[insert organisation name/logo]

Professional & Personal Development Policy

Document Status: **Draft or Final**

Date Issued: **[date]**

Lead Author: **[name and position]**

Approved by: **[insert organisation name] Board of Directors on [date]**

Scheduled Review Date: **[date]**

Record of Policy Review

Review Date	Person Initiating/Leading Review	Other People Consulted

Triggers for Policy Review (tick all that apply)

☐ Standard review is timetabled.

☐ A gap has been identified

☐ Additional knowledge or information has become available to supplement the policy.

☐ External factors

  ☐ Policy is no longer relevant/current due to changes in external operating environment.

  ☐ There are changes to laws, regulations, terminology and/or government policy.

  ☐ Changes to funding environment, including requirements of funding bod(y)ies

☐ Other (please specify).

☐ Internal / organisational factors

  ☐ A stakeholder has identified a need, eg by email, telephone etc

  ☐ A serious or critical incident has occurred, requiring an urgent review.

  ☐ Need for consistency in service delivery across programs and organisations.

  ☐ Separate, stand-alone policy is now warranted

  ☐ A near miss has occurred, requiring a review to prevent a serious/critical incident in the future

Additional Comments	*[for example, policy now covers details related to new legislation].*

Professional & Personal Development Policy

1.　　　Purpose and Scope

[insert organisation name] supports workforce capability development through performance and development processes that benefit employees, volunteers, consumers and the organisation.

The purpose of this policy is to provide guidance to **[insert organisation name]** in:
- developing skills and knowledge of employees.
- implementing performance review processes so that employee performance is planned, reviewed, developed, and responded to.

This policy does not provide detailed guidance on:
- Broader human resources management – refer to the <u>Human Resources Policy</u>
- Grievance and dispute settling – refer to the <u>Feedback and Complaints Policy</u>
- Clinical supervision – refer to the <u>Supervision Policy</u>.
- Management of volunteers - refer to the <u>Volunteer Policy</u>
- Management of student placements - refer to the <u>Student Placement Policy</u>.
- Community Development – see Promotion and Prevention Policy

2.　　　Definitions

<u>Professional Development</u> refers to growth in skills and expertise in order to perform a job a person is doing, or aspires to do.
- Further developing the worker's professional identity and practice skills and knowledge.

<u>Personal Development</u> refers to growth in awareness, understanding, and identity in order to enhance quality of life.

<u>Performance Management</u> of employees refers to the processes used to manage people when they are underperforming.

<u>Poor performance</u> relates to a worker's inability to either meet communicated standards expected and outlined in the Position Description, or the manner in which they conduct themselves in the workplace. Both of these may require training, education, supervision and ongoing monitoring.

<u>Misconduct,</u> includes serious breaches of policy, including (but not limited to): proven theft, physical assault, gross negligence, serious breach of policies and/or procedures, wilful or malicious damage, serious breach of safety procedures, illegal

or fraudulent acts while representing the organisation, inappropriate relationships with clients and/or abandonment of employment.

3. Principles

Personal Development
[insert organisation name] is committed to furthering personal development , the goals and aspirations of consumers who access the service by providing regular and planned personal development enhancement programs / processes.

Professional Development
[insert organisation name] administration and personnel systems operate efficiently to support the work of staff and volunteers.

[insert organisation name] is committed to the professional development of its volunteers, employees and board members through regular and planned performance development processes.

[insert organisation name] volunteers, employees and board members are supported to undertake professional development activities, based on the resources available and relevance to the work undertaken.

Transparent and prompt disciplinary process will be used to ensure the fair treatment of employees, volunteers and board members whose work performance has been assessed as poor or where misconduct has occurred.

4. Outcomes

Personal Development
Consumers of **[insert organisation name]** are engaged in personal development through regular and planned personal development processes.

Professional Development
All **[insert organisation name]** employees are engaged in a professional development process that works to the identified skill and knowledge development needs of the individual.

Professional development processes include the employee, their supervisor (and the CEO/Manager if relevant) and external providers.

Professional development processes are not substitute complaint or disciplinary processes.

Community Development

[insert organisation name] uses its professional and personal development resources to provide opportunities for community development.

5. Functions and delegations

Position	Delegation/Task
Board of Directors	Endorse Professional & Personal Development Policy and related procedures. Endorse CEO/Manager's recommendation for employee termination of employment based on serious misconduct.
Management	Compliance with the Professional & Personal Development Policy and Procedures. CEO/Manager All human resources responsibilities for **[relevant positions].** Recommendation for employee termination based on serious misconduct. **[relevant position]** All human resources responsibilities for staff as delegated by CEO/ Manager.
Staff	Compliance with Professional & Personal Development Policy and Procedures.

6. Risk Management

[insert organisation name] will ensure mechanisms are in place so as to demonstrate that decisions and actions relating to professional & personal development are transparent and fair.

All staff with employee development and performance functions are provided with ongoing support and professional development to assist the organisation to implement effective human resource management.

7.   Policy Implementation

This policy is developed in consultation with employees and approved by the Board of Directors. All employees are responsible for understanding and adhering to this policy.

Specific monitoring activities to be undertaken, such as:
1. Annual personnel file audit to identify professional development processes are undertaken for all staff
2. Bi-annual review of disciplinary processes undertaken.

8.   Policy Detail

[insert organisation name] develops and manages a competent, optimistic workforce which provides high quality consumer supports..

Orientation, support and development needs of staff and volunteers are systematically identified and met in a way that supports the organisation's goals, through, and in response to, activities and processes such as:
- Induction and orientation checklists
- Performance assessment and review
- Regular supervision sessions
- Consumer and carer interviews
- Service evaluations
- Quality improvement
- Feedback and complaints
- Critical incidents
- Responding to new legislation and policy changes

8.1   Personal Development

Training and support are provided for consumers employed as consumer advocates / or who have a support role within **[insert organisation name]** .

[insert organisation name] provides training and support for consumers, carers and staff, in order to maximise consumer and carer representation and participation in the operation and development of the organisation.

Consumers have adequate training and information so that they may access procedures relating to the prevention of sexual, physical and emotional abuse.

[insert organisation name] utilises external agencies to provide training and information to staff and service users about self-protective strategies/ behaviours.

8.2 Professional Development

8.2.1 Performance Management

3- Month Probationary Period
All permanent or contract based staff are under a three (3) month probationary period at commencement of employment. On or close to the probationary period, a review of the position and the employees' performance is conducted. Elements to review in the probationary period include:
- Ability to perform duties as outlined in the position description
- Performance measured against indicators in position description
- Attendance and punctuality
- Participation in team and organisation professional activities.

If employment is not to continue, the employment contract will be cancelled and the employee informed in person and in writing as to why employment is not to continue. If employment is to continue, a professional development plan is made for the next 12 months.

8.2.2 Self-Evaluation

Staff members are provided with the opportunity to self-evaluate:
- Recovery orientation:
    o Their belief in recovery for consumers
    o Identifying strengths and areas in need of improvement and development
- How well learnt and useful skills are shared with team leaders
- Quality and relevance of all information provided to consumers, carers and families
- How information is communicated with:
    i. Other staff
    ii. External organisations
- Their knowledge of:
    o the history and concepts of recovery
    o different cultural interpretations of mental illness/recovery
    o local networks and supports that may be useful for consumers to connect with.
    o appropriate referral points
    o gaps in information, and areas for improvement

- resources in the community that might be useful for consumers
- Their relationship with consumers:
  - Identifying strengths and areas for improvement
  - Identifying what does and does not work in relationship development
  - Sharing learnt and useful skills with team leaders and supervisors
- How consumer self-direction is maximised in relationships with consumers:
  - Identifying strengths and areas in need of improvement
  - Identifying practice that enhances consumers' self-directed focus
  - Sharing learnt and useful skills with the team
- How well staff challenge stigma and discrimination in a public setting
- How staff create opportunities for consumer participation at community and service levels

8.2.3 Professional Review and Planning

All permanent or contract based staff participate in professional development activities as planned in the Employee Performance and Development Review.

Professional development review and planning is conducted in **[insert time frame, eg 12 month cycles]** by the immediate supervisor as outlined in the Employee Performance and Development Review Procedure and includes: **[insert sessions, eg a session for performance review and professional development planning and up to one (1) or two (2) review sessions].**

The Employee Performance and Development Review is completed and signed by the employee and the supervisor, with the original filed in the personnel file and a copy provided to the employee.

All staff are evaluated on their performance around:
    a. Relationship building, both with consumers and co-workers
    b. Communication including listening skills, conversational skills, interpersonal skills and de-escalation skills

Carers are provided with the opportunity to evaluate the degree to which staff champion the consumer's centrality in directing their own recovery journey.

The ROSSAT Tool for Workers (T4W) is to be completed by all staff in the organisation on an ongoing basis.

8.2.4 Improving Performance

A continuing employment and performance development system ensures the competence of staff and volunteers.

A system exists to remedy situations where staff have acted inappropriately, or provided poor or unacceptable services.

Staff members are challenged when they openly display a lack of hope for particular consumers.

Staff respect and adhere to human rights applicable to service provision; and discriminatory behaviour and language is not tolerated.

Following identification of poor performance, the line manager **[or insert position]** is to follow the <u>Staff Performance and Conduct Procedure</u>.

Unexplained or unsatisfactorily explained poor performance will lead to a written warning being issued, where the nature of the poor performance and the required changes are documented and provided to the employee.

Consistent and repeated poor performance may lead to termination of employment.

8.2.5 Managing Serious Misconduct

Serious misconduct by employees may lead to immediate dismissal.

Following identification of serious misconduct, the line manager **[or insert position]** is to follow the <u>Staff Performance and Conduct Procedure</u>

Employees dismissed due to serious misconduct will not receive a written reference on performance and service details. Employees dismissed due to serious misconduct may request a written statement of service containing the length and nature of the employment. Refer to <u>Certificate of Service Template</u> for guidance.

8.2.6 Professional Development Activities

Staff are appropriately trained, developed and supported to safely perform the duties required of them.

Employees and volunteers will only carry out tasks for which they are appropriately qualified, and for which they have demonstrated expertise unless they are shadowing another employee in order to learn the skills necessary

The learning and development system ensures the staff and volunteers receive on-the-job development of skills and growth of competence.

Staff and volunteers are trained to access information and resources to provide services appropriate to the diverse needs of consumers of **[insert organisation name]**.

Professional development activities that **[insert organisation name]** may support include for example:
- Presentations from people with lived experience of mental illness/recovery including consumers and carers
- Subscription to journals and other professional literature
- Membership of professional organisations
- In-house training, briefings and presentations
- Attendance and opportunities to present at professional forums, seminars, workshops and conferences
- Attendance at specific training courses or further studies
- Visits to other organisations
- Study leave
- Acting in alternate or higher duties
- Undertaking specific projects or activities outside usual role
- Mentoring, supervision, coaching.

Induction

The organisation provides induction training for new staff on:
- Recovery
    - History of recovery
    - Recovery based practice
    - Consumer self-directed recovery
    - Worker attributes that underpin belief in recovery
    - Relationship building that supports recovery
    - Information pertaining to their role in supporting recovery
    - Importance of seeing a person's whole life situation in order to provide relevant information
    - Existing and new social connections in the community that may be useful for consumers to access as part of their recovery
- The value of the lived experience
- Cultural interpretations of mental illness/recovery
- Communication techniques
- Referral points
- Confidentiality

- Obtaining consumer consent to share their information with other organisations and with family members/carers
- Consumer participation and how this is achieved in the context of the organisation at both the individual and organisational level
- Human rights relating to consumer participation and social inclusion

Education

Education for employees and volunteers may be provided in the following areas *[add / change as applicable]*
- Recovery
  - Recovery oriented support
  - Consumer self-directed recovery
  - Existing and new social connections in the community that may be useful for consumers to access as part of their recovery
  - How to facilitate the delivery of consumer self-directed services, including how to maximise consumer choice and control in their recovery
  - Information on the different stages of recovery and how this may affect the levels of support provided by workers
  - Attitudinal attributes that are central to developing recovery-focused relationships including hope and optimism
  - Identifying relationships that are unhealthy or are hindering a consumer's recovery journey
  - How to use the ROSSAT Tool for Workers (T4W)
  - Innovative recovery based practice
- Human rights
- Information about existing and new referral points
- How to create and maintain professional boundaries with consumers
- How to relate one's own life experiences to strengthen a relationship
- Using time effectively for relationship building
- Communication skills, including listening and negotiation skills
- Dealing with conflict, violence, and/or hopelessness
- How to prevent, minimise and safely respond to aggressive and other challenging behaviours.
- Working with consumers who do not wish to be involved in decisions around their treatment and care
- The complaints process, including how to deal with complaints
- Consumer participation and how this is achieved in the context of the organisation at both the individual and organisational level
- Consumer and carer involvement in representation, participation, formal advocacy and / or support roles within **[insert organisation name]**
- Human rights relating to consumer participation and social inclusion

- Rights and responsibilities in relation to mental health law
- How to access information and resources to provide services that appropriately meet the diverse needs of consumers.
- Stigma and discrimination and its pervasive impact on people with lived experience of mental illness/recovery.
- Working with carers.
- [if relevant] Using Assessment Tools to assess mental health problems
- Occupational health and safety
- Risk management
- First aid
- Mental health first aid
- Mental health promotion and prevention
- Protocols relating to privacy
- Relevant legislation changes regarding privacy
- New and existing relevant services
-
- *[add relevant activity]*
- *[add relevant activity]*

Staff are able to evaluate the suitability and experience of training provided.

Sharing Knowledge and Skills

Knowledge and skills shared across the organisation include:
- consumer participation and social inclusion
- belief in consumers' recovery.
- Networking and partnerships to other mental health workers including links to and between consumer workers
- legal advocacy and information organisations and resources available to consumers/ carers in the community

Team building exercises occur frequently with the opportunity for sharing new and relevant knowledge and information on social inclusion and participation.

Staff interact with people with lived experience of recovery (consumers and/or other people) on a regular basis in training sessions or get togethers.

Self-Development
Staff approach management when more information is needed on recovery and recovery oriented service provision.

Staff are responsible for taking the initiative to enhance their own knowledge on:

- Recovery and recovery-orientated practice
- Awareness of mental illness and symptoms
- Medications and side effects
- Impact of mental health on physical health
- Developments and innovation in the mental health sector (such as theories, systems, consumer and carer supports, partnering)
- Complementary therapies
- Referral points in the area to suit a variety of healthcare, support and lifestyle needs
- Legal advocacy and information organisations available to consumers/ carers in the community
- Networking and partnerships to other mental health workers including links to and between consumer workers
- Ways to challenge stigma and discrimination in the public setting

8.3   Community Development

[insert organisation name] uses its professional and personal development resources to provide community development opportunities in the above areas. See Promotion and Prevention Policy for more information.

9.   References

9.1   Internal

Certificate of Service Template
Code of Conduct
Feedback & Complaints Policy Human Resources Policy
Grievance and Dispute Settling Policy
Performance and Development Review Form
Staff Performance and Conduct Procedure
Promotion & Prevention Policy
Service Entry Policy
Supervision Policy
Student Placement Policy
Volunteer Policy

9.2   External

Legislation

Disability Discrimination Act 1992 (Commonwealth)
Human Rights and Equal Opportunity Commission Act 1996 (Commonwealth)
Industrial Relations Act 1996 (NSW)
Occupational Health and Safety Act 2000 (NSW)
Racial Discrimination Act 1975 (Commonwealth)

Resources

Workcover NSW, 2004*, The Community Services Safety Pack: A Guide to Occupational Health & Safety.* Workcover NSW, Gosford.

Workcover Authority of NSW website
www.workcover.nsw.gov.au

This policy is adapted from the NADA Staff Performance and Development Policy.
http://www.nada.org.au/index.php?option=com_content&task=view&id=236&Itemid=44

9.3 Quality and Accreditation Standards

EQuIP4

Provided by the Australian Council on Healthcare Standards (ACHS)

Standard 2.2: Human resources management supports quality health care, a competent workforce and a satisfying working environment for staff.

Criterion 2.2.3: The continuing employment and performance development system ensures the competence of staff and volunteers.

Criterion 2.2.4: The learning and development system ensure the skill and competence of staff and volunteers.

EQuIP5

Provided by the Australian Council on Healthcare Standards (ACHS)

Standard 2.2: Human resources management supports quality health care, a competent workforce and a satisfying working environment for staff.

Criterion 2.2.3: The continuing employment and performance development system ensures the competence of staff and volunteers.

Criterion 2.2.4: The learning and development system ensure the skill and competence of staff and volunteers.

Health and Community Service Standards (6th edition)

Provided by the Quality Improvement Council (QIC)

Standard 1.3: Human resources are managed to create an effective and competent service.

Evidence Questions: What is the evidence that:

c) administration and personnel systems operate efficiently to support the work of staff and the organisation's effective functioning?

d) orientation, support and development needs of staff are systematically identified and met in a way that supports the organisation's goals.

e) a system exists to remedy situations where staff have acted inappropriately, or provided poor or unacceptable services?

9.4   National Mental Health Standards

Criterion 2.10: Staff are regularly trained to, wherever possible, prevent, minimise and safely respond to aggressive and other difficult behaviours.

Criterion 3.3: The organisation provides training and support for consumers, carers and staff, which maximize consumer and carer(s) representation and participation in the organisation.

Criterion 3.5: The organisation provides ongoing training and support to consumers and carers who are involved in formal advocacy and / or support roles within the organisation.

Criterion 4.5: Staff are trained to access information and resources to provide services that are appropriate to the diverse needs of its consumers.

Criterion 5.6: The organisation ensures that their workforce is adequately trained in the principles of mental health promotion and prevention and their applicability to the specialised mental health service context with appropriate support provided to implement mental health promotion and prevention activities.

Criterion 6.18: Training and support is provided for consumers involved in a formal advocacy and / or support role within the MHS.

Criterion 7.16: The organisation provides training to staff to develop skills and competencies for working with carers.

Criterion 8.7: Staff are appropriately trained, developed and supported to safely perform the duties required of them.

Criterion 10.4.2: Assessments are conducted during the consumer's first contact with the organisation by appropriately qualified staff experienced and trained in assessing mental health problems, and where possible in a consumer's preferred setting with consideration of safety for all involved.

9.5 Recovery Oriented Service Self-Assessment Tool (ROSSAT)

Evidence items are:

Item 1.1: Management and other workers of the organisation identify the following:
- Emerging best practice regarding recovery orientation
- Potential tools and training
- Potential new technologies to assist in provision of recovery oriented services
- Evaluation tools and frameworks

Item 1.2d: Policies and procedures are in place that addresses consumer participation:
- How peoples' lived experience will be used to enhance the organisation's knowledge and decision making
- Induction and training of workers
- Representation on the board / governing body

Item 1.6: The organisation acknowledges workers for good work and achievements in recovery oriented practice.

Item 2.3: Supervision, both formal and informal, is available and used to discuss:
- Relationship development and maintenance
- Respectful recovery oriented practice
- Providing holistic support that is responsive to diversity
- Supporting self-directed care by providing information and choice, fostering engagement and maximising personal responsibility
- Incorporating and maintaining a belief in recovery in service provision

- Obtaining relevant and up to date information, share information in appropriate formats, and educate people on how to access information
- Enhancing a person's participation and social inclusion.

Item 2.4: Workers activities occur frequently, with the opportunity for sharing knowledge and workshopping concepts relating to:
- Relationship development and maintenance
- Respectful practice
- Supporting self-directed care
- Belief in recovery
- Obtaining and sharing knowledge and information
- Participation and social inclusion.

Item 2.8: Management provide information to workers about other services available in the community relevant to the organisation and consumers.

Item 3.5: Workers are aware of and responsive to diversity (e.g. gender, age, culture, ethnicity, language, sexual preference and religious beliefs / spirituality).

Item 3.12: Workers are trauma informed, and incorporate these principles in service planning and delivery.

Item 3.16: Workers support the person to reflect on times when they have been unwell, and what steps have helped in their experience each time.

Item 3.17: Workers support the person, their family and carers to make informed decisions by:
- Sharing information on services, therapies and supports
- Supporting them to find information from other sources.

Item 3.18: Workers provide an environment where people feel safe to express emotion, thoughts and feelings.

Item 3.19: Workers support and encourage positive risk taking.

Item 3.22: Workers are aware of a person's physical health and are able to provide referrals to appropriate health care professionals.

Item 3.23: Workers consider the whole context of a person, and support the person to develop and enhance links in their community (e.g. social networks, peer support groups, education/training, employment, community and rehabilitation services, physical activities, a person's hobbies).

Item 4.1: Consumers and carers (including peer workers) are actively and routinely involved and supported in the planning, delivery and evaluation of workers training.

Item 4.2: The organisation provides induction training on personal and cultural interpretations of mental illness and recovery, specifically including Aboriginal and Torres Strait Islander understandings, the rights and responsibilities of consumers and carers, consumer participation and social inclusion, stigma and discrimination, and their pervasive impact on the exclusion of people who live with mental illness.

Item 4.3a: The organisation provides the opportunity for ongoing training including understanding recovery:
- That each person will be able to embark on their recovery when they are ready
- That relapse is common and normal in recovery and is seen as an opportunity for developing resilience
- How to support recovery through positive risk-taking
- How to sustain hope for a person's recovery
- The importance of people's lived experience in informing service delivery and informing training.

Item 4.3b: The organisation provides the opportunity for ongoing training including relationships:
- How to explore and identify appropriate boundaries
- Prioritising time for and undertaking relationship building
- Identifying relationships that are supportive of recovery, and those that may hinder a person's recovery
- Trauma informed care and practice
- Communication skills, including listening and negotiation
- Dealing with conflict, violence, hopelessness and/or challenging behaviour
- Working with people who are reluctant to be involved in decisions around their treatment and care
- The importance of attitudes such as hope and optimism
- How to explore and relate one's own life experiences to strengthen.
- The complaints process.

Item 4.3c: The organisation provides the opportunity for ongoing training in respectful practice:
- Understanding and responding to diversity
- Culturally responsive practices acknowledging different understandings and sensitivities relating to mental health, including Aboriginal and Torres Strait Islander meanings
- Knowing and promoting human rights
- Appropriate behaviours and attitudes that support recovery
- Processes for workers to address stigmatising and discriminatory language they have observed.

Item 4.3d: The organisation provides the opportunity for ongoing training on consumer self-directed care:
- How to facilitate the delivery of consumer self-directed services, including how to maximise consumer choice and control in their recovery

- Information on the individual, non-linear nature of recovery and how this affects the level of support provided by workers.

Item 4.3e: The organisation provides the opportunity for ongoing training on the obtaining and sharing of knowledge and information including:
- Protocols relating to privacy and confidentiality
- Relevant legislation changes
- Innovative recovery based practice
- New and existing relevant services
- Sharing accessible information and resources relevant to consumers, their families and carers.

Item 4.3f: The organisation provides the opportunity for ongoing training on social inclusion and participation:
- The concepts of consumer and carer participation and social inclusion, and how this is achieved at both the individual and organisational level
- Existing and new social connections in the community that may be useful for consumers to access
- Human rights relating to consumer participation and social inclusion
- The debilitating impacts of stigma and discrimination towards consumers, particularly in the language used by service workers.

Item 4.4:   In addition to training available for all workers, the specific training and development needs of the peer workforce are identified and addressed.

Item 5.1:   Workers are regularly provided with the opportunity to reflect on /self-evaluate the recovery orientation of their practice. This includes:
- Identifying strengths and areas for improvement
- Identifying what does and does not work
- Sharing learnt and useful skills with the team, team leaders and supervisors.

Item 5.2:   All workers are evaluated on their recovery oriented practice.

Item 5.5:   The ROSSAT *Tool for Workers* is completed by all workers in the organisation, on an ongoing basis.

9.6 NSW Disability Services Standards (DSS)

10.5: The service provider utilises external agencies to provide training and information to staff and service users about self protective behaviours.

10.6: Service users have adequate training and information so that they may access procedures relating to the prevention of sexual, physical and emotional abuse.