

MAPPING & MOBILISING CONDITIONS FOR YOUTH WELLBEING & HAUORA

PROTOTYPE 1.2 DECEMBER 2017

A tool and process for supporting change, action and
learning for youth mental health and wellbeing in
Aotearoa New Zealand.



LIFEHACK

MAPPING & MOBILISING CONDITIONS FOR YOUTH WELLBEING & HAUORA

INTRODUCTION TO THE MAPPING AND MOBILISING TOOL

The Mapping and Mobilising Tool is intended to support organisations, teams and cross sector collaborators to identify and strengthen their practices and ways of working across areas that are known to promote youth wellbeing, hauora and positive youth development.

These include:

- How we design new initiatives and make decisions about how our organisations and services work;
- Our capacity for collaboration, internal and external learning processes and how responsive we are to learning and change;
- How the broader neighborhood and community environment supports, values and creates opportunities for the wellbeing, hauora and development of young people (this includes the built environment, community and government assets, services, infrastructure and the policies that shape our neighborhoods and community).

These three areas have been identified as important through our work with young people and our partners across Aotearoa. They are areas of knowledge, behaviour and action for organisations and communities that can have a significant impact on our ability to support positive wellbeing outcomes for young people/rangitahi and address protective factors and conditions for wellbeing at different levels in our organisations and communities.

Based on these three areas we have developed a rubric with three streams that supports organisations and communities (including government) to identify and reflect on their current state and capability across three streams, as well as their capacities for change and influence.

THE THREE STREAMS IN THE MAPPING & MOBILISING TOOL

1. CO-DESIGN CAPABILITY: HOW ARE YOUNG PEOPLE INVOLVED?

How well do we involve young people in a mutual learning process through the design, prototyping and delivery of evidence-informed interventions, services, initiatives, platforms?

2. SERVICE INTEGRATION AND RESPONSIVENESS: HOW DO WE LEARN AND WORK TOGETHER?

How well do services, agencies and groups work together? Do we have a culture of prototyping, learning and sharing as needs and knowledge changes? Are we coordinated across groups, sectors and efforts to make best use of our resources and strengths in response to young people's changing needs and experiences?

3. COMMUNITY ASSET BUILDING: DO OUR ENVIRONMENTS SHOW YOUNG PEOPLE ARE VALUED AND IMPORTANT?

How well do our community institutions invest in young people? Are local and central government investments in the area pro-actively supporting young people's development and hauora? Are young people recognised as having particular needs and is this reflected in the community amenities, structures, policies and processes in place? Are programmes and services underpinned by a positive youth development approach, promoting protective factors and reducing risk factors? Do we address systemic barriers and discrimination? Can and do young people access diverse resources, services or support and opportunities?

WHO IS IT FOR:

The tool can be used by any organisation with a role to play in creating the conditions for youth wellbeing. It is particularly useful for local and central government agencies, local boards, libraries, community centres, community organisations, NGO's and not-for-profits, district health boards, marae, schools and educational providers, businesses and networks.

Young people should be involved in this process as they will provide critical insight into how things actually are for young people. Young people can participate in the workshops or through the format of their choice. For example young people might interview their peers or document specific examples from the community.

The tool was designed for place-based cross sector teams with different types of influence and an interest in collaboration and participatory approaches. For example a local cluster of youth networks, schools, local government & DHB.

The tool can also be used by individual organisations and teams to assess and reflect on their current practice, identify "leading lights" and the capacities they would like to grow.

USING THE TOOL

HOW DOES THE TOOL WORK?

The tool is designed to help teams to think about what is currently happening within their organisations and wider community and the impact of this on young people at a local level.

It is intended as a generative tool to support conversation, analysis and reflection on current activities and efforts and to build collective knowledge, motivation and pathways for change within the group.

It does this through helping teams to map and better understand their current state and where they would like to progress to. It also helps teams to identify how they might achieve this. The rubric deliberately attempts to help teams break down complex issues into clear and coherent steps for change and action.

A NOTE ON RUBRICS:

In this tool a rubric is used to provide teams with specific reference points for discussing current practice and how it currently supports young people's involvement and development. It helps create an actionable framework for planning where the organisation would like to move to, what capabilities it seeks to build and what might be needed to do this. The rubric is intended as a generative and constructive tool that supports collective planning, rather than as a tool for judgments and ranking.

TOOL COMPONENTS TO DOWNLOAD

1. SUGGESTED WORKSHOP PROCESS

A simple workshop outline for a team Mapping and Mobilising workshop.

2. STREAM DEFINITIONS (A3)

These can be put on the wall and used to help introduce each of the streams.

3. RUBRIC WORKSHEET WITH PROMPTS (A3)

This shows the three streams and provides examples of what practice might look like at different stages or levels. These can be revised, contested or made more specific for different teams or settings.

4. A3 BLANK RUBRIC WORKSHEET (A3)

Teams use this blank sheet to write down examples of practice or projects. Through discussion they explore where their current practice and projects sit on the rubric and why. Teams can write examples directly on the paper or use post its.

5. PROMPT CARDS (A4)

Prompt cards contain questions to help support teams to start the discussion and explore how they currently work. They are intended to foster discussion about current and future practices. The cards intentionally raise visibility around particular issues of influence including known protective factors for youth wellbeing, hauora and development. This is an initial prompt set that can be changed, customised and added to over time. They can also be reshaped to specific contexts.

6. ACTION PLANNING (A5 OR A5)

This tool introduces the COM-B model for behaviour change. It helps teams drill down into the action planning process. Once teams have identified the priorities they are aiming for and where they want to move to, COM-B can be used to more specifically identify the kinds of actions that will help make that possible.

WHAT IS THE EVIDENCE-BASE FOR THE TOOL?

The streams and stages within the rubric have been identified through working alongside young people, practitioners and communities in Aotearoa and are connected to an existing policy and evidence-base.

The tool draws upon evidence from organisational and behavior change¹, wellbeing and positive youth development² and known protective and risk factors³. Importantly though these are left open to localised interpretations within the tool.

The tool also makes use of the COM-B behaviour change model from Michie et al (2011)⁴. This enables teams to further break down current challenges and opportunities by thinking through the conditions and potential interventions for change. COM-B is based on the three interacting factors of Capability, Opportunity and Motivation, each of which is necessary for behaviour change in individuals and organisations.

1. For example:

KASAB Killion, J., & Hirsh, S. (2008). *Assessing impact*. Thousand Oaks: Corwin Press.

2. For example:

Positive Youth Development in Aotearoa. (2011) Wayne Francis Charitable Trust Group - Youth Advisory Group 2011: Retrieved from <http://ir.canterbsury.ac.nz/handle/10092/6132>

3. For example:

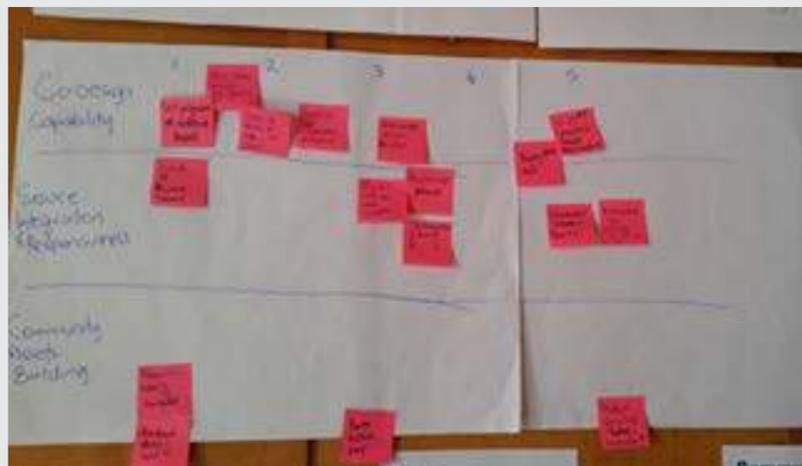
Risks to mental health: An overview of vulnerabilities and risk factors (2012) World Health Organisation Retrieved <http://www.niagaraknowledgeexchange.com/resources-publications/risks-to-mental-health-an-overview-of-vulnerabilities-and-risk-factors/>
Youth Mental Health Project, Research Review Summary, Social Policy Evaluation and Research Unit (Superu), MAY 2015 Retrieved, www.superu.govt.nz/publication/youth-mental-health-project-research-review-report

4. Michie, S. (2014). *The Behaviour Change Wheel A Guide To Designing Interventions*, Silverback Publishing

MAPPING & MOBILISING CONDITIONS FOR YOUTH WELLBEING

EXAMPLES IN USE:

FELLOWSHIP WORKSHOP 28 DIFFERENT PRACTITIONERS FROM ACROSS DIFFERENT SECTORS



The tool was prototyped during the Fellowship. The post-its capture examples from the cross sector group of what practice at different points across the stream looked like, including aspirational examples. At the end of the workshop people used dots to show where they are now (red) and where they wanted to focus their efforts for new practices (green).

WORKSHOP WITH A LARGE ORGANISATION - TEAM MEMBERS FROM ACROSS THE ORGANISATION

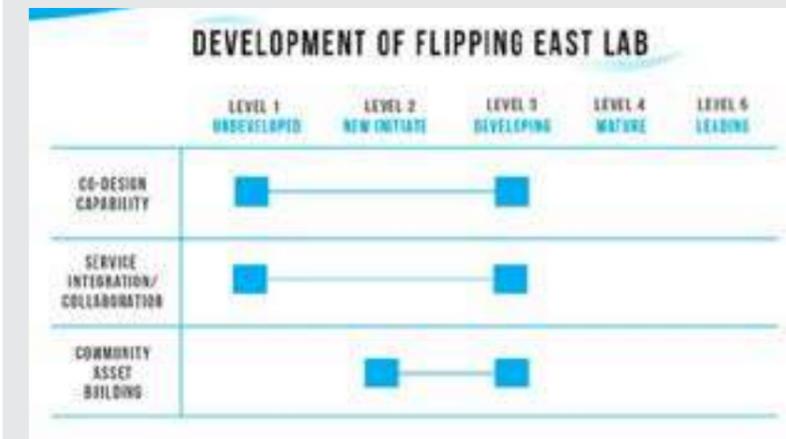


Teams from across a large educational institute used the tool to map out current practice and identify areas of focus for the future and specific actions.

Teams wrote specific examples of projects and activities on post-its that provided evidence for practice at different levels across the three steams.

In addition to creating an action plan with key focus areas, this team discovered there were “leading light” examples across the organisation that they could share and learn from.

FLIPPING EAST MID POINT EVALUATION



Flipping East, a Youth Wellbeing Lab in Tāmaki used the tool to support the team to map and evaluate the progress of the social lab as an intervention, the nature of its contribution and how it had changed over time. They used the rubric to map the whole social lab process, as well as the change created by each Lab initiative.

<https://www.flippingeast.com>

1. A SUGGESTED PROCESS: MAPPING AND MOBILISING WORKSHOP

INTRODUCING THE TOOL

- I. As a group, introduce the tool and the purpose of the day: this might include:
 - Explore where the team is at now
 - Where they would like to progress to
 - Identify actions to get there

Emphasise that this is a generative and reflective action activity. It's an opportunity to share and build learning together. It's about where are we now, where do we want to progress to from here: not about judgment.

MAPPING

Two types of mapping can be used. The first is intuitive and physical and done as a group. This can help teams familiarise themselves with the three streams. The second cycle is done in more detail and works best in smaller groups of 3-4.

MAPPING CYCLE ONE (15-30 MINUTES)

- II. Use the room to mark out the levels 1-5 (ie 1 is as one end of the room, 5 is at the other).
- III. Introduce the first stream: Co-design Capability
Ask people to stand on the continuum where they believe the organisation is at. Discussion prompts can include:
 - What does a 1 look like in our context? What does a 5 look like?
 - Where are we now? Why do people place themselves there?
 - If people are in differently places - what can we learn from that? What are the different perspectives?
 - If people are on 2 or 3 - asked them what helped them to move from one to the other (enablers)? What are some of the things that hold us from being further along the rubric?
- IV. Repeat this process for the other two streams using it to build a shared understanding of the streams and what the different ends of the continuum might look like.

MAPPING CYCLE TWO (60-120 MINUTES)

- V. In groups of 3-4 use the worksheets to explore together in more detail where the organisation/s, team and wider community currently sits, what's already working well, what might the team move towards and what might help? Discussion prompts include:
 - Where would we map our organisation and why?
 - How would we describe the different levels in our world/work?
 - Where are we currently strong? What's working well?
 - How do different parts of the organisation or how different projects illustrate different levels of the continuum?
 - Where would we like to build more capability?

Using the prompt cards: As team members draw a card they discuss the question in relation to their own project, organisation or community and use this to help place themselves on the rubric as well as identify examples and evidence. Groups may choose to select 5 prompt cards from across the set to begin with and then add more if they need them.

- VI. Once groups have mapped out examples of the current state across these three lines on the worksheet, invite teams to think about where they want to progress to from here?

Discussion prompts include:

- Given where we are now, where would we like to focus our efforts?
- What kinds of changes in practice or behaviour would we like to see? What do we want to do more of?
- What might next steps be, given our sphere of influence?

SHARING (20 MINUTES)

VII. Teams share back in the larger group the results of their maps and the areas they have identified as the focus for action. Discussion prompts include:

- What is similar/what is different across the maps?
- What are our leading lights?

For the action areas identified discuss:

- Why these ones, why are these important to us?
- What would help/hinder us to build these capabilities?
- What might be some pathways for developing these?
- What do we know about blockers and enablers for helping teams/people build capability like this?

ACTION PLANNING (30 MINUTES)

VIII. Introduce the COM-B model as a diagnostic tool for understanding what might be holding teams back and what kinds of interventions might be needed to support teams to shift to new or different ways of working.

VIII. Back in smaller groups invite the teams to use the Action Planning tool to plan specific next steps

WRAPPING UP (30 MINUTES)

Together teams can agree on specific actions and responsibilities. It is suggested that a review process is agreed, for example timelines around when and how the team will track and check back in against progress.

2. STREAM DEFINITIONS

These can be put on the wall and used to help introduce each of the streams.

CO-DESIGN

CAPABILITY

HOW ARE YOUNG PEOPLE INVOLVED?

How well do we involve young people and work with them in a mutual learning process through the design, prototyping and delivery of evidence-informed interventions, services, initiatives, platforms.

SERVICE INTEGRATION & RESPONSIVENESS

How do we learn and work together?

How well do services, agencies and groups work together? Do we have a culture of prototyping, learning and sharing as needs and knowledge changes? Are we coordinated across groups and sectors to make best use of our resources and strengths in response to young people's changing needs and experiences?

COMMUNITY ASSET BUILDING

Do our environments show young people are valued and important?

How well do our community institutions invest in young people? Are local and central government investments in the area pro-actively supporting young people's development and hauora? Are young people recognised as having particular needs and is this reflected in the community amenities, structures, policies and processes in place? Are programmes and services underpinned by a positive youth development approach, promoting protective factors and reducing risk factors? Do we address systemic barriers and discrimination? Can and do young people access diverse resources, services or support and opportunities?

3. RUBRIC WORKSHEET WITH PROMPTS (A3) - MAPPING & MOBILISING CONDITIONS FOR YOUTH WELLBEING (PROTOTYPE 1.2 DEV 2017)

Use this rubric to explore together where your organisations, team and wider community currently sits, what's already working well, what might you move towards and what might help? For each line, where would you map your organisation and why? What is the evidence/example? How would you describe the different levels in your world/work? What is an example of Level 1 and a Level 5 in your world? Use the Question Prompts (cards), discuss how different parts of the organisation or how different projects illustrate different levels of the continuum. Once you have mapped out examples of the current state across these three lines, think about where you want to progress to from here? What kinds of changes in practice or behaviour would you like to see? What might next steps be, given your sphere of influence? Use Action Plan on the back page to support your planning process.

	LEVEL 1 UNDEVELOPED	LEVEL 2 NEW INITIATED	LEVEL 3 DEVELOPING	LEVEL 4 MATURE	LEVEL 5 LEADING (INNOVATING)
<p>CO-DESIGN CAPABILITY: HOW ARE YOUNG PEOPLE INVOLVED?</p>	<p>Youth initiatives mostly adult led and defined internally. Young people unlikely to be asked about their concerns or experiences.</p>	<p>A recognition that involving young people will likely lead to a better outcome. Plans to involve young people more.</p> <p>Young people may be informed about a proposal and asked for feedback</p>	<p>Some opportunities are made available for young people to participate.</p>	<p>Young people are regularly involved as partners. New cohorts are constantly recruited.</p>	<p>Consistent involvement of diverse groups of young people, including initiatives they lead.</p>
<p>SERVICE INTEGRATION AND RESPONSIVENESS HOW DO WE LEARN AND WORK TOGETHER TO OFFER BEST RESPONSES?</p>	<p>Services, organisations and groups largely work in isolation, and there is little iteration or sharing of knowledge.</p> <p>Services and practitioners may not know about developments in services or supports elsewhere.</p>	<p>There is some information exchange.</p> <p>Programmes have some visible evidence-base</p> <p>There is interest in evaluation and monitoring</p>	<p>Some interest in developing opportunities for partnership and shared learnings. Some shifts in practice or investment in capability to support this.</p> <p>An interest in building the evidence-base for practice.</p>	<p>There is support for innovation and collaboration and sharing of learning.</p> <p>Interventions serve multiple purposes to increase impact and we actively contribute to an evidence-base.</p>	<p>Different groups are well coordinated and resources are shared and configured as needed. Learning is well shared and ongoing. Systems and services are responsive and draw on resources across the community.</p>
<p>COMMUNITY ASSET BUILDING: DO OUR ENVIRONMENTS SHOW THAT YOUNG PEOPLE ARE VALUED AND IMPORTANT?</p>	<p>Young people not well recognised as important to the community with particular needs.</p> <p>Activities directed at young people are not well used or are limited.</p> <p>There are few avenues for young people to be positively engaged.</p>	<p>New forms of service or support are being planned in response to identified needs.</p>	<p>There is some activity and development of services and opportunities for young people and interest in understanding how this can be increased.</p>	<p>There is a range of activities and amenities that reflect the diversity of young people.</p> <p>Amenities and services align with a youth development approach.</p> <p>Young people are helping to set the agenda.</p>	<p>Significant investment in and with young people across amenities and structures.</p> <p>Input and value of young people is reflected in places, spaces and governance structures.</p>

4. A3 BLANK RUBRIC WORKSHEET (A3) - MAPPING & MOBILISING CONDITIONS FOR YOUTH WELLBEING (PROTOTYPE 1.2 DEC 2017)

	LEVEL 1 UNDEVELOPED	LEVEL 2 NEW INITIATED	LEVEL 3 DEVELOPING	LEVEL 4 MATURE	LEVEL 5 LEADING (INNOVATING)	Next Step: Action Plan
CO-DESIGN CAPABILITY: HOW ARE YOUNG PEOPLE INVOLVED?						
SERVICE INTEGRATION & RESPONSIVENESS: HOW DO WE LEARN AND WORK TOGETHER TO OFFER BEST RESPONSES?						
COMMUNITY ASSET BUILDING: DO OUR ENVIRONMENTS SHOW THAT YOUNG PEOPLE ARE VALUED AND IMPORTANT?						

5. PROMPT CARDS

Prompt cards contain questions to help support teams to start the discussion and explore how they currently work. They are intended to foster discussion about current and future practices. The cards intentionally raise visibility around particular issues of influence including known protective factors for youth wellbeing, hauora and development. This is an initial prompt set that can be changed, customised and added to over time. They can also be reshaped to specific contexts.

co-design capability

What kinds of capabilities does our process build for young people?

co-design capability

What aspects of the process or project are (or could be) of value to young people?

co-design capability

What aspects of the design and decision-making are young people involved in? To what depth?

co-design capability

What kinds of relationships are maintained with young people? How does that happen?

co-design capability

How confident is the team in facilitating inclusive and collaborative processes?

co-design capability

How are different kinds of young people helping to set the agenda?

co-design capability

Is there a range of young people sharing their thoughts and ideas openly and honestly?

co-design capability

Are we seeking feedback or input from young people? Are we putting it into action?

co-design capability

How are key decisions (budget, timeframes, approach) shared with young people?

co-design capability

How are young people involved in setting the terms and outcomes of the co-design process?

service integration/responsiveness

How do people making their evidence-base/theory of change explicit?

service integration/responsiveness

How are 'latent' resources in the community being unlocked through collaboration/coordination?

service integration/responsiveness

Can services and initiatives respond to needs, and iterate as needs change?

service integration/responsiveness

How do teams draw on and contributing to an evidence-base?

service integration/responsiveness

What kinds of value is placed on different forms of knowledge, expertise and evidence?

service integration/responsiveness

How are we investing in an evaluative and learning culture? How is testing, iterating and sharing learning supported?

service integration/responsiveness

How are partnerships supported and maintained?

service integration/responsiveness

How coordinated are we across across efforts, groups, sectors and use of resources?

service integration/responsiveness

How confident are we to prototype and trying new things?

service integration/responsiveness

Is there a capacity to support community-led initiatives and community partnerships?

community asset building

How are young people's needs recognised as legitimate?

community asset building

Is there investment in initiatives that meet needs identified by young people?

community asset building

Are there a variety of opportunities for young people to participate and be involved?

community asset building

Are young people understood culturally in their own terms?

community asset building

Does the design and management of amenities specifically incorporate young people's needs?

community asset building

Do young people know about services/supports and feel comfortable using them?

community asset building

Do young people feel welcome in our public spaces and community places?

community asset building

Are initiatives aligned with positive youth development principles and models?

community asset building

Is social spend seen as a cost rather than an investment?

community asset building

Do current opportunities support the development of strong social and cultural identity?

community asset building

How are principles of wellbeing/hauora understood and reflected in programmes and actions?

community asset building

Are there opportunities for young people to connect with positive adult role models?

community asset building

Are there diverse services/support available to young people?

community asset building

Are pro-social connections with peers promoted?

community asset building

What kind of language is used to describe or talk about young people?

6. ACTION PLANNING: WHERE TO NEXT?

Using COM-B to inform action planning

The COM-B model for behaviour change¹ demonstrates that three interrelated dimensions need to be in play to achieve change at either individual or organisational level. To support change or apply new ways of working we need to have:

CAPABILITY

the necessary skills, capacity and knowledge

OPPORTUNITY

the external and environmental factors that enable the behaviour

MOTIVATION

both unconscious habits and conscious thoughts and goals that direct or incentivise behaviour

Capability + Opportunity + Motivation = Behaviour

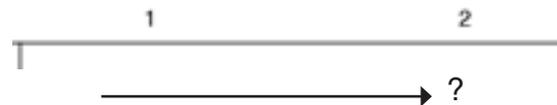
When planning the actions or changes you want to focus on as a next step, you can use COM-B as a diagnostic tool to help you think through: What might be holding the team back now (is it related to do with Capability, Opportunity, Motivation?)? What might be needed or most appropriate to enable a shift or change in practice?

For example, perhaps the team has existing co-design capability but is lacking the opportunity to apply it. Or, perhaps the team lacks confidence and capability, which can also affect motivation. Each of these situations would suggest a different response and set of actions. Use the following prompts to identify some possible next steps.

Prompts:

1. As a group discuss: where is the priority area for change?

2. Describe the shift you'd like to see (e.g., what does a move from 1-2 or 3-4 look like?)



3. What dimension/s might need to be attended to in order to enable a change in practice? For example is Motivation high but Capability needs building. You might map it using the following:

IS THERE CAPABILITY	Low	High

IS THERE OPPORTUNITY		

IS THERE MOTIVATION		

4. What sort of intervention/action might be required to support the change you are seeking? Consider also: Is there already momentum? What is possible given your sphere of influence?

5. Based on the above, define your next steps/Action Plan

1. Michie, S. (2014). The Behaviour Change Wheel A Guide To Designing Interventions, Silverback Publishing