

Performance Appraisal Guide

For Specialist Support Staff and their Managers

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INTRODUCTION

Community Living supports people with disabilities to have greater choice, control and connection in their everyday life. The organisation is driven by its purpose “Disabled people thriving as part of the community”. As a Community Living staff member, your day-to-day work contributes towards this purpose.

The organisation’s leaders understand that every person has needs and goals, including staff members. Just as our support for people enables a plan to be created and goals to be achieved, the Performance Appraisal process provides a professional framework to do this for staff.

The actions of each staff member contributes to the overall success of the organisation. The impact of one person’s actions has a ripple effect, and it is important for time and effort to be utilised appropriately to support the inspirational dream to become a reality.

The desired result is a skilled and competent workforce working together to translate the organisation’s purpose into our day-to-day work.

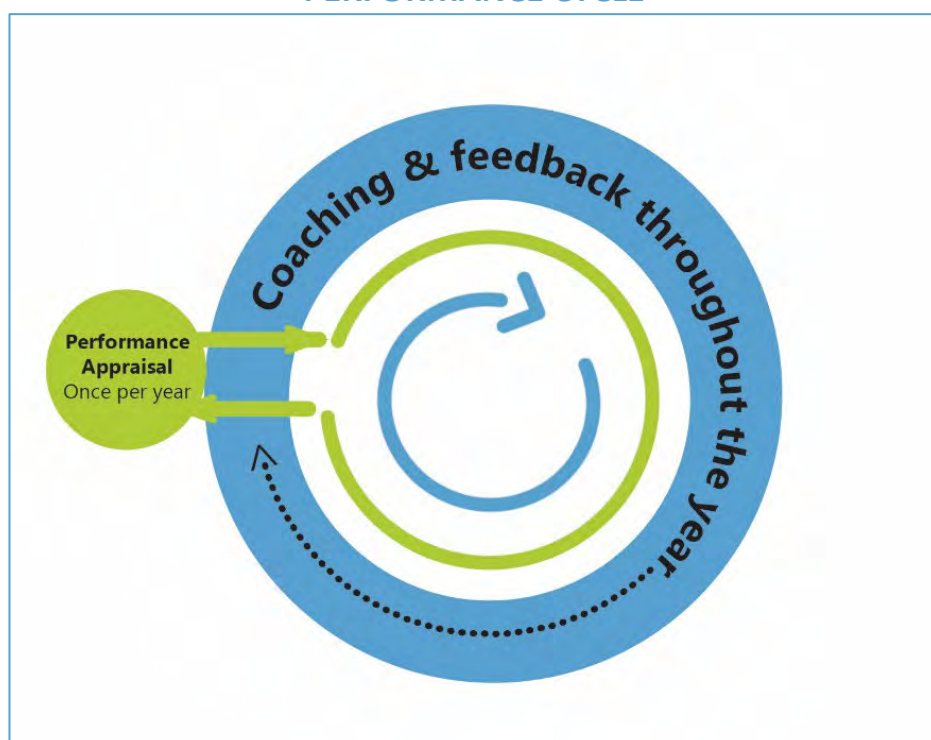
This involves each staff member:

- Understanding their goals for the coming year
- Discussing their goals, along with learning and development needs, with their line manager
- Reviewing performance against set goals throughout the year and at year’s end.

This enables the staff member to have an understanding of what performance is expected of them and how their role impacts the people being supported and contributes to Community Living’s success.

For Specialist Support Staff (SSS) there is a competency framework included in this document which outlines performance expectations and a process for setting goals and discussing performance on a regular basis.

PERFORMANCE CYCLE



PERFORMANCE EXPECTATIONS FOR SPECIALIST SUPPORT STAFF

1. Specialist Support Staff are expected to continue to show performance aligned with the pay / qualification level you currently hold

Once a pay level has been achieved, Specialist Support Staff are expected to continue to show the skills, knowledge and practice associated with that level. Pay level is achieved either by completing a Health and Wellbeing (H&W) qualification or an equivalent qualification, or alternatively by length of service (for people employed prior to 1 July 2017).

E.g. If on Level 3, whether gained by completing the Level 3 H&W qualification, or an equivalent qualification or by the length of service for support staff employed prior to 1 July 2017, the expectation is that support staff have and continue to demonstrate the skills, knowledge and practice associated with Level 3 on the Community Living Competency Framework.

Community Living has competencies for Specialist Support Staff to describe the performance expected at each level, alongside the Health and Wellbeing qualification. These are outlined on the following pages. For Specialist Support Staff there is a competency framework that outlines the eight competency areas and examples of the evidence or standard needed to demonstrate competency. There are three levels of competence for Specialist Support Staff, these are known as Level 2, Level 3 and Level 4.

Historically

In 2012 staff and managers developed the eight competency areas and descriptors as a framework to describe the performance expected of Specialist Support Staff. These were used in two stages, firstly being 'Essential' and then secondly 'Practitioner'.

Current Process

In 2017 the Specialist Support Staff positions became covered by the Care and Support Workers (Pay Equity) Settlement Act 2017. Following this Community Living updated the competency framework. The Essential stage translated to Level 2, the Practitioner stage to Level 3 and new competencies were developed for Level 4. With each level the expectation is that Specialist Support Staff continue to demonstrate the competencies of the previous levels, plus the current level - i.e. if you are on Level 4 then you must show competency in Levels 2, 3 and 4.

2. Specialist Support Staff are expected to work towards achieving the next level qualification until Level 4 has been achieved

Community Living expects Specialist Support Staff to achieve the next level of Health and Wellbeing qualification and will support them in partnership. Completion of the next level of Health and Wellbeing qualification is required for the next level pay progression for all Specialist Support Staff employed after 1 July 2017.

COACHING MEETINGS

Coaching meetings are a time to discuss a staff member's progress.

They involve:

- Reviewing how the staff member has been performing
- Reviewing actions required to achieve goals
- Providing feedback on what is going well, what is not, and working on solutions
- Identifying any new learning needs or support requirements
- Amending goals if required

What happens between the annual Performance Appraisal meetings is very important. This is when most of the coaching occurs, including regular feedback and monitoring of progress.

There should be no surprises at the annual Performance Appraisal meeting. Any performance problems or concerns should have been tackled as they arise, and not 'saved up' for the meeting. Likewise, positive feedback and encouragement should occur regularly during the period, not just at the annual meeting.

The responsibility for making the coaching meetings work, rests equally with the manager and the staff member.

Written notes of these formal coaching conversations are made by the manager and kept on file with a copy given to the staff member.

Template location:

Clive > Libraries and Resources > Organisational Documentation > Coaching Conversations template

Coaching meetings are held at least twice a year. Informal feedback can occur in between these times. The detail discussed during coaching depends on:

- The nature of the goals
- How long the staff member has been in their current position (e.g. a new staff member may find it useful to have monthly coaching in their first three months).

Coaching is supportive and encouraging, maximising the extent to which the staff member achieves their goals. Self-assessment is encouraged throughout the year.

EMPLOYEE ASSISTANCE PROGRAMME

Community Living supports all staff with an Employee Assistance programme provided through EAP services. Confidential counselling services are available for work and non-work issues affecting your wellbeing. The programme provides up to three free sessions, with occasional extra sessions as recommended by the counsellor. To access these services, please phone **0800 327 669**.

PERFORMANCE APPRAISAL PROCESS

The Performance Appraisal process has been designed so that it is simple to use and transparent. Each year goals are set to focus on performance and development, these goals are reviewed during the year. The person completing your Performance Appraisal will be your manager. Your manager should be the person you report to for the most hours in any given fortnight.

For Specialist Support Staff there is a competency framework that outlines the eight competency areas and examples of the evidence or standard needed to demonstrate the competency. There are three levels of competence - Level 2, Level 3 and Level 4. With each level the expectation is that Specialist Support Staff continue to demonstrate the competencies of the previous levels, plus the current level - i.e. if you are on Level 4 then you must show competency in Levels 2, 3 and 4.

In the first year

Within three months of starting in a Specialist Support Staff role, the manager and the staff member meet to discuss the Performance Appraisal process. The staff member is given clear goals for their first 12 months and a copy of the Performance Appraisal template and this guide. The manager and staff member will also discuss the expectation for Specialist Support Staff to study for Health and Wellbeing Qualifications, up to and including Level 4 (if they don't already hold a qualification or its equivalent). This ensures the staff member is aware of what is expected of them and what process will occur at year end.

Close to the staff member's anniversary date

The manager will schedule a date for the Performance Appraisal meeting. *At least four weeks* before the Performance Appraisal meeting, the manager will ensure the staff member has a copy of the Performance Appraisal template, in a format they are able to access and use.

Template location:

Clive > Libraries and Resources > Organisational Documentation > SSS Performance Appraisal Coaching and Feedback > Performance Appraisal Form for Specialist Support Staff June 2019

The staff member adds their comments and sends the form back to their manager **at least two weeks** before the Performance Appraisal meeting.

The actual annual Performance Appraisal meeting will review achievements and development over the previous 12 months and will cover at least the following areas:

1. Progress towards achievement of Health and Wellbeing Qualifications
2. Performance against competencies for Levels 2, 3 and 4
3. Individual goals

The meeting will also plan goals for the coming year, along with identifying specific learning and development needs.

After the meeting the Performance Appraisal document is written up within one month, by the manager with their overall comments and signature. It is given to the staff member to sign and then a copy made for the staff member with the original held on the staff member's personal file.

All Specialist Support Staff who are contracted for **20 hours or more per fortnight**:

- Will receive **at least two formal coaching conversations per year**
- Plus an annual Performance Appraisal.

If you are contracted for **less than 20 hours per fortnight**:

- Will receive **at least two formal coaching conversations** a year
- Plus a Performance Appraisal is in addition and will be completed if **either** the manager or the staff member requests it.

Goals for the next year

The goals for the next year can be set as part of the Performance Appraisal meeting or can be set at a separate time soon after the Performance Appraisal.

CHANGES TO PERFORMANCE GOALS

Sometimes goals may need to be updated, changed or replaced during the year so will need to be amended. Best practice is to record these changes in the Performance Appraisal document with signatures and dates of both parties.

RECORDING EXAMPLES OF ACHIEVEMENTS AND ISSUES

Staff members and managers will find it very useful to keep a record of information about progress of competencies and goals during the year, rather than trying to recall them before the Performance Appraisal meeting.

What examples should be kept?

- Informal or formal feedback (e.g. e-mail messages, thank you notes, etc.)
- Any feedback on progress from peers or clients
- Issues which may have affected ability to meet the goals or competency level

Why note down achievements and issues?

- To keep information and examples that demonstrate achievement of goals and competencies as they occur
- To identify the gap between actual and planned results – note actions taken to get back on target

Staff members are encouraged to keep copies in a folder, diary, online or in your email inbox. Bring this information along to the coaching meetings and to the annual Performance Appraisal meeting.

HEALTH AND WELLBEING QUALIFICATIONS

All Specialist Support Staff are encouraged to gain Health and Wellbeing Qualifications. These are available at Levels 2, 3 and 4. Progression up the pay scale is dependent on achievement of each Level of the Health and Wellbeing Qualification. Note length of service with Community Living can be used to progress, only if employed by Community Living prior to 1 July 2017).



In CLIVE, under Libraries and Resources, you can find the Careerforce Button. Here is all the detail about the Unit Standards of the Health and Wellbeing Qualifications offered through Careerforce.

Coaching conversations during the year and the annual Performance Appraisal meeting are an opportunity to review how your study is going and what support your manager can provide to assist completion of the qualification. On the next page is a list of the unit standards that Community Living has chosen to fulfil the Health and Wellbeing qualification requirements.

RESPONSIBILITIES OF SPECIALIST SUPPORT STAFF

- Collect and store examples to demonstrate performance and achievement of goals as they happen throughout the year
- Complete the Performance Appraisal Template document including:
 - Adding comments and examples to the template
 - Taking a copy of the document to keep as a personal record
 - Returning this to their manager on time (two weeks before meeting date)
- Be proactive regarding your Performance Appraisal - if you have not received notification of the date of meeting by your anniversary date, you are encouraged to request a meeting date from your manager by email
- If you do not receive a meeting date, you are encouraged to contact your manager's manager
- Prepare for the Performance Appraisal meeting by refreshing yourself about the comments you have written and be ready to discuss each area and your comments

RESPONSIBILITIES OF THE MANAGER

- Plan for and conduct at least two Coaching sessions with each staff member throughout the year
- Schedule the date, time and venue of the Performance Appraisal meeting to be within four weeks of anniversary date (either side)
- Ensure the staff member receives the form at least four weeks prior to the meeting
- Coach about the purpose and the process of the meeting
- Prepare for the Performance Appraisal meeting and bring draft comments on the form to the meeting, together with any examples to support comments
- Manager finishes writing/typing the form within two weeks of the meeting and arranges for signatures, copies and filing
- If staff member has not completed their parts then meeting can go ahead with only the manager comments
- If the manager has changed during the year then the current manager does the Performance Appraisal, using whatever material is available from the previous manager plus coaching notes, review of iplanit entries, etc. In these circumstances a Performance Appraisal meeting can be delayed by a **maximum** of two months
- If the staff member refuses to sign the Performance Appraisal form then discuss reason/s with them and if unable to resolve, involve 1-up manager to assist to a solution
- Managers have as part of the measures of their own performance (a key performance indicator -KPI) that their staff have an annual Performance Appraisal and additionally at least two documented Coaching Conversations per year

IF UNABLE TO COMPLETE A PERFORMANCE APPRAISAL

If the manager and staff member cannot agree about the view of performance during an Appraisal meeting, use the following process:

- Discuss further to clarify the specific source of disagreement and identify ways to resolve.
- Invite an agreed third party to facilitate/mediate, if appropriate.

If there is still no agreement:

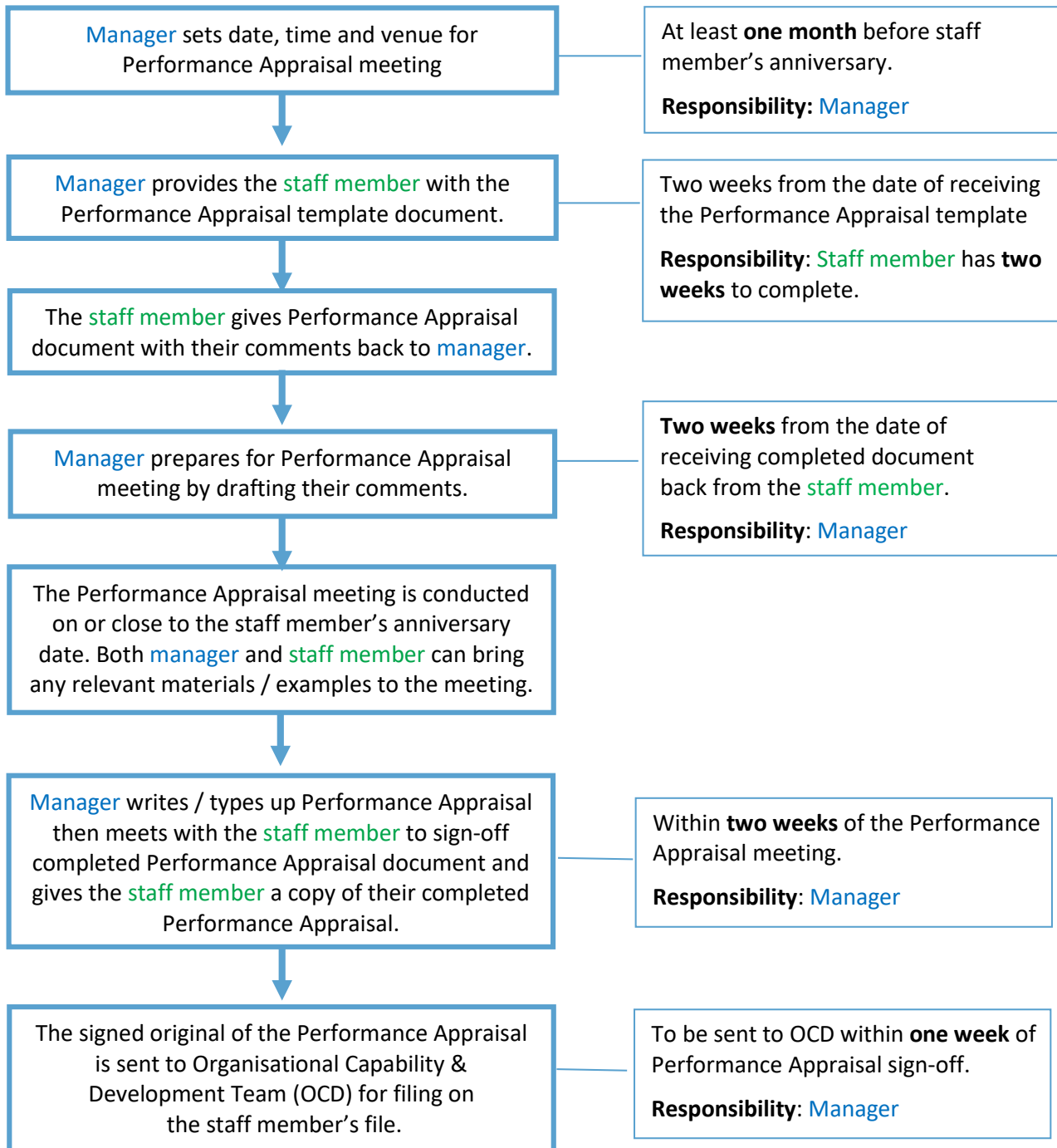
- The manager must complete the Performance Appraisal document and the staff member has the right to note if they disagree
- Send both the Performance Appraisal document and areas of disagreement to the 1-up Manager for review
- The 1-up manager, the manager and the staff member to meet together to assist the 1-up manager to understand the issue/s of concern and come to a final decision
- Action any decisions
- Place all papers, including those recording any areas of disagreement by the staff member, on the staff member's personal file.

RELATIONSHIP WITH DISCIPLINARY PROCEDURES

The Performance Appraisal process is separate to a disciplinary process.

Any performance problems that may result in disciplinary action need to be actioned in a timely manner as soon as they arise. Performance problems must be addressed prior to the Performance Appraisal. They should only feature in this discussion if both parties are already aware prior.

PERFORMANCE APPRAISAL PROCESS

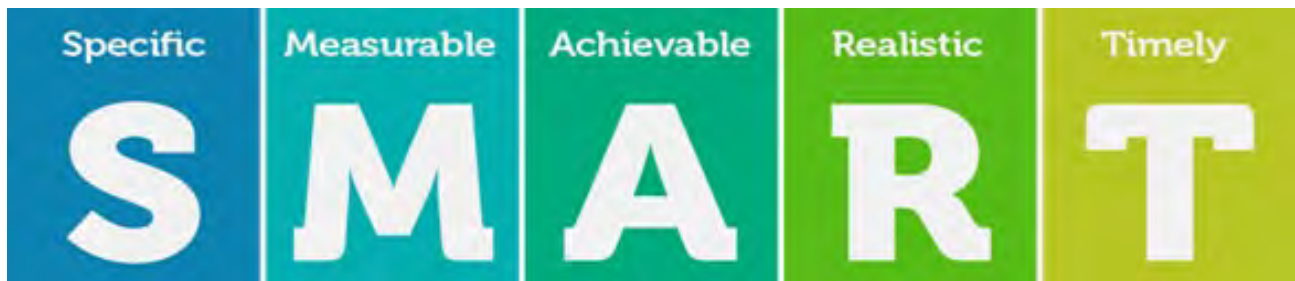


SMART GOALS

The Performance Appraisal process involves completing a plan that documents progress against key competencies and goals that support your work and Community Living's strategic goals. It is important to focus on not only what is to be achieved but also how it will be achieved over the assessment period.

Goals should be S.M.A.R.T, so that they set out clear and unambiguous expectations that allow both the staff member and manager to know what is to be achieved.

S.M.A.R.T. is an anagram to help you remember the key elements:



- ⇒ **SPECIFIC:** Avoid unclear or vague wording. Aim for goal rather than subjective measures and keep them simple. Where subjectivity cannot be avoided, manage this in a fair and unbiased way. Incorporate both timeliness and specifics such as numerical quantity, quality (e.g. meeting a specific person's requirements), matching customer needs.
- ⇒ **MEASURABLE:** Identify and agree ways to measure whether the goal has been met or not and/or what progress has been made.
- ⇒ **ACHIEVABLE:** Focus on achievements that are within the control of the staff member and directly related to the work they perform.

Make the goals challenging, requiring sustained application of effort over a period of time, and encouraging the staff member to stretch a bit but without being unrealistic.

Identify what support the staff member needs (e.g. training, mentoring, job relief), and include in the document and list any constraints.

- ⇒ **REALISTIC:** Goals should be challenging and provide growth opportunities for the staff member. They should push/ stretch the skills and knowledge of the staff member, but not break them.

Consideration should also be given to whether the staff member needs additional support to help them achieve the goals.

- ⇒ **TIME BOUND:** Include progress or completion date(s). Where the completion date is outside the Performance Appraisal period, establish timeframes for key milestones.

Try not to underestimate the time it will take to achieve a goal.

A goal may need to be broken into two to three steps. If this is the case then it may be useful to develop a separate plan that lists the key tasks needed and estimate the time to complete each step. Use this plan to assist monitoring progress towards completing the goal.

Statement Example	As a SMART Goal Example
Keep iplanit up to date	Complete quarterly reviews of Sections W, X, Y and Z in iplanit for at least two people you support before your next performance appraisal (approximately 12 months' time).
Be the Health & Safety (H&S) delegate this year	Represent the team for 12 months as H&S delegate, bringing issues and concerns to regular delegate meetings and reporting back, at the following team meeting.
Set up the ABC meeting	Organise an ABC meeting to occur before Easter, depending on the availability of staffing, according to meeting guidelines to achieve outcome 'H' and to the satisfaction of your manager. The plan for the meeting to be ready for approval by your manager at least two months before Easter.
Take a person being supported on holiday	A person being supported would like to have a holiday with at least one overnight stay this year. Develop a plan to accompany the person on a holiday that shows excellent management of money, risk, safety and relationships.
Support a person to improve health	Support a person to achieve their outcome of improved health by X date, by preparation of an appropriate plan with steps that cover equipment, H&S, community access, natural supports, diet and nutrition.
Support a person to run a marathon	Support a person to run the Taupo marathon on 12 August by developing a weekly training plan including advice and support on nutrition, equipment, budget, accommodation and transport.



COMMUNITY LIVING COMPETENCIES FOR SPECIALIST SUPPORT STAFF

1. Understanding Community Living

Understands Community Living's purpose and beliefs, goals, objectives and their relevance to role.

Level 2 Standard	Example Descriptors
A. Describes what Community Living (CL) does	<ul style="list-style-type: none"> You can describe learnings from Intro training/orientation about Community Living – who are we? What makes us different?
B. Understands internal processes and what each part of the organisation does and why	<ul style="list-style-type: none"> You can name and describe processes e.g. Time Target and accident/incident reports, maintenance requests, and who deals with these. You complete these tasks accurately
C. Contributes to maintaining responsiveness to the Treaty of Waitangi	<ul style="list-style-type: none"> You understand the support needs of Tangata Whenua. You can describe protocols from the Treaty Training
D. Awareness of the service you work in	<ul style="list-style-type: none"> You know the services your Line Manager (LM) is responsible for, other LM's and staff. You can describe what your service does.
E. Understands when/where to seek information and advice	<ul style="list-style-type: none"> You know how to contact your LM. Can describe where to take concerns, and how / when to use On-Call. Demonstrate that you seek advice appropriately

Level 3 Standard	Example Descriptors
A. Understands disability and community supports	<ul style="list-style-type: none"> You can demonstrate that you understand Community Living and have supported people to actively engage in community settings, and to access health and social services
B. Helps colleagues understand the organisation, modelling behaviour that is consistent with our purpose	<ul style="list-style-type: none"> You can advise who does what when dealing with internal organisation processes, and on our approach to support
C. Describes the role of the organisation to both internal or external audiences	<ul style="list-style-type: none"> You can describe the purpose of the service you work for, and how other services support the work of your service
D. Encourages and supports others to stay informed about the organisation	<ul style="list-style-type: none"> You are active in Community Living events and initiatives, encouraging people being supported and colleagues to engage, you take back information from training and briefings to the team

Level 4 Standard	Example Descriptors
A. Demonstrates / role models Community Living beliefs and values	<ul style="list-style-type: none"> All support staff expected to demonstrate and role model at all levels. At Level 4 you can present about the organisation and purpose to others and be able to quote relevant examples of services e.g. at Intro training; Team meetings, meetings with people being supported and Community meetings
B. Describes how the different CL service products work and their benefits e.g. Home based support, RIDSAS, EGL, etc.	<ul style="list-style-type: none"> You can accurately describe which services Community Living currently provides and their distinguishing characteristics
C. Understands how the CL complaint management process works	<ul style="list-style-type: none"> You know the process and can positively assist people being supported or whānau/family/whanau who wish to make a complaint. Able to assist with the investigation under manager's direction

2. Contributing to Outcomes Personally accountable for your performance that contributes to the quality of service.

Level 2 Standard	Example Descriptors
A. Responsible for performance within recognised roles, functions and limits	<ul style="list-style-type: none"> - You are familiar with position description. You operate in a way that carries full responsibility and works to each part of the position description
B. Delivers to time and with quality in all aspects of role	<ul style="list-style-type: none"> - You carry out a range of essential tasks (e.g. each person's routines or activities) to an acceptable standard (as defined in Individualised Plans, Policy & Procedure, Health & Disability standards) involving people we support. - You are able to manage a range of tasks, both routine/daily (household, leisure, shopping) and one off (contributing to organisation of a trip or whānau/family visit) - You can report accidents and incidents accurately. You are able to identify hazards, report and minimise them.
C. Recognises and manages relevant personal health needs to optimise professional and personal functioning	<ul style="list-style-type: none"> - You look after your own health and wellbeing, manage your planned leave and have a good attendance record - Keep personal information up to date
D. Understands individualised plans and strategies to guide practice	<ul style="list-style-type: none"> - For each person you support, you can describe what each person you support needs. - You know the support strategies required to provide a consistent approach.

Level 3 Standard	Example Descriptors
A. Uses initiative to create solutions that get the job done	<ul style="list-style-type: none"> - You can demonstrate where you have taken initiative e.g. bringing workable ideas to the team meeting.
B. Identifies personal and significant cultural values, beliefs, attitudes and prejudices and understands their potential impact	<ul style="list-style-type: none"> - You can describe the culture of each person you support and how their culture transfers into service delivery. - You understand the support needs of Maori clients and apply the principles in your practice.
C. Prioritises own work and the work of others as required	<ul style="list-style-type: none"> - You can prioritise your own work and can coordinate others to work collectively. You can clearly communicate needs for the following shift.
D. Maintains oversight of the work of others	<ul style="list-style-type: none"> - You actively advise and support colleagues in positive practice and report concerns to you line manager.
E. Actively contributes to individualised plans and strategies for people we support	<ul style="list-style-type: none"> - You take progress reports on areas of support and goals to the team meeting. You can develop aspects of support (e.g. day or leisure time engagement / activities.) and write this up for the Individualised plan. E.g. perform as a key worker.

Level 4 Standard	Example Descriptors
A. Empowers people being supported, to make more decisions about how they live their life.	<ul style="list-style-type: none"> - You consistently demonstrate effective communication with people being supported so their key outcomes are at the centre of their service delivery.
B. Takes a lead to minimise or mitigate the hazards and ensure action taken	<ul style="list-style-type: none"> - You show a good understanding of Hazard identification and show active support to mitigate any hazard

3. Passion for Outcomes Understands what needs to be done and stretches to deliver effectively.

Level 2 Standard	Example Descriptors
A. Realistic in assessing progress of Personal Outcomes and work tasks	<ul style="list-style-type: none"> - You know the goals a person is working towards, know what needs to be done and when, gives good explanation when things aren't done
B. Plans and prioritises own work to achieve outcomes	<ul style="list-style-type: none"> - You recognise when tasks are incomplete and plan to achieve the most important tasks first.
C. Overcomes obstacles and takes initiative	<ul style="list-style-type: none"> - You can identify problems and suggests a realistic solutions
D. Persists until achieved; is personally accountable for underachievement	<ul style="list-style-type: none"> - Keep trying until achieved, you don't give up or blame others
E. Accepts goals for achievement and delivers	<ul style="list-style-type: none"> - E.g. planning a holiday for a person we support, developing skills of people we support
F. Celebrates success	<ul style="list-style-type: none"> - Of self, of people we support, of colleagues
G. Demonstrates 'can do' behaviour	<ul style="list-style-type: none"> - Positive, energetic, constructive contribution to team and work environment
H. Actively supports well-being, quality of life and personal outcomes of each person we support	<ul style="list-style-type: none"> - You can demonstrate good support for each person's health, happiness, involvement in home, with whānau/family and in community activities; can name six personal outcomes

Level 3 Standard	Example Descriptors
A. Demonstrates good understanding of Personal Outcomes	<ul style="list-style-type: none"> - You know the goals each person is working towards, you record / track these, and know how they connect to personal outcomes. You have attended Personal Outcomes training
B. Determines strategies to overcome problems that threaten impact on outcomes	<ul style="list-style-type: none"> - You can identify problems and suggests a realistic solution
C. Encourages and contributes to the achievement of results of self and others	<ul style="list-style-type: none"> - You are active as a key support for a person we support. You are positive about the potential for the people supported to achieve outcomes.
D. Monitors progress towards achievement of outcomes	<ul style="list-style-type: none"> - You track and record achievement of steps towards goals
E. Demonstrates practice and knowledge of specific conditions and disabilities (e.g. ASD, mental health, musculo-skeletal, diabetes)	<ul style="list-style-type: none"> - You demonstrate and describe the approach for people we support who have particular diagnosis – what works for them and what creates risk to safety or their health/ wellbeing

Level 4 Standard	Example Descriptors
A. Sets and runs goal planning & evaluation sessions	<ul style="list-style-type: none"> - You can plan and deliver goal planning & goal evaluation sessions to peers with actions e.g. with day services; as Choices lead.
B. Leads a review of an Individualised Plan (iplanit)	<ul style="list-style-type: none"> - You can set up and lead a review of iplanit individualised plan and monitor & report on the progress of client's outcomes - You can set up goals in iplanit and break them down into support task or outcome actions to achieve the goals - You can contribute to a needs assessment e.g. with DSL
C. Actively participates in feedback to set up personal outcomes in services (POM)	<ul style="list-style-type: none"> - You contribute to/ lead on a service or planning review - You make recommendations to line manager about tools and resources needed e.g. communication aids - You can support actions to achieve outcomes e.g. prepare the aids/ make it happen
D. Lead on Person centred approach	<ul style="list-style-type: none"> - You demonstrate an advocacy approach and take action to support people being supported.

4. Managing Relationships Collaborates effectively across the organisation, and with external stakeholders.

Level 2 Standard	Example Descriptors
A. Understands internal/external key people necessary to deliver effective performance	- You know each person's: key staff in other services or parts of the person's life (day, work, home, behaviour assessment, etc.); able to handover information (verbal and written) from these people
B. Harnesses the contribution of others/teams	- You listen, and show consideration for the views of others and the contribution of others
C. Works collaboratively with others	- Positively working outside of your own team (e.g. with staff from other services or health providers)
D. Uses strategies to engage meaningfully and work in partnership with people we support, focusing on the person's strengths	- You use appropriate strategies to get the persons acceptance or agreement - You look for what a person is good at and can describe this
E. Assists the person we support to identify and communicate his / her own needs	- You watch a person's responses/behaviour, taking time to listen/observe & can identify pleasure & distress. - You can record good written descriptions in notes and logs and communication books
F. Works in partnership with whānau/family and encourages participation in the life of people we support	- You relate respectfully. You understand what the Individualised plan says about whānau/family.

Level 3 Standard	Example Descriptors
A. Builds appropriate internal/ external partnerships /links for effective and seamless delivery	- You are active in discussions and reviews about progress of a person on other aspects of their life and can communicate this back to the team
B. Awareness of, and works collaboratively with key decision makers in area of operation	- You are able to describe decisions made by more experienced people, and demonstrate that you are able to work with these decisions
C. Builds rapport based on mutual respect, and collaboration	- You can demonstrate positive relationship with colleagues, people outside the service, whānau/family
D. Actively seeks and listens to the contribution of others – values differences	- You describe people involved with each person and their contribution e.g. colleagues, whānau/family, the multi-disciplinary team (teams that include representatives from other services or health / disability agencies)
E. Works with whānau/family in such a way that they feel heard	- You are able to meet and greet whānau/family / whanau and facilitate an interaction where the whānau/family is active and listened to. You know which information to share
F. Recognises the people's whānau/family may extend beyond traditional whānau/family concepts	- You have knowledge of the people involved in a person's whānau/family network, and where a person is Maori, the importance of their Marae, Hapu and Iwi and cultural practices

Level 4 Standard	Example Descriptors
A. Facilitates people being supported and whānau/family/ interactions	- You can run a meeting with whānau/family - set the agenda and organise and ensure all actions are followed and completed - You can use positive relationships with whānau/family to support your client
B. Takes a lead of development / extension of culture / language for people being supported	- You can research and make appropriate contacts to build /strengthen the interests, natural supports, connections and relationships of people being supported - You have strong working relationships with others to make this achievable
C. Organise a meeting with stakeholders	- You can organise and contribute to a meeting with partners/ stakeholders, such as EXPLORE, Occupational Therapy, Speech language, etc.

5. Team Play Cooperates, supports and contributes to the development of team objectives and each other to produce a better result.

Level 2 Standard	Example Descriptors
A. Demonstrates openness and tact	- Is honest; actively participates and is constructive within their team
B. Sees things from others point of view; listens to the contributions of others irrespective of differing points of view	- Can describe the contribution of another and is able to explain differing opinions
C. Contributes and collaborates effectively with others	- You can give examples of tasks achieved when working alongside team members/colleagues
D. Responds positively to requests for help and support	- Can give advice/assistance to colleagues

Level 3 Standard	Example Descriptors
A. Promotes the use of teams to deliver service	- You are able to lead a team meeting
B. Recognises the inputs of others	- You can describe how colleagues contribute to achievements
C. Comfortable contributing in a variety of teams including multi-disciplinary teams	- You can provide information and make contribution to multi-disciplinary teams (teams that include representatives from other services or health / disability agencies)

Level 4 Standard	Example Descriptors
A. Active in project work and working groups for quality improvement	- You can work with others to improve the quality of service offered e.g. improvements to working processes, PRN reviews and updates, medication, guidance, development of resources, etc.
B. Demonstrates knowledge and awareness of regular reporting	- Know what regular reporting is needed in your service and when, and notice if not happening and resolve e.g. vehicle checks - Can review and update material for checks such as H & S and Operational audits
C. Supports quality administration of service	- Higher level of access to administration systems so can update areas such as alerts, reporting, risk management plan, etc. - Assists service operation with tasks e.g. open/ close a vocational base; activities at home in the day; allocating activities and staff, money for day programme

6. Learning and Development Develops self, helps others to excel at what they do, values individuals.

Level 2 Standard	Example Descriptors
A. Owns responsibility for personal learning and development	- Eager to attend training. Shows personal accountability and commitment to attend training
B. Learns by doing	- Has learnt how to support people and learnt other tasks on the job during first year
C. Applies learning from orientation and core training in role	- Within your work you demonstrate your learning from orientation and training e.g. values, supporting people from different cultures, health and safety, outcomes, etc.
D. Sets 'stretch' personal goals for achievement that 'raise the bar'	- You set learning goals that are connected to your role with activities you will learn from
E. Seeks out opportunity to extend skill and knowledge	- You request to take on new things to assist learning or gain a qualification
F. Demonstrates awareness of own strengths, weaknesses, motivations and how these affect performance and the service provided	- You are prepared for coaching and performance appraisal meetings – ready with examples of achievements, things done well, what has not worked well and areas for development
G. Adaptive and receptive to change	- Willing to do new things

Level 3 Standard	Example Descriptors
A. Participates in and promotes the learning and development of others	- You have facilitated in-service training with your team (or wider) e.g. discussions at team meetings; assisting colleagues with learning
B. Readily shares ideas and information with others	- You have led on identified aspects of on-site orientation or induction for new staff comprehensively covering support, policy and procedures and sharing knowledge of individualised plans
C. Reflects on own practice and actively seeks feedback	- You come well prepared for coaching and performance appraisals, identifying your own learning and goals

Level 4 Standard	Example Descriptors
A. Supports ongoing orientation to the home/ community base for new staff	- Support to line manager. Plan, participate in and review orientation of new staff - Support to peers and role model leadership
B. Trains / guides a new learner in all protocols of fundamental processes of the service	- You can explain to a colleague or group of colleagues about a process you have received information or training about, so they can undertake the process. E.g. how to use different parts of iplanit, a new check process, - Can provide training in significant process such as Medication training, Certificate in Health and Wellbeing classes
C. Support colleagues with their Health & Wellbeing qualification by participating in the verification process	- You understand the verification role to support the Health & Wellbeing qualification and can assist line manager with verification of colleagues

7. Clear Communication Sharing information, experience and ideas to ensure understanding.

Level 2 Standard	Example Descriptors
A. Listens actively to others' points of view	<ul style="list-style-type: none"> - Can describe the contribution of another person (e.g. whānau/family member, colleague) and is able to explain their view
B. Communication is clear, concise, timely and accurate	
C. Written communication is dated and signed and conforms to accepted standards	<ul style="list-style-type: none"> - Clear and concise documentation is completed e.g. medication documents, iplanit and house diaries, incident reports and hazard identification.
D. Is computer literate	<ul style="list-style-type: none"> - You are able to complete records and reports within CLIVE, email and iplanit as required in your role,
E. Gives open and honest feedback	<ul style="list-style-type: none"> - You are comfortable and willing in giving constructive feedback.
F. Identifies cultural differences and their impact on communication	<ul style="list-style-type: none"> - You respect cultural and age appropriate protocols e.g. you can explain why there may be minimal eye contact
G. Uses a range of communication styles to establish and maintain effective relationships with all people	<ul style="list-style-type: none"> - You use plain language to assist understanding of others, can understand gesture and sign where people don't speak, can lower voice/ tone, be directive or be upbeat where this helps manage behaviour and motivation

Level 3 Standard	Example Descriptors
A. Comfortable with a variety of communication styles	<ul style="list-style-type: none"> - You have attended specialist appointments and follow policy and procedure around consent and communication of information
B. Interprets information accurately, objectively and appropriately	<ul style="list-style-type: none"> - You can describe behaviours and responses and record them accurately and factually
C. Facilitates meetings, and teams to achieve collective objectives	<ul style="list-style-type: none"> - You have facilitated a team meeting where objectives are worked on
D. Demonstrates respect of Te Reo and Tikanga	<ul style="list-style-type: none"> - Uses appropriate Te Reo e.g. greetings and shows respect for Tikanga

Level 4 Standard	Example Descriptors
A. Plan and organise a meeting in line manager absence	<ul style="list-style-type: none"> - You can organise an agenda, write minutes, lead a team discussion to a consensus, ensure team have common understanding of needs for coming fortnight and colleagues have agreed to tasks, e.g. who make necessary doctor's appointment, etc.,
B. Confident in liaison with people being supported, their whānau/family and whanau	<ul style="list-style-type: none"> - You show confidence in supporting a person being supported in discussions with whānau/family / whanau around important decisions and the implications - You can support and advocate for people being supported to access agencies, resources and services for help e.g. Dietician, Podiatrist, WINZ, Budgetary advice, Counselling, Housing, Green prescription, etc.
C. Transfer learning gained outside of organisation to colleagues	<ul style="list-style-type: none"> - Attend a meeting /seminar /workshop and able to present /report back to colleagues e.g. a meeting on industry updates / changes and report back, take people being supported to a learning opportunity and report back

8. Applying Judgement and Making Decisions

Making sound and timely decisions that are evidence based and consider legal, safety and ethical implications

Level 2 Standard	Example Descriptors
A. Utilises policies and procedures to inform decisions and understands scope for decisions	- You understand what decisions need to be made and by whom for the well-being, safety and security of people we support. You know where Policy & Procedures are and can look them up
B. Makes timely decisions within role	- Your decisions are made at the time they are needed
C. Demonstrates accountability for decisions made	- You are responsible for the decisions you have made
D. Recognises when there is a conflict of interest and seeks advice	- You know when your own interests /values / beliefs are overriding the interest of people we support
E. Breaks down information and problems to come up with solutions	- You are up to date with Individualised plans, diaries and other written documents such as accidents/incidents, and works with this information
F. Applies experience, common sense to understand issues and resolve problems	- You give examples of dealing with an issue or solving a problem
G. Maintains a safe practice and environments	- You can identify risks and hazards, have reported them and have taken immediate action to reduce risk - You are able to apply emergency first aid and MAPA principles and strategies appropriately

Level 3 Standard	Example Descriptors
A. Systematically collect and weighs up available information and applies sound and timely judgement	- Lead on the review of existing Individualised plans for a person we support who has had significant changes in their life
B. Rigorously thinks through underlying causes and effects and understands consequences, impact and implications	- You demonstrate knowledge of risk management planning - successful completion of NCCS unit standard 23389.
C. Supports others in decision making	- You act as a resource for other team members
D. Seeks appropriate guidance to resolve ethically challenging behaviours and issues	- You recognise where practice goes against our values, and report this to appropriate person.
E. Recognises situations when confidentiality cannot be upheld and acts appropriately	- You can describe situations where confidentiality can and cannot be upheld and can relate own or observed examples

Level 4 Standard	Example Descriptors
A. Follows up incident/ accident reports to help LM with investigation	- Investigate some Health and Safety incidents (as requested by LM) and recommend improvements to manager for corrective action.
B. Proactively leads on management of risks to / for clients and liaise with appropriate people	- Take proactive action e.g. notice if something not happening, identify potential risks & take lead to do something about it. - Anticipate risk and proactively provide information e.g. liaison between services; other providers, etc.
C. Able to participate in and complete an Audit process	- Be able to prepare information for, participate in and complete an Audit process, as requested by LM e.g. an Operational Audit alongside a line manager
D. Seeks opportunities for people being supported to achieve their goals and wellbeing	- Take a proactive approach and be a key point of contact to support people to achieve their goals. E.g. recreation, courses, training, planning community activity programmes, etc. according to their needs, interests and strengths - Confident in approaching business, community and employment contacts such as rugby club, etc.

RESOURCES FOR MANAGERS

The below listed resources can be found on the following pages:

- 1.** Hints and Tips for managers for the annual Performance Appraisal
- 2.** Areas to cover in the Performance Appraisal conversation
- 3.** Feedback
- 4.** GROW model
- 5.** Organisational Plan 2021 - 2025

HINTS AND TIPS

For the Annual Performance Appraisal Meeting

These meetings:

- Provide an opportunity for the staff member and manager to review achievements and development during the year
- Plan for the year ahead.

A successful meeting needs:

1. A safe environment

People's roles (and their performance of them) are important to their sense of self-worth. The possibility of criticism can be threatening and lead to defensiveness. Create a safe environment for the meeting, encouraging honest discussion of performance in a positive, problem-solving way, rather than in a critical, blaming style.

To create a safe environment:

- Organise date, time and place for the appraisal meeting at least four weeks in advance, to allow adequate preparation
- Have a comfortable environment
- Prevent interruptions (e.g. phone, visitors)
- Focus on behaviour or performance, not personality
- Allow enough time for the meeting. Allow more time than you think rather than cram or cut the time short.

2. A fair approach

Start with the assumption that people are keen to do the best they can. It is unproductive to blame performance problems on 'poor motivation'.

Consider other reasons, such as:

- Do you both have the same understanding of what is to be achieved and how?
- Are/were the required resources available?
- Can/did other staff (including yourself) give appropriate support?
- Did the staff member receive appropriate training or coaching?

Look at ways the staff member can develop in a more satisfying direction.

There may be personal issues contributing to low energy or interest in the role. Explore this possibility sensitively and refer the staff member for professional help e.g. EAP, where appropriate. Encourage the staff member to resolve or manage the issue.

3. Thorough preparation

- Review notes, emails and other data that will help you develop a full picture of the staff member's performance from the previous year
- Draft comments, looking for clarity and balance
- Make a note of concrete examples to support your comments regarding the staff member's performance

- Anticipate your staff member's reaction and think through your responses, particularly in cases where you will be delivering difficult messages
- Prepare a checklist of the important points to discuss
- Take all relevant supporting documents to the meeting e.g. coaching notes and/or any examples on performance.

4. Careful listening

- Be an active listener
- Allow each other time to think about questions or reflect on any comments.
- Listen with an open mind to suggestions and comments
- Check for understanding
- If you lose the thread of the conversation or don't understand what is being said, say so
- Ask open questions when you want more information on an issue
- Look for non-verbal signs that suggest unspoken concerns.

5. Shared outcomes

- Both participants in the meeting are responsible for its success
- The aim is for both to feel they have contributed and gained value from the meeting.

6. Equitable outcomes

- Challenge any 'halo' effect. This is where someone may be good at one part of their job and therefore it is assumed they are good at all of it. Also look for the reverse, if poor at one aspect then do not assume poor at all of it
- Be aware of differences in the way in which men and women, people of different cultures, younger and older people approach the appraisal process. Some people are less confident than others. This should not affect how they are assessed.

Difficult Meetings

Think ahead about dealing constructively with difficult issues. You can prepare by making notes considering different outcomes, discussion of any concerns with your manager, and/or seek advice from Organisational Capability & Development Team (OCD).

If a Performance Appraisal meeting unexpectedly becomes difficult, you can agree to adjourn and resume the meeting at a later date. Make sure you agree to a new date before the meeting adjourns that allows a break but does not delay too long (postpone by a few days rather than weeks). This can give both parties a chance to consider matters more objectively.

CONSIDERATION AREAS

Areas for Specialist Support Staff and Manager to consider
as part of the Performance Appraisal Conversation

Prompts for discussion

Personal Aspirations

New skill, challenge, location, position, qualification, responsibility, experience.

Our Working Relationship

What works well, what doesn't, what can we do differently to help each other achieve our goals?

Learning Needs

Qualifications, newly required skills, experiences, ICT applications, courses. How do you learn best? What I need from you... How can I or anybody else help you?

Job Satisfaction

What do you like best, least about your work? What gives you the most satisfaction? How do you like to be recognised/rewarded?

Progress Against Plan

Did we achieve what we planned from last time? What helped? Hindered? Is there anything left to complete. Where to from here? What specific goals?

Strengths

What do you/ I see these as? Are they being used, how? What new strengths do you/ I, think you need: Technical, operational, people?

Opportunities

*What do you see/ I see?
How do you feel about these?
What do you need to do to use these opportunities?*

Barriers

*What prevents you from doing your job to the best of your ability?
i.e. People, systems, environments, motives, rewards, knowledge, resources, organizational direction, capacity, competency*

Here and Now

What do you think about your current role, responsibilities and relationships? How are you coping with these? Role with service users, whānau/families, risk, quality, Health & Safety, wider engagement, etc.

Extra Mile

What do you do that is over and above the requirements? e.g. projects, outcomes, community, focus groups, training, etc.

Staff Practice

*Reflect on the practice throughout the year. What worked and what didn't?
How might the staff member operate differently? What supports are needed to be able to support people differently?*

Changes in Job

*Has the job changed? In what way?
How has this affected you? How do you feel about that? What new skills or experience are required?*

What Motivates / Engages You

Relationships, work/life balance. Achievement of goals (own or others). Rewards and recognition?

FEEDBACK

Feedback is

- Encouragement for the person to learn, develop or change their behaviour
- Intended to help
- A description of observed behaviours and impacts
- Used to reinforce positive behaviour
- A critical part of managing people

Feedback is not

- A one-way monologue
- Necessarily negative
- An opportunity for personal attack
- Used to control or manipulate
- Representative of only one point of view
- A judgment

Benefits of feedback

- Positive feedback reinforces behaviours when it is timely, specific and frequent
- Increases an employee's self-awareness
- Changes and/or improves behaviour
- Aids new ways of working
- Encourages constant learning
- Improves retention
- Redirects behaviour or points out a more effective way of working/path of action
- Increases employee engagement
- Enhances performance
- Stops 'mountains being made out of molehills'
- Ensures employees are aware of how their behaviour or actions impact others

The conversation around performance

All conversations around performance should be constructive. This can be achieved by preparing a core message to help the employee focus on the most critical aspects of their performance. A core message consists of two or three points that sum up a manager's assessment of the employee's performance over the year and provides the employee with a focus going forward.

It is based on the future organisation needs and the staff member's:

- Demonstrated strengths
- Interests and competencies
- Fundamental performance issues
- Development needs

As managers develop the core message, they should think through how the employee will react to the overall feedback and consider the potential areas of agreement and disagreement.

Managers should prepare for the feedback conversation using the following outline:

- Gather information and facts for an objective view of the situation
- Describe the behaviour /actions and their impact (using examples)
- Be specific
- Anticipate responses
- Consider the 'current state' and the 'preferred state' of performance
- Adapt their communication style if necessary and think about the language, words and tone that will be used.

Things to note during performance feedback conversations

- Be mindful of your body language - it is nearly 60% of all communication
- Be mindful of the tone and pace of your voice
- Ensure you LISTEN - active listening is not an easy skill. It involves being attentive through the whole conversation, asking questions when you are not sure of something being said
- Ask questions to clarify your understanding. Open questions using 'What' and 'How' are great ones to get people to reflect on their behaviour and actions
- Make sure that you both agree on the way forward – buy-in is essential for a change in behaviour.

G.R.O.W MODEL

Using the GROW model for giving feedback enables the manager to have a structured feedback conversation and deliver a meaningful result

GOAL → Objective of session	REALITY → Who, what, where?	OPTIONS → What is possible?	WRAP - UP Commitment to action
<p>Outline the objective for the conversation.</p> <p>Examples could be:</p> <ul style="list-style-type: none"> To give feedback on a job done well To help the employee identify what or where they could improve. <p>In doing this, it is useful to ask questions like:</p> <ul style="list-style-type: none"> How will you know that you have achieved that goal? How will you know that the problem is solved? 	<p>Enter into a discussion around the current reality:</p> <ul style="list-style-type: none"> Identify what was done Describe what was observed. <p>The key is to be SPECIFIC and offer feedback with examples.</p>	<p>Ask the employee to reflect on what they have learned and what they could have done better.</p> <p>Cover a range of options and invite suggestions.</p> <p>Typical questions used to establish options are:</p> <ul style="list-style-type: none"> What else could you do? What if this or that constraint were removed? What are the benefits and downsides of each option? 	<p>Summarise the feedback conversation, commit to the desired change and the steps to achieve it.</p> <p>Ask the employee if they need help and support.</p> <p>Ensure that you understand what the individual's definition of support is - it could be different from yours.</p> <p>Where applicable, provide encouragement to the employee to keep up the good work.</p>

Tips for conversations	Good feedback statements and questions
<ul style="list-style-type: none"> Use 'I' or 'we' statements Use 'could' not 'should' Use 'and' instead of 'but' Use 'I will' instead of 'I'll try' 	<ul style="list-style-type: none"> Tell me how you think it went? What did you notice about.....? How does that affect? What is one thing that you could do differently?

Managing negative responses to feedback

Giving feedback can be an emotionally charged situation. Consider using the following remedies to deal with employees if they react negatively to feedback:

- Stop - take a break. Come back later and focus on the problem not the person
- Listen and reflect back what you are hearing to clarify your understanding (e.g. 'you are telling me...')
- Restate your observations - try using different language (e.g., 'what I observed was...', 'The impact that behaviour had on me was...')
- Try using examples or stories to illustrate feedback
- Review your state of mind - are you defensive or have you pre-judged the situation?

Goals



Community Living



Outcomes

The leader for partnering with disabled people in Aotearoa

Objectives

- Continue to roll out and embed Nou Te Mana/ Lifestyle of Choice in all services by December 2023
- Develop a practice framework that underpins Nou Te Mana by December 2021

Outcomes

- POMs data confirms people's quality of life outcomes and Nou Te Mana are achieved
- Practice Framework will be embedded



Quality and Systems

Excellence in systems and practice

Objectives

- CQL Quality Assurances Accreditation continues to improve our person-directed services (ongoing)
- Achieve Person Centred Excellence Accreditation (CQL) by November 2022
- Utilise technology to enhance more independent lifestyles by June 2024

Outcomes

- We have a map of the customer journey by December 2021
- Person Centred Excellence is achieved
- Smart technology solutions are considered as part of planning supports
- Staff are trained to use technology supports by June 2024



Workforce Empowerment

The right skills, the right people, and capacity at every level of the organisation

Objectives

- Actively recruit disabled people at every level of the organisation (ongoing)
- Ideal role profiles are developed and recruited to (ongoing)
- Implement leadership and refresher training for identified staff by June 2022
- Support people to gain relevant qualifications (ongoing)
- Employee engagement improves by 5% year on year (YOY)
- Introduce and use a robust workforce planning process to forecast capacity demands by December 2021

Outcomes

- Disabled people make up 10% of organisational workforce
- Future leaders identified and developed
- 70% of staff have relevant qualification
- Vibrant and thriving culture
- Staffing levels are at 95% capacity at all levels



Growth

Growing wellbeing for disabled people

Objectives

- Improve the financial literacy of people we work for by supporting 30% of people to manage their own funds by December 2025
- Further development of Ko Tātou Tēnei as a voice for people partnering with the organisation by June 2022
- Grow leadership capability for people (ongoing)
- Implement the Annual Health Check for all Living Options services by June 2022

Outcomes

- 30% of people we work for manage their own funds by December 2025
- Ko Tātou Tēnei members are recognised as full participating employees by June 2021
- 50% of people are represented and contributing to the community (as reflected in POMs data)
- All people in Living Options have an Annual Health Check



Financial

Financial sustainability (ongoing)

Objectives

- Pursue diverse revenue opportunities (ongoing)
- Ongoing review of profitability of all services
- Pursue mutual partnerships, mergers and acquisitions of likeminded organisations.
- Actively explore philanthropic opportunities by December 2021

Outcomes

- Achieve a 1.5% surplus
- Clear strategic grant plan in place by June 2021

