

**Dartford, Gravesham & Swanley Mind  
Staff Development Policy**

**Policy Statement:**

Staff development is about continuously developing the capability of staff to perform their jobs efficiently, effectively and to the highest standards.

Through staff development the organisation seeks to continuously improve the quality of service it provides to the local community and meet recognized standards of good practice in the way it carries out its business.

DGS Mind believes that investment in developing staff leads to a more confident, motivated and effective workforce, and that investment enables the personal development of individuals and creates an environment of continuous learning and training.

To this end the organisation will ensure good quality and appropriate staff induction programmes; staff training in competencies required for individual posts; staff supervision; staff appraisal and opportunities for involvement in planning and decision making.

The organisation will ensure that there is continuous monitoring and evaluation of development opportunities so as to assess whether the purposes of staff development are being met.

The specific detail for implementing this policy is contained in the following Staff Development Procedure.

**Staff Development Procedure**

**1. Staff Induction**

1.1 The key item for the induction of new employees is the 3 day DGS Training Programme. This will be arranged as soon as possible after the employee starts work within the organisation, and provides input on the following core issues:

- Introduction to DGS Mind ó Aims, ethos, people and practice, policies and procedures.
- Introduction to the Services of DGS Mind, Aims and objectives, team structure, role of volunteers, empowering service users etc.
- List of people within the organisation whom the new recruit needs to meet with to understand more detail of the operation.
- List of people in external organisations with whom the new recruit needs to meet to understand the local mental health scene.
- Explanation of Salaries, expenses, Conditions of Service
- Understanding of Mental Health Issues, and the Law relating to these.
- Understanding the principles of the Recovery Approach, Social Inclusion, the Social Model of Mental Health and Empowerment.
- Core skills of a Helping Role
- Dealing with difficult situations

1.2 Line managers are responsible for ensuring new employees have:

- Information about the area and other agencies working in the field of mental health.
- The role of mental health professionals working in the statutory services.
- Further training required to carry out job tasks, as identified in competencies for the post (usually over a period of the first six months).
- Explanation of and practice in carrying out Job Description.
- Explanation of such issues as well being at work policies, layout of premises, rest periods and introduction to colleagues.

1.3 Staff will be required to sign an induction checklist at the end of their probation period to state that these areas have been explained. At the end of a probationary period, staff will review progress with their supervisor, using the Probation Report Appraisal Form.

## **2. Staff Training**

### **2.1 Training in Core Competencies**

Competencies can be described as the skills needed to satisfactorily perform a particular job. A list of competencies for each position within the organisation is shown in Appendix 1.

When a new staff member joins the organisation, their supervisor will decide what competencies already exist and what needs to be developed. Staff are expected to attend training in these unmet competencies. Further individual training needs are met via supervision reports and appraisals.

### **2.2 Meeting Common Training Needs**

The Senior Management Team (SMT) share information at SMT meetings to identify where training needs are common, and therefore should be dealt with on an organisational basis.

### **2.3 The Training Budget**

The budget is to be determined annually during the overall budget-setting process (see Policy on Financial Control, DGS Mind Policy No. 4, section 2). The Business Manager is the budget holder.

### **2.4 Training Opportunities**

Awareness of training opportunities is the responsibility of staff and line managers. Apart from training courses there are other ways available for staff to meet their competencies such as coaching, shadowing and secondment opportunities. Line Managers should explain these opportunities in supervision.

### **2.5 Requesting Training**

Individual training requests are channelled through the CEO and Business Manager, who will determine whether there is available money, and whether that particular request is justified.

## 2.6 Performance Monitoring and Evaluation

Staff Development has its own cycle of evaluation for which the Business Manager will be responsible. Following each course attended, an evaluation form (see Appendix 2) will be filled in by the attending staff member, to assess what impact training has made. This will be followed up, after three months with another evaluation form (see Appendix 3 ) to assess long-term benefits of the training. Line Managers will also evaluate impacts to performance during supervision. These will be written into supervision notes and kept on the staff member's personnel file.

## 3 Staff Supervision

Supervision is designed to support staff, to help them reflect on their work, and to monitor work on behalf of the organisation.

3.1 Regular supervision is provided by the supervisor. The supervisor is responsible for recording supervision meetings, and notes are kept in the personnel file.

3.2 The frequency and form of supervision (group or individual) will depend on the project, hours worked, job tasks involved and individual need and circumstances. As a general rule however, full time front line should receive supervision on a monthly, and admin staff on a two-monthly basis. Extra supervision can be provided where a need is agreed between staff member and supervisor. There may be times when the supervisor identifies a need for extra supervision even if the staff member does not necessarily agree.

## 4 Staff Appraisal

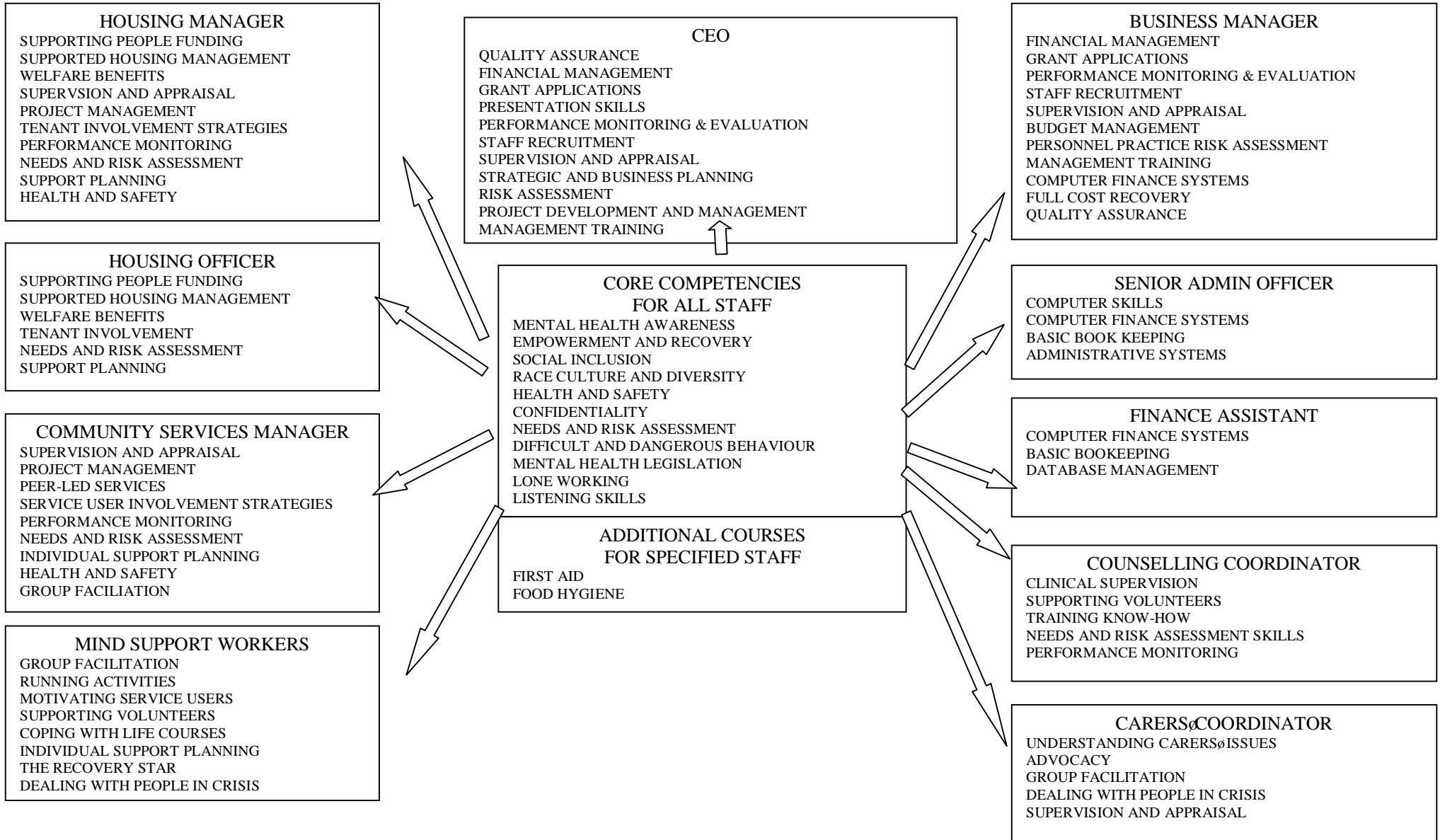
An Annual Staff Appraisal scheme is the opportunity for paid staff to review individual job descriptions, achievements, identify personal work goals for the coming year, and to discuss longer-term career development needs. Organisational Business plan objectives are also linked with staff appraisal, to ensure personal work targets reflect organisational aims.

A written record of each Annual Staff Appraisal is prepared by the supervisor and, when agreed by the staff member, forms part of individual personnel files .

## 5 Staff Functioning below Expectations

Occasionally, supervisors will identify that a staff member is not performing at the level or within the standards expected of them. When this occurs, the supervisor, in conjunction with the CEO and the staff member, will devise a written Performance Improvement Plan (PIP) which sets out the strategy to be employed to get the staff member back on track. This will include items which need to be discussed both by the staff member, and by management. This is not part of the Disciplinary Process.

## APPENDIX 1: DGS Mind Core Competencies and Post-Specific Competencies





Give examples:

Do you feel you have gained new skills/enhanced existing skills?

**Yes**

**No**

Give examples:

Do you feel you have learned "good practice"(i.e. the best standards of working)?

**Yes**

**No**

Give examples:

**ANY OTHER COMMENTS**

**PLEASE NOTE THAT A FOLLOW UP QUESTIONNAIRE WILL BE SENT TO YOU IN ABOUT THREE MONTHS TIME TO FIND OUT THE OUTCOME OF THE TRAINING.**

**THANK YOU FOR TAKING THE TIME TO FILL OUT THIS FORM**

**APPENDIX 3**

**DARTFORD, GRAVESHAM & SWANLEY MIND**

**FOLLOW UP COURSE EFFECTIVENESS QUESTIONNAIRE**

Three months ago you attended a training course

titled í ..

and you filled out a course effectiveness questionnaire.

Please help us to assess the effectiveness of the training, three months on, by completing this questionnaire and returning it to the Business Manager.

Has the Training enhanced your ability in your work?

**Yes** **No**

Give examples:

Have any new skills you gained or existing skills you enhanced as a result of the training been used?

**Yes** **No**

**Give examples:**

Has any good practice (i.e. best standards/ways of working) learnt from the training been implemented in your work or been worked towards?

**Yes** **No**

Give examples:

Has the training enabled or contributed to you meeting your work targets/goals or responsibilities in your job description?

**Yes** **No**

Give examples:

Please give any further comments on any differences that the training has made to your work?

**THANK YOU FOR TAKING THE TIME TO FILL OUT THIS FORM**