

'STAFF' STRENGTHS ASSESSMENT

Name:

Team:

Date:

Area 1: Applying 'values' and 'principles' of strengths-based practice

Past achievement/specific capability:
Current skill & knowledge:
Future aspiration:

Area 2: Imaginative 'collaborations' with service users, and agencies

Past achievement/specific capability:
Current skill & knowledge:
Future aspiration:

Area 3: Implementing 'creative' and 'flexible' ideas in practice

Past achievement/specific capability:
Current skill & knowledge:
Future aspiration:

Area 4: Experiencing and/or managing ‘team approach/team-working’

Past achievement/specific capability:
Current skill & knowledge:
Future aspiration:

Area 5: A relevant knowledge base drawing on ‘theory’ and on ‘practice’

Past achievement/specific capability:
Current skill & knowledge:
Future aspiration:

Personal Priorities for Development
(from aspirations above)

Outline desired outcomes, timescales for achievement, and potential ‘resources’/’allocation of responsibilities’ needed for success.

1:
2:

Staff member Period of assessment

Guide to using 'STAFF STRENGTHS ASSESSMENT'

General Guidance

- The exercise is usually to be performed through the medium of a one-to-one interview, but can be something built up through personal reflection.
- The task does not have to be completed under the time pressure of a one-off interview, but may be comfortably completed in a short time in some circumstances.
- The process is not one of attempting to document long lists. It will benefit from reflection on several experiences and ideas, but needs to arrive at one preferred option in each section of each area. Do not feel pressured into having to document the first idea that arises in each section. The process of interviewing is intended to enable deeper reflection.
- Read and understand the requirements of all 5 areas and the final priorities, before launching into the first area of discussion.
- Reflect on and discuss the 5 areas in any order you, the interviewee, wishes.
- All 'Future aspiration' sections should be completed as far as possible. However, other sections across each area may occasionally be left blank, where appropriate (note in these sections that careful consideration has been made even though nothing specifically has been currently identified).
- A 'strengths assessment' is about identifying and noting positive statements and ideas. Problems/difficulties may be discussed in interview, but only if they help to lead the discussion/reflection to clarifying a positive or strength.
- Future aspirations and priorities can be related to you personally and/or the wider 'team'. However, team actions need to include you in any identified changes or actions.
- 'Specific capability' refers to something that you feel you have a unique role in delivering (either by professional role or specific training).
- When the 5 future aspirations have been identified, the interviewee (with help from the interviewer) should review all five with the intention of identifying 2 priorities for developing detailed actions.
- Documented action on the priorities should result from careful and detailed analysis, not on noting down the first ideas to arise. Actions should be imaginative and achievable (first ideas and simple solutions can often be the best).

Specific Areas

1. 'Values' and 'principles'

- Focus on the uniqueness of the team's remit, as you know or believe it to be.
- Think about how values and principles really influence routine practice, not just their intellectual currency in academic or theoretical discussion.

2. 'Collaborations'

- Focus on imaginative ways of 'engaging' the service user in the working relationship. Include consideration of ways that may provide for real service user involvement.
- Consider the need for addressing the engagement of other parts of the 'system' (health and broader social considerations).
- Consider the imaginative potential for long-term disengagement of service users from the team into resources that are real for their needs (i.e. local community, and practical examples of social inclusion).

3. 'Creative' and 'flexible' ideas

- Focus on the service users personal needs and wishes, and how the services respond to meet these.
- Considerations should not rely on mental health resources, unless the service user has specified the wish for them.
- Consider 'how' ideas have been enabled to develop uniquely to individual circumstances, and not so widely to several people or teams.

4. 'Team approaches/team-working'

- Focus on examples or ideas of good team-working. There is no specific blueprint to restrict your consideration of what a team approach is, or should be.
- Consider what qualities you identify as representing good teams.

5. 'Knowledge base'

- Consider what people need to do their job to the fullest potential as individuals, and as teams.
- Appreciate the importance of theoretical knowledge/applied research, and equally the importance of every day practice for informing us of what works, and how.