

## WELLBEING

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### PURPOSE

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The purpose of the Male Survivors Aotearoa ('MSA') Wellbeing Framework is to enable and support the management and staff engaged by MSA and its Member Organisations (MMO) to develop and sustain an appropriate level of wellbeing to assure the provision of safe, ethical and high-quality support services to male survivors of sexual violence.

The Framework presents a set of guidelines for developing a wellbeing plan, which recognises that the requirement for compliance with MSA's professional and cultural supervision policies may not fully address the particular physical, mental, emotional, spiritual and/or social wellbeing needs of our people. The intention is to enable and support MSA and MMO management and staff to identify and address any wellbeing needs that are critical to assuring service quality and effectiveness for our male survivor clients and their family/whanau.

### CONTEXT

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MSA's supervision policy<sup>1</sup> requires all MSA and MMO management and staff engaged in delivering support services to male survivors<sup>2</sup> (and other clients) to have a formal supervision arrangement with an appropriately qualified supervisor that ensures they participate in regular professional and, as required, cultural supervision.

The MSA supervision policy has three essential objectives:

- **Educational** (Formative): Educating and developing each peer-worker in a manner that enhances their full potential – developing service knowledge and skills, self-awareness and reflective practices
- **Supportive** (Restorative): Developing and maintaining harmonious working relationships with a focus on morale and job satisfaction – assisting stress management, sustaining morale, enhancing self-worth, and building effective working relationships.
- **Administrative** (Normative): The promotion and maintenance of good standards of work, including ethical practice, and adhering to relevant MSA policies and protocols – clarifying roles and responsibilities, assisting workload management, enabling and work review and assessment and addressing work related issues.

Clearly, achieving these objectives requires a trust based relationship between the supervisor and the supervisee that is open, professional, productive and confidential – a relationship that should enable the supervision to embrace any aspects of personal wellbeing that are relevant to assisting the supervisee to achieve their full potential. And the objectives of the supervision policy clearly encompass many aspects of the wellbeing needs of the supervisee.

However the scope of the supervision arrangement is largely informed by the supervisee's disclosure of their own circumstances and their view of their working environment.

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<sup>1</sup> <https://malesurvivor.nz/wp-content/uploads/2019/10/MSA-Supervision-Policy-11.09.2019.pdf>

<sup>2</sup> The term 'male survivors' includes males who have been adversely affected by sexual, physical, emotional, psychological and/or family aggression, violence, harm or abuse.

The admission of any third party involvement (e.g. manager, supervisor, Trustee etc.), by way of information or referral, correctly requires the explicit permission of the supervisee.

The risk is that the exclusion of relevant third party observations and understandings about the wellbeing of the supervisee may result in the supervisor, and potentially the supervisee, being unaware of particular wellbeing issues that are relevant to achieving the supervision objectives. Also there may be wellbeing issues that, in the view of the supervisee, are not appropriate for inclusion within the scope of the supervision arrangement.

This Wellbeing Framework will provide a mechanism for MSA and MMO Trustees and reporting managers to have constructive input into the co-creation of wellbeing plans with their direct reports. This co-creative effort will require both parties to embrace the core intention of this framework, which is to both enhance the personal wellbeing of MSA and MMO management and staff and also to assure the quality and effectiveness (including safety) of the MSA and MMO support services for male survivors (and other clients) – essentially a win-win outcome.

And, while this framework encourages MSA and MMO managers and staff to share their wellbeing plan with their supervisors, this cannot be a requirement.

## SCOPE

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This Wellbeing Framework is intended to enable and support all trustees, managers, staff, contractors, consultant and/or volunteers consultants engaged by MSA or an MMO as peer workers, counsellors, social workers, psychologists or consultants and who are involved in providing support services to male survivors and to any other clients.

## FRAMEWORK

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The wellbeing framework is based is drawn from three evidence based and interrelated concepts or constructs of wellbeing, wellness and quality of life and Te Whare Tapa Whā – a holistic model of Māori health and wellbeing, and also acknowledges the Mental Health Foundation’s ‘Five Ways to Wellbeing’ framework.

The key elements of these wellbeing models, which are summarised in Appendix One to this framework, suggest an integrated model of ‘wellbeing’ that presents ‘five pillars of wellness’:

**Spiritual Wellbeing:** having a clear sense of who you are – mana, purpose or vocation, personal identity and self-awareness, self-belief and self-worth, cultural and gender identity, and religious affiliation.

**Social Wellbeing:** enjoying a sense of belonging through meaningful community and family/whanau relationships and friendships, and caring for and supporting others.

**Mental (& Emotional) Wellbeing:** thinking clearly, having a positive learning orientation and a positive and adaptive attitude to change, expressing our thoughts and feelings, noticing the world around us and how we respond to others.

**Occupational Wellbeing:** having a sense of personal achievement, making a meaningful and positive community contribution, and feeling confident, valued, and acknowledged for your work.



**Situational Wellbeing:** enjoying good physical and mental health, being in a positive psychological state, enjoying an appropriate standard of living, having a positive relationship with your physical (and natural) environment and an overall sense of satisfaction with your life.

## OBJECTIVES

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The primary objective of the Wellbeing Framework is to help assure the quality and effectiveness of MMO support services for male survivors (and other clients) by enabling and supporting the wellbeing of all MSA and MMO people (trustees, managers, peer workers and other employees, contractors, consultants and volunteers) who are engaged in the delivery of those support services.

Assuring the wellbeing of our people will also enhance the collective capacity, capability and resilience of our national MMO workforce, which is critical to the achievement of our shared purpose and our ambition for the future – ***“building an accessible and sustainable national network of appropriate high-quality support services for the New Zealand male survivor community”***.

## DEFINITIONS

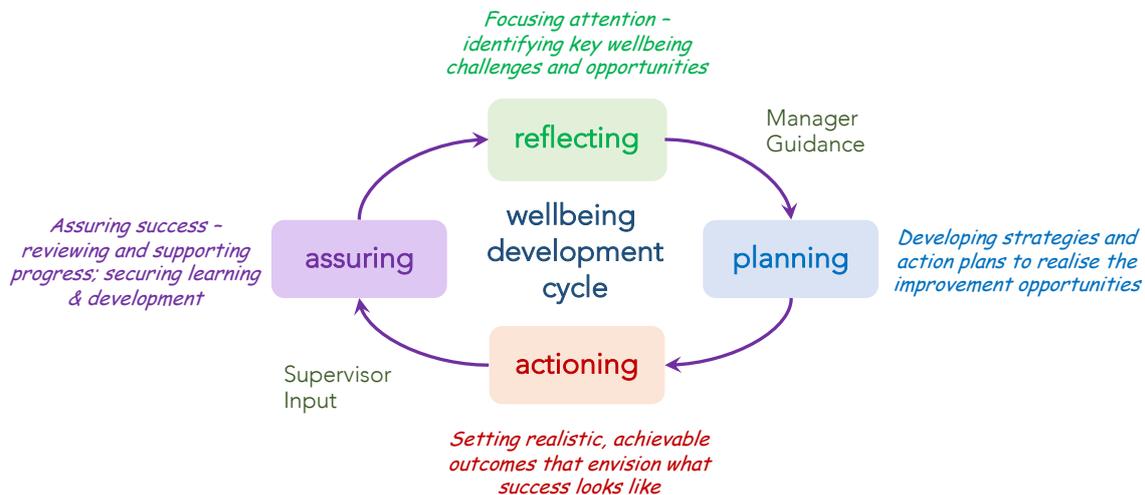
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Male Survivor	Means a male who has been adversely affected by sexual, physical, emotional, psychological and/or family/whanau aggression, abuse, violence or harm
MMO	Is an organisation that is affiliated through a formal membership agreement as an official Member Organisation of MSA
MSA	Is the national organisation Male Survivors Aotearoa, which provides national advocacy, governance, coordination and representation for MMO’s.
MSA & MMO People	Means any individuals engaged by MSA or an MMO in any capacity to enable and/or provide support services to male survivors.
Wellbeing	Means... <i>“we have the tools, support and environments we need to be who we are and to build and sustain lives worth living” (NZ Mental Health Foundation).</i>  <i>...“people feeling that their life matters, being able to see a positive future for themselves, and leading fulfilling lives with purpose, balance and meaning for themselves.” (NZ Mental Health Foundation)</i>  <i>...“the combination of feeling good and functioning well; the experience of positive emotions such as happiness and contentment as well as the development of one’s potential, having some control over one’s life, having a sense of purpose, and experiencing positive relationships” (Hupert, FA)</i>

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## CORE ELEMENTS

This framework that has four 'core elements', which together frame a development pattern that is intended to enable and support a cycle of experiential learning that will progressively enhance the wellbeing of the program participant.



### 1. Reflection

The process of reflection is intended to **identify the focus of the wellbeing development plan** and can take many different forms depending on the preferences and aptitudes of the participant. In essence reflection in this context is about becoming more self-aware of how you interact with others and identifying the issues, challenges and distractions that need to be addressed to promote and secure your wellbeing. Reflective practices generally fall into two groups:

- **Self-reflection:** There are a range of self-reflection practices that are all aimed at 'seeing' yourself as an actor within your work and/or social environments and noticing what works and what doesn't work for you and identify the opportunities to enhance aspects of your wellbeing that could also improve your capacity or capability to perform in your social and occupational roles.

This can be done in a passive manner by stepping back from your environments and using reflective practices (journaling/writing, meditation, contemplation, reading and self-enquiry) to think about how you operate and what needs to change? Or in an active way by noticing your actions and behaviours while you are operating in your work and/or social environments, which can be a difficult practice to master. Or by checking in with appropriate people and seeking feedback to validate your own perspectives about how you show up in the world.

- **Co-reflection:** This is a reflective practice that welcomes the input of another person or persons. By co-reflecting with another person you can 'clarify' your own view of how you operate in your work and social environments, essence how others see you. You can admit another perspective on how you propose to address the issues, challenges and distractions you face in promoting your wellbeing.

Effective co-reflection is a two way process - two actors operating in a trust-based, non-judgemental, co-learning environment that respects individual values and perspectives (world views) to help each other to see their world more clearly and) and focussed on achieving mutually beneficial outcomes. As our overall wellbeing encompasses many aspects of our life, we may need more than one co-reflective partner to help us clarify and focus our wellbeing strategies.

## 2. Planning

Once you have identified the key areas of focus for your wellbeing plan - the spiritual, social, mental, occupational and situational opportunities for improving your overall wellbeing, the next step is developing realistic and practical strategies to overcome and resolve the issues, challenges and distractions that are blocking your pathway to “being well”.

It is important to prioritise the plan so that the focus is on the areas of wellbeing that you feel are most important to address, perhaps will make the most difference, and to ensure that your intended action plans aspire to achieve outcomes that are realistically within your reach.

While it may not be feasible to address all five pillars of the wellbeing framework to the same extent, it is important to recognise the holistic and interrelated nature of the framework and as far as possible allow some level of plan focus on each pillar. Depending on your circumstances, this may be an appropriate time to seek some external guidance in fixing the plan priorities and determining appropriate wellbeing development activities.

## 3. Actioning

Actioning the plan is simply about achieving outcomes that represent the successful implementation of the strategies that you have set.

Once you have determined what strategy should be effective in addressing each particular wellbeing challenge and/or opportunity, posing the question “What would the successful implementation of this strategy or action plan look like” will not only be effective in setting an aspirational outcome, it will also be helpful in ensuring that you have chosen the best strategy.

The strategy is the means to the end - the end is the outcome that you want to achieve.

## 4. Assuring

Assuring the wellbeing development cycle is simply about assuring success, not only in achieving the plan outcomes but also locking in the learning and development that has taken place - in effect progressively enhancing the participant’s wellbeing.

Assuring the wellbeing process requires the presence of:

- Effective Guidance and Support
- Constructive Feedback and Encouragement
- Collaborative change management

## THE WELLBEING COACH

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Developing and monitoring a wellbeing plan can present a challenge, particularly for those of us not used to the level of honest and careful reflection that is needed to focus the plan. Also, deciding what actions to take and how to prioritise them requires a considered judgement about what focus will make the most difference and what capacity and/or capabilities you have to execute the action plan. Remember, a good outcome requires a realistic and achievable plan.

Depending on the nature of your relationship with your Manager and/or Supervisor, these people should be well placed to provide your with assistance and support. However you may decide that you need a level of independence in managing what can be a deeply personal program. If that is the case you could consider enlisting someone to coach you, even perhaps a peer that is also engaged in their own program as a co-reflective learning opportunity. Whatever you decide to do, seek some counsel and choose wisely - your support person(s) can make all the difference.

APPENDIX A; WELLBEING MODELS & CONSTRUCTS

Wellbeing, wellness, and quality of life

Martin Seligman offers a positive psychology-based definition of **wellbeing** as a construct comprised of five elements:

- positive emotion (our happiness and life fulfillment)
- engagement (our level of life engagement)
- meaning (belonging to and serving something bigger than ourselves)
- positive relationships (a focus on others)
- accomplishments (our life achievements)

Jane Myers and Thomas Sweeney define **wellness** as... ‘a way of life oriented toward optimal health and wellbeing, in which body, mind, and spirit are integrated by the individual to live life more fully within the human and natural community’.

Their model of wellness, which is based on this definition, also has five factors or dimensions:

- creative self (thinking, emotions, control, positive humour, work)
- coping self (realistic beliefs, stress management, self-worth, leisure)
- social self (friendship, love),
- essential self (spirituality, self-care, gender and cultural identity)
- physical self (exercise, nutrition)

The World Health Organisation defines **quality of life** as... “an individual’s perception of their position in life in the context of the culture and value systems in which they live and in relation to their goals, expectations, standards and concerns”.

It is a broad-ranging construct affected in a complex way by the person’s:

- physical health (physical wellbeing, functional ability and mental health etc.)
- psychological state (psychological wellbeing, morale, life satisfaction and happiness etc.)
- personal beliefs (spirituality, religion, personal values etc.)
- social relationships (family, social networks and support, level of recreational activity, contact with organisations etc.)
- their relationship to salient features of their physical and socio-economic environment (personal autonomy, work satisfaction, standard of housing and living, mobility, access to facilities etc.)

By extracting the common elements from these three definitional perspectives of wellbeing, wellness and quality of life, we can discern a wellbeing model that embraces five essential elements;

- **spiritual wellbeing** – having a sense of purpose or vocation, sense of self-belief and self-worth, cultural and gender identity, religious affiliation
- **social wellbeing** – enjoying a sense of belonging through meaningful social relationships and positive community interaction
- **occupational wellbeing** – making a meaningful community contribution,



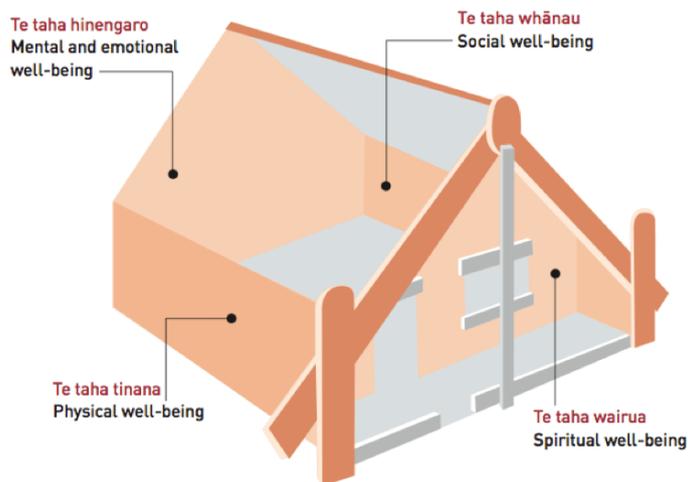
having a sense of personal achievement

- **intellectual wellbeing** - having a positive learning orientation, releasing creative potential, having an adaptive and positive attitude to change
- **situational wellbeing** – enjoying good physical and mental health, being in a positive psychological state, enjoying an appropriate standard of living, having a positive relationship with your physical environment and an overall sense of satisfaction with your life

## Te Whare Tapa Whā

Te Whare Tapa Whā, a Maori model of wellbeing<sup>3</sup>, addresses the four cornerstones of Maori health – mental health, family health, spiritual health and physical health.

- **Taha wairua (spiritual wellbeing)**: The values and beliefs that help people decide the way they live, the search for meaning and purpose in life, and personal identity and self-awareness
- **Taha tinana (physical wellbeing)**: The physical body, its growth, development, and ability to move, and ways of caring for it.
- **Taha hinengaro (mental and emotional wellbeing)**: How we think, noticing and expressing thoughts and feelings, and how we respond.
- **Taha whānau (social wellbeing)**: Family relationships, friendships and other person to person relationships, feelings of belonging, caring, and supporting others.



Mason Durie (1994) Te Whare Tapa Whā concept of hauora

## Five Ways to Wellbeing

The New Zealand Mental Health 'Five Ways to Wellbeing' model which proposes the following activity foci:

- **Connect, me whakawhanaunga:** (*Social Wellbeing*) Connect with people who make you feel valued. The ability to form relationships is part of what makes us human. Positive social interactions make us feel happy, connected, and secure.

Building meaningful relationships with family/whānau, friends and the community goes a long way to increasing your sense of belonging and strengthening personal wellbeing. Through sharing experiences, you can discover how you can help others. It also means that during times of distress you have the support you need to get through.

- **Give, tukua:** (*Occupational Wellbeing*) Volunteering and being involved with your community is strongly linked with feeling good and functioning well. Carrying out acts of kindness, whether small or large, can increase happiness, life satisfaction and general sense of wellbeing. By helping others, sharing our skills and resources, we're doing things that give us purpose and a sense that we're a part of a team.

<sup>3</sup> The Te Whare Tapa Whā model of Māori health was developed by Mason Drury in 1984  
[<https://www.healthnavigator.org.nz/healthy-living/t/te-whare-tapa-wh%C4%81-and-wellbeing/>]

- **Take notice, me aro tonu:** (*Spiritual Wellbeing*) Paying more attention to the present moment, to our thoughts and feelings and to the world around us boosts our wellbeing. It helps us to behave in ways that make us feel good about ourselves – ways that are consistent with our values and who we want to be. Taking notice can include gratitude, forgiveness, reflection and building a life that is meaningful to you. Reflecting on your experiences will help you appreciate what matters to you.



- **Keep learning, me ako tonu:** (*Mental Wellbeing*) Learning, remaining curious and setting goals are important for everyone at every stage of life. It helps children’s brains to grow healthy and strong, helps them to learn social skills and community values. A love of learning as a child can prevent depression in later years. For adults, learning helps us to set and achieve goals which is strongly connected to higher levels of wellbeing. We thrive when these goals are chosen by us, have a positive focus and align with our values. Learning is more than just formal education. It’s about being curious about the world around us and learning from our environment, other people and the resources we can access.
- **Be active, me kori tonu:** (*Situational Wellbeing*) Being physically active is proven to boost our wellbeing and decrease stress, depression and anxiety. When was the last time you went for a bike ride, a jog or a walk in the fresh air? Discover a physical activity you enjoy and one that suits your level of mobility and fitness. Do what you can, enjoy what you do, and move your mood.

## Integration

The Māori model of health supports the emphasis and focus of the ‘wellbeing, wellness and quality of life models and Five Ways to Wellbeing presents a generally consistent emphasis on similar themes which suggests that an integrated model of ‘wellbeing’ could be based on ‘five broad pillars of wellness’ that are the focus of this framework

- **Spiritual Wellbeing**
- **Social Wellbeing**
- **Mental (& Emotional) Wellbeing**
- **Occupational Wellbeing**
- **Situational Wellbeing**

**APPENDIX B: PERSONAL WELLBEING PLAN**

WELLBEING FOCUS WORKSHEET - Identifying opportunities to enhance my wellbeing; Focus on what matter most and can make the most difference

**SPIRITUAL | Self  
Purpose & Presence**

Understanding and owning who I am - identity, mana, self-worth - uncovering my life purpose & ambition, standing in my place

*history, roots, whakapapa  
values & principles  
culture & heritage  
vocation & ambition  
spiritual connections*

Energising inner strength - recognising my unique potential; seeing who I am and what I am capable of, being my own person

*capabilities & skills  
capacity & potential  
community contribution  
reputation & presence  
how others see me*

**MENTAL | Emotional  
Learning**

Thinking clearly, having a positive learning orientation, an adaptive attitude to change and embracing difference

*learning opportunities  
mental wellbeing  
stressful situations  
diversity & difference  
change & disruption*

Expressing my thoughts and feelings, noticing the world around me and how I respond to others, listening to understand

*emotional stability  
listening & empathy  
taking time out  
challenging encounters  
self awareness*

**SOCIAL | Community  
Relationships**

Strengthening and securing relationships that matter to me - engaging with people who make a difference

*partner/significant other  
family/whanau  
close friends  
supporters, carers  
colleagues, associates*

Investing in others - making a meaningful contribution to the people, organisations & communities I care about

*family/whanau  
special interest/focus  
social, sporting, cultural  
spiritual / religious  
work, occupation*

**OCCUPATIONAL |  
Contribution**

Having a sense of personal achievement, making a meaningful and positive community contribution, making a difference

*level of engagement  
job satisfaction  
career pathways  
community contribution  
acknowledgement*

Feeling confident and assured in your various life-roles and valued and acknowledged for who you are and what you do.

*role satisfaction  
roadblocks & challenges  
feedback & support  
capability / competency  
future possibilities*

**SITUATIONAL |  
Quality of life**

Enjoying good physical and mental health, being in a positive psychological state, enjoying an appropriate living standard

*physical health  
employment issues  
disabilities / addictions  
socio-economic factors  
accommodation*

Having a positive relationship with your living environment and an overall sense of satisfaction with your life

*environmental views  
recreational activities  
life challenges  
gifts & gratitude  
my life journey*

MY WELLBEING PLAN:

Name:

Date:

**WELLBEING  
FOCUS**

REFLECTION - FOCUS

Identifying and prioritising challenges & opportunities

PLANNING - STRATEGIES

Developing action plans to realise the opportunities

ACTIONING - OUTCOMES

Setting targets - envisioning what success could look like

ASSURING – REVIEWING

Monitoring progress - learning from mistakes & achievements

WELLBEING FOCUS	REFLECTION - FOCUS	PLANNING - STRATEGIES	ACTIONING - OUTCOMES	ASSURING – REVIEWING
<b>SPIRITUAL Wellbeing:</b> having a clear sense of who you are – mana, purpose or vocation, personal identity and self-awareness, self-belief and self-worth, cultural and gender identity, and religious affiliation	What do I need to focus on?  1	What am I going to do	What outcomes do I want	What's the difference I see?
	2			
	3			
	Who is going to support me on my journey?		Who is going to provide me with helpful and constructive feedback?	

**MY WELLBEING PLAN:**

Name:

Date:

**WELLBEING FOCUS**

**REFLECTION - FOCUS**

Identifying and prioritising challenges & opportunities

**PLANNING - STRATEGIES**

Developing action plans to realise the opportunities

**ACTIONING - OUTCOMES**

Setting targets - envisioning what success could look like

**ASSURING – REVIEWING**

Monitoring progress - learning from mistakes & achievements

<p><b>MENTAL (&amp; Emotional) Wellbeing:</b>                      thinking clearly, having a positive learning orientation and a positive and adaptive attitude to change, expressing our thoughts and feelings, noticing the world around us and how we respond to others.</p>	<p>What do I need to focus on?</p> <p>1</p>	<p>What am I going to do</p>	<p>What outcomes do I want</p>	<p>What's the difference I now see?</p>
	<p>2</p>			
	<p>3</p>			
	<p>Who is going to support me on my journey?</p>		<p>Who is going to provide me with helpful and constructive feedback?</p>	

MY WELLBEING PLAN:

Name:

Date:

WELLBEING FOCUS

REFLECTION - FOCUS

Identifying and prioritising challenges & opportunities

PLANNING - STRATEGIES

Developing action plans to realise the opportunities

ACTIONING - OUTCOMES

Setting targets - envisioning what success could look like

ASSURING – REVIEWING

Monitoring progress - learning from mistakes & achievements

SOCIAL Wellbeing:	What do I need to focus on?	What am I going to do	What outcomes do I want	What's the difference I now see?
Enjoying a sense of belonging through meaningful	1			
community and family/whanau relationships and	2			
friendships and caring for and supporting others.	3			
	Who is going to support me on my journey?		Who is going to provide me with helpful and constructive feedback?	

MY WELLBEING PLAN:

Name:

Date:

WELLBEING FOCUS

REFLECTION - FOCUS

Identifying and prioritising challenges & opportunities

PLANNING - STRATEGIES

Developing action plans to realise the opportunities

ACTIONING - OUTCOMES

Setting targets - envisioning what success could look like

ASSURING – REVIEWING

Monitoring progress - learning from mistakes & achievements

OCCUPATIONAL Wellbeing:	What do I need to focus on?	What am I going to do	What outcomes do I want	What's the difference I now see?
Having a sense of personal achievement, making a meaningful and positive community contribution, and feeling confident, valued, and acknowledged for your work.	1			
	2			
	3			
	Who is going to support me on my journey?		Who is going to provide me with helpful and constructive feedback?	

MY WELLBEING PLAN:

Name:

Date:

WELLBEING FOCUS

REFLECTION - FOCUS

Identifying and prioritising challenges & opportunities

PLANNING - STRATEGIES

Developing action plans to realise the opportunities

ACTIONING - OUTCOMES

Setting targets - envisioning what success could look like

ASSURING – REVIEWING

Monitoring progress - learning from mistakes & achievements

SITUATIONAL Wellbeing:	What do I need to focus on?	What am I going to do	What outcomes do I want	What's the difference I now see?
Enjoying good physical and mental health, being in a positive psychological state,	1			
enjoying an appropriate standard of living,	2			
having a positive relationship with your physical (and natural)	3			
environment and an overall sense of satisfaction with your life.	Who is going to support me on my journey?		Who is going to provide me with helpful and constructive feedback?	

