

# Let's get real

REAL SKILLS FOR PEOPLE WORKING IN DISABILITY

## Service planning tool

[www.tepou.co.nz/letsgetrealdisability](http://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

## Acknowledgements

Te Pou would like to thank and acknowledge Kate Hirst for undertaking the consultation and adaptation work with the disability sector. Te Pou would also like to thank the human resource managers and other managers and leaders in the disability sector who contributed and provided valuable and insightful feedback on the various drafts. We hope these tools and resources complement and assist the great work you all do in the sector.

Source document: *Let's get real: Real Skills for people working in mental health and addiction. Team planning tool.* (Ministry of Health, 2008).

*Let's get real: Disability* has been adapted by Te Pou.

Citation: Te Pou o Te Whakaaro Nui. (2015). *Let's get real: Disability: Service planning tool.* Auckland, New Zealand: Te Pou o Te Whakaaro Nui.

ISBN: 978-0-0908322-03-9

**Contents**

Introduction . . . . . 4  
Including *Let's get real: Disability in service-level workforce planning* . . . . . 7  
Analyse . . . . . 8  
Bibliography . . . . . 17



# 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 on 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.

This *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.



*Let's get real: Disability Workforce planning tool* is a continuation of this *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 *Service planning tool*, and the accompanying *Workforce planning tool*, is for leaders and managers. It is particularly aimed at small and medium-sized businesses. It guides you through the first stage of workforce planning: analysing your workforce.

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

Regional facilitators at Te Pou can also support you with implementation. Refer to the regional facilitator contact information on Te Pou's website: [www.tepou.co.nz](http://www.tepou.co.nz).

## 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 assists 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.

## Service-level workforce planning

Service-level workforce planning ensures you have the right people in the right roles, within the available budget, with the essential attitudes, values, knowledge and skills needed to deliver quality services to disabled people, and their carers, families and whānau, now and into the future.

Workforce planning can also occur at an organisational or whole of sector level. This tool, and the accompanying *Workforce planning tool*, will assist you to plan at a service-level to align your workforce to *Let's get real: Disability*.

## 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

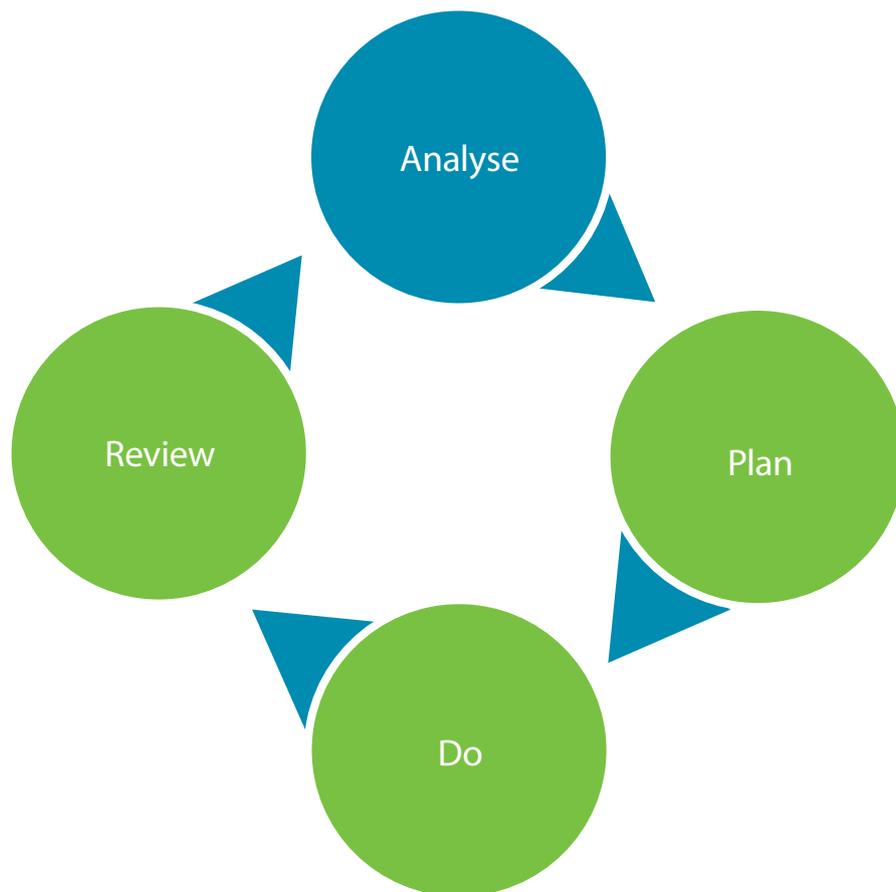
Good communication is vital to maintaining engagement throughout the process, and is essential to success. Internal and external stakeholders should be included in your communication plans.



## Including Let's get real: Disability in service-level 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](http://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*.

# Analyse

This stage will help you understand the context within which your organisation operates, internally and externally, and will ensure you understand the environment in which your workforce planning needs to take place. This involves gathering all the information you need to analyse your workforce needs and carrying out a gap analysis. The *Workforce planning tool* will then take this analysis and guide you through creating a workforce and action plan.

## Drivers that affect workforce planning

Do you know and understand the environment in which your organisation operates? What are the key local or national drivers that impact on the shape of your service and the way in which you operate? Use Template 1 to identify these drivers. You may have collected this information during strategic planning exercises, or it may have been carried out at an organisational level.

## Some questions to ask

- What are the latest national or sector plans and guidelines that impact on your services?
- Are there any specific strategies for workforce development?
- How will changes in legislation or other trends impact on your workforce in the future?
- Are there gaps in the information? If so, where can you find that information?
- Do you need to make changes to your current workforce?
- What attitudes, values, skills and knowledge do you need in your workforce?
- Have you carried out a PESTEL analysis (political, economic, social, technical, environmental or legal) or a SWOT analysis (strengths, weaknesses, opportunities and threats)? Te Pou's website has a template to carry out a PESTEL analysis.



## Template 1. Identify drivers that affect your workforce planning

Area	Examples only (complete this section for your own organisation)
International conventions	<p>United Nations Convention on the Rights of People with Disabilities</p> <p>United Nations Declaration on the Rights of Indigenous Peoples</p>
National plans and standards	<p>Relevant New Zealand standards</p> <p>New Zealand Disability Strategy</p> <p>Putting People First</p> <p>Whaia Te Ao Marama: The Māori Disability Action Plan</p> <p>He Korowai Oranga: National Māori Health Strategy</p> <p>Faiva Ora: National Pasifika Disability Plan</p> <p>Disability Action Plan 2014-18</p> <p>Disability Workforce Action Plan 2013-16</p>
Local plans	<p>Local council plans which could impact on your organisation, for example long-term plans and development plans</p> <p>Public health initiatives, for example housing or the needs of a rural population</p>
Organisational and business plans	<p>Organisational or service vision, mission or goals</p> <p>Business strategy and plan</p> <p>Quality strategy and plan</p> <p>HR strategy and plan</p> <p>Existing workforce strategy and plan</p> <p>Contracts and contractual obligations</p>
Data and information about the disability sector, local trends, your target population and your own organisational trends	<p>Workforce data about the sector</p> <p>Trends and demographic information such as the Census or the 2013 Disability Survey</p> <p>Recruitment and retention/staff turnover</p> <p>Your own staff demographics or attributes</p> <p><b>Ask:</b></p> <p>What is your target population? Is this population changing? How does your service reflect this population now? In the future?</p> <p>Are there groups that have any unique needs? How well are you addressing these at the moment? And in the future?</p>
Stakeholder feedback	<p><b>Ask:</b></p> <p>What do your customer surveys say?</p> <p>Have you sought specific feedback on workforce planning and/or <i>Let's get real: Disability?</i></p>

## Individual and team assessments

Use the *Assessment tool*, available online at [www.tepou.co.nz/letsgetrealdisability](http://www.tepou.co.nz/letsgetrealdisability), or as Template 20 in the *HR tool*, for the individuals in your team to self-assess against the seven Real Skills and performance indicators of *Let's get real: Disability*.

You may have completed these assessments as part of your HR, recruitment or performance development processes. Once everyone in your team has completed an individual assessment, use Template 2 to summarise the results.

This shows your team and its strengths and weaknesses against the seven Real Skills. This can also be completed at a service level.

### Template 2. Team assessment, Real Skills

<b>Strongest Real skill:</b>  <b>Reason:</b>			
<b>Second strongest Real Skill:</b>  <b>Reason:</b>		<b>Third strongest Real Skill:</b>  <b>Reason:</b>	
<b>Fourth strongest Real Skill:</b>  <b>Reason:</b>	<b>Fifth strongest Real Skill:</b>  <b>Reason:</b>	<b>Sixth strongest Real Skill:</b>  <b>Reason:</b>	<b>Seventh strongest Real Skill:</b>  <b>Reason:</b>



## Team profile

Using the results of the team assessments, use Template 3 to prepare a team profile which will describe the attributes of your team or service that are relevant to workforce planning.

### Template 3. Team profile

Description (suggestions only, complete as it fits with your organisation)	Information about the team
Number of FTEs	
Number of actual staff	
Number of vacancies	
Turnover rates	
Demographics: details of the team and how they relate to the community you serve. For example, if you offer services to younger people do your support workers reflect this? Or, if you have a predominantly older workforce, will this impact on your succession planning?	Age Ethnicity Language Gender Other
Range of qualifications/performance levels as specified in <i>Let's get real: Disability</i> . Include professional roles represented.	Essential Capable Practitioner Leader
Skills individual employees have which are currently under-utilised, including those related to the seven Real Skills. These could be skills they have gained in other roles but which are not considered essential for their current role.	
Roles currently under-represented in the team.	

## Feedback from the people you serve

There are a number of ways of gathering feedback from different stakeholders and you may already be collecting much of this information through satisfaction surveys, audits, focus groups or other mechanisms. Template 4 gives you an example of how to collect this feedback in relation to *Let's get real: Disability*. You could do this through an anonymous questionnaire or online survey.

### Template 4. Gathering stakeholder feedback

#### Feedback about your recent contact with our service

Dear (name)

As someone who recently had contact with our service, I would like to invite you to share any feedback you might have about your experience.

Your feedback is highly valued by our service. It helps us identify where we are performing well and where we can make improvements to ensure people have the best possible experience during their time with us.

Your response is entirely anonymous.

We use a tool called *Let's get real: Disability* to assess the performance of our staff. This tool helps to show us if a staff member is demonstrating the skills we believe they should when they are working with you. The tool is used to identify areas for improvement and to show where a staff member is performing well.

The following table lists seven Real Skills from *Let's get real: Disability*. Please read the skill descriptions and, reflecting on the service you received, record whether you believe the staff member is competent or not competent in that skill. You can also include comments in the right hand column.

Please return this to us in the postage-paid envelope that is included.

I have also included information on *Let's get real: Disability* for you to read which provides more information about this assessment tool and the seven Real Skills.

We sincerely appreciate your feedback and time, and look forward to hearing from you.

Kind regards

(Name of manager and role)



Real Skill	Competent/ Not competent	Comments
<p><b>Working with disabled people</b></p> <p>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.</p> <p>Every person working in disability uses strategies to engage meaningfully with disabled people, and focuses on disabled people's self-identified aspirations and strengths.</p> <p>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.</p>		
<p><b>Working with Māori</b></p> <p>Every person working in disability contributes to whānau ora for Māori.</p>		
<p><b>Working with families and whānau</b></p> <p>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.</p>		
<p><b>Working with communities</b></p> <p>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.</p>		
<p><b>Challenging stigma and discrimination</b></p> <p>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.</p> <p>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.</p>		

Real Skill	Competent/ Not competent	Comments
<p><b>Upholding law, policy and practice</b></p> <p>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.</p> <p>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.</p>		
<p><b>Maintaining professional and personal development</b></p> <p>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.</p>		

Note to manager: the examples in the table above are high level Real Skills, we suggest you replace them with performance indicators relevant to the competency level of the individual staff member.



## Service assessment and gap analysis

When you have collected all the relevant information, you will need to analyse what it means for your current and future workforce. You may want to consider the next three to five years in your planning.

The final part of this process is to identify gaps in your planning in relation to *Let's get real: Disability*. Template 5 demonstrates one way of recording and analysing this information, but you may have other ways to do this.

### Template 5. Service and gap analysis

Area	Analysis	
Legislation and conventions	What you found	
	Analysis of what you found	
	Impact for your organisation	
	Gaps in relation to <i>Let's get real: Disability</i>	Challenging stigma and discrimination
	Working with disabled people Working with Māori Working with families and whānau Working with communities	Upholding law, policy and practice Maintaining professional and personal development
National plans	What you found	
	Analysis of what you found	
	Impact for your organisation	
	Gaps in relation to <i>Let's get real: Disability</i>	Challenging stigma and discrimination
	Working with disabled people Working with Māori Working with families and whānau Working with communities	Upholding law, policy and practice Maintaining professional and personal development
Local plans	What you found	
	Analysis of what you found	
	Impact for your organisation	
	Gaps in relation to <i>Let's get real: Disability</i>	Challenging stigma and discrimination
	Working with disabled people Working with Māori Working with families and whānau Working with communities	Upholding law, policy and practice Maintaining professional and personal development

Area	Analysis	
Organisational and business plans	What you found	
	Analysis of what you found	
	Impact for your organisation	
	Gaps in relation to <i>Let's get real: Disability</i>	Challenging stigma and discrimination
	Working with disabled people Working with Māori Working with families and whānau Working with communities	Upholding law, policy and practice Maintaining professional and personal development
Data and information	What you found	
	Analysis of what you found	
	Impact for your organisation	
	Gaps in relation to <i>Let's get real: Disability</i>	Challenging stigma and discrimination
	Working with disabled people Working with Māori Working with families and whānau Working with communities	Upholding law, policy and practice Maintaining professional and personal development
Team profile	What you found	
	Analysis of what you found	
	Impact for your organisation	
	Gaps in relation to <i>Let's get real: Disability</i>	Challenging stigma and discrimination
	Working with disabled people Working with Māori Working with families and whānau Working with communities	Upholding law, policy and practice Maintaining professional and personal development
Stakeholder feedback	What you found	
	Analysis of what you found	
	Impact for your organisation	
	Gaps in relation to <i>Let's get real: Disability</i>	Challenging stigma and discrimination
	Working with disabled people Working with Māori Working with families and whānau Working with communities	Upholding law, policy and practice Maintaining professional and personal development

The next stage of the workforce planning process is set out in the *Workforce planning tool*.



# Bibliography

DairyNZ, (n.d) HR Toolkit. Retrieved from <http://www.dairynz.co.nz/publications/people/hr-toolkit/>

Ministry of Health. (2013). Disability Support Services Workforce Action Plan 2013-2016. Wellington. Ministry of Health.

Skills for Care. (2014). *Practical approaches to workforce planning*. London: Skills for Care.

Te Pou. (2014). *Getting it right – a workforce planning approach*. Auckland. Te Pou.

Te Pou. (2014). *Let's get real: Disability: Real Skills for people working in disability: A framework*. Auckland. Te Pou.

# Let's get real

REAL SKILLS FOR PEOPLE WORKING IN DISABILITY

[www.tepou.co.nz/letsgetrealdisability](http://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