, their family and whānau) to lead decision-making and have control over their lives.

Every person working in disability uses strategies to engage meaningfully with disabled people, and focuses on disabled people's self-identified aspirations and strengths.

Every person working in disability recognises that people may have several impairments and face multiple disadvantages, which could include barriers relating to their gender, culture, ethnicity and age.

Working with Māori

Every person working in disability contributes to whānau ora for Māori.

Working with families and whānau

Every person working in disability encourages and supports families and whānau to participate in the lives of disabled people (where appropriate and consent is given by the disabled person), and ensures that families and whānau, including the children of disabled people, have access to information, education and support.

Working with communities

Every person working in disability recognises that disabled people, and their families and whānau, are part of a wider community, including communities of people who have things in common, such as the Deaf community.

Challenging stigma and discrimination

Every person working in disability understands the key principles of the Treaty of Waitangi, the United Nations Convention on the Rights of Persons with Disabilities, New Zealand's Human Rights Act 1993, and the Health and Disability Commissioner's Code of Right, as these documents apply to stigma and discrimination.

All staff use strategies, appropriate to their role, to challenge stigma and discrimination wherever it is experienced, and promote the inherent dignity, value and human rights of disabled people.

Upholding law, policy and practice

Every person working in disability implements relevant international conventions and declarations, and national legislation, regulations, standards, codes and policies (appropriate to their role), in a way that enables disabled people to realise their full human rights and achieve a good life.

In particular, every person upholds the Treaty of Waitangi, the United Nations Declaration on the Rights of Indigenous Peoples, the United Nations Convention on the Rights of Persons with Disabilities, the New Zealand Human Rights Act 1993, the Health and Disability Commissioner's Code of Rights, a social model of disability, and whānau ora philosophy and practice.

Maintaining professional and personal development

Every person working in disability actively reflects on the way they work, communicate and engage with disabled people and their families and whānau, and with others working in disability to enable disabled people to achieve their self-identified goals and aspirations, and attain a good life.

Outcomes for this year

Prioritise which outcomes you want to focus on this year. You may decide to have a smaller number of actions related to all the Real Skills, or a larger number related to specific skills that you identified in your gap analysis.

How we will achieve those aims (actions) and how we will know success?

Identify SMART (specific, measureable, achievable, realistic and timely) actions.

Budget

Is there a budget assigned for each action? If not, how will the action be funded (for example, from within the baseline budget?)

How we will ensure everyone knows about the plan

Ensure you include all stakeholders, both internal and external.

What are the communication actions that will support the plan? Who, what, why and when?

Who has signed off the plan?

Are there internal or external boards or committees that need to see and sign off the plan?

Write a workforce action plan

Use Template 3 to turn your workforce plan into an action plan including the seven Real Skills and performance indicators for *Let's get real: Disability*. Complete this for each action. The example below is just one way you can describe these actions.

Template 3. Let's get real: Disability workforce action plan

<p>Action (from the Workforce plan)</p>	<p>Example Action 1 Real skill: Working with Māori Improve support worker's knowledge and practice of tikanga Māori.</p>
<p>What do you want to achieve? (the outcome – SMART)</p>	<p>Outcome Māori are supported to achieve their self-determined goals and aspirations.</p> <p>Indicator All current support workers attend tikanga Māori best practice training by 30 December. Induction includes tikanga Māori best practice training by 30 June.</p>
<p>Action required. Who is responsible? When will it be achieved?</p>	<p>Identify budget available (finance director) by 28 February.</p> <p>Source tikanga Māori training provider (training manager) by 28 February.</p> <p>Get costings (training manager) by 31 March.</p> <p>Book training for existing employees (training manager and team leaders) by 30 June.</p> <p>Include in induction process (training manager) by 30 June.</p> <p>Oversee training delivery (training manager and team leaders) ongoing.</p> <p>Attend training (existing and new support workers) ongoing.</p> <p>Evaluate training (training manager, team leaders, attendees) ongoing.</p> <p>Review success of training and quality of training provider (training manager and team leaders) annually.</p>
<p>Evidence of outcomes</p>	<p>100 per cent of support workers demonstrate tikanga Māori best practice evidenced by feedback from:</p> <ul style="list-style-type: none"> • disabled Māori and whānau via satisfaction survey • colleagues via work shadowing • the community via hui at local marae.



Review (and evaluate)

Regular monitoring of the action plan

This step begins with monitoring the actions from your action plan to ensure they are on track and to identify any risks or issues that may have arisen. You will need to decide if these risks or issues could prevent you meeting the outcomes in your plan. You may also identify opportunities that have arisen which require incorporation into the plan.

Use Template 4 to monitor your action plan.

Template 4. Monthly reporting template

Action number	
Date	
Objective	
Action	
Who is responsible	
Key milestones	
Status (red/amber/green)	
Progress	
Comments/future activity	
Risks	
Budget expenditure/status	

Regular review and evaluation

The final step is to schedule regular reviews to evaluate the action plan, for example annually or quarterly. Template 5 gives some suggested questions to ask during review and evaluation.

Template 5. Review and evaluate the workforce action plan

Question	Comments
Did the changes achieve the outcomes you desired?	
Did the new developments help meet your business priorities?	
Do your employees have a better understanding of <i>Let's get real: Disability</i> and do they model its attitudes and values in their practice?	
What are your key achievements?	
What lessons have you learned, or what might you do differently in future?	
Have you shared your findings with key stakeholders?	
How will you celebrate and reward success?	
How will you sustain and continuously improve the knowledge, skills, attitudes and values of your workforce?	
How did your budget perform against actual costs? Does it require adjustment in the future?	
What's next?	

As this process is cyclical, your review process will feed back into the **Analyse** stage described in the *Service planning tool*.



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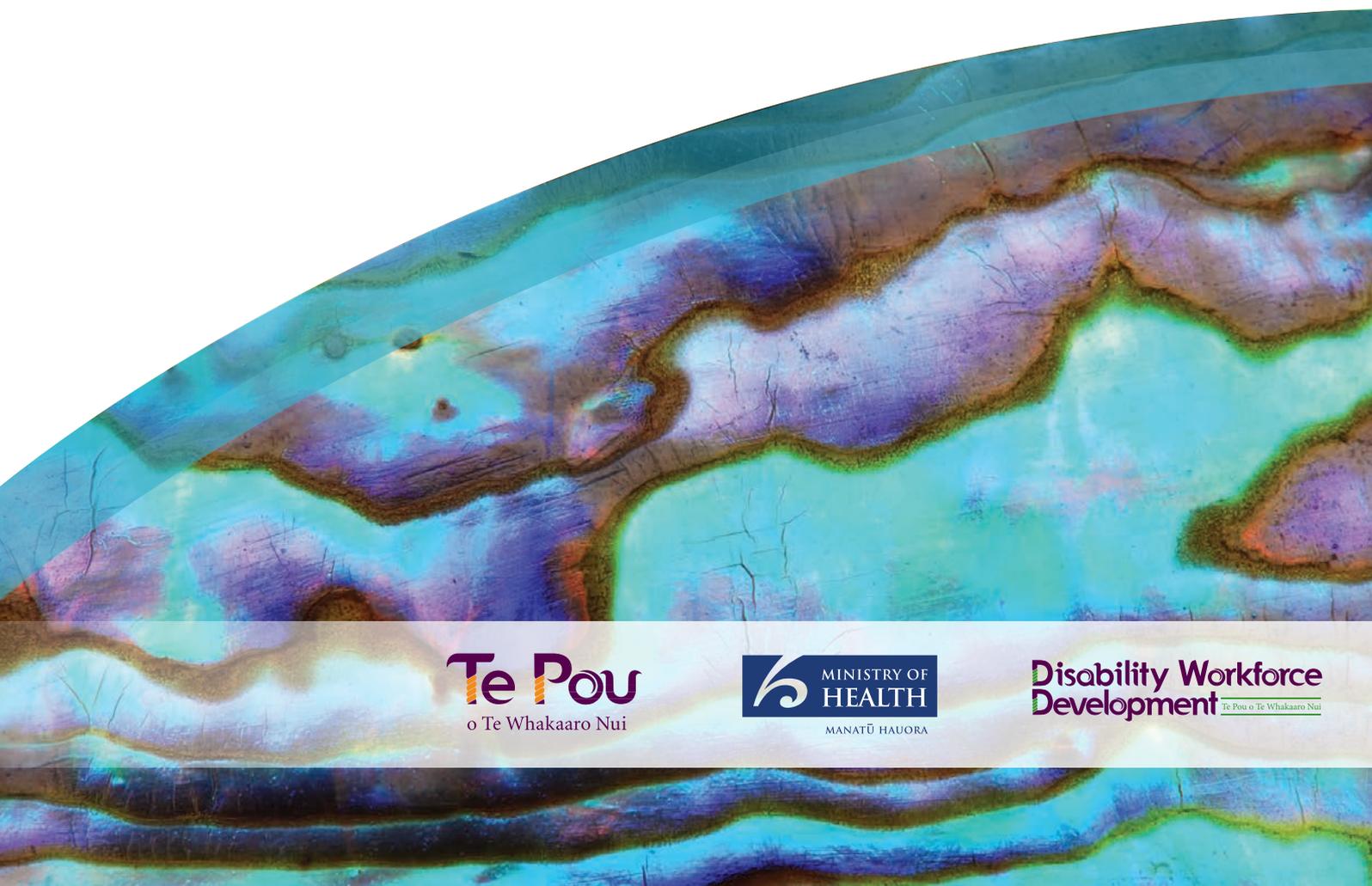
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