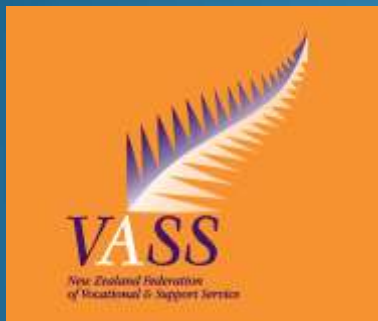


In Search of Excellence: Best Practice in Vocational Services



Presented by:

Christine Wilson, Ph.D (SAMS)



VASS and SAMS Research

Service excellence in the vocational sector

Tess Casey (VASS),

Christine Wilson, Mark Benjamin (SAMS)

Janelle Fisher (Interactionz) and Tom Ringrose (*DRC (Hawkes Bay) Inc.*).



Project design: from research to practice

- Survey: 36 respondents
- Case studies: eight services nation wide
- Web Page
- Courses developed from material



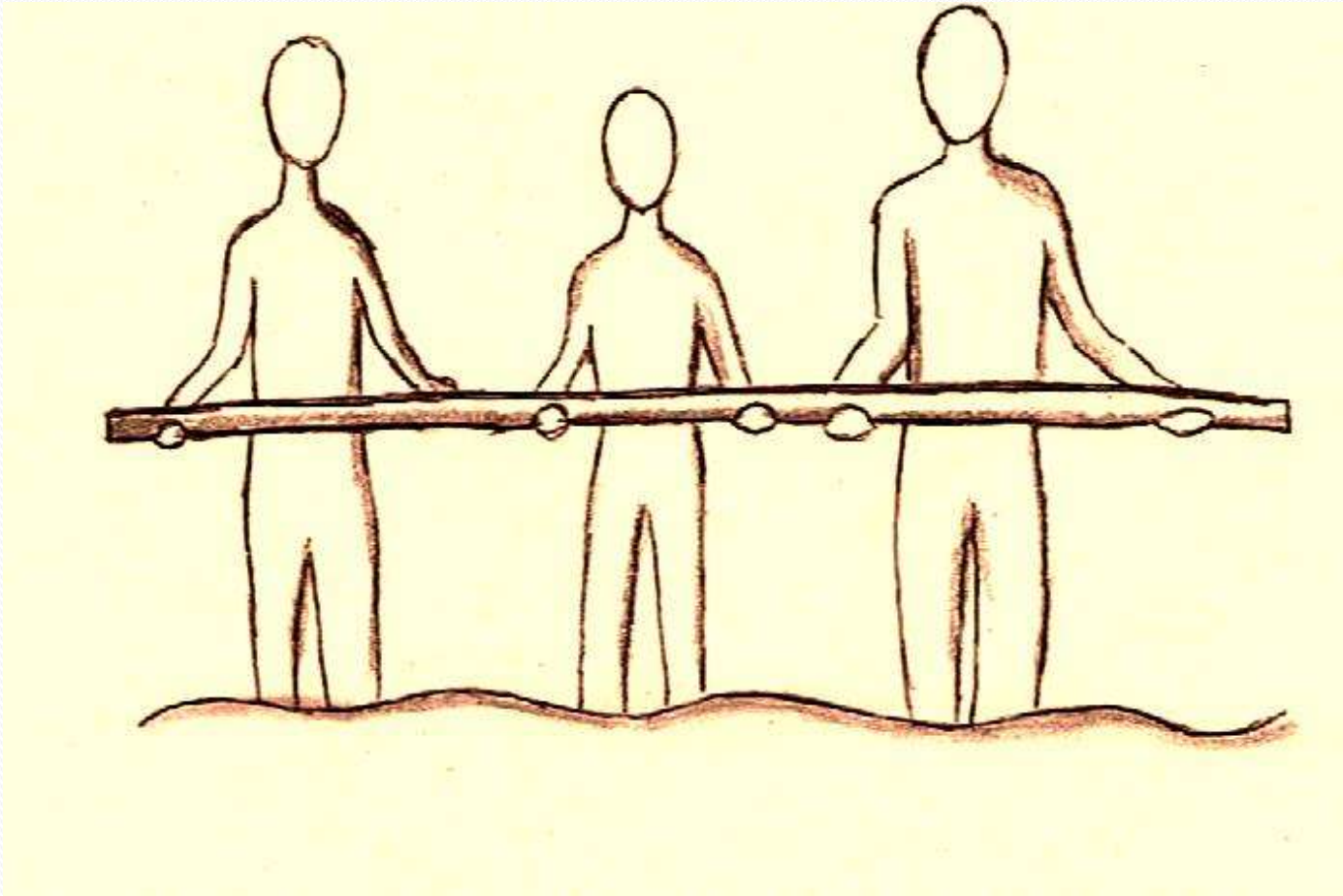
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Tūhana (noun) river-crossing pole - a pole for linking people when crossing a river where the strongest people were positioned at each end of the pole

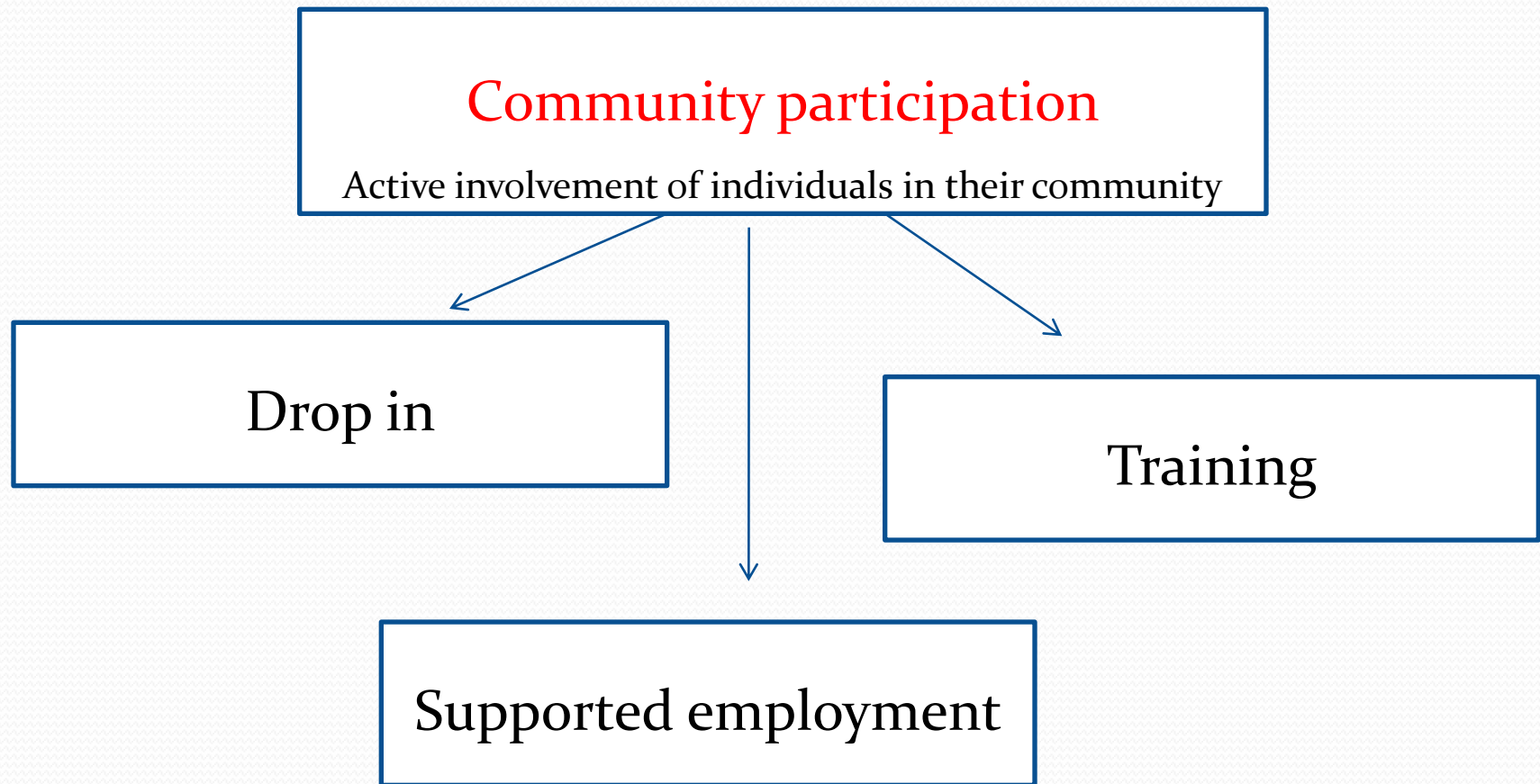


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Tuhana



Model focus



Range of service types, sizes and locations

Two services – people with very high needs

All – have some people with intellectual disability

Two – are in larger cities

Three – provincial cities

One – small town

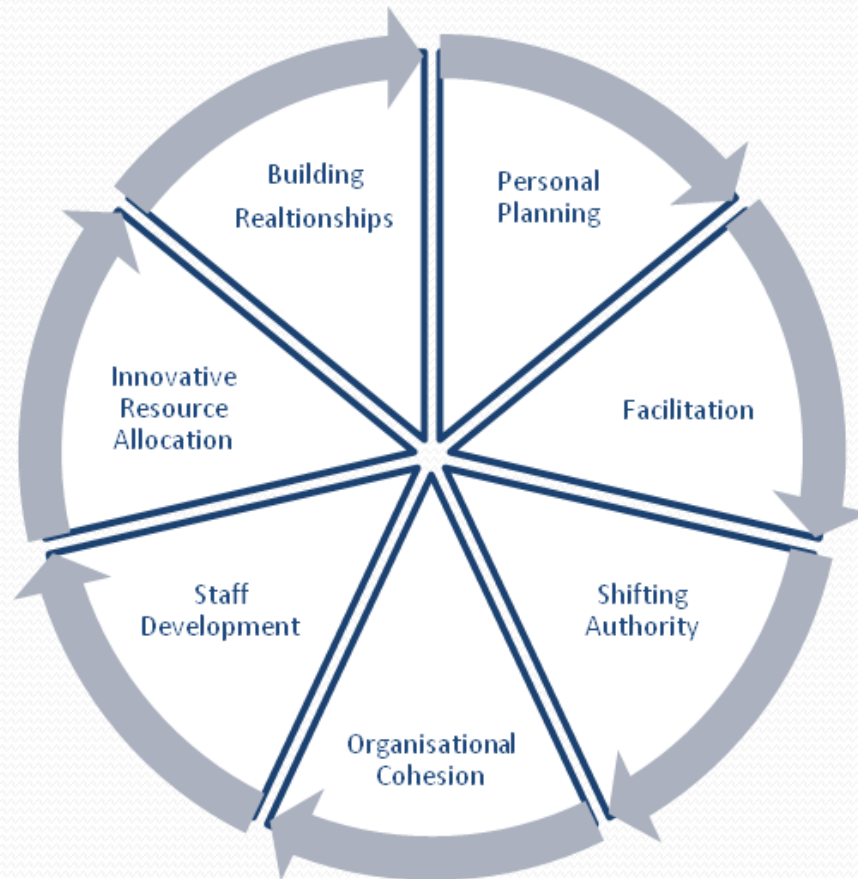
Size 18 – 127 people



Numbers: formal interviews

- 31 service users
- 16 managers
- 15 staff
- 5 family/advocates
- 6 others + large number of casual conversations

Seven major themes



Building trusting relationships



More than a word in a dictionary



- requires time
- honesty – what you can offer
- respect – value the person
- integrity – do what you say you will do

Shifting authority



Partnership

- ❑ Ownership and transparency - mutuality
- ❑ Joint development of mission and values
- ❑ Integrated planning at individual and strategic level
- ❑ Effective links with others: allied services, clubs, organisations, employers

Organisational Cohesion

Keeping it together and focused



Clear Vision & Values



- **Clear sense of purpose**
- **Understanding your core values**
- **Knowing where to next...**

Organisational cohesion

- Coherent leadership – managerial vs leadership culture

“Management is doing things right; leadership is doing the right things.”

Peter F. Drucker

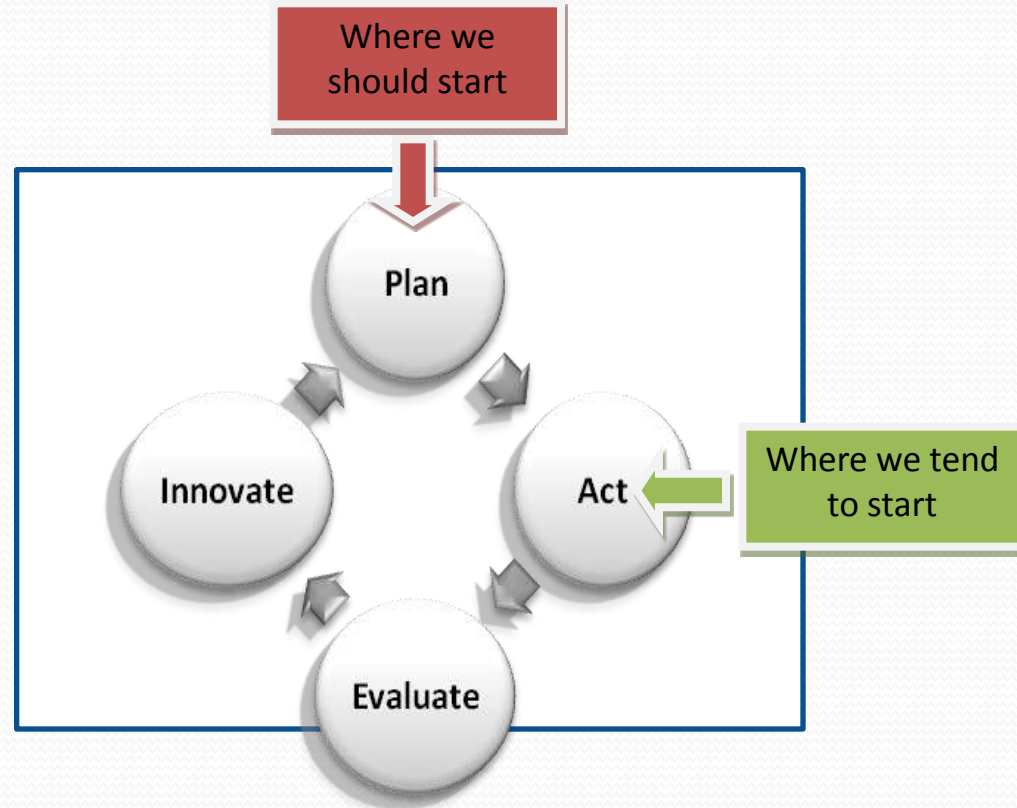
- Model Coherency – doing what you're mission says you do
- Cohesion – having everybody on board

Staff development



Staff development

- Having time to plan
- Having time to learn
- Having time to get together



Personal Planning



Understanding what individuals want...

There are only two methods:

- Personal planning

And/or

- Knowing the person really well

One person at a time

- Person-centred planning was designed for one person at a time
- Person by person planning can happen in larger organisations with coherent planning and vision
- Start small – one person at a time

Personal & Strategic Planning

- Collation of personal plan goals direct service delivery systems and service vision
- Outcomes of personal plans are measurable
- Requires good record keeping

Facilitation and Brokerage



The key to individualisation

- Facilitators assist in the development of personal plans
- Facilitator/brokers/keyworkers or mentors “make it so...”
- With the person in the Captain’s seat



Delivering on Promises

- I want to work



© Oldham Evening Chronicle ©

Delivering on Promises

- I want to work
- I want to do karate



Wellington Seido Karate
www.wellingtonseidokarate.com

Delivering on Promises

- I want to work
- I want to do karate
- I want to be an artist

Painting by Vincent Duncan
www.vincentduncan.co.nz



Delivering on Promises

- I want to work
- I want to do karate
- I want to be an artist
- I want to learn to get to my woodwork class



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Tūhana (noun) river-crossing pole - a pole for linking people when crossing a river where the strongest people were positioned at each end of the pole



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Creative use of resources



Allocating Resources

- Staff
- Time
- Transport
- Plant

Staff

- Get all staff on board  Vision
- Use each persons unique skills:
art, athletics, computers etc
- Create facilitator and/or broker roles

Planning: staff development

- Provide planning time for staff to source community resources**

**e.g. One half day per period of time
(week/fortnight/month)**

- Provide opportunities for staff to meet and share ideas**

Good Planning

- Prevents duplication
- Builds team identity and purpose
- Focuses skills: who is good at what
- Solves problems

Person by Person

- Spend time with a person: get to know them
- Plan with them
- Provide intensive initial support
- Fade support: use natural resources

Dedicated ten hours per week

One to three Months

3 people 3 hr/week

Get to know each person

Plan with person

Search Community
1:1 full support

Match making – self sustaining

Fading

Six Months

1 person 3 hrs/wk

1 person ½ hr/wk

1 person 10min/wk



Start with 2 new people

12 Months

1 person 3 hrs/wk

2 people ½ hr/wk

2 person 10min/wk



Start with 2 new people

Seven people in total

Small group activities

- Consumer or goal directed
- Set aside one staff or staff on a rotating basis to work with a maximum number of groups or individuals
- One day or one half day per fortnight or three weeks to work with each small group (2 to 3 people maximum).

Organised groups

- Stick to small groups wherever possible in the community
- As a minimum: One group “out” at a time
- Group size, safety or individual needs will determine the number of staff per group

In-house

- Group size can determine the quality of the activity
- Staffing ratios can be larger in some cases: e.g. ASDAN courses
- Using volunteers can reduce pressure on staff resources and bring in expertise

Transportation

Some services have deliberately reduced the use of company vehicles and/or reduced the size of vehicles in order to reduce group size

People learn to use public transport, utilise other forms of transport (car pooling for example), or walk

Services are centrally located

Plant

- Location – effective / positive
- Function – office / office & service
- Size of base – number of bases
- Private spaces – for individuals, for meetings
- Physical requirements: parking, ramps, bathrooms, kitchen, fire safety

Personal costs

- Reducing the incidence of large group activities (e.g. Visiting the Mall, movies, fun park, Zoo etc) reduces personal expenditure.
- Planned clubhouse activities can include planned budgeting.
- Individualised options often don't involve personal financial cost (e.g. Finding work), or the cost is offset by the outcomes (e.g. Completing a course, getting a driving licence, finding new friends)

Accidental changes

- Feeling respected, listened to, and belonging
- Behaviour
 - knowing people and responding to their needs and goals can reduce time spent attending to “challenging” behaviour.

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Paper available on the “About this resource” page – near bottom of the page



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