The Performance Achievement Policy and Guidance Document for All Staff in the Health Service Executive



Human Resources
Leaders in People Services

Health Services People Strategy
2019-2024
LEADERS IN PEOPLE SERVICES

Performance Achievement



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Message from HSE CEO

Dear Colleagues,

I would like to present to you the HSE Performance Achievement Policy and Guidance Document for all staff in the HSE and Funded Agencies of the HSE. Performance Achievement is about creating a culture that encourages the continuous improvement of the HSE organisation and of the individuals' skills, behaviour and contributions.

In listening to staff and in response to many recommendations identified in the policy, I want to offer all our staff the opportunity to meet their managers in a structured way, to have a clear understanding of the work expected from them, to receive ongoing feedback regarding how they are progressing related to their agreed objectives and to identify learning and development opportunities.

I know this will empower staff to have greater input to their personal career and employment progression. This will ultimately meet the objectives of the HSE and the people we serve. This staff opportunity will provide an environment where all employees understand the impact their contributions have on the achievement of and are provided the opportunity for ongoing personal growth.

I am particularly delighted that the policy and guidance document has been developed and agreed with the HSE and the Trade Unions. I look forward to viewing the progress of this initiative and hope that all staff have the opportunity to engage in this process during 2020.

With regards,

Paul Reid

Paul Reid
Chief Executive Officer



Message from National Director HR

Dear Colleagues,

The HSE is committed to providing consistently high quality healthcare for the population we serve. This Performance Achievement policy and Guidance Document states that,'Our staff are our biggest asset and resource',therefore managing this resource well is critical for our organisation's success. As employees we need to discuss and understand what's expected of us in order to meet our population, personal and organisational objectives and goals. In order to achieve these objectives and goals we need to be motivated, have the necessary skills, resources and support to do our jobs.

Whilst Performance Achievement meetings are structured to allow a conversation between managers and staff on a regular basis, the relationship between managers and staff should not depend on these meetings. Relationships between staff and co-workers should be a continual process of feedback and review. This policy aims to provide a framework for engagement of staff with the focus on clear objective setting, learning and development outcomes and meeting the organisations objectives.

This policy and accompanying guidance document outlines the critical aspects involved in Performance Achievement for all staff. It offers some of the evidence and supports that will be available for staff to undertake this process. Performance Achievement ensures that staff will be; clear and consistent in focusing their performance in line with the HSE and team objectives; motivated to give their best to achieving the goals; focused on the relationship of the objectives for career and personal development and where necessary to manage succession planning; and to receive feedback for their individual contribution and achievement.

Many of the HSE staff surveys have identified the staff request to have these one to one meetings; therefore, I welcome this policy and guidance document in response to staff requests. My thanks also to colleagues and union representatives, who have worked collaboratively on the plans to rollout Performance Achievement across the HSE.

With regards,

Anne Marie Hoey

Anne Marie Hoey
National Director of Human Resources



Message from the Chair of the Joint Staff Associations

Performance Achievement policy for all staff in the Health Service Executive

The focus of the trade unions in this process was to achieve a Performance Achievement policy that focused on the employer creating the environment for staff to achieve their personal, professional and organisational goals.

The key to this is to ensure that resources are available from employer to support staff in their continuous professional development and life-long learning. Having a Performance Achievement policy in place enables all staff of the HSE to make best use of their skills and helps to advance both their individual goals as well as the strategic goals of the organisation.

This process will allow individuals to identify their professional and personal goals, both short and long term, for the benefit of themselves, their service users and the organisations. It is important that any process allows line managers to focus on individuals' accomplishments, strengths and developmental needs. Also, line managers must be supported in their Performance Achievement role.

The policy supports individuals and assists them meet their goals, as well as the objectives of the organisation. This then contributes to the delivery of safe quality care and an improved patient experience. The trade unions look forward to early engagement regarding implementation and the establishment of an agreed union/management group. Also, we intend to finish the work of the independently chaired trade union/management group formed to implement the HOSPEEM/EPSU Joint Declaration which is to conclude by the 31st of March 2020.

Finally, I wish to express thanks to all my trade union and HSE colleagues, who worked hard to agree a policy that would recognise the value of health service staff and support them in their day to day work. This should improve job satisfaction and deliver better outcomes for patients.

Mr Tony Fitzpatrick
Chair of the Joint Staff Associations

1.0 Performance Achievement Policy

Performance Achievement



1.1 Introduction

Performance Achievement is a forward looking, shared experience process, designed to assist staff development within their role and add value to the work of their team(s) and services[1]. It also encourages greater levels of engagement between staff and managers in a partnership approach, an area which successive staff surveys have highlighted as requiring improvement. Performance Achievement is the process used by leading organisations internationally to translate strategic plans into action. It enables an organisation to set goals, monitor outcomes and provide feedback throughout the performance achievement annual cycle and to develop staff capacity, competencies and capabilities. It was introduced under the Public Service Agreement 2010-2014[2] and its roll-out is a requirement under the Public Service Stability Agreement 2013-2016[3] (Haddington Road) and the Public Service Stability Agreement 2013-2018[4] (Lansdowne Road).

1 West *et al*: *The International Journal of Human Resource Management;* (2002)

2 Public Service Agreement 2010-2014, https://www.gov.ie/en/publication/89ddb8-croke-park-agreement/?referrer=/wp-content/uploads/public-service-agreement-2010-2014-final-for-print-june-2010.pdf/

3 Public Service Stability Agreement 2013-2016 (Haddington Road)

4 Public Service Stability Agreement 2013-2018 (Lansdowne Road).

Performance Achievement differs from the traditional form of staff appraisal that assesses past performance against predefined ratings. In recent years, systems of personal appraisal have diminished and are being replaced by processes that are business focused; improve employee engagement and drives business results[5]. Performance Achievement meets these criteria. The implementation of Sláintecare[6] signals a new direction for the delivery of health services in Ireland in line with our public service reform agenda. The Sláintecare Implementation Strategy sets out four overarching goals, ten high-level strategic actions and eight principles. The ambition of the HSE is to deliver the best possible care to our patients and service users, while supporting the development of staff in line with the Sláintecare Principles. To further that ambition, we are committed to developing a workforce that is dedicated to excellence, welcomes innovation and creativity, embraces leadership and teamwork, and maintains continuous professional/personal development[7].

The HSE and Sláintecare vision recognises that the health sector's workforce is at the core of the delivery of healthcare services and population needs. It is therefore critical that we enable a full and effective contribution from our staff to facilitate their continuing learning and maximise their capability. Managers and leaders within the HSE have a key responsibility to facilitate and enable staff to achieve through capacity and capability their full potential in their role. We acknowledge that this has always been in practice and in line with our People Strategy[8] in focusing on how we lead, manage and develop the contribution of all staff in an environment that is conducive to learning and wellbeing. Open dialogue and relationships between staff is critical to enabling individuals and teams to encourage the continuous improvement of service delivery and of their own skills, behaviours and contributions; the employee's voice is critical in this regard.

Our staff has a right to know what it is that is expected of them from the population and the organisation. This is necessary to participate and collaborate in developing appropriate team and personal goals. This will motivate staff to perform and deliver on the HSE goals and Sláintecare Principles that will meet the population needs. International reports highlight how patient safety and outcomes are compromised when staff are poorly prepared and confused about their roles[9] [10] [11] [12]. This requires a relational and flexible approach that encourages a reciprocal, regular and constructive dialogue with two-way feedback that supports staff to develop the skills and competencies for success in their work.

5 Deloitte: *"Human Capital Trends 2015 – Leading in the new world of work"* 2016

6 Sláintecare Implementation Strategy (Department of Health, 2018)

7 People Strategy (National HR, HSE, 2019-2024)

8 Report of the Mid Staffordshire NHS Foundation Trust Public Inquiry. https://www.gov.uk/government/publications/report-of-the-mid-staffordshire-nhs-foundation-trust-public-inquiry

9 Galway HIQA Report (HIQA, 2013) Morecombe https://www.hiqa.ie/reports-and-publications/key-reports-and-investigations/patient-safety-investigation-report

10 PortLaoise Baby Death Report Department of Health, 2015: https://health.gov.ie/wp-content/uploads/2014/03/portlaoise_perinatal_deaths.pdf

11 Morecombe Bay Maternity Deaths, https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/408480/47487_MBI_Accessible_v0.1.pdf

12 Scoping Inquiry into Cervical Check Screening (2018): https://health.gov.ie/wp-content/uploads/2018/09/Scoping-Inquiry-into-CervicalCheck-Final_Report.pdf

With the support of organisational resource allocation, staff will be empowered to take responsibility for enabling their best possible performance. This policy and guidance document summarises the HSE approach to Performance Achievement.

The HSE requires managers to facilitate staff to deliver on their roles and responsibilities in line with organisational goals and Sláintecare principles to meet the population needs.

Performance Achievement is a mandatory process for all Staff in HSE & Section 38 Funded Agencies, whose objective is to improve organisational performance through the development of the skills and capabilities of staff.

Performance Achievement is not a performance review meeting or a form of staff appraisal nor does it form part of the Disciplinary Procedure for Employees of the HSE. As per HSE contract of employment Performance Review Meetings should take place by way of one to one regular operational catch up meetings between staff and line managers.

A Guidance Note of Performance in the HSE can be viewed on:

https://www.hse.ie/eng/staff/resources/hrppg/policiesprocedures.html

In summary, Performance Achievement is a partnership approach to the management of, and engagement between staff and managers. It aims to:

- Achieve the ambition of the HSE and Sláintecare Principles to deliver services of the highest quality in line with best practice to meet population needs;
- Attract, retain and develop a workforce and promote the HSE as an employer of choice;
- Enable effective and efficient workforce relationships;
- Support staff to give of their best, be successful in their endeavours and develop their skills and careers within the health service.

2.0

Context and Policy Direction for change

Performance Achievement



As Irish people we are living longer than any previous generation. Living in Ireland has seen our population extend the life expectancy above EU average by 2.4 years and reduce the mortality rate. With this change come many challenges to ensure that we maintain a healthy population that are educated and informed to prevent the onset and exacerbation of chronic diseases. The success of living well, will see our population increase. There will be one million people over 65 years and 100,000 people over 80 years with more people reaching their centenary years than in recorded history. This will require investment of resources and most particularly in the people that work together to ensure our health services are the best they can be.

"Our staff is our biggest asset and resource"

Our multi-generational and diverse workforce provides us with a wealth of talent and capability. We need to develop, support and retain our existing staff and engage a newer generation of healthcare employees. This will require new ways of thinking and working together. The way we deliver services to our population and where we deliver them will impact on the work practices that currently exist. However, we are a public service that serves the public. To achieve this vision it is essential to engage with staff, staff representative bodies, and the wider stakeholder network, to find new ways of working to deliver expanded services and optimise the wealth of skills and knowledge inherent in our workforce.

2.1 HSE Goals and Objectives

Our vision is: *a healthier Ireland, with the right care, at the right time and in the right place (2021-2024)*

The goals are clearly set out to:

1. Manage the COVID-19 pandemic while delivering health services safely to the public
2. Enhance primary and community services and reduce the need for people to attend hospital
3. Improve scheduled care to enable more timely access and reduce the number of people waiting for services
4. Prioritise early interventions and improve access to person-centred mental health services
5. Work to reimagine disability services, to be the most responsive, person-centred model achievable with greater flexibility and choice for the service user
6. Prioritise prevention and early intervention services focusing especially on children's health, obesity and alcohol harm

Further information can be found in the HSE Corporate Plan 2021-2024 https://www.hse.ie/eng/services/publications/corporate/hse-corporate-plan-2021-24.pdf

2.2 HSE People Strategy 2019-2024

The People Strategy 2019-2024 sets out the future direction for the development of our people services across the healthcare system. It is focused on our shared purpose – to deliver safer better healthcare and services that are valued by the public and by staff. The People Strategy Framework outlines our vision and mission and identifies three key areas for development:

Figure 1: The People Strategy Framework from the People Strategy 2019-2024



Implementation of the People Strategy

Our People Strategy framework, priorities, intended outcomes and high level actions is supported by an Action Plan that sets out the details of the implementation process, people responsible, key performance indicators and timeframes required. Members of the HSE and HR Leadership Teams will lead the implementation of the People Strategy working with the Heads of HR and service leaders both nationally and locally. People will be responsible both individually and as team members to deliver on the actions. It is critical that the needs of patients, frontline staff and service managers are prioritised. Engaging with staff and their representative bodies will be central to the implementation process. This will enable our people services to meet the complex and future requirements in health and social care services across the country. The **People Strategy 2019-2024** is also fully aligned to Our Public Service 2020 which prioritises the development of "our people and our organisations".

In support of the vision and goals, the National HR People Strategy 2019-2024, commits to invest in and develop a workforce that is dedicated to excellence, creativity and innovation, embraces leadership and teamwork and maintains continuous professional development and learning.

2.3 Sláintecare Implementation Strategy

The implementation of Sláintecare signals a new direction for the delivery of health services in Ireland in line with our public service reform agenda:

…"Sláintecare is about delivering a health and social care service that meets the needs of the population and attracts and retains the very best healthcare professionals, managers and staff. There is a commitment to engage with staff, staff representative bodies, and the wider stakeholder network, to find new ways of working to deliver expanded services and optimise the wealth of skills and knowledge inherent in our workforce"… Sláintecare Action Plan (2019: 3)

Implementation of Sláintecare offers a real opportunity to create a more sustainable, fair, cost effective system and one that delivers value for patients, service users and staff. The Sláintecare Implementation Strategy sets out four overarching goals, ten high-level strategic actions and eight principles. The HSE is committed to working with the Sláintecare Programme Implementation Office (SPIO) and all stakeholders to play its part in successfully delivering the vision for health service transformation in Ireland and the implementation of these changes at the frontline. These changes include the Sláintecare paper (2019) that proposes the establishment of six Health Regions to enable the delivery of care that is designed to meet the needs of local populations.

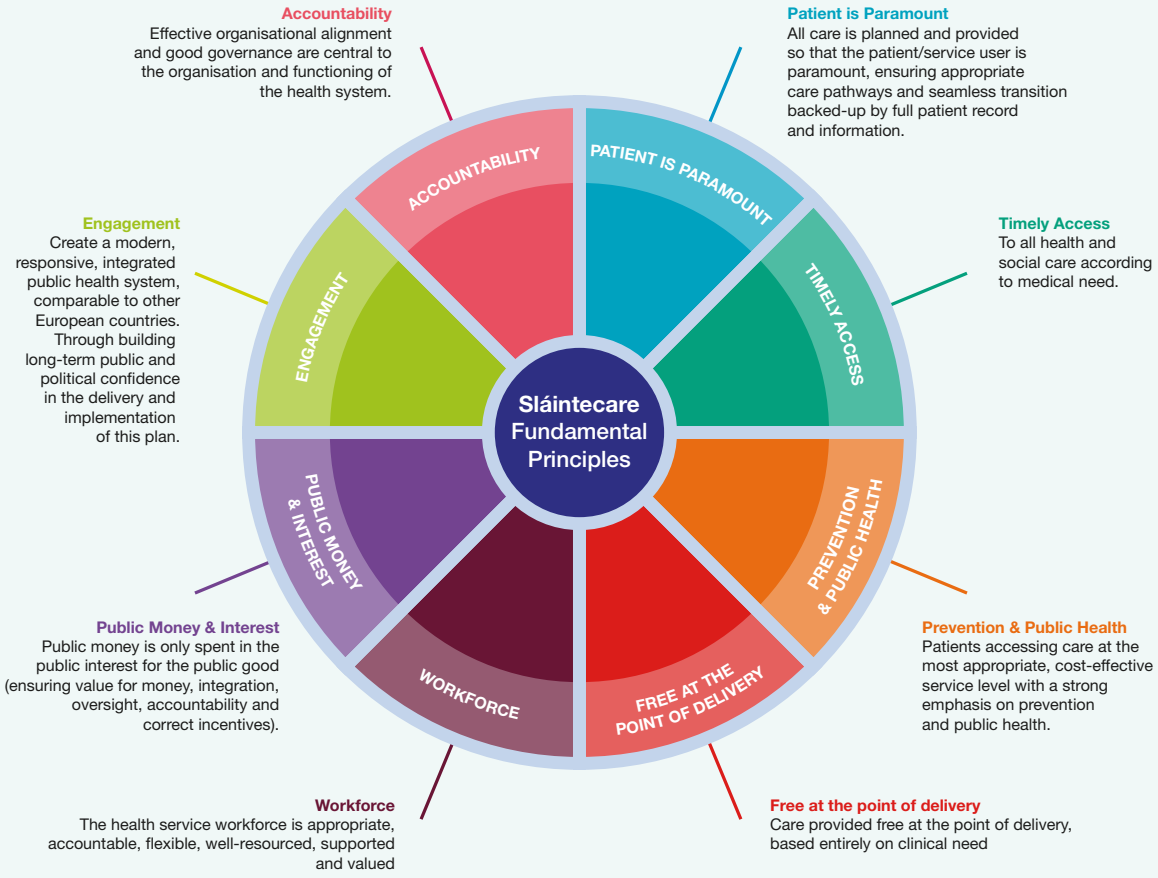
The People Strategy 2019-2024 clearly sets out the actions to support the implementation of Sláintecare. In the context of Performance Achievement the People Strategy focuses in particular on the delivery of:

- Sláintecare Strategic Action 9: *Build a sustainable, resilient workforce that is supported and enabled to deliver the Sláintecare vision.*

Other areas relevant to the implementation of this policy with Sláintecare include:

- **Action 1:** Improve governance, performance and accountability across the health service – see Actions 1.1-1.4)
- **Action 1.4.1:** Commence the process of introducing an overarching governance framework that integrates clinical governance with corporate governance, setting out roles, responsibilities and accountabilities of organisations and individuals within the public health system.
- **Action 7:** Reform the funding system to support new models of care and drive value to make better use of resources.
- **Action 9.4.2** Introduce performance management systems in areas of the public health sector where they are not already in place to ensure managers are held accountable for resources.

Figure 2: Sláintecare Principles



2.4 Public and Legislative requirements

A series of National Agreements have identified the need for systems of performance management with an expectation of implementation by 2018/19. These include:

- The Employees (Provision of Information and Consultation) Act 2006,
- The Public Sector Agreement 2010-2014 (Croke Park Agreement),
- The Public Service Stability Agreement 2013-2016 (Haddington Road Agreement), and
- The Public Service Stability Agreement 2013-2018 (Lansdowne Road Agreement).

2.5 Evidence of patient satisfaction and patient safety

Many international and national reports have identified the correlation between staff achievements/appraisal/performance reviews and patient outcomes and satisfaction.[13]

The Galway HIQA summary report (2013) noted, *"The findings of this investigation clearly show that where responsibility for implementation of learning is not clearly owned, then learning does not happen".*

The most recent report, *"Scoping Enquiry into the Cervical Check Screening Program"* reaffirms the importance of staff knowing their roles from a personal, service and organisational perspective. In reference to performance appraisals Scally notes,…*"Without performance appraisals it is difficult, if not impossible, to determine if staff in an organisation are being utilised effectively; and whether their training and continuing professional development are keeping pace with the needs of the organisation…*[14]. Whilst performance appraisal and Performance Achievement are different, both share similar outcomes.

2.6 Staff Survey

Results from recent HSE National HR staff surveys continue to demonstrate some improvements in staff engagement, however, there are ongoing challenges identified in the following areas:

- Less than half of staff report having regular performance achievement reviews with their line manager,
- Just over a half of staff report having the necessary resources to do their job,
- Over two thirds of those surveyed stated that they were offered opportunities to up skill and receive training, however less than a half suggested that the organisation developed staff to their full potential.

Other areas of concern are how less than half of staff reported that they;

- feel that senior managers try to involve staff in important decisions
- feel that senior management act on staff feedback as appropriate
- feel that there are opportunities for career promotions

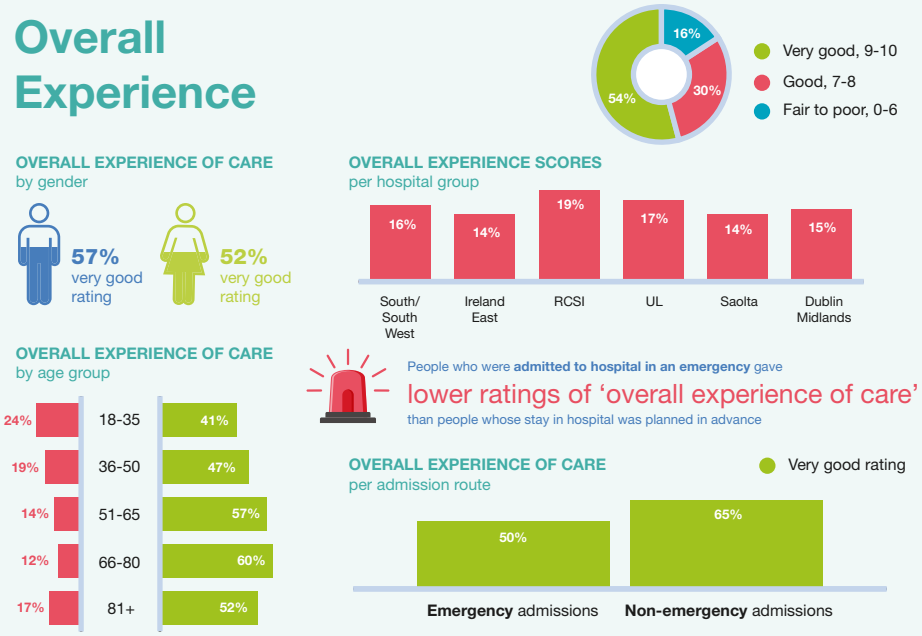
Recruitment, retention and succession planning programs are challenging in the absence of an employment environment where the staff feel they are not able to communicate with/up to managers.

13 Mid-Staffordshire, 2013; Morecambe Bay, 2015; PortLaoise Perinatal Deaths, 2014).

14 Gabriel Scally, 'Scoping Enquiry into the Cervical Check Screening Programme', May 2018.

2.7 National Patient Experience Survey (HIQA, 2017)

Figure 4: NPES Overall-Experience 2017



In the recent acute hospital survey, patients made 21,528 comments in response to the three open-ended questions[15]. Patients' comments provide an incredibly rich source of data. The large majority of positive comments were about hospital staff and thousands of patients acknowledged their hard work and dedication.

The Results of the National Patient Experience Survey (NPES) provide acute hospital services in Ireland with tangible evidence about what matters to patients, about their journey through Irish hospitals and real practical examples of areas for improvement (see section 2.5).

The Results of the National Patient Experience Survey have identified areas for improvement which complement the work of teams involved in promoting health across health care services. Suggestions provided by patients about their care in hospitals together with solutions for promoting health in hospital will be used to inform improvement initiatives going forward.

15 https://yourexperience.ie/wp-content/uploads/2019/07/NPES-National-Report-2017-WEB.pdf

2.8 Staff Association Engagement

Following a pause in this process in 2016, talks were re-established between National HR and Union Management Group on Performance Achievement in December 2018. Performance Achievement has been raised at the Health Sector National Implementation Steering Group as a breach under Clause 2.71 of the national agreement. As a result, implementation of Performance Achievement commenced for National and Assistant National Directors/ Equivalents before end 2018.

In March 2019, development of the policy continued outside of the WRC culminating in the progress of this policy and proposed implementation method into the services. In addition, it was agreed that a working subgroup would be established to explore some areas related to Performance Achievement opportunities and include exploration of areas such as:

1. Career pathways particularly for non-regulated staff,
2. Pathways of secondment/job rotation,
3. Protected Study time (Joint Declaration, 2017***).

*** Following the Joint Declaration in 2017 a group chaired by Mr Ray Mc Gee is exploring the issues regarding protected study time for LLL and CPD for all staff. A subgroup has been established between the heads of HR from community and acute services, staff associations and CERs National HR to review the topics identified. It is anticipated that this review group will conclude by end of Quarter 1 2020.

2.9 Performance Achievement Implementation Method

Performance Achievement implementation will be characterised by the following:

- All documentation including the policy and associated guidance will be reviewed, updated and evaluated during the course of an initial implementation period;
- The implementation process will be cascaded into the HSE systems;
- The implementation process will be monitored internally through a National Implementation Steering Group (NISG);
- The implementation process will be externally monitored by a group consisting of HSE and Staff Union members;
- An independent evaluation of the process will take place at the end of an initial implementation period;
- Following an initial 12-month implementation the research findings will be analysed and the Performance Achievement process amended.

2.10 Conclusion

It is the policy of the HSE to implement and maintain a Performance Achievement process with intention of improving organisational performance through the development of the skills and capability of its staff in their existing grades, not only to the benefit of our staff but also importantly to the benefit of our patients and service users.

Performance Achievement is the process by which patients, staff and organisations can demonstrate their capability in delivering services to our population. During this process the employees get the opportunity to clarify their roles and respond in line with their job descriptions. This allows the employee to identify any supports required to develop with their role and beyond. This process will also afford opportunities for staff to demonstrate their innovative, creative and solution focused ideas to achieve these goals. Management will also be enabled to source the methods by which these ideas can be implemented into the services.

During the Performance Achievement yearly cycle the HSE will review the progress of staff towards the achievement of their objectives and if required, offer reasonable support and assistance in pursuit of our organisational vision to build a healthier Ireland with a high quality health service valued by all. The provision of reasonable support will be provided within existing training budgets.



3.0 Next Steps

Performance Achievement



The HSE request all services to implement, cascade and record the Performance Achievement activity with all staff immediately. Performance Achievement process is an annual mandatory process between the manager and staff to explore the learning and development needs to fulfill their role within the organisation.

COMPLETING YOUR PERFORMANCE ACHIEVEMENT DOCUMENT – A GUIDANCE DOCUMENT FOR ALL STAFF IN THE HEALTH SERVICE EXECUTIVE

Preface

The Performance Achievement Policy and associated Guidance Document have been initially developed in conversation with a large, representative group of staff from different backgrounds and disciplines within the HSE. It has also been developed in collaboration with the Staff Unions and colleagues within a subgroup of the Unions.

The policy and guide will assist and inform HSE staff in implementing Performance Achievement. This is in compliance with Public Service Agreements but most importantly it represents the response of the HSE to the many reports and recommendations that have associated Performance Achievement with positive patient safety outcomes.

Implementation of this process will be overseen by the National Implementation Steering Group to ensure a standardised cascading mechanism is employed. At the end of the first year an independent evaluation will be undertaken to establish the response from the HSE staff. Listening to your views is important so that we all can take ownership of Performance Achievement and can use it meaningfully to provide a high quality of care for those that use and work in our services.

Once evaluation is complete, the Performance Achievement process and Guidance Documentation will be amended as required. The design of the policy and guidance document is to assist staff in ‘dipping’ in and out of sections that they may require.

4.0 Introduction to Guidance Document

Performance Achievement



This guidance document is intended to provide a step-by-step reference to assist you in completing your Performance Achievement documentation.

Performance Achievement is concerned with empowering you to improve your skills and capabilities within your role, assisting you in making a positive contribution to the achievement of your responsibilities, those of your team and our organisational goals. By doing so, you will contribute towards improving the health service's performance for the benefit of our population.

Staff are our greatest asset and Performance Achievement provides managers and employees with a positive means to engage on a one-to-one basis in a confidential atmosphere, to discuss:

- What you can do personally to assist building a better health service, and
- How you can develop your skills and abilities, enabling you to make a difference in the workplace.

However, it is also recognised that the above is to be achieved within the parameters and reality of the working environment. Performance Achievement is intended to compliment and positively reinforce, not replace the good practice already evident in our health service, where managers and staff currently meet and discuss performance and personal development. Employees want more regular feedback. Informed by their experiences; people want to get and give feedback regularly.

Employees and organisations expect continuous learning. New Performance Achievement practices to facilitate regular discussions about capabilities and skills, which help staff learn where to focus and what learning to adopt. Developing greater clarity about how performance is measured has surfaced as a core value at many organisations, particularly around check-ins with managers and goal-setting for all staff.

In addition to staff learning how to complete the Performance Achievement processes there are also opportunities for managers to up skill in coaching skills (www.HSE.ie). Continuous feedback for employees is a critical feature of Performance Achievement. Therefore effective functioning by managers in learning to engage in this process with staff will focus heavily on leadership development, building new skills in managers, and creating discipline around collaboration.

5.0 Guidelines for Effective Performance Achievement

Performance Achievement



5.1 Before the Meeting

5.1.1 Setting objectives

HSE organisational goals and the Sláintecare principles provide the focus for action and set out what is to be achieved. The discussion between managers and their staff in the Performance Achievement process, provides the opportunity to agree on what is to be achieved and to adopt the strategy they are going to use in pursuit of the goals.

An objective may be defined as *"something which has to be accomplished, either as a point to be aimed at (a target), a plan or a project to be implemented or completed, a standard of performance to be achieved and maintained, personal development objectives to be achieved, or values to be maintained."*

5.1.2 Guidelines for holding an effective Performance Achievement (PA) meeting

Managers and staff should have existing relationships and formal PA meetings should occur for specific learning and developments discussions. These formal meetings will occur at least annually in line with setting the service objectives and goals in line with the National Service Plan goals. The end of the year will determine the outcome of the goals. All supporting resources are available on HSELanD and will be available in hard copy. Below are some good practice tips for ensuring an effective meeting.

5.1.3 Prepare yourself for the meeting

- Give ample notice of the date, time and venue for the meeting:
- Review appropriate documentation (Service/Business Plans, service strategies, job description/role profile, education/training applications etc.);
- Appreciate that Performance Achievement is a key tool to enable all staff take responsibility and accountability for their performance supported by their employer;
- Have an agenda for the meeting;
- Ensure that interruptions are eliminated or at least minimised.

5.1.4 Set an atmosphere of collaboration

Creating an atmosphere of collaboration helps effective resolution to raised issues. Start the discussion on a positive note and aim to put the staff member at their ease. Encourage a reciprocal engagement partnership approach that encourages full participation in the goal-setting and review processes that will be clear on your purpose:

- Outline the purpose and benefits of the conversation and the opportunity to discuss the needs of the employee and the organisation;
- Address personal and organisational goals for the year ahead;
- Ensure the focus of the PA discussion is forward-looking and developmental;
- Discuss the job description/role profile to clarify scope;
- Identify, discuss and agree goals and objectives.

5.1.5 Managers should advise staff to come to the meeting prepared

- Give your employee time to prepare by scheduling the meeting at least a couple of weeks in advance;
- Book a private meeting place suitable to both participants where you won't be interrupted;
- Ask your employee to prepare responses to questions like:
  - how well they think they're doing in their job;
  - which parts of their job they're doing well and where they think they could improve;
  - whether they need any equipment or training to help in their role;
  - how they feel about their job and the organisation;
- What they would change if they could.
  - Managers should do their own preparation – review:
  - your employee's job description;
  - your notes from previous reviews;
  - objective indicators'
- Be aware of feedback from other employees or stakeholders

Effective managers make an effort to get to know their staff so that they feel comfortable talking about any work issues with them. It is important that managers and staff have regular and on-going communication. This should include catch-ups to review progress, and discuss successes and challenges. Regular contact means managers know what staff are working on and the challenges they face.

A productive workplace: is one in which people feel safe (within agreed boundaries) to experiment and challenge, feel valued and value each other and, share information.

Regular catch-ups: enable issues to be raised early on; promotes an atmosphere of trust and understanding; and can avoid problems by addressing concerns early. The level of formality of catch-ups should reflect the workplace. At the end of the catch-up write down what has been agreed or send an email to confirm. The more communication there is at the start, the easier it is to have meaningful conversations along the way.

The formal review: should not be the first place to learn about your staff member. You should have regular catch-ups. Performance Achievement meetings should review progress towards objectives and identify any additional supports required, and recognise and celebrate goal achievements.

5.2 During the Meeting

5.2.1 Discuss and agree goals and objectives

- Be clear about important behaviours and activities that critically affect the delivery of team objectives; using clear and precise language and giving specific examples;
- Manager and staff should notify without delay if they experience difficulties in achieving the goals and objectives agreed;
- Identify areas that may have impacted positively and negatively on outcomes to inform further progress;
- Two-way feedback should be constructive, focused and honest. Offers of referral to a 2nd Tier/moderator/HR manager can be made if there are any outcomes not agreed from the PA process. This supporting person will listen to the issues and assist in making suitable decisions to meet all participants' needs;
- Use language that is clear and specific; use specific examples;
- Describe the process, not personality;
- Offer support to the staff member and advise of supports available to achieve the agreed goals and objectives.

5.2.2 Review, agree learning and development needs

- Identify and agree the essential knowledge, skills and behaviours used by the staff member in the current position and options to address any learning and development needs in achieving goals.
- Discuss the career and role aspirations and identify planning issues and learning and development requirements to address those aspirations.
- Options to consider include:
  - On the job learning;
  - Shadowing more experienced member of staff;
  - Rotation to other areas for experience;
  - Secondments to other areas for experience;
  - Projects to enhance care delivery.

  (***Refer to point 2.8 of Policy – Staff Association Engagement)
- Both parties agree actions that will:
  - Improve or maintain performance in the goals and objectives agreed;
  - Develop the staff member's knowledge, skills and abilities as identified;
  - Actively promote and follow up on any developmental support agreed (see options list above);
  - Align the work of the staff member with that of the team, department and organisation;
  - Ensure the goals and aspirations align with organisational and personal staff member goals.

5.2.3 Positive conversations and reaching agreement

It is the responsibility of both the manager and staff to ensure that all conversations are positive. In order to achieve positive outcomes certain skills and resources are required such as; active listening, creative thinking, asking critical questions, exploring concerns and interests, constructive conversations.

Active listening is a structured way of listening and responding to others. The benefits of active listening can include people opening up, avoiding misunderstandings, resolving conflict and building trust. Some points that help active listening and better communication include:

- removing distractions, e.g. noise from an open window; side talk from the teams;
- using body language to show you are listening;
- being quiet unless it is your turn to talk;
- asking questions to clarify what is being said;
- repeating back in your own words what the other person has said to make sure you understand;
- Ask questions to identify any underlying problems and interests; asking questions is required to understand and agree the objectives.

Table 1: Some points of note

Pay attention to your intentions	• What is my objective from the discussion? • Am I willing to listen to another's opinions and ideas? If not, why? • Choose your attitude!
Balance advocacy with inquiry	• What led you to that view? • What made you think that? • What do you mean by that – express some more? • Ask open questions; watch your tone and body language. • Be there. Be present.
Build shared meaning	• When we use a term or words… what do we really mean? • What are we trying to say? • Shared power towards a shared vision
User self-awareness	• What am I thinking? • What am I feeling? • How am I contributing? • What can I do differently? • What do I want from this experience?
Explore roadblock	• What do we agree on? • What do we disagree on? • What evidence and facts can we collect and explore? • Revisit our goals and values. • Explore everyone's needs and interests. • Find common ground, problem solve. Be willing to resolve.
Be honest and constructive	• Remember, ask questions using "I" statements – I notice… When you say… I find myself thinking… I think this may imply something about … Are we sure

At an employee's first performance achievement meeting, agree achievable goals and objectives that are relevant to their job/role and aligned to the job and organisational goals. Discuss and agree goals/objectives, training and support required to achieve the goals/objectives. At each PA meeting, review and update the goals and objectives.

5.2.4 Evaluate the achievements to date

Have an open discussion about how they're finding the role. Encourage a two-way conversation with ideas and input from each other. You could discuss:

- Whether they've achieved the goals set at the last PA meeting – if not, what needs to change so that they can start achieving them?

- How satisfied they are with the job – do they want more responsibility, tougher challenges, and better work/life balance?
- Any wider issues that are affecting their performance, or positive influences that are helping
- Whether or not the job description captures the current/evolving work.

5.2.5 Document the meeting

Take good notes of each PA meeting you do, and share a written summary with your employee afterwards to make sure you agree on what was discussed. This is especially important for reviewing previous meetings and future proofing your learning and development pathway.

5.3 At the End of the Meeting

5.3.1 Both parties agree actions that will:

- Complete documentation to record agreed goals;
- Sign documents and each retain a copy;
- Schedule review meetings;
- Agree process for on-going review and dialogue;
- Enhance Performance Achievement toward the agreed goals and objectives;
- Develop the staff member's knowledge, skills and abilities as agreed;
- Actively promote and follow up on any learning and developmental support agreed (see options list above);
- Align the work of the staff member with that of their personal, population and organisational goals;
- Close with encouragement;
- Offer on-going help, support and availability to talk further;
- End on a positive note by summarising the strengths and contribution of the other corrective or supportive HR processes.

5.3.2 Referral to Moderator/ Second (2nd) Tier Manager

At the end of the Performance Achievement process if managers and staff are unable to agree on the learning and development needs to meet the identified objectives and goals, a referral is made to a 2nd Tier manager/ moderator. The person identified as the 2nd Tier manager/moderator will be mutually agreeable by management and unions locally (e.g a similar manager in another area of practice such as a nurse manager on another ward or a HR manager). This person will also have the skills, relevant experience and knowledge base to explore the issues and come to a suitable agreement of learning and development needs for the employee and manager. This 2nd Tier manager will also be aware of role, career and funding opportunities to meet the learning and development goals.

In some exceptional cases if you feel that you would benefit from a further discussion concerning your Performance Achievement with another manager, then note this on the form and request the opportunity to speak with your second tier manager.

5.4 Resources

- Self-directed learning (such as reading journals, accessing the resources on www.HSELanD.ie, keeping a learning log etc.);
- Peer support (e.g. action learning sets);
- Formal development programmes;
- Skills coaching by a mentor;
- More regular meetings between both parties;
- Executive (external) coaching (as per your organisational guidelines);
- Mentoring by another senior manager;
- Mandatory training, e.g. Health & safety;
- Team development;
- Study visits and workshops;
- Public forums;
- Further and higher education;
- Seeking an opportunity to move to other work areas in the organisation.

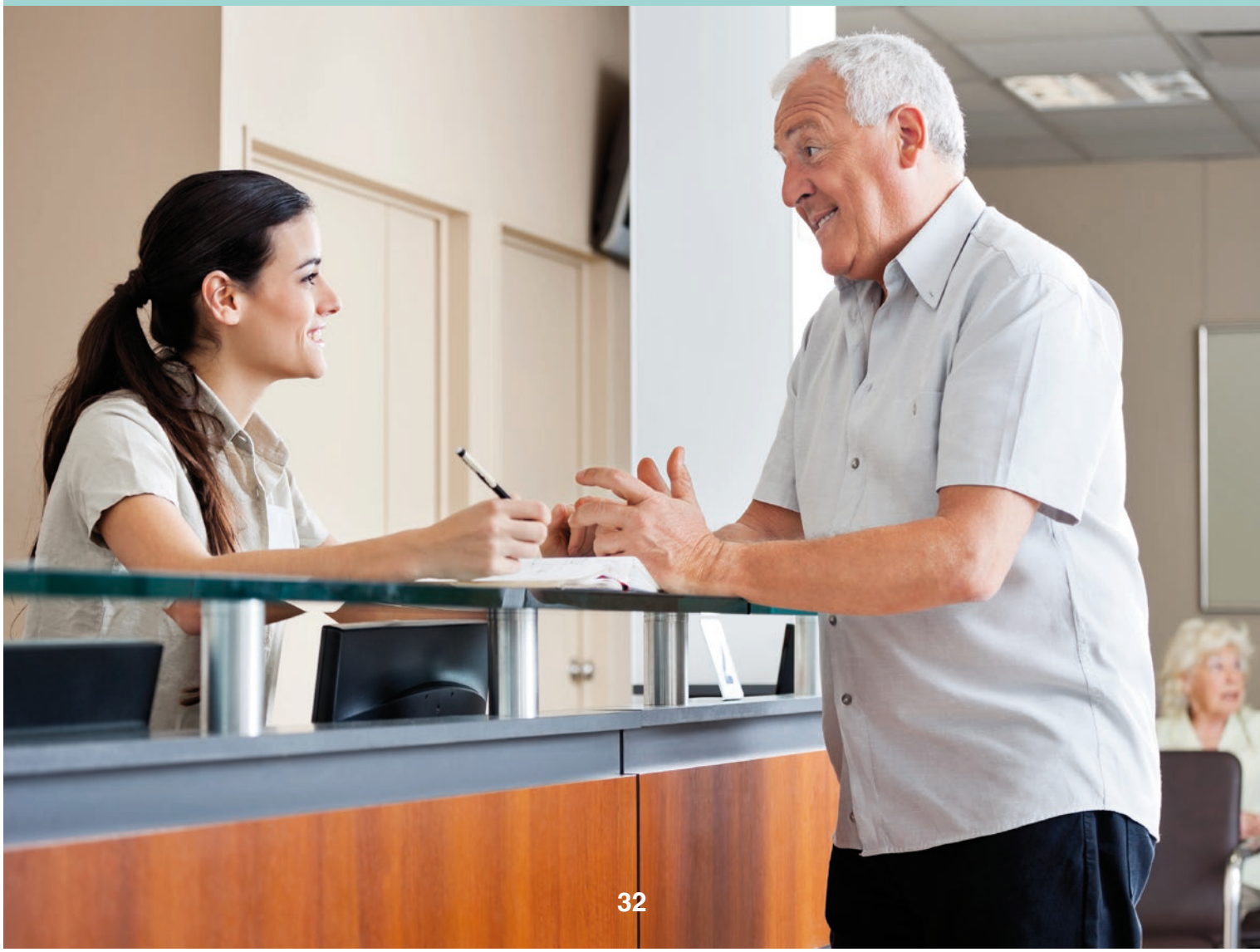
(Please see section 6.1 below for further resources on HSELanD).

5.5 Templates for Use in Performance Achievement

The required and agreed template for use in the Performance Achievement process is available in this Policy Document (see Section 8.1).
In 2023, it was confirmed that the Professional Development Planning Framework for Nurses and Midwives is the mandatory Performance Achievement process for Nurses and Midwives.

6.0 Implementation and Evaluation

Performance Achievement



Following approval of the policy and guidance documents by Unions and HSE, implementation processes will include:

a. A National Implementation Steering Group (NISG) has been established in the HSE to develop and oversee the implementation process for introducing Performance Achievement for all staff;
b. this group will ensure that a monitoring and regular reporting mechanism is established to record the implementation of PA;
c. Reporting structures will also be identified for collection and collation of data that will meet the KPI;
d. The implementation process will be reviewed by an independent objective evaluation process to ensure a robust review of the process;
e. Following an initial 12-month implementation, the evaluation findings will be analysed and the PA process amended, if required.

6.1 Training

All Performance Achievement documentation can be accessed by logging onto HSELanD.ie (see section 9.0) and following the steps outlined:

- Log on to hseland.ie
- Select HUBS from the homepage
- Choose the PERFORMANCE ACHIEVEMENT hub
- Enter the hub and explore its resources

All training materials to support the implementation process have been reviewed, are prepared, and are supported through blended learning, online sessions, and through training and information workshops.

In summary training needs will be addressed by:

a. Training workshops will be delivered to managers and staff prior to implementation (F2F or Blended learning),

b. Implementation will be supported by information available on HSELanD;

c. The following resources are available on HSELanD and will be in hard copy at the HSE library services for further reading and reference:

- A video presentation by HSE's CEO,
- Personal Achievement policy and Guidance Document,
- Frequently Asked Questions leaflet,
- Short training slideshows including:
  - A quick reference guide to 'What's in it for me?'
  - A quick reference guide to 'Preparing for meeting with Manager'
  - A quick reference guide to 'Preparing for meeting with Staff'
  - A quick reference guide to 'Setting objectives'
  - A quick reference guide to 'Giving and receiving feedback'
  - A quick reference guide to 'Coaching'
  - A quick reference guide to 'Follow-up documentation'
  - A quick reference guide to 'Closing meetings'
  - A quick reference guide to 'Getting another opinion'(2nd Tier/ Moderator)

6.2 Communications and Information Technology

The Performance Achievement National Implementation Steering Group (NISG) will oversee the development of communication and information plan to ensure details of progress is offered to staff. The group are also responsible for overseeing the development or augmentation of existing electronic systems to ensure a paperless process will be available for staff.



7.0 Appendices

Performance Achievement



Appendix 1: Tips for Managers and Staff

How can I motivate my staff?

People join the HSE wanting to deliver the best possible service in their area of work and to develop a career within the health services. There is a responsibility on managers to ensure to the extent that they can that these aspirations are met and that staff are supported to do well and to succeed. The Employee Survey highlighted a number of areas that can be addressed by managers to motivate and engage their staff. Various studies internationally highlight the role of the manager and the findings are consistent with the issues identified in the Employee Survey.

Studies by the Institute for Employment Studies, for example, show the following

To motivate staff, managers need to show staff that they are valued, by:

- Being available to discuss their work with them, being clear on expectations, listening to them and by giving regular feedback to them on their performance,
- Being open and creating a positive atmosphere,
- Recognising and acknowledging their successes,
- Supporting them in their development and providing opportunities for them to grow.

Each individual requires 3 elements to perform to their maximum; 1) competency 2) belonging and 3) autonomy. Staff respond to having meaningful work, having scope to work in their own style, understanding the impact of their work and feeling capable of achieving their goals. Managers can support each of these to energise and motivate their staff.

Managers need to think about whether their management style contributes to, or reduces, the motivation of their staff. The consequences of either are significant for the quality of service delivered to our clients.

Table 2: Summary of Performance Achievement: Old vs. New Ways of working

Old Ways	New Ways
Annual or no reviews	Check in with staff regularly; more formal meetings as required in an open collaborative process.
Feedback collected by manager at the end of year	Staff known to managers. Feedback collected continuously by managers and in the formal meetings.
Goals not always visible and kept private	Whilst the goals of the individual are private the collective team goals are visible with an increased focus on achieving the goals.
Employees evaluated by their manager	In addition to the manager the Employees can evaluate themselves and engage in a discussion. They can also access a second manager.
Employees may have been ranked on a performance scale	Employee performance evaluated within the objectives and goals identified by the employee and manager.
One manager assesses the individual in an opinion-based process	The individual will engage in the Performance Achievement over collective interactions and not just on one event. Opportunity to access a second person for Performance Achievement process if required. Evaluation will draw on all available data and information from the employee and the manager.
Performance assessment process appears to be too formal and burdensome	Process is transparent, continuous and proactive in achieving personal and organisational goals.

What motivates staff

- Goals that are mutually agreed and linked to organisational and team goals.
- Supportive managers and staff who value and respect each other.
- Greater autonomy, responsibility and development.
- Specific times and regular feedback.
- A belief by staff that all are equal.
- Recognition of good performance and offer of help if not felt.

Constructive feedback

Feedback is at the heart of effective communications. Feedback may be used to strengthen a behaviour that is considered to be positive as well as to change a behaviour that is considered to be negative. Managers have a responsibility to create an environment where giving and receiving feedback is considered normal practice. Feedback provides a way for people to learn how they affect the world around them, and it helps them to operate more effectively within teams. Giving feedback is based on fact and not personality. Where evidence shows that something has gone wrong, corrective action may be taken. Alternatively, where evidence shows that something is working well, action may be taken to make the best use of the opportunities the feedback has revealed. Where feedback is used to recognise achievement this can act as a powerful motivating factor.

To give effective feedback you need to be tuned in, sensitive to the person and the situation, and honest. How you give feedback can be just as important as what feedback you give. The importance of feedback as a process for enhancing performance cannot be overestimated as feedback has a positive effect on individual, group and organisational performance. The lessons from studies on feedback conclude that:

- As individuals we like to know how we are performing,
- Seeking, giving and receiving feedback are integral to building and maintaining healthy professional working relationships,
- Effective feedback must be an on-going activity,
- The proactive and positive use of feedback is core to good management,
- Seeking, giving and receiving feedback can be improved by practice.

The Employee Survey findings show that staff want the opportunity to discuss their work and to receive regular and supportive feedback.

Giving feedback

Good feedback is delivered in a timely manner and highlights both:

- what is currently being done right and why
- What areas need to be worked on and why?

If the person receiving feedback needs to work on certain areas, explain why and ask them to make suggestions of how they could address this feedback. A useful model to guide you when giving feedback is: **STAR – S**ituation/**T**ask, **A**ction and **R**esult.

Using **STAR** to give positive feedback

- Talk about the **Situation/Task** that was being undertaken
- **Action** – explain what the person said or did that was so effective
- **Result** – explain the result of the effective behaviour or action.

Other areas to explore and develop when giving feedback are:

- Adopt an appropriate style (supportive, direct, sensitive, descriptive, helpful etc.),
- Be descriptive, not prescriptive,
- Be objective, not subjective,

- Be clear and avoid labels that are ambiguous, such as 'unprofessional',
- Be exact in the words you use to describe the behaviour,
- 'never' or 'always' as they may represent an exaggeration of the issue and thereby invite a defensive response from the receiver,
- Avoid using judgmental language to guard against moving from constructive comment to prescriptive comment,
- Avoid giving feedback when angry,
- Make sure that the other party is ready to receive the feedback,
- Speak for yourself in giving feedback and avoid ascribing the feedback to others not present – own it,
- Direct the feedback at behaviours that are within the power of the receiver to change,
- Use "I" statements to describe how the behaviour is affecting you,
- Give timely feedback – feedback delayed is feedback denied,
- Model the way – ask for feedback on your feedback,
- Feedback is most effective when it is timely,
- Adopting an open and on-going approach to discussing goals and performance is more likely to result in staff raising issues themselves.

Receiving feedback

While there is an art to giving feedback, there is an art to accepting it as well. The giving and receiving of feedback is an important communication tool that fosters healthy and effective working relationships.

- Focus on listening really carefully and saying it back in your own words,
- When replying, pause first and consider what you are going to say next,
- Clarify what you have heard to make sure that both of you are on the same page. Ask for examples if you don't understand,
- Thank the person for their feedback, even if you don't agree with it straightaway,
- Take time to sort out in your head what was said or check in with others (do not comment negatively about the feedback-giver) before deciding what actions you wish to take based upon the feedback. It may help to record these actions somewhere,
- Adopt an appropriate style to be **receptive** to the feedback (open, respectful, thoughtful etc.),
- Listen carefully and actively to what is being said and do not interrupt the speaker,
- Do not be defensive,
- Clarify your understanding by seeking examples of the behaviour at issue and by summarising your understanding of what the speaker is saying, and then check for any misunderstandings,
- Acknowledge the right of the speaker to give feedback,
- View feedback as a chance to find out how to improve your performance,
- Feedback sessions can be viewed as a learning opportunity,
- Be aware of your breathing. Receiving feedback can be uncomfortable and stressful, so remember to breathe. This will help you to stay relaxed and alert,
- You, as receiver, determine what it is, you will take from the feedback and how you will use it to change any behaviour that might warrant attention. Take time to consider what has been said, particularly if it is something that might otherwise elicit a defensive response if you react immediately.

If the feedback is not as positive as you require, try to:

- Not react emotionally. If you need a break, ask for one.
- recognise that receiving less than positive feedback provides an opportunity for growth.
- understand what the person's concerns are.
- Not argue with the person giving feedback – just say thanks instead. However, if the information appears factually incorrect, seek the details behind the facts and then you will be in a position to follow up once you have checked your information.
- if you're not sure, ask what the person would expect or hope that you would do differently next time, and what they think would be achieved if you made this change.
- Consider the feedback slowly. This may take a day or even more and may involve asking others for their comments on the feedback.
- use positive language in your responses.
- **Remember your option to seek another's opinions with the 2nd Tier manager/ moderator.**

Appendix 2: The Four Stages of Performance Achievement

Stage 1 – Consider what you want to achieve

1. What you are going to do – First, consider what performance is demanded from our health service together with your unit's responsibilities. Then consider what you can do to make a positive contribution within your role or grade.

If you are a member of one or more teams, then think about what you can do to improve your performance and development to maximise your contribution to the performance of those teams. Develop in your own words three or four objectives that you can deliver and note these down. Remember these objectives should be capable of achievement within the HSE annual cycle. You can also use the wording of an objective contained in, for example, the National Service Plan.

If you are a manager, you should include an additional objective as to how you will develop the effectiveness and efficiency of your staff.

2. How you are going to do it – Next note down how you are going to achieve your objectives. In doing so, try and reflect the Health Service's Values and behaviours.

If you have identified areas for your longer term personal development in the Health Service, then you may wish to discuss these also with your manager.

3. How will you know it is achieved – Finally, consider how you will know when you have achieved your objectives, noting down the measures or outcomes of what it is you are wanting to set out and achieve.

Stage 2 – Agree what you want to achieve

Now discuss your proposals with your manager and together complete the first three questions on the Performance Achievement form. The Performance Achievement form asks you the following questions that you need to answer in respect of each of your objectives:

- What you are going to do?
  - In discussion with your manager agree how you are going to achieve your objectives and describe this on your Performance Achievement form. Your objectives should;
  - Be challenging, stretching you to deliver meaningful results
  - Be achievable within the twelve-month timeframe of the Performance Achievement cycle
- How you are going to do it?
  - Complement and align with the responsibilities of your role, those of your team and aligned to your organisations goals.
  - Develop approximately 3-4 objectives
  - Clearly identifying and describing the steps that you will take to achieve your objectives
  - managers should in addition set an objective concerning how you will develop the effectiveness and efficiency of your team/staff
- How you will know it is achieved? – Once more discuss with your manager what the achievement of each of your objectives will look like. If possible, try to quantify your achievement to show how you can measure your achievement.

If you consider that the achievement of your objectives could be adversely affected by an event or occurrence outside of your control, then describe this risk on the Performance Achievement documentation. Once you have completed your Performance Achievement documentation then you and your manager will sign it to acknowledge the agreement.

Stage 3 – Seek support and help to achieve

The Performance Achievement process will take place at least once a year that will capture the end of one HSE annual cycle and the beginning of another.

However, throughout the year you and your manager should endeavour to regularly engage through informal discussions as to how you are progressing in the achievement of your objectives. If you are finding your objective(s) too difficult or challenging to achieve on your own, then seek your manager's assistance to provide you with the support and guidance you require. Approaches that your manager may offer include advice, coaching, mentoring or shadowing in the workplace.

These informal meetings do not need to be recorded on your Performance Achievement form but will act to ensure that there are no unexpected surprises at the interim or end of year reviews.

Stage 4 – if you meet in the interim and end of year reviews

The HSE Performance Achievement process requires all staff to meet their managers at least once annually. It may be the case that some staff may meet to discuss work more than once. This may include an interim and/or end of year review and if so the following may apply:

1. A scheduled interim review as part of the Performance Achievement Cycle – intended to monitor your progress and provide support and guidance as you work towards your objectives.

   And/or

2. The End of the Year review – held at the end of the Performance Achievement cycle to reflect on what you have achieved and how you have achieved it. (The end of the year review meeting can also be used to commence the forthcoming year's Performance Achievement cycle.)

   If, however you move to a new role of position during the Performance Achievement Annual Cycle you will be subject to additional reviews.
3. A review if your role changes or you take up a new position – held with your manager BEFORE leaving your role or position. This review is intended to recognise and give feedback on the work that you have completed to date within the Performance Achievement cycle.
4. A review upon taking up a new role or position – held with your new manager AFTER you take up your new position. The purpose is to ensure that your objective(s) have a natural fit with your new role or position. This however, may require an adjustment to one or more of your objectives.

You and your manager can prepare in advance of the review meeting and to be prepared to receive/give feedback on your Performance Achievement. If you have any relevant material or evidence that will help demonstrate your progress in the achievement of your objectives, then bring this to the meeting as a reference.

Performance Achievement meetings should be a positive and constructive experience and are intended through feedback to guide you to achieve your objectives and to progress your personal development. All interim and end of year reviews are recorded on your Performance Achievement form and you will have the opportunity to comment.

At the end of the formal review you and your manager will sign the form to acknowledge that you both agree with the outcome.

Appendix 3: Professional Development Plan for Nurses and Midwives (HSE, 2018)

The Professional Development Planning Framework for Nurses and Midwives can be found on the following URL: (https://healthservice.hse.ie/about-us/onmsd/cpd-for-nurses-and-midwives/pd-planning-framework.html).

8.0 Templates

Performance Achievement



8.1 HSE Template Form – Performance Achievement

Performance Achievement

1.0 PERFORMANCE ACHIEVEMENT FORM

This revised Performance Achievement Template is being rolled out throughout the HSE and Section 38 agencies. The focus of this process is to assist a staff member and their line manager to openly discuss goals and personal learning and development in a structured way over the course of a year. The Performance Achievement process allows you to meet with your line manager to discuss the work you do, supports you to develop in your role and enhance the work of your team. It also allows us to collectively meet the objectives of the HSE for our population.

Please refer to the supporting documentation for assistance in completing the process.

2.0 STAFF MEMBER DETAILS

Staff Member Name:		**Line Manager Name:**	
Staff Member Job Title:		**Line Manager Employee ID:**	
Staff Member Employee ID:		**Date of Initial Meeting:**	
Department:		**Date of Mid-Year Review:**	
Review Period:		**Date of Final Review:**	

3.0 ROLE OBJECTIVE AND PURPOSE

What is the purpose of my role and how does it link to the strategic objectives as set out in the HSE Corporate Plan, National Service Plan, Operational Plans, and other publications relevant to the role, e.g. Sláintecare? Do I understand my role and the value of my job to the health system? Do I enjoy my role and feel I add value to the team/organisation?

What is the purpose of my job within the team?	
How well do I understand my role and responsibilities?	On a scale of 1 to 5 from not very well (1) to very well (5) 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
How satisfied am I with how my job is structured?	On a scale of 1 to 5 from not very well (1) to very well (5) 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
What (if anything specific) would I like to discuss about my role?	

4.0 CHECK-LIST BEFORE INITIAL MEETING

The below list outlines important steps that should be followed prior to the Performance Achievement meeting taking place.

Have I reviewed any documentation relevant to my role for example job specification, corporate plans (including the HSE Corporate Plan 2021-2024, the HSE National Service Plan 2023, and the Sláintecare Action Plan 2023)?	Yes ☐ / No ☐
Have I visited the Performance Achievement Hub and completed all relevant HSeLanD webinars on Performance Achievement ("Why and What is Performance Achievement?" and "Setting Performance Achievement Objectives")?	Yes ☐ / No ☐
Have I considered a number of goals, the associated competencies and steps to complete (including potential supports required) for discussion with my line manager. Goals define what you will focus on and should be SMART (specific, measureable, achievable, realistic and time specific).	Yes ☐ / No ☐

5.0 OBJECTIVES DETAILS

Goal/Objective Settings		Comments & Observations [Initial Meeting, Mid-Year Review & End-Year Review]	Evaluate Goal Progress					
Describe what I intend to achieve and the steps I intend to take. Goals/Objectives should be realistic and achievable but also should be challenging and promote a growth mind-set. (Additional objectives can be added as required).		How will the achievement of the goal be measured? How does the goal link to our Health Service Values and organisational objectives? What is the target date for completion? What supports will I require to achieve my goal? How am I progressing in achieving my goals throughout the annual PA cycle?	Mid-Year Meeting			Final Meeting		
			A	EA	NA	A	EA	NA
Objective 1		Initial Performance Achievement Meeting						
		Mid-Year Review Meeting	☐	☐	☐			
		End-Year Review Meeting				☐	☐	☐
Objective 2		Initial Performance Achievement Meeting						
		Mid-Year Review Meeting	☐	☐	☐			
		End-Year Review Meeting				☐	☐	☐
Objective 3		Initial Performance Achievement Meeting						
		Mid-Year Review Meeting	☐	☐	☐			
		End-Year Review Meeting				☐	☐	☐

6.0 CAREER DEVELOPMENT (SHORT TERM/LONG TERM)

In advance of the Initial PA Meeting, all staff are encouraged to think about their career development and consider learning objectives that will support the delivery of their current role as well as future ambitions. What are my learning needs to enhance my current skills and capabilities? Following the Initial PA Meeting, the Line Manager should summarise the main discussion points about the staff members short-term to long-term career planning aspirations below.

Staff Member's Initial Consideration (completed pre meeting)

Line Manager's Collaborative Summary (completed post meeting)

7.0 LEARNING AND DEVELOPMENT PLAN

This section should be reviewed at each meeting. What are my learning needs to improve role delivery, job satisfaction and organisational performance? Are there any gaps between my current knowledge, skills and experience and the level needed to perform my role or improve organisational performance? What Actions do I need to take to meet this learning need/competency? Competencies represent the "soft skills" necessary to succeed in your role and work hand in hand with the technical ability and knowledge requirement of your role, for example Problem Solving, Decision Making, Communication, Team Working, Time Management.

Competency/Learning Need	Action Description	Intended Outcome	Target Date	Completed	Associated Goal/Objective	Date Agreed [align to review date]
			00/00/2024	00/00/2024	i.e. Objective 3	00/00/2024

8.0 COMMENTS AND OBSERVATIONS

This section allows comments and observations arising from Performance Achievement discussions (positive and constructive) from staff members and their managers (linked to Section 5.0 Objectives Details) at the Initial Performance Achievement Meeting, Mid-Year Review Meeting, and End-Year Review Meeting.

Initial Performance Achievement Meeting (General Comments)		
Jobholder's self-assessment:		
Manager's self-assessment:		
Mid-Year Review Meeting (General Comments)		
Jobholder's self-assessment:		
Manager's self-assessment:		
End-Year Review Meeting (General Comments)		
Jobholder's self-assessment:		
Manager's self-assessment:		
End-Year Evaluation:	Satisfactory ☐	Unsatisfactory ☐
Do you wish to have a further discussion with your second tier manager/moderator?	Yes ☐	No ☐

Staff Member Signature:	**Date:**
Manager Signature:	**Date:**



9.0

Details to Log on to HSELanD.ie

Performance Achievement



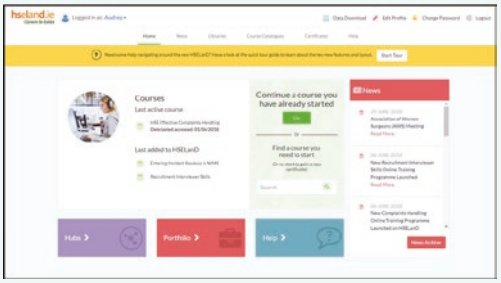
Performance Achievement Access Guide

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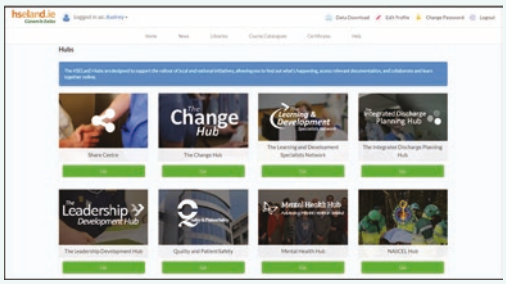


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Performance Achievement

10.0 Frequently Asked Questions (FAQs)

Performance Achievement



Performance Achievement

Frequently Asked Questions for all staff in the HSE and Funded Agencies of the HSE

The HSE has implemented a mandatory Performance Achievement process for all staff in the HSE and Funded Agencies of the HSE. The HSE require all services to implement, cascade and record the Performance Achievement activity with all staff immediately. The following Frequently Asked Questions (FAQ) are to assist you in this process.

The HSE have implemented a mandatory Performance Achievement process

1. What is Performance Achievement?

Performance Achievement is a forward-looking engagement process focused on a conversation between a staff member and their line manager, that empowers staff to develop in their current role during the twelve-month period of the Performance Achievement annual cycle.

Performance Achievement is about your current role and what you and your manager can do together to improve the service we each provide to our service users in line with the goals of the organisation.

2. Why do we need a Performance Achievement process?

There are many reasons why the health service would benefit from the introduction of Performance Achievement, which include:

1. Successive staff surveys have shown that staff desire a greater level of engagement with their line manager/team leader; Performance Achievement is designed to assist responding to these staff requests.
2. A series of National Agreements have reinforced the need for systems of performance management. Amongst these are The Croke Park Agreement and subsequently the Public Service Stability Agreement 2015-2018 (Lansdowne Road Agreement) that states:
   a. *3.4.3. Implementing, with the aim of supporting an ethical workplace… performance [management]…;*
   b. *3.4.5. Ensuring that the performance and accountability of organisations and individuals is maximised.*

3. Has the Performance Achievement process been agreed by the Unions?

- Yes, The Unions were co-signatories of the Public Service Stability Agreement (Croke Park Agreement; Haddington & Lansdowne Road Agreements 2013-2018), which committed to introduce Performance [Management] for staff.
- The Performance Achievement Policy & Guidance Document was also developed in collaboration with the Trade Unions and includes a Message from the Chair of the Joint Staff Associations which acknowledges union involvement *"to agree a policy that would recognise the value of health service staff and support them in their day to day work"*.

4. What else is driving Performance Achievement?

- The HIQA National Standards for Safer Better Healthcare – Theme 6.4.5 relates to *'monitoring, management and development of the performance of the workforce.'*
- Many regulatory bodies require recorded evidence of Performance Review and Continuous Professional Development discussions.
- Other reports recommend that staff engaged in Performance Achievement results in better patient outcomes and patient satisfaction. Further information on these reports can be found in Developing Organisational Culture – Guide for the Health Service (https://assets.hse.ie/media/documents/Developing_Organisational_Culture_-_Guide_for_the_Health_Service.pdf).

5. What is in Performance Achievement for me?

- Staff surveys have repeatedly shown that staff want greater engagement with their managers; Performance Achievement is one way of increasing staff engagement
- The formal and on-going informal meetings are to encourage staff and their managers to work together in a positive and constructive manner to achieve the organisations goals and also to support and develop our staff. The underpinning principles allow staff to engage in learning and development processes. The meetings should help staff agree with their managers what performance achievement objectives they will work towards, how they will go about it and what success looks like at year end.
- Performance Achievement should benefit staff by enhancing their confidence in achieving objectives relevant to their role and in increasing personal job satisfaction.

6. What is in Performance Achievement for the Health Service?

- Staff and teams should be focused on improving their skills and capabilities relevant to their roles.
- Studies have shown a direct link between Performance Achievement processes, improved patient outcomes and healthcare service delivery. Data from these studies are outlined in Developing Organisational Culture – Guide for the Health Service (https://assets.hse.ie/media/documents/Developing_Organisational_Culture_-_Guide_for_the_Health_Service.pdf).
- In short, Performance Achievement will improve the delivery of health services to our patients and users of our services and add to staff job satisfaction.

7. What if I have a number of staff reporting to me, how can I meet all of them for a 1:1 meeting?

Senior Management are responsible for ensuring that appropriate line manager/team leader be nominated to be responsible for their staffs' Performance Achievement and that line manager/team leader is competent in undertaking this role.

8. What training and resources are available for me to help me engage with Performance Achievement?

- There are resources and supports available on the Performance Achievement Hub (HSeLanD) and on the HSE staff website (https://healthservice.hse.ie/staff/procedures-guidelines/performance-achievement);

- PA has been integrated into the Induction Guidelines and Corporate Induction Programme which is recommended for all new staff and newly promoted staff;
- The Employee Performance Module in our 'People Management; the Legal Framework' Programme, our 'First Time Managers' programme and our 'Leaders in Management' Programme all incorporate sections on Performance Achievement;
- Staff completing LLTM's half-day programme on 'Effective Feedback' and 'Coaching Skills for Managers' Programme develop skills useful for the Performance Achievement process and the supporting resources available on the Performance Achievement hub are signposted and promoted.

9. Would taking part in Performance Achievement leave me open to disciplinary action?

Performance Achievement is NOT a Disciplinary tool. The outcome of the Performance Achievement process will not leave a member of staff open to a disciplinary procedure. Performance matters should be dealt with as appropriate by line managers through regular Performance Review Meetings. Any matters relating to the underperformance of a staff member or perceived shortcomings in work standards, conduct or attendance should be managed through the HSE's Disciplinary Procedure, not through the Performance Achievement process.

A Guidance Document on Performance (https://www.hse.ie/eng/staff/resources/hrppg/policiesprocedures.html) in the HSE is available for further information.

10. Do I have to engage in Performance Achievement?

Yes, Performance Achievement is mandatory for all categories and grades of staff in the HSE and HSE Funded Agencies. Managers and Supervisors are obliged to comply with HSE policy in respect of Performance Achievement.

In May 2023 it was confirmed that the Professional Development Planning Framework for Nurses and Midwives is the mandatory Performance Achievement process for Nursing grades and Midwives (PDP).

11. Will Performance Achievement apply to Temporary Staff?

Yes, Performance Achievement applies to all staff in the HSE and Funded Agencies of the HSE.

12. How will the implementation of Performance Achievement be monitored?

- Senior Management is responsible for ensuring that the Performance Achievement of staff takes place in their areas of responsibility. This will cascade throughout the HSE.
- Ongoing engagement with Performance Achievement is part of the activity reporting mechanisms in place within the HSE and HSE Funded Agencies, and is monitored by the HSE's National Planning Oversight Group (NPOG).
- A National Implementation Steering Group has been established to oversee implementation throughout the HSE. The National Implementation Steering Group has recommended that all Senior Management Team meetings have Performance Achievement as a standing agenda item.

13. What is the Performance Achievement Annual Cycle?

This is a 12-month cycle and is the process used for planning and reviewing an individual's learning and development needs, aligning individual goals and objectives to those of the organisation. The policy proposes at least one formal meeting in an annual cycle with at least three meetings recommended over the annual cycle (an initial PA meeting, a mid-cycle progress meeting, and an end of cycle meeting).

14. What does the Performance Achievement Annual Cycle involve?

It is required that staff will meet with their manager at least once in the annual cycle. The aim of this meeting is to agree goals, objectives, learning and development needs. It also facilitates monitoring progress of agreed goals.

In addition, Performance Achievement seeks to encourage an on-going process of engagement between staff and their managers. It is envisaged that these update meetings will take place on a regular basis over the annual PA cycle and provide staff with the means to seek advice, guidance and assistance if required as they work towards the objectives. The Performance Achievement Policy recommends at least three PA meetings over the annual cycle (an initial PA meeting, a mid-cycle progress meeting, and an end of cycle meeting).

15. Who is responsible for arranging the Performance Achievement Discussion?

Senior Management is responsible for ensuring that Performance Achievement is fully implemented in their areas of responsibility.

Employees are also encouraged to initiate discussions about preparing for the meeting.

Line managers/Team Leaders will be responsible for ensuring that they meet with their staff in a timely manner.

16. Is there funding to assist me meet my objectives?

When staff agree their objectives with their line manager, consideration will also be given to how those objectives can be achieved. If a training need is identified, the suite of LLTM live virtual training programmes and other e-learning programmes available on HSeLanD should be considered in the first instance. Where a relevant training programme is not available, the funding approval process for that training and development intervention will be agreed and managed locally.

However, the achievement of objectives should not always be dependent on the availability of learning and development programmes. For example, during the Performance Achievement Annual Cycle staff and managers should meet informally on a regular basis and as required, managers should proffer support, guidance, mentors, and assistance towards the achievement of the agreed objectives.

17. How will the Performance Achievement Discussion be recorded?

Individual goals and objectives will be agreed with your line managers and recorded on the Performance Achievement form template.

18. Who keeps the Performance Achievement Record?

A copy of the agreed (and co-signed) Performance Achievement form will be retained by both the individual staff member and by the line manager.

Line Managers are required to notify their local HR Manager when the annual Performance Achievement cycle has been initiated with a staff member, with Senior Management required to report on quarterly activity to National HR, for inclusion in regular performance measurement reports in the HSE.

19. Will a copy be kept on my personnel file in HR & who else will see my Performance Achievement form?

The Performance Achievement record forms part of the record of employment and will be kept as part of staff members 'Personnel File'. Performance Achievement forms will be marked 'confidential' and handled and stored in accordance with the HSE policy *'Information Classification and Handling Policy'* (https://www.hse.ie/eng/services/publications/pp/ict/information-classification-handling-policy.pdf). All document retention will comply with HSE GDPR guidelines.

20. What happens to individuals who under-perform?

Performance Achievement is NOT a disciplinary process. Performance matters should be dealt with as appropriate by line managers through regular Performance Review Meetings. Any matters relating to the underperformance of a staff member or perceived shortcomings in work standards, conduct or attendance should be managed through the HSE's Disciplinary Procedure, not through the Performance Achievement process.

A Guidance Document on Performance (https://www.hse.ie/eng/staff/resources/hrppg/policiesprocedures.html) in the HSE is available for further information.

An e-learning programme on 'Conducting an Informal Counselling Meeting' is also available on HSeLanD and includes checklists, templates and other information to support line managers in this process.

21. What is the difference between Performance Achievement, Continuous Professional Development (CPD) and Personal Development Plans?

- Performance Achievement is a parallel process, which will not replace a Personal Development Plan or Continuous Professional Development (CPD) but can be incorporated into or used in conjunction with existing meetings and processes.
- Performance Achievement is about your current role this year and what you and your manager can do together to improve the service we each provide to our patients and clients;
- Personal Development Plans are used on a voluntary basis to help develop the staff member's long-term growth within the health service.
- Continuous Professional Development (CPD) encompasses experiences, activities and processes that contribute towards the development of a health care staff. CPD is, therefore, a lifelong learning process of both structured and informal learning.
- The revised Performance Achievement form template has been redesigned to include sections on Career Development and Learning & Development Planning to cover areas of focus included in Personal Development Plans and CPD.

22. What is the difference between Performance Achievement and Professional Development Plans for Nurses and Midwives?

In 2023 it was confirmed that the Professional Development Planning Framework for Nursing Grades and Midwives is the mandatory Performance Achievement process for Nurses and Midwives. Directors of Nursing and Midwifery will collate quarterly data on PDP completions (both manual and digital) and PA cycles initiated with staff within their remit and notify their relevant Head of HR or National Director (via local governance channels) for inclusion in regular performance measurement reports in the HSE.

23. What does success look like in terms of PA from a national perspective?

- As a mandatory process, Performance Achievement is included as a Key Performance Indicator (KPI) in the HSE National Service Plan which is monitored on a quarterly basis at a national level by the National Planning Oversight Group (NPOG);
- Behaviour change amongst staff with a culture of engagement and performance achievement embedded within the health system is an anticipated national benefit of the PA process.

24. Can PA start and finish at any time within a 12-month period?

Yes, Performance Achievement represents an annual process but does not have to be bound by the calendar year. The annual Performance Achievement cycle could be dependent on the staff member's date of employment and the timing of the initial Performance Achievement meeting.

The mandatory HSE Performance Achievement process requires all staff to meet their line manager at least once annually. While it is not prescriptive in relation to the timing of the initial PA meeting, it is recommended that the initial PA meeting takes place in Quarter 1 each year to align with internal planning procedures.

25. What happens when a Manager starts the PA process and then changes roles? Or if the Staff Member takes up a new role?

The mandatory PA process should be initiated when a new staff member commences in their role. A change of Line Manager within the same role should not affect the PA process and the PA cycle should be continued. However, it is recommended that the Line Manager have a final PA review meeting with the staff member before changing roles, and that they prepare a PA handover for the incoming Line Manager (confirming the status of PA meetings with staff members that report directly into them).

If, however, the staff member moves to a new role during the Performance Achievement Annual Cycle they will be subject to additional reviews:

- A review if your role changes or you take up a new role or position – held with your Line Manager BEFORE leaving your current role or position. This review is intended to recognise and give feedback on the work that you have completed to date within the Performance Achievement cycle.
- A review upon taking up a new role or position – held with your new Line Manager AFTER you take up your new position. The purpose is to ensure that your objective(s) have a natural fit with your new role or position. This, however, may require an adjustment to one or more of your objectives to ensure alignment with local organisational and strategic objectives.

26. There is an unsatisfactory or satisfactory box on the PA form. What happens if it is marked unsatisfactory?

The manager would tick this box if the staff member's progress towards achieving an agreed goal or objective is unsatisfactory, over an agreed period of time, despite supports being put in place. Ticking the unsatisfactory box does not mean that disciplinary action would begin, nor does it indicate that there are performance issues.

It is important that line managers discuss progress with their staff member throughout the performance achievement cycle and provide reasonable support and/or adjust objectives in line with changing service needs if necessary.

The manager might also tick this box if the staff member is not engaging in the PA process or has not made reasonable effort towards the progression and successful completion of goals and objectives.

Performance issues should not be left to address at a PA meeting, they should be addressed in a timely manner as the performance issues arise.

A Guidance Document on Performance (https://www.hse.ie/eng/staff/resources/hrppg/policiesprocedures.html) in the HSE is available for further information.

27. PDP/CPD is already carried out for HSCPs, does this cover PA?

Performance Achievement is a mandatory process. It is acknowledged that many of the professions and services within the HSE undertake supervision and performance meetings regularly using templates appropriate for the objectives of the Performance Achievement process. However they are not currently mandatory and standardised processes.

In 2023 it was confirmed that the Professional Development Planning Framework for Nurses and Midwives is the mandatory Performance Achievement process for Nurses and Midwives.

28. Can a manager delegate the requirement to carry out a PA meeting to another member of staff?

Performance Achievement provides for one to one engagement between a direct line manager and the staff member and provides them with the opportunity to have a discussion around their work. No provision has been made for the delegation of responsibility for conducting the Performance Achievement meeting within the Performance Achievement policy.

29. Is there a requirement to carry out the initial PA with remote workers face-to-face?

It is recommended to initiate the annual PA cycle with an in person meeting in order to increase staff engagement. However, this would be an operational decision for the Line Manager.

30. What happens if a staff member is unable to achieve the goals and objectives agreed for completion in a particular Performance Achievement annual cycle?

Goals and objectives should always be set using the SMART acronym. They should be specific, measurable, achievable, realistic and time bound. It is important that line managers discuss progress with their staff member throughout the performance achievement cycle and adjust objectives in line with changing service needs if necessary. Mid cycle review meetings to monitor progress and facilitate enhanced supports are also important.



Performance
Achievement

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