

# NEAMI PRACTICE DEVELOPMENT SESSION GUIDELINES

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Neami has further developed its policy and procedure on the Practice Development of staff, aligning our approach with the principles that underpin the Collaborative Recovery Model. Practice Development Sessions incorporate the notion of the working alliance, coaching as the guiding style of interaction and the LifeJets as development planning tools.

The principles upon which Neami bases practice development and its essential elements have been clarified in these guidelines. This includes explaining how the components of Practice Development Sessions are carried out and how both managers and staff are accountable for the sessions. These improvements will increase consistency across Neami particularly in the provision of learning environments through mentoring or coaching, reflective and exploratory dialogue and feedback to staff about how they are performing in their position.

Practice Development Sessions are comprised of 3 components, Supervision (which includes informal mentoring and informal coaching), Formal Mentoring and Formal Coaching. All staff are entitled to at least 1 hour of Practice Development from their line manager each fortnight and are able to collaboratively negotiate how they would like to engage in the 3 components throughout the course of the working alliance. **Formal Coaching or Mentoring is expected to take up at least 50% of PDS time in a 6 month period.**

The purpose of Practice Development Sessions is to provide a dedicated, interactive and collaborative learning environment, offering all staff the opportunity to explore, challenge and evolve their values, strengths, assumptions, skills, knowledge and theories of practice. The following guidelines and templates will assist staff to choose the most appropriate learning process for their needs

Neami expects that all Practice Development Sessions are documented by the line manager providing the session on the PDS forms. To support consistency in recording the content and focus of the PDS, the following templates and guidelines have been provided.

## SUPERVISION

The focus of the supervision dialogue can be identified by either the staff member or Manager/SPL at the beginning of each session and can cover any aspect of their role at Neami; i.e. knowledge and skill set application, administrative duties, relationships with consumers, colleagues and partners, time management, file audits, personal issues impacting work (e.g. death or serious illness in the family), transfer of training into practice, ISP implementation, report writing, performance appraisal, management and development.

The purpose of a Supervision conversation is for the Manger/SPL to provide feedback to the staff member regarding all aspects of their work at Neami and can include communication strategies such as critical reflection, informal mentoring (the use of work experience example to create new understanding), informal coaching (a coaching style of communication without the use of the GROW model), performance evaluation and management processes, work planning, and logistical and contingency planning.

Both parties are able to provide feedback to each other regarding the Supervision process.

Supervision has 4 foci and 7 elements

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### 4 FOCI

**1. Evaluative** - Assesses the staff members' skills, clarifies performance standards, manages quality assurance, negotiates objectives for learning and utilizes appropriate actions for unsatisfactory job performance and skill development.

Coaching and mentoring agreements can be entered into to address the identified learning objectives.

**2. Developmental** - "The educational and training functions of supervision include developing knowledge and skills, identifying learning issues and problems, determining strengths and weaknesses, promoting self-awareness and professional and personal growth and transmitting knowledge for practical use" (Caraniche 2011)

"Supervision is an enquiry into practice. It is a compassionate appreciative inquiry.....In supervision we re-write the stories of our own practice.....supervision interrupts practice. It wakes us up to what we are doing. When we are alive to what we are doing we wake up to what is, instead of falling asleep in the comfort stories of our clinical routines" (Ryan 2004).

Coaching or mentoring agreements can be entered into to support the practice development of identified areas.

**3. Administrative** - Addresses the "functions of management, i.e. planning, organising, motivating and controlling professional activities for the benefit of clients, the agency, and the agency employees" (Caraniche 2011)

**4. Supportive** - "The supportive functions of supervision include handholding, cheerleading, coaching, morale building, burnout prevention and encouragement of personal growth. " (Caraniche 2011)

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## 7 ELEMENTS

1. Provision of a learning environment.
2. Clarification of the role, authority and function of the position
3. Monitoring staff accountability
4. Development and review of clear plans for work and identification of staff member's strengths and weaknesses
5. Build and maintain staff member's skills in reflective practice
6. Regular, supportive and developmental performance appraisals of staff through informal and formal means
7. Development of a team approach to service delivery and administrative tasks

## MENTORING

A Formal Mentoring session is acknowledged at the beginning of the conversation and retains its boundaries throughout the session, differing in content, purpose and process to a Supervision or Formal Coaching conversation.

A Formal Mentoring Agreement can be entered into when a subject area is identified as requiring dedicated time and energy to support learning and where the staff member would benefit from another's knowledge and experience. For example, when a staff member identifies they would like to progress to a management position, or learn a particular skill set, like tender or report writing or Motivational Interviewing. Goals for the Formal Mentoring Agreement are collaboratively clarified, opportunities for learning are identified and a timeframe dedicated to the achievement of those goals is set.

Focus of a Formal Mentoring Dialogue is limited to the identified subject area and comprises both mentor and mentee sharing their experiences, observations, reflections and challenges of the subject matter. The mentor offers feedback that pertains only to the specified subject area of the Mentoring agreement and both parties provide feedback regarding the mentoring process itself.

“Mentoring is a developmental partnership through which one person shares knowledge, skills, information and perspectives to foster the personal and professional growth of someone else. We all have a need for insight that is outside of our normal life and educational experience. The power of mentoring is that it creates a one of a kind opportunity for collaboration, goal achievement and problem – solving.”

USC CMCIS Alumni Society Mentor Program.

The Mentoring Agreement and CRM Lifejets can be used to guide the mentoring process and further explore workplace strengths and values and set professional development goals.

## COACHING

A Formal Coaching session is acknowledged at the beginning of the conversation and retains its boundaries throughout the session, differing in content, purpose and process to a Supervision or Formal Mentoring conversation.

A Formal Coaching Agreement can be entered into when a subject area is identified as requiring dedicated time and energy to support learning and where the staff member would benefit from a dialogue of enquiry that encourages them to explore their own knowledge and experiences and reach new understandings, enabling tacit knowledge to become explicit.

The focus of the dialogue in a Formal Coaching Session is limited to the identified subject area and the coach utilises the GROW Coaching Model and enquiring questioning technique to structure the sessions. Both parties collaboratively clarify and set goals for the Formal Coaching Agreement and each individual session, and allocate a specified timeframe for the agreement to be completed within.

Both parties provide feedback to each other regarding the coaching process itself.

Coaching involves a purposeful dialogue between a coach and a coachee that aims to facilitate the coachee through a process of self enquiry, exploration and learning. This is achieved by supporting the coachee to establish what is important to them by clarifying their values and together co-creating value based goals and the plans to achieve those goals. The coach provides the structure within which learning takes place while the coachee provides the content of the learning. Rather than share their own knowledge and experience like a mentor, a coach shares their faith that the coachee already holds the answers and understanding within and focuses on drawing it out.

The GROW model of coaching, CRM LifeJets and Motivational Interviewing techniques can be used to guide the coaching process and further explore workplace strengths and values and set professional development goals.

**SUPERVISION ELEMENT NO. 1 PROVISION OF A LEARNING ENVIRONMENT**

<b>HOW</b>		<b>ACCOUNTABILITY</b>	
<b>ESTABLISH</b>	<ul style="list-style-type: none"> <li>• Discuss purpose and requirements of supervision</li> <li>• Discuss and define expectations</li> <li>• Explore previous supervision experiences</li> <li>• Determine the suitability of the location for supervision</li> <li>• Both parties commit to challenge each other</li> </ul>	<i>Review and Feedback are used for this element</i>	<ul style="list-style-type: none"> <li>• Check in at the end of each session and plan the next session</li> <li>• Both parties check for own self learning</li> <li>• Plans, skills and/or actions may be documented</li> <li>• Review supervision contract if applicable</li> </ul>
<b>DEVELOP THE SUPERVISION RELATIONSHIP</b>	<ul style="list-style-type: none"> <li>• Establish the trusting intentions of both parties</li> <li>• Actively listen, share skills and experiences</li> </ul>		<ul style="list-style-type: none"> <li>• Gather feedback from staff members informally and formally</li> <li>• Observe learning in action in the workplace</li> <li>• Note presence or absence of avoidance of issues</li> <li>• Check engagement and strength of supervision relationship</li> </ul>
<b>DEVELOP THE LEARNING ENVIRONMENT</b>	<ul style="list-style-type: none"> <li>• Explore and identify individual learning styles</li> <li>• Use mentoring agreement, Grow coaching template and/or CRM LifeJets to establish learning objectives.</li> <li>• Capitalise on current skills and motivate learning</li> <li>• Ensure a reflective overlay</li> <li>• Model through Manager learning</li> </ul>		

**SUPERVISION ELEMENT NO.2 CLARIFICATION OF THE ROLE, FUNCTION AND AUTHORITY OF THE POSITION**

<b>HOW</b>		<b>ACCOUNTABILITY</b>	
<p><b>EXPLORE ROLE, FUNCTION AND AUTHORITY</b></p>	<ul style="list-style-type: none"> <li>• Explore and discuss role, boundaries, expectations, levels of authority and agency policies</li> <li>• Explore and delineate different levels of authority and function within the role and across the service</li> <li>• Explore previous relationships with Management and the experience of power and authority</li> <li>• Explore the application of authority to the workplace</li> </ul>	<p><i>Review and Feedback are used for this element</i></p>	<ul style="list-style-type: none"> <li>• Clarification can be observed in the staff member's work practice, interactions with other staff, consumers and other services, participation in team and staff meetings, willingness to undertake different projects, groups etc</li> </ul>
<p><b>PRACTICE DISCUSSION</b></p>	<ul style="list-style-type: none"> <li>• Consider and discuss the staff member's role in their team and the workplace</li> <li>• Discuss their work with consumers as a tool for further defining their role, function and authority e.g. when undertaking short term work, assisting consumers to leave the service, addressing issues of compliance or emergency referral</li> <li>• Explore the way in which the staff member undertakes projects, interacts with other services and views their role at Neami and in the sector</li> </ul>		<ul style="list-style-type: none"> <li>• Feedback on the staff member's practice can be gathered very informally from other staff and consumers</li> <li>• The staff member's view of their role can be clarified by the data they bring to supervision</li> <li>• Clarification can be determined by appraisal</li> </ul>

**SUPERVISION ELEMENT NO. 3 MONITORING STAFF ACCOUNTABILITY**

HOW		ACCOUNTABILITY	
<p><b>DISCUSS WORK PROGRESS</b></p>	<ul style="list-style-type: none"> <li>• Read case notes regularly</li> <li>• Discuss consumers by conducting an in depth review of one or two consumers</li> <li>• Monitor progress of case load and other projects or work requirements</li> <li>• Check if there is are plans for work and if they are followed</li> <li>• Check the completion of SPAM, CAN and Basis</li> <li>• Monitor and discuss other areas as necessary eg use of the in/out board, handovers, case review.</li> </ul>	<p><i>Review, observation and documentation are used for this element</i></p>	<ul style="list-style-type: none"> <li>• Review how well the staff member can describe a consumer's situation, project plan or meeting outcome</li> <li>• Observe accountability in the workplace</li> <li>• Look for an increase in the accountability of the team</li> <li>• Review case notes for relevance, accuracy and respect for dignity</li> </ul>

**SUPERVISION ELEMENT NO. 4 DEVELOPMENT AND REVIEW OF CLEAR PLANS FOR WORK AND IDENTIFICATION OF STAFF MEMBER'S STENGTHS AND WEAKNESSES**

HOW		ACCOUNTABILITY	
<p><b>DEVELOP PLANS FOR WORK</b></p>	<ul style="list-style-type: none"> <li>• Discuss and develop plan</li> <li>• Note roles and functions within the plan</li> <li>• Set timelines</li> <li>• Agree on plan and set a review date.</li> <li>• Explore reasons for poor planning or how to utilise good planning skills further</li> </ul>	<p><i>Documentation, observation and training are used for this element</i></p>	<ul style="list-style-type: none"> <li>• Develop a plan with the staff member to address work planning or to address gaps in skills</li> <li>• Look for altered practice in workplace</li> <li>• Note more efficient and effective planning and/or practice</li> </ul>
<p><b>IDENTIFY STRENGTHS AND WEAKNESS</b></p>	<ul style="list-style-type: none"> <li>• Explore work practice, identifying gaps and strengths</li> <li>• Discuss and review a particular intervention or project</li> <li>• Provide feedback (observed and reported)</li> <li>• Discuss ways of addressing gaps or capitalising on strengths</li> </ul>		<ul style="list-style-type: none"> <li>• Provide access to training and other external assistance if required</li> <li>• Review impact of training or external assistance</li> </ul>

**SUPERVISION ELEMENT NO. 5 BUILD AND MAINTAIN STAFF MEMBERS' SKILLS IN REFLECTIVE PRACTICE**

<b>HOW</b>		<b>ACCOUNTABILITY</b>	
<b>REFLECTIVE DISCUSSION</b>	<ul style="list-style-type: none"> <li>• Explore and reflect on current values, assumptions and theories of practice</li> <li>• Question assumptions (including own)</li> <li>• Explore other ways of thinking and working</li> </ul>	<i>Observation is used for this element</i>	<ul style="list-style-type: none"> <li>• Note practice in team or staff meetings</li> <li>• Assess the level of engagement in supervision and in the team</li> <li>• Note increased team support and trust</li> </ul>
<b>BUILD SKILLS</b>	<ul style="list-style-type: none"> <li>• Identify reflective content during discussion</li> <li>• Model reflective style of questioning</li> <li>• Use a reflective conversation about a consumer to demonstrate</li> <li>• Utilise reflective writing tasks</li> </ul>		<ul style="list-style-type: none"> <li>• Observe changes to work practice</li> </ul>

**SUPERVISION ELEMENT NO. 6 REGULAR, SUPPORTIVE AND DEVELOPMENTAL PERFORMANCE APPRAISALS OF STAFF**

<b>HOW</b>		<b>ACCOUNTABILITY</b>	
<b>FORMAL APPRAISAL</b>	<ul style="list-style-type: none"> <li>• Conduct formal appraisal as per set process</li> </ul>	<i>Documentation and observation are used for this element</i>	<ul style="list-style-type: none"> <li>• Formal appraisal completed on time</li> </ul>
<b>INFORMAL APPRAISAL</b>	<ul style="list-style-type: none"> <li>• Build relationships with staff and consumers so they feel able to approach Managers with feedback</li> <li>• Ensure all areas of supervision eg planning for work, accountability are discussed</li> <li>• Discuss and address performance issues as they arise</li> </ul>		<ul style="list-style-type: none"> <li>• Observe changes in work practice</li> </ul>

**SUPERVISION ELEMENT NO. 7      DEVELOPMENT OF A TEAM APPROACH TO SERVICE DELIVERY AND ADMINISTRATIVE TASKS**

<b>HOW</b>		<b>ACCOUNTABILITY</b>	
<b>EXPLORE TEAM APPROACH</b>	<ul style="list-style-type: none"> <li>• Inform and discuss the meaning of team work at Neami</li> <li>• Look for team opportunities both on site and across Neami</li> <li>• Challenge staff members to have a wider perspective on their work</li> </ul>	<i>Observation is used for this element</i>	<ul style="list-style-type: none"> <li>• Assess the function of the team</li> <li>• Assess the continuity of care for consumers</li> <li>• Note any cross site involvement</li> <li>• Observe if administrative tasks are completed</li> </ul>
<b>DISCUSS STAFF MEMBER'S INVOLVEMENT</b>	<ul style="list-style-type: none"> <li>• Consider the staff member's role in the team</li> <li>• Challenge staff members to increase their participation in the team or take up opportunities</li> </ul>		<ul style="list-style-type: none"> <li>• Note team responsibility and accountability for consumers, projects etc</li> </ul>