

Supporting youth workers to work with a youth mentoring approach

Master thesis

Design for Interaction

Trudie Bosse
07-07-2021

Client: Stichting JIM

Chair: Natalia Romero Herrera
Mentor: Fernando Del Caro Secomandi
Mentor stichting JIM: Suzanne de Ruig



Preface

Design with instead of for, that has been my purpose for this project. Therefore I would like to thank everyone who designed with me during this project: my coach from stichting JIM Suzanne, my supervisors from TU Delft Natalia and Fernando, all the employees and volunteers from stichting JIM who helped me, and last but definitely not least I would like to thank all the youth workers who used their precious time to think together how they could be supported in working with the YIM approach.

Finally, I also like to thank the people who supported me during this project, my friends, family and particularly my boyfriend.

Summary

For the Dutch YIM foundation (stichting JIM), I looked at the experiences of youth workers when implementing the Youth Initiated Mentor (YIM) approach. I designed two concepts that give different youth workers support in working with the YIM approach.

The context

The youth care sector comes to aid when a child or teenager experiences stagnation within their development. Since 2015 the municipality is responsible for organising many forms of youth care. The sector is facing a lot of issues. A child sees many different youth workers and the youth have not much to say about their aid trajectory.

Youth workers are faced with time pressure, a lot of administration, demands from the municipality and parents, and for every case have to convince the municipality to finance it. What motivates them is to do something to help children with their development and to help others in tough situations.

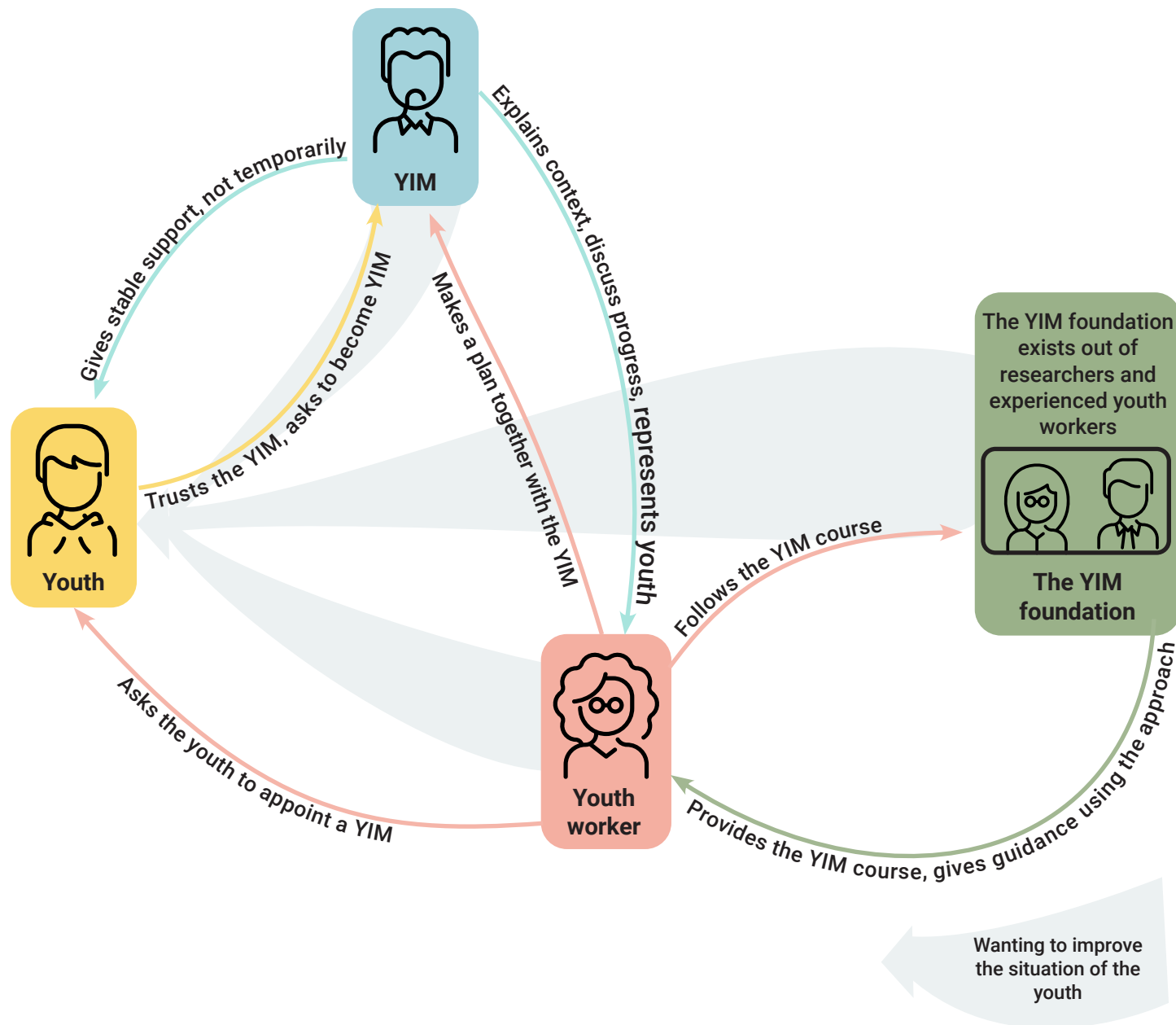


Figure 1, the YIM approach and the people who are involved.

The YIM approach

The Youth Initiated Mentor (YIM) approach is promising to improve youth care. When working with the YIM approach, the youth has to choose an adult from their network to become their YIM, their informal mentor (see figure 1). The YIM will be involved in the youth care trajectory. A YIM is supportive in multiple ways: a YIM can voice the opinion of the youth, a YIM knows the context of the family, the youth trusts the YIM, and YIM will also stay when the worker leaves (de Ruig & van Dam, 2020).

The YIM approach can bring rest, systematic change, stability, sustainability, motivative youth, gives the youth influence in the aid trajectory and brings rest in the head of the youth worker.

To work with this approach youth workers follow the YIM training provided by the YIM foundation (stichting JIM).

The opportunities

Not all the youth workers who are YIM trained work with the YIM approach. In a qualitative study with a co-design approach, I researched how youth workers experience working with the YIM approach and where the youth workers want to have more support when working with YIM.

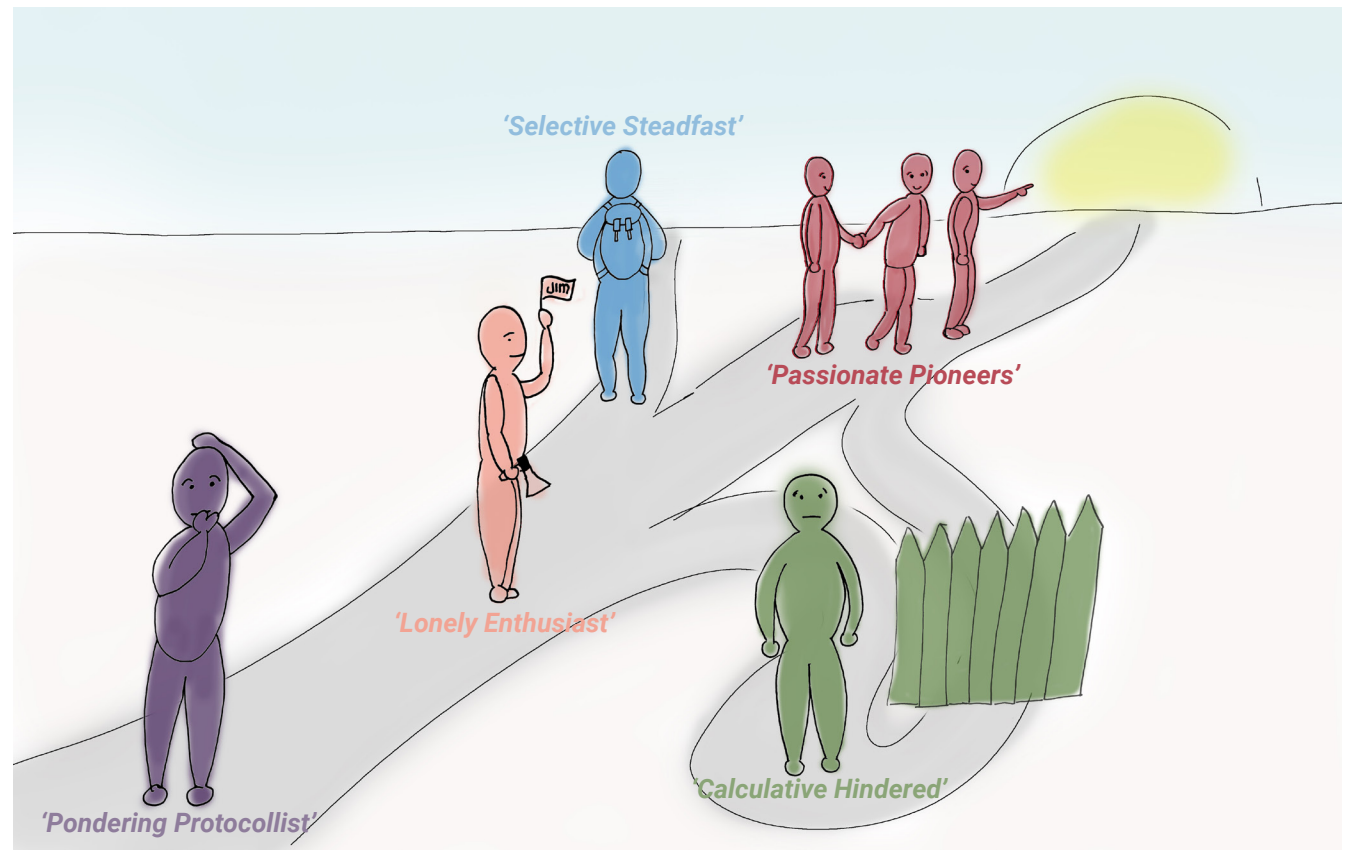


Figure 2, the five personas on their way to a more sustainable youth care.

The experience of youth workers

Working with the YIM approach is different from the 'normal' approach. Youth workers have to let go of their habits and learn that they are unimportant.

The different experiences of working with YIM can be divided into five personas (see figure 2). The first persona is the 'Pondering Protocolist'. This persona values YIM, but has difficulties starting with the approach. The 'Lonely Enthusiast' is

eager to work with YIM, but can not fully work with the approach because their environment does not understand YIM or does not give the space to work with YIM. The 'Selective Steadfast', selects only specific elements from the YIM approach what they can use in their way of working. The 'Calculating Hindered' has worked with YIM before but did not manage to follow through. Finally, the 'Passionate Pioneer' can fully work according to the YIM approach and their happiness in their

work has increased by working with YIM's. What all these groups have in common is that they all want to have more support on tips and tricks on how to work with the YIM approach.

The design process

I designed one concept for the 'Lonely Enthusiast' and one concept for the 'Pondering Protocollist' and 'Hindered Calculative' combined, because these personas could make the most progression in working with YIM.

To develop both concepts, ideas from an online brainstorm session with youth workers were developed into three concepts (see figure 3). These were evaluated by youth workers and based on the feedback a final concept was formed. Because the 'Passionated Pioneer's were enthusiastic and there were many ideas in this group, I also organised a brainstorm session to gather ideas on how to support them.

The YIM event with the manager

The 'Lonely Enthusiast' concept is taking your manager to a YIM event (see figure 4). There the manager can learn more about YIM and how to support the youth worker in working with YIM. After the event, the youth worker and manager also receive material to present YIM to colleagues, YIM

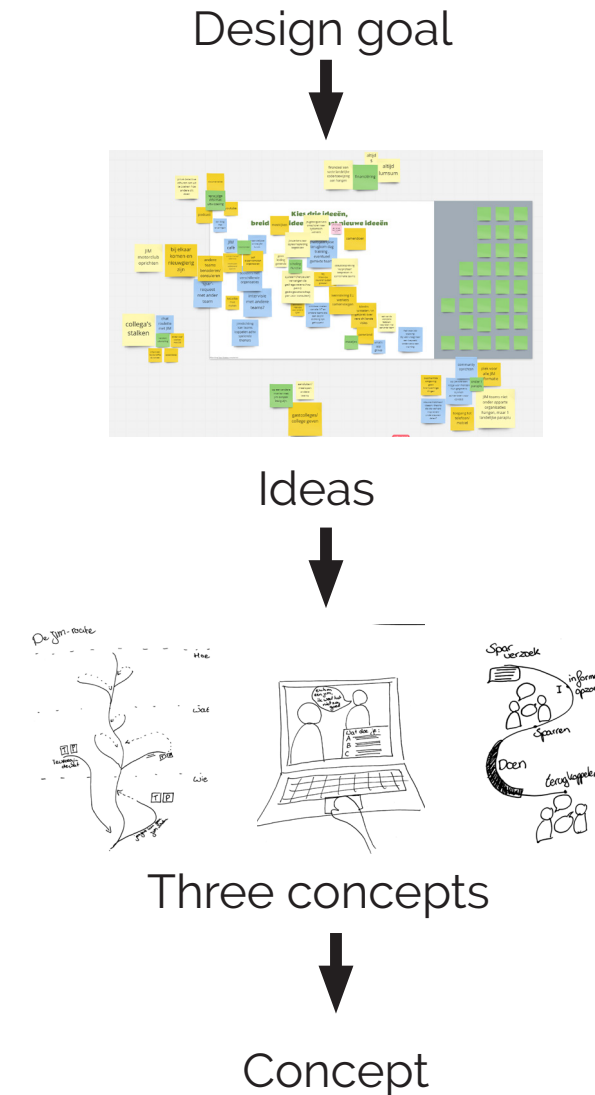


figure 3, visualisation of the design process

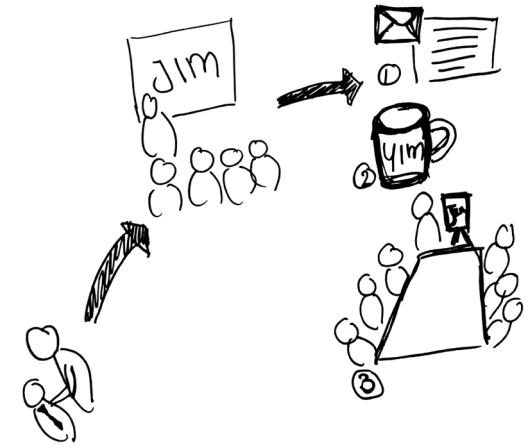


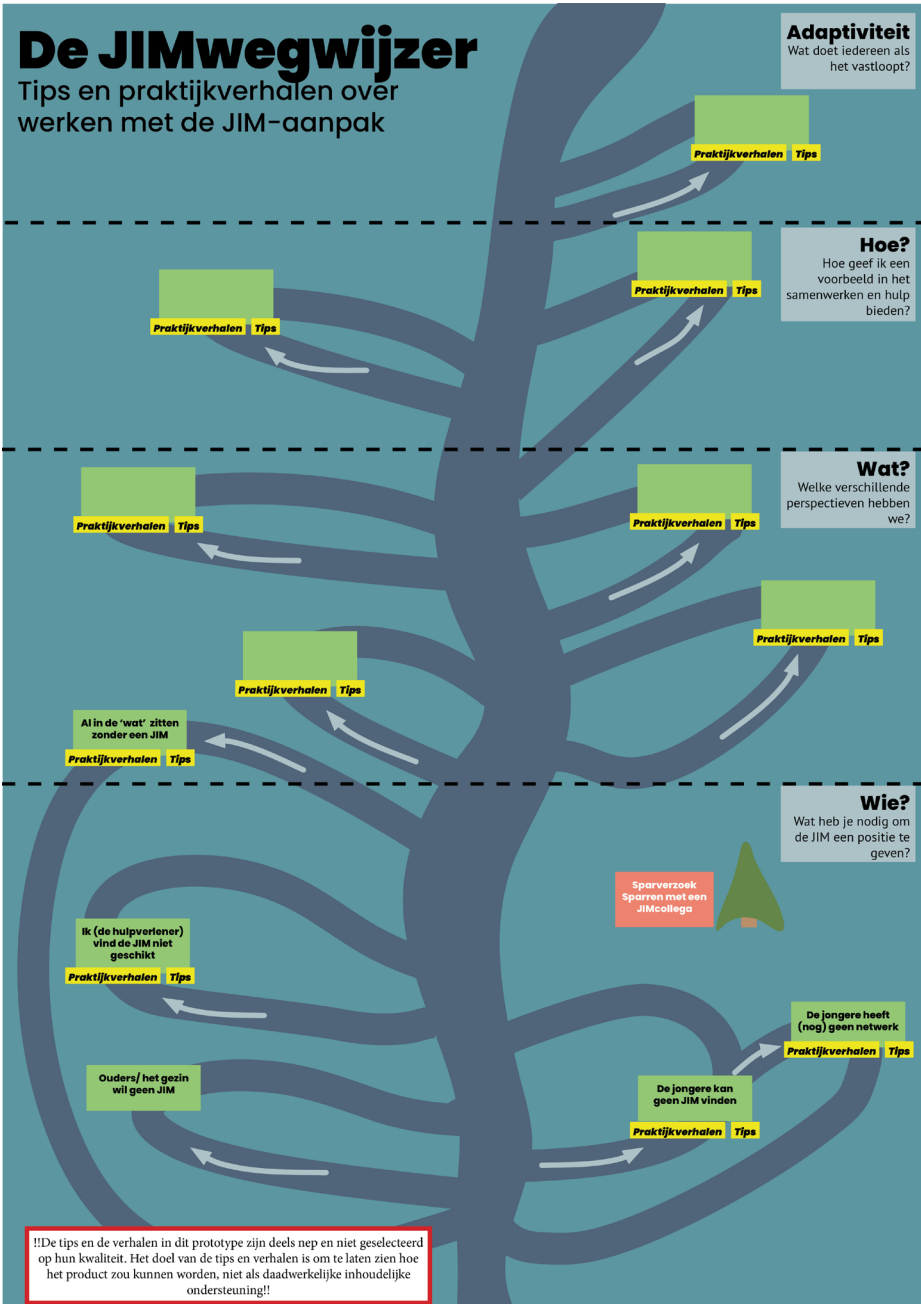
figure 4, the YIM event



figure 5, the card that the two youth workers received

promotion material and a monthly update with tips over mail.

This concept was evaluated (separately) by a YIM trainer, two youth workers and a manager. The two youth workers also received a card, to test how colleagues would respond to the card (see figure 5). In the final version, there is an online meeting before the event that the manager can attend easily. Furthermore, the promotional



materials are focused on breaks and are activating.

The interactive roadmap

The 'Pondering Protocolist' and 'Hindered Calculative' concept is an interactive map (see figure 6). It shows what to do when the approach does not go smoothly. In the sideways, it shows how to get back to the main road by giving tips and stories from practice.

Different versions of the interactive roadmap were evaluated with youth workers to decide on the final form and to learn more about the different situations when this map can be used.

The final version of the interactive roadmap is a desktop version, with an app and a poster that can be scanned with the app. The roadmap is used to prepare for cases in a meeting, or alone.

figure 6, the interactive roadmap

1. Introduction

This report describes the process of designing support for youth workers in working with a Youth Initiated Mentor (YIM) approach. This design project has been proposed by stichting JIM (YIM foundation), a foundation that trains youth workers in working with the YIM approach and wants to increase the amount of youth that can rely on an informal mentor. Stichting JIM started the YIM approach as an alternative for out-of-home placements. Currently, they train youth workers for all the different forms of youth care. To design support for youth workers in working with the YIM approach, this report will first explore the context of youth care, being a youth worker and the YIM approach.

Before starting with the project description, the background will be explained. In chapters 2 and 3, the context of working with the YIM approach will be explained. The youth care and the biggest challenges in youth care will be described in chapter 2. The workday of youth workers, the motivations of youth workers and the

struggles of youth workers are discussed in the following chapter.

Then in chapters 4 and 5 the YIM approach and why the YIM approach can be an improvement to youth care is explained. In chapters 6 to 9, the project description will be given. The client, the opportunities, the project goal and the project approach will be discussed.

The design research is explained in chapters 10 to 16. Containing the research questions, the research approach, the five personas that were the research outcome and a discussion and reflection on the research.

The design explorations will start in chapters 17 to 26. Explaining for which personas I developed a concept, which approaches I used and what the final concepts were.

Then the report will conclude with a project evaluation. In chapter 27 developed concepts will be evaluated and in chapter 28 a discussion and a conclusion about the whole project will be given.

Table of content

Summary	3	20. Design process	61
1. Introduction	7	21. Designing with the 'Passionate Pioneer'	65
The context	9	22. Idea could for connecting professionals	67
2. The Dutch youth care sector	10	23. Designing with for the 'Lonely Enthusiast'	70
3. What is it like to be a youth worker	14	24. YIM event with the manager	76
4. The YIM approach	20	25. Designing with the 'Calculative Hindered' and 'Pondering Protocollist'	79
5. What can the YIM approach bring?	22	26. Interactive YIM roadmap	85
Project description	24	Project Evaluation	88
6. Client: stichting JIM	25	27. Evaluation Concepts	89
7. Opportunities	26	22. Conclusion and discussion	91
8. Project goal	26	23. Resources	93
9. Project approach	27	Appendices	95
Design research	28	Appendix I: Original project brief	96
10. Research questions	29	Appendix II: Reflection booklet	101
11. Assumptions	30	Appendix III: Points for support	108
12. Research approach	32	Appendix IV: Expectations about working with YIM	110
13. How do youth workers experience YIM?	40	Appendix V: Exchange in YIM knowlegde between professionals	111
14. Conclusion	50	Appendix VI: Set-up user test	112
15. Discussion on the research results	51	Appendix VII: Paper prototype of the app	115
16. Personal reflection on the approach	53		
Design exploration	55		
17. Design Directions	56		
18. Tips and tricks	59		
19. Recognise	60		

The context

Before explaining the project goal in detail, the background of the project is explained. Chapters 2 and 3 will describe the Dutch youth care sector and the youth workers. Chapter 4 and 5 will discuss the YIM approach.

2. The Dutch youth care sector

In the upcoming paragraphs, the Dutch youth sector is explained. The sector struggle with a lot of issues that have an influence on the youth and youth workers. Before the issues are described, a general explanation of the youth sector and what kind of care it provides for will be given.

How Dutch youth care is organised

When a minor has problems or experiences stagnation within their development they can get help from youth care (Rijksoverheid, n.d.). Many forms of youth care are provided by many different organisations. Since the reorganisation in 2015, the municipalities are responsible for providing youth care. Per municipality, the youth care is a bit differently organised.

Figure 2.1 is a simplification of the different forms of youth care. High specialized

forms are placed on top, while more general forms of youth care are placed at the bottom. Some of these specialized forms are places that shelter children who cannot live at home anymore. A more general form is for example the social worker from school. On the right side, the forms of youth care with a medical background are shown. The “jeugd GGZ” (the youth mental healthcare) is involved when a teenager suffers for example from forms of autism or depression. A teenager can be involved with different forms of youth care at once.

The problems the Dutch youth care faces

The sector experiences many problems. In the following paragraphs, I will try to give an overview of the problems which are important to the context of the youth workers and the YIM approach.

Debt problem

One of the most forwarded problems is the debt problem. The municipalities have to provide the budget and they have to decide

The information in this chapter is gathered by interviews with people from the youthcare sector, filled in reflection booklets from youth workers, literature and media research. Fourteen youth workers were interviewed and twelve youth workers filled in a reflection booklet. Chapter 12 will discuss how this information is gathered in detail.

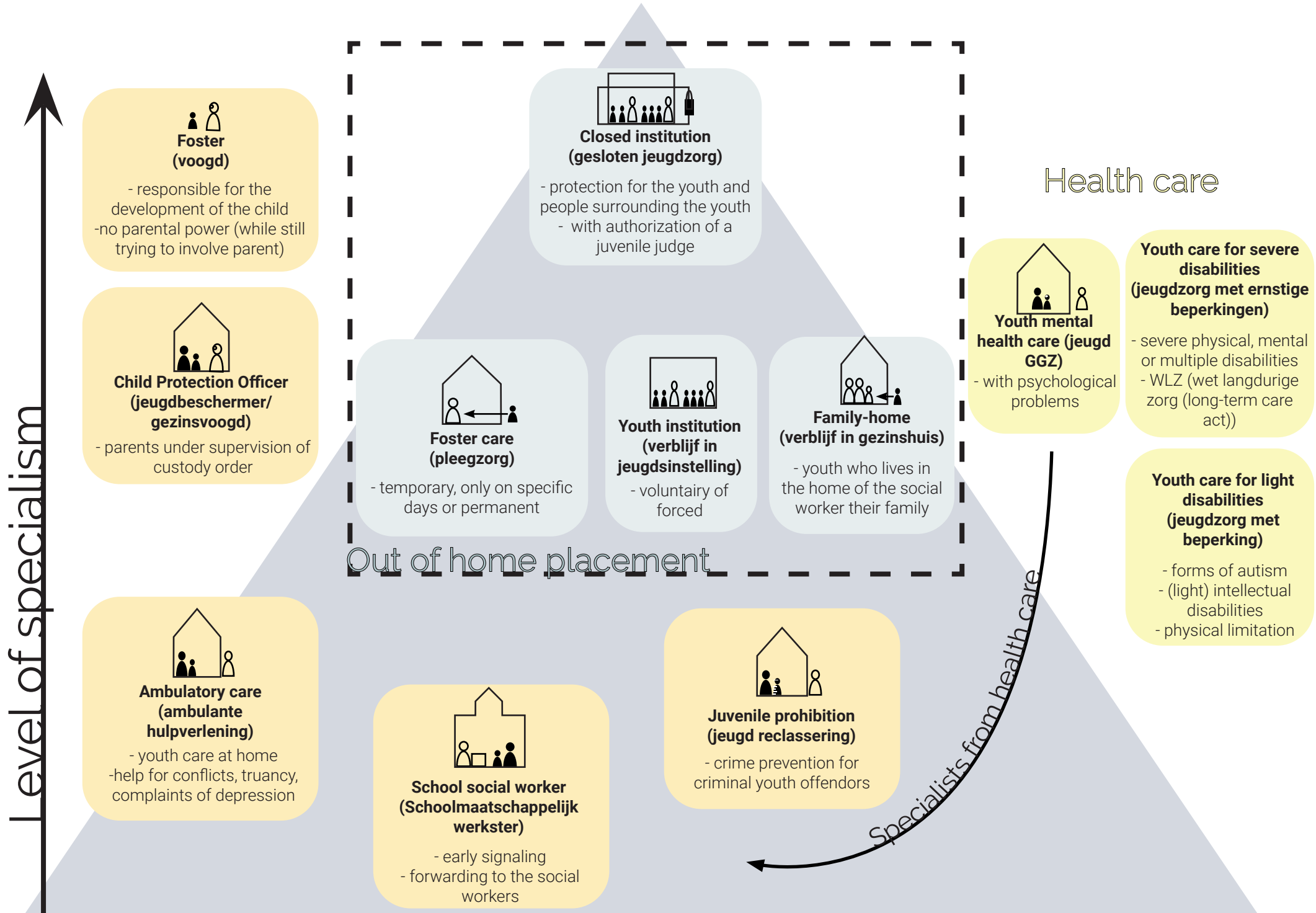


figure 2.1, different forms of youth care (Rijkssoeverheid, n.d.; Jeugdzorg Nederland, 2018.; Youchooz, n.d.; Marieke1982, 2011.)

how to spend the budget. The budget that the municipalities often have to provide for is not sufficient enough. In 2019 for example there was a budget deficit of 1,6 – 1,8 billion Euro (AFE, 2020).

Letter

But the debt is not the only issue in youth care. On the 21st of May, after the elections and during the formation of the Dutch Government, the Sociaal- Economische Raad (SER, translation Social Economic Counsel) sent a letter (2021) to Mariëtte Hamer. Hamer was in charge of forming a new government. In this letter, the SER asks for attention to the pressing issues in youth care and gives advice on solving these. The issues from this letter which are related to this project, will be discussed here.

Insufficient involvement of the youth

One of the issues mentioned in this letter is the insufficient involvement of the youth in decisions about their aid trajectory. The youth workers decide what care is given to the youth and states this to the youth.

Waiting terms

Another issue mentioned in the letter are the waiting terms (SER, 2021). The foundation Het Vergeten Kind found out in a research that on average children have to wait for 10 months before getting help (2021).

Many different youth workers

A child also sees many different youth workers over time (SER, 2021). In 2017 a documentary Alicia, which shows this problem was aired (Ooms, 2017). This documentary shows the child Alicia growing up without a home. She is a foster child who longs to be placed within a family. Yet the longer it takes to find a foster place, the more aggressive her behaviour becomes. To respond to her aggressive behaviour they place her from institution to institution. After airing the documentary the manifest 'Stop de carrousel' was launched (Impact "Alicia, 2017"). The goal was to prevent more children from going through the same as Alicia, moving all over the country to get placed in different institutions.

Care stops at 18

From the problems in the letter directly facing the youth, I also want to mention the stop of care when becoming an adult. After a teenager becomes 18, the youth care stops. They can apply for care for adults, but there are waiting lists and the transition is difficult. Adolescents who just turned 18, also have the option to extend the youth care. But the criteria for extending youth care are strict and the municipality has to decide whether to extend the care (SER, 2021).

Problems facing youth workers

The letter also mentions problems related to the youth workers. These problems are difficult procedures, under-staffing, high workload and many administration. The first two of these problems will be elaborated on in this chapter. The workload and administration will be elaborated on in the following chapter about youth workers. Because they are about the daily situations of a youth worker.

Difficult procedures

Because the municipality organises the youth care, the municipalities are the ones who make the procedures. Working with these procedures is difficult. There are differences in the procedures between municipalities, the procedures in some municipalities are complicated, the youth worker has to wait for the approval of the municipality to start with giving the necessary help and to save costs municipalities also tend to stir towards lighter forms of youth care, also when there is a heavy form necessary. During the interviews difficulties with these procedures were also mentioned by the youth workers.

Understaffed sector

The sector is understaffed. One of the problems this creates is that professionals work in a specialized context, while their not (yet) qualified to work there. Another consequence of under-staffing is an increased caseload.

In summary, the youth care sector comes to aid when a child or teenager experiences stagnation within their development. Since 2015 the municipality is responsible for organising many forms of youth care. The problems that the sector has are debt, no involvement of the youth in decision making, waiting terms, the frequent change in youth workers for youth, care becomes difficult after turning 18, difficult procedures, high workload, many administration and under-staffing. The next chapter will discuss what it is like to be a youth worker in the Dutch Youthcare sector. Chapter 5, will describe why the YIM approach can be an improvement to youth care and to the youth workers.

3. What is it like to be a youth worker

Understanding the youth worker will make it easier to understand the YIM approach and the difficulties of the YIM approach. Therefore in this part, the youth workers and their profession are discussed. What does their workday look like? Who do they work with? Which equipment do they use? How do they work? Which characteristics are related to the profession and what are their values? What makes their jobs harder? And finally what motivates them to work in this profession.

The information shared in this paragraph is to give an idea about the profession of being a youth worker. It gives some insight into the professional life of a youth worker. The statements, however, do not apply to every youth worker. The youth workers

I interviewed are a broad and diverse group. They are different people who work in different organisations in different functions. In chapter 12 on page 37 this group is discussed.

Average day

Based on the reflection booklets (see the grey block), figure 3.1 shows how an average day looks like. The schedules of the participants were very similar, which

<i>Average day</i>	
<i>09:00-10:00</i>	<i>team meeting</i>
<i>10:00-12:00</i>	<i>visit family</i>
<i>12:00-14:00</i>	<i>administration</i>
<i>14:00-16:00</i>	<i>visit family</i>
<i>16:00-17:30</i>	<i>administration</i>

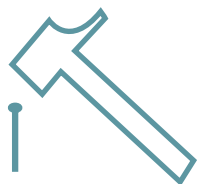
figure 3.1, *scheduled of the average day of a youth worker*

The information in this chapter is gathered by interviews with people from the youth care sector, filled in reflection booklets from youth workers, literature and media research.

Fourteen youth workers were interviewed. Quotes from these interviews were categorized. The categories that describe what it is like to be a youth worker are the base of this chapter. Furthermore, information from the reflection booklets, literature and interviews with people from the YIM foundation was also used to form this chapter.

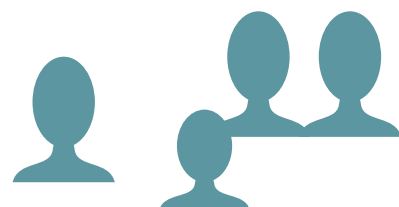
Chapter 12 will discuss how this information is gathered in detail.

made it possible to create one schedule. The days starts with a meeting. After the meeting, there are two moments of contact with the youth, their families, or their schools. Furthermore, most of the participants work on their administration between 12:00 and 14:00 and after 16:00.

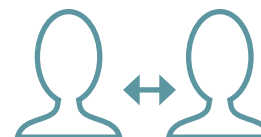


Equipment

During their work, the youth workers do not use much equipment. What they do need are materials for explanations (pen, paper and whiteboard), transportation (bike, car) and materials for administration (the computer). Furthermore, when asked what stuff they need to do their jobs, two of my participants mentioned the need to keep educating themselves. Books and extra training are necessary for them to be a good youth worker because of the complexity of their work. Two others also mentioned the need for themselves physically and mentally.



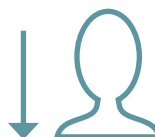
Group 1:
The youth, the family of the youth and the YIMs



Group 2:
The direct colleagues



Group 3:
The specialist in certain areas



Group 4:
People with a level of authority



Group 5:
Others from the sector

Most important people for youth workers

The answers describing the most important people during the worktime of the youth workers were diverse. The answers can be divided into five groups (see figure 3.2). The youth, their family and the YIMs are mentioned by some of the

figure 3.2, *The most important people for youth workers*

participants. Then there are the direct colleagues, who were mentioned by all of the participants. These direct colleagues have the same function within the organisation as the participant. The third group consist out of people who are more specialized in a certain area, for example, the psychologist, the systematic therapist

and the behavioural scientist. Also, these people were mentioned by most of the participants especially for the advice that they give. The last two groups were only mentioned by a few of my participants. Group four are the people who have a level of authority, the head therapist, the manager or the boss. And the last group consist out of the people from the sector, for example, the municipality, the one who does the application for the youth.

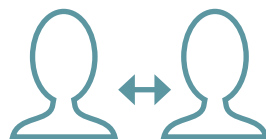


Contact with the youth and their family

At the core of the job is the contact with the youth and their families. Many of my participants indicated that they would want to have more time for contact with the client.

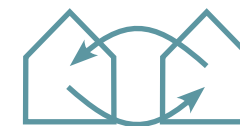
The way they have contact varies from the organisation. From meeting physical up to video calling. Informal conversations with clients can be really helpful. But due to the high caseload (see also chapter 2), client

contact is often limited. One participant told me that during a conversation of an hour, they need to find out what is going on, decide on what to do and explain to the teenager what they should do. Another participant also told that lack of time prevents people from visiting clients because of the travel time. Furthermore, a youth worker shared that when a youth is a client at her institution, the client sees many faces. But the people from the institutions sometimes forget that that is the case.



Contact with colleagues

Colleagues are very important for the youth worker. They can hold up a mirror and point at the blind spots. But colleagues can also make the job more difficult because they “are very good in meetings” which means that they want to talk about everything and which makes meetings long and slow.



Working together with other youth care institutions.

For youth workers, it is unclear how things are organised differently per municipality. The municipality use, according to one of my participants, different terms for the same way of working. One participant has to contact youth care institutions to provide specialized care for the teenager. The hassle around this contact makes this participant sometimes feel more like a care broker instead of a youth care worker. Another participant struggled with the municipality because the YIM team has to explain every time how they work and why they work with the YIM approach. The same participant mentioned also that they did a case for free because they felt the aid was necessary, while the finance is not yet arranged.

Within the organisation some participants also experience problems. Youth workers have to see that clients have to wait for care, because of organisation issues (because of the earlier mentioned waiting list).



Current work approach

The ways of working differ per organisation. There are organisations where people barely pay attention to the network of the youth. They do ask about how the network of the youth looks during the intake, but often do not involve the network any further.

Some organisations try to involve every important party at the table, for example also the school or other institutions.

Then there are also organisations/team which follow the YIM approach where the network is key.

One participant mentioned that youth workers want to form their own view during cases, instead of trusting the information already in the documentation. Another participant mentioned that they try to not intrude unless safety is an issue.



Important values in the youth care

Participants shared which values in youth care they also found important.

To start several participants said that it is important to *“be open-minded”*, *“to put away your prejudice”*, and to not look at your own standards but to look at *“what is good enough for this family.”*

The participants mentioned that they found it important to *“not finding yourself as important”*. But this views was *“definitely still there in youth care”* and they see other youth workers *“knowing better”*. They also reflect on their past view, one used to *“find me and what I do very important”*.

To deal with the complex situations which youth workers work on, youth workers find it very important to learn, develop and keep on getting extra education.

What some of the participants did not like was the *“thinking in boxes”*, the classifications only are about defects.

Others mentioned *“hierarchy”*. They prefer to work together on a problem, instead of having a colleague who feels that they are better than them, while the youth worker has to tell the youth what is going to happen. Lastly, a participant also mentioned the *“dispatching problems to others instead of working on the problem together”*. *“People only think from the we- them perspective instead of working together.”*



Identity

One participant even mentioned which characteristics are related to a youth worker. Youth workers find themselves important and instead of listing, they immediately want to take over and help.



A tough profession

The cases in youth care can be tough. To cope with these heavy cases the youth workers distance themselves physically from a case by driving away in a car after case. Or by standing still when something positive has happened and creating small realistic goals. Other ways of coping are seeking new inspiration (the participant mentioned the YIM approach), a diverse case lot and black humour.



Tough job

Many participants were bothered by the amount of administration. One participant shared the anecdote that in the past she used to see five families a day, now this has decreased to two families a day. Another one is *“not seeing how this is helpful for the families.”* Furthermore, a

participant mentioned that *“when I finally finished my plan, and it is a decent one, two other experts have to look at it and approve it”*.

Furthermore many participants described how they have a lot of hassle to get finances for single cases. The municipalities need to be convinced and give money for a certain approach. While the finances are based on the problems that clients have and not on the solutions which need to be given to clients. One participant mentioned that sometimes during a meeting with care providers and parents, they would have whole discussions about where the money needs to come from for the care. And some other participants shared their wishes that it would be less about the money but more about the care.

Furthermore, youth workers also have to face time pressure. One participant told me how there was no time for reflection and development and no time to take a good decision. Another participant mentioned that time pressure manifested itself as well because they have to fill in different documentations within a certain amount of time.

Youth workers also have to deal with demands from other people. On one hand, the municipality asked them to fix a specific problem for a specific amount of money. This makes them feel obstructed because there are not enough finances for some treatments. While on the other hand, the parents expect that the youth workers *“wave their magic wand and solve their problems instead.”*

The last negative issue mentioned by my participant was the lack of trust in youth workers. *“The system goes out from distrust, not from the trust.”*



Effectivity of their job

One of the participants said that they thought that youth workers kept problems in place or even increase problems. Two participants mentioned that the formats and methodologies in youth care prevent them from giving care that fits the youth and their family. Another one mentioned that if they were earlier involved in some cases, many things could have been

prevented, but now the right help comes too late. And lastly, two mentioned that people do not know how to listen to the youth and the family about what they really want, but that the municipality decides what should be improved.



Motivation: why they do this

The youth workers I interviewed also shared with me why they started working in the sector. Two chose this profession because of their own personal history and wanting *“to prevent others to go through the same.”* Another group was interested in children and/or a specific type of therapy. Also within my participants there were a few who started in education, but wanted to do more for the personal development of children. Then there were also participants who *“wanted to improve the world”* or *“want to contribute something”*. For others *“it feels good to be able to do something for them [the youth] in difficult times.”* Another reason was *“to work with people”* because being a youth worker is a social profession.

One participant even works in the youth care because *“I hope for a better youth care”*

And finally, one participant said they are *“liking it to do something new”*.

In conclusion working in youth care is tough, not only the cases that youth workers have to face, but also their working conditions: demands from the municipality, time pressure, and administrative pressure. Yet, they are all motivated to improve the situation of the youth and have the support of their colleagues.

4. The YIM approach

The YIM approach is a promising approach, especially for the already troublesome youthcare sector. Before discussing why the YIM approach is promising, this chapter will first explain how the approach works.

When working with the YIM approach, the youth has an adult from their network (besides their parents) who is involved in the youth care trajectory. To start with this approach, the youth has to choose and ask an adult who they trust to become their YIM, see figure 4.1. A conversation between the youth worker and the asked adult will take place to discuss the role of being a YIM. After this conversation, there is a meeting with the teenager, the parents, the youth worker and the YIM. During this conversation, the YIM is installed. From that moment the YIM is officially involved. The youth worker, the teenager, the parents and of course the YIM can start with setting up a plan to get their lives back on

track (de Ruig & van Dam, 2020).

Parents can respond in various ways to a YIM, ranging from tolerating the YIM to embracing working with a YIM. Although the teenager decides, the parents do have to (reluctantly) agree (de Ruig & van Dam, 2020).

A YIM is supportive in multiple ways: a YIM can voice the opinion of the youth when the youth has troubles when expressing theirs. A YIM knows the context of the family and can therefore support the youth worker. The youth trusts the YIM, therefore the YIM can say things that a youth worker cannot say to the family. And a YIM is sustainable. The youth worker will leave, but the YIM will stay (de Ruig & van Dam, 2020).

In the Netherlands there are over 3300 YIMs. And also in Ireland and in Belgium YIMs are being appointed by youth. To work with this approach youth workers follow the YIM training provided by Stichting JIM. Stichting JIM is the Dutch

YIM foundation. JIM stands for 'Jouw Ingebrachte Mentor' and is the Dutch translation of Youth Initiated Mentor. Furthermore, stichting JIM researches the YIM approach.

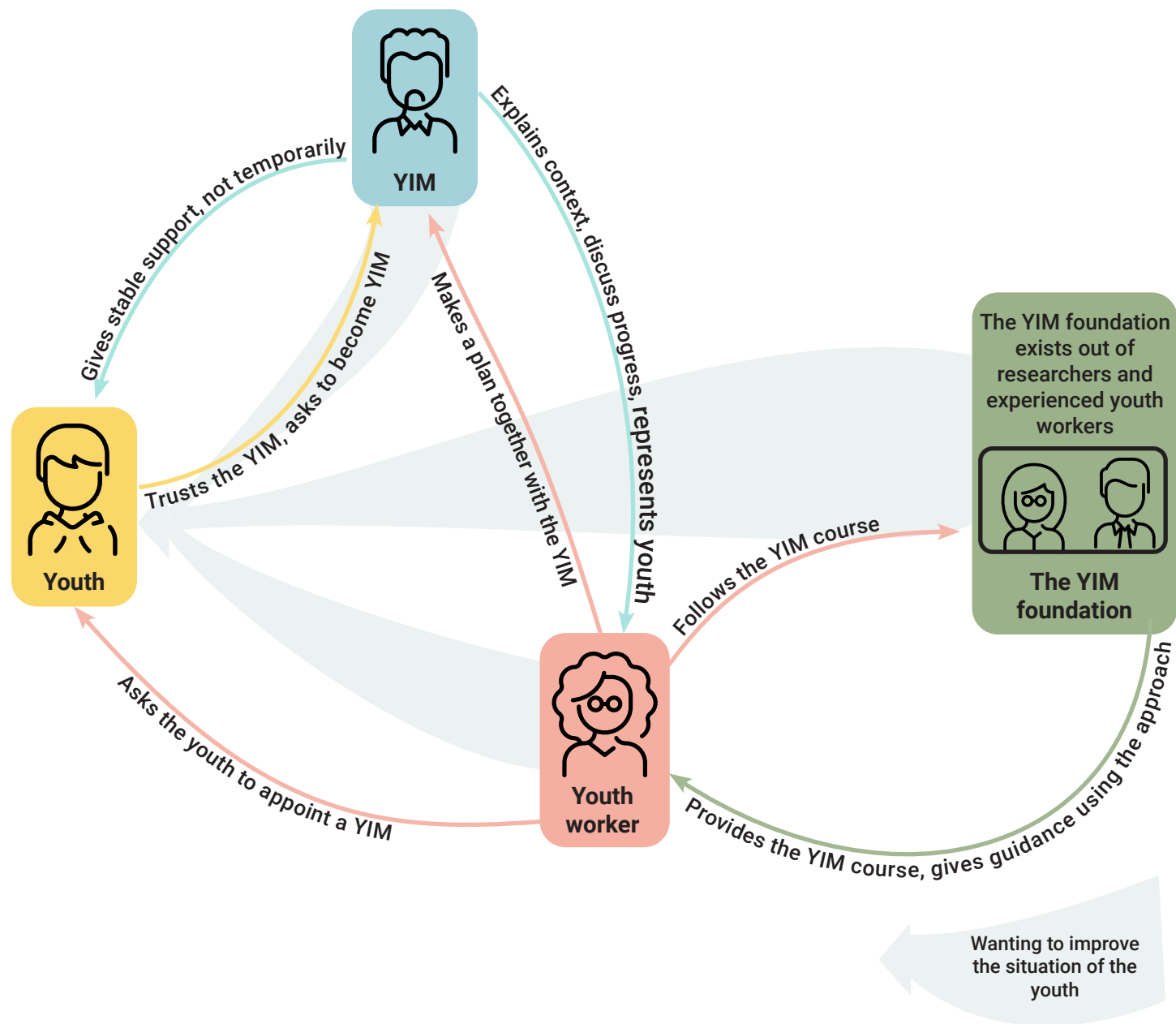


Figure 4.1, the YIM approach and the people who are involved.

5. What can the YIM approach bring?

In this chapter will be discussed why the YIM approach is promising to improve youth care.

In a personal essay Suzanne de Ruig (2018), co-founder of stichting JIM, explains how she as a youth worker kept on being frustrated about her work as a youth worker before working with the YIM approach. She asked herself if she really was able to help the families. She describes how for one job she: “always had the feeling that you cannot do what is necessary, but you do see the consequences” (of not being able to do the things which are necessary). Also even when she started working in a new job with a promising multi system approach, falling asleep at night was hard and the family didn't always want the help.

Rest and systematic change
Working with YIM brought Suzanne peace

and showed pattern-breaking results in the families. Some of the youth workers I interviewed, also discussed how working with YIM makes it easier to ‘turn themselves off’ when the workday is finished. With the high pressure that youth workers already have, working with the YIM approach makes the professional able to focus on patterns that need to be broken instead of constantly focussing on crisis situations (or as the Dutch saying is: putting out fires).

Stable and sustainable
Besides the breaking of patterns, the YIM approach is sustainable because when the youth worker leaves, the YIM stays. Research also confirms that for real change the person itself and its network is of influence (Wampold, 2001).

Motivative
The YIM approach increases motivation. To be motivated to change your behaviour

autonomy, relatedness and competence play an important role (Ryan & Deci, 2000). A youth has to find, chose (autonomy) and ask (competence and relatedness) their own YIM. Research also shows that the teenagers with a YIM can feel motivated by their YIM to achieve their goals (Spencer 2016).

Less expensive on the long term

Because the YIM approach can provide systematic change and the approach is sustainable, the YIM approach is promising to decrease the cost of care in the long term.

Decide together

Following the steps of the YIM approach, when there is a YIM the YIM, the youth, the family and the parents all sit together to make a plan. Research describes that youth experience their YIM as a spokesman (Van Dam, bakhuizen et al. 2019).

In conclusion, the YIM approach can bring rest, systematic change, stableness, sustainability, motivative youth, less expensive care, and influence of the youth when making decisions to the youth care. Besides having its advantages for a youth the YIM approach can also bring rest in the head of the youth worker.

Project description

After the context description described in chapters 2 to 5, chapters 6 to 9 will give the project description. What are the struggles of the client? What are the opportunities from the context?
What was the goal of the project? What was the project approach?

6. Client: stichting JIM

Stichting JIM is a foundation that operates in the youth care sector. They train youth workers to work with the Youth Initiated Mentor (YIM) approach. Next to training youth workers to work with the YIM approach the YIM foundation also researches the YIM approach.

The goal of stichting JIM is that every child grows up with an informal mentor (stichting JIM, n.d.). An adult who a youth can trust and where the youth can go for support. They want that all youth in the youth care able to appoint a YIM. Therefore the youth workers need to be able to work with the YIM approach.

Stichting JIM has already trained more than 1650 youth workers in working with the YIM approach. Although there is a group of YIM enthusiasts, there are also youth workers who do not really work with the YIM approach. Stichting JIM wants to know, from a new perspective, how they can increase the impact of the training. They want to find out where they can support the youth workers in working with the YIM approach.

“Met je eigen wortels groei je het mooist.”

“With your own roots, you grow at your best”

- Vision stichting JIM



7. Opportunities

Learning from a design perspective what the experiences are that youth workers have when learning and implementing the YIM approach. With the insights gathered from this research, services or tools can be designed to create extra support for the youth workers when working with the YIM approach. Design research can show in depth which problems exactly the youth workers experience and why. Based on these outcomes, design solutions can provide the stichting YIM with creative design solutions, to improve the service that they give to the youth workers.

8. Project goal

Learn who the youth workers are that followed the YIM training? What are their experiences and where do they want to have more support from stichting JIM?

Design a product or service that supports youth workers (who have followed the YIM course) in implementing the JIM approach.

In appendix I, the original project brief can be found.

9. Project approach

Designing with instead of for

During this project, I want to involve the youth worker as much as possible. Giving ownership to the people who will be using the design, is important for me. In the end, they are the experts of their experiences. They are the ones who will be using the design. Or as Costanza-Chock (2020) formulates it as the key lessons of chapter 2 from Design for Justice:

"leadership and control by members of the community that is most directly affected by the issue is crucial, both because it's ethical and also because the tacit and experiential knowledge of those marginalized within the matrix of domination is sure to produce ideas, approaches, and innovations that a nonmember of the community would be very unlikely to come up with". (Introduction: #TravelingWhileTrans)

Therefore I tried to follow a design approach inspired by co-design (Donetto et al., 2015) and design for justice (Costanza-Chock, 2020). I try to listen and facilitate instead of deciding for the people who will be using my designs.

This approach also has similarities with the YIM approach. In the YIM approach, the youth worker is the expert with knowledge of methods and how to use these. This expert looks together with the youth and the family who are involved and what to do. In the co-creation approach, the designer is the expert who knows the methods and how to approach a design project. The people who will use the design and the designer will find out together what should be designed.

Design research

When designing for someone, it is important to learn about the person you are designing for. What is their context, what are their needs, motivations and experiences? Chapter 2 up until 5 have already described the context of the project. The following chapters will describe the research that was performed to learn about this context and the experiences of the youth workers.

Chapter 10 will describe, what precisely did I want to learn to be able to design something which supports youth workers. Chapter 12 will be about the way I tried to get answers to these questions. Finally, in chapter 13 I will discuss the research outcomes. The research outcomes will also serve as the base for the design exploration. .

10. Research questions

In this chapter, I discuss the research questions and why these research questions were chosen. The research questions are at the base of the project and determine what will be researched.

The persons who I designed for are youth workers. Because I have not much experience with the youth care sector, these questions are about getting to know the sector in general. This sector is an important context of the YIM approach and the youth care workers. The research question for the sector became the following:

- How does the Dutch youth care sector work?

- What kind of institutions are there?
- What major issues does the sector face?
- And why is the YIM approach necessary as a new way of working?

Besides the sector, it was also important for me to get to know the youth worker in general. As Sleeswijk Visser et al. (2005, p.121) state "Studying the context of product use helps designers to gain empathy with users, to avoid fixation on preset assumptions about the user or the product, and to create innovative concepts on how a product can be experienced." Furthermore learning about the youth worker helps me understand their world also on a practical level which is important to come to a good design solution. This practical understanding helps for example to estimate what would work and what would not work. To learn more about the youth worker and its context I formed the following question:

- What is it like to be a youth worker?

- What are the important values and motivations of a youth worker?
- What are the day to day experiences of a youth worker?

- What are their goals as youth workers?
- What does their work environment look like?

Lastly, the most important set of research questions will delve into the experience with the YIM approach. With the last set of questions, I tried to find out how youth workers currently are experiencing the YIM approach. The goal for these questions is to get a good overview of the experiences with YIM, both in the current situation as before the YIM training.

- How do youth workers experience YIM?

- What does YIM do to and for a professional?
- What are the initial thoughts about YIM before and after the course?
- How do they make YIM their own?
- What are the highlights and lowlights of working with YIM?

11. Assumptions

The research started with the following assumptions about the experiences of youth workers with the YIM approach.

In figure 11.1, an overview of the assumptions about learning to work with the YIM approach can be found. The assumptions were about four areas. The new approach (for the youth worker), the new approach with the youth, the parents and working with a YIM.

I assumed the main issue to be the different mindset of the YIM approach (part of a new approach). Because the different mindset of the YIM approach challenges the position of a youth worker. Instead of being the one who gives aid, the YIM approach asks the youth worker to help the youth find someone who they can ask for help.

Furthermore, I also suspected that the youth workers would not be open to the

YIM approach because it is new and again something that promises to be the new next thing.

I expected that the other issues mentioned in the overview would be less important. These assumptions are about issues with the relations between the youth and the YIM (ruining the relationship, staying an ally), the trust in the YIM (unsuitable, to involve and trust the YIM, trust in the youth worker), the reaction of the parents, the capability of the youth to find a YIM (not have a network), the skills and experience of the youth worker to work with the approach (stimulate the youth, asking the YIM question, getting experience, giving away control), and the space that the youth workers has in working with the approach (protocols, time and priority).

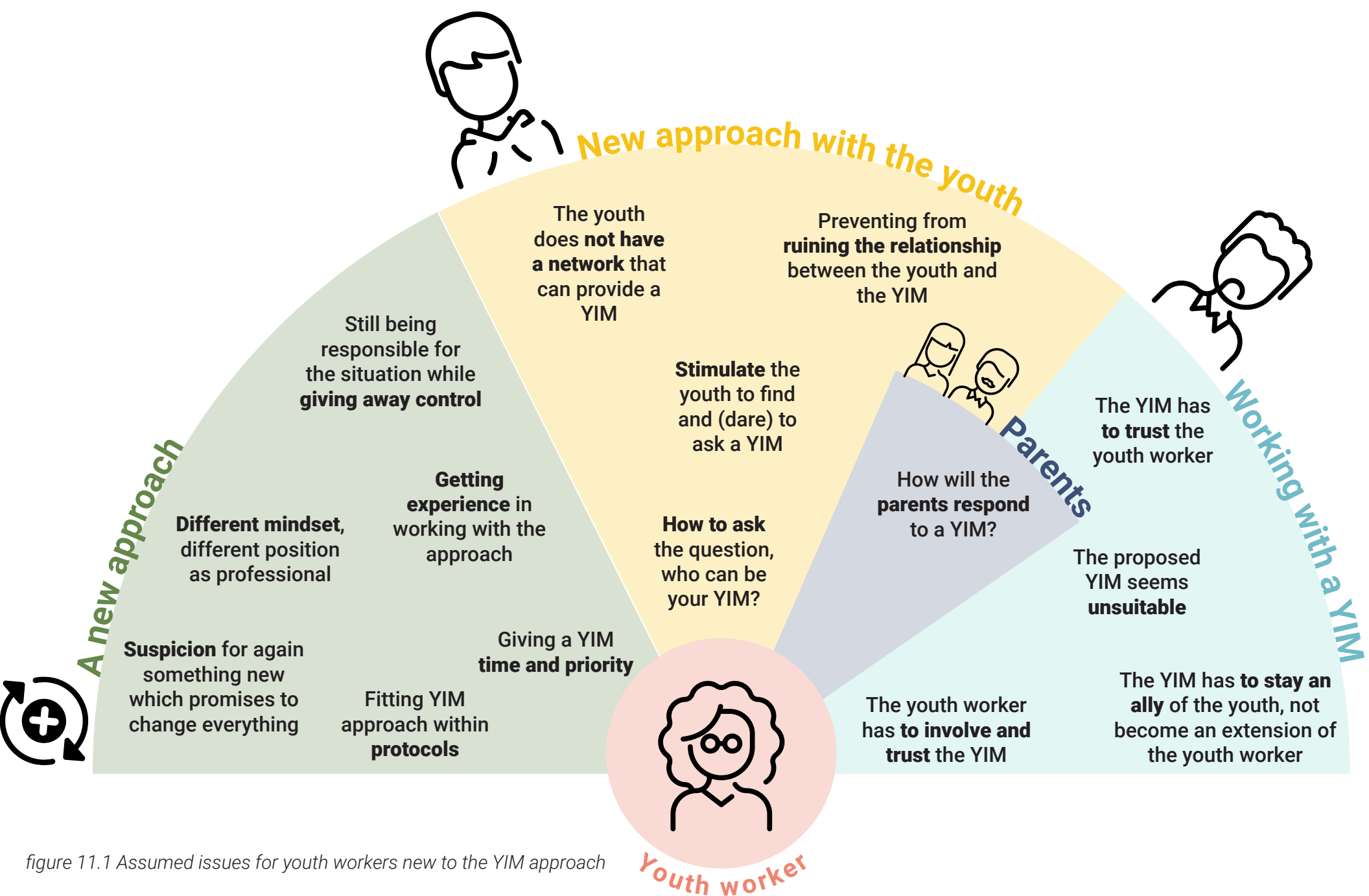


figure 11.1 Assumed issues for youth workers new to the YIM approach

12. Research approach

To answer the research questions different methodologies were used. This chapter describes how I approached the literature research, the interview and reflection booklets, observation, analysis and validation. An overview of the different methodologies with the research question that answer (partly), can be found in table 1.

Goal

The goal of the research was to answer the research questions and learn about the context of a youth worker. Therefore I identified four areas of which I wanted to learn more:

- The (Dutch) youthcare sector
- The characteristics of youth workers
- The YIM approach
- The experiences of youth with the YIM approach

Methods

I used literature research, the interview and reflection booklets, observation to answer the research questions. In figure 12.1, a simplified overview of the methods and the areas can be found. In table 1 a detailed overview of the research methods and the (sub) research questions that they answer can be found.

Literature and media research

To have a basic understanding of the youth care sector, of being a youth worker and of some basic knowledge about the YIM approach, I did literature and media research.

Observations

Furthermore, I also observed three YIM training sessions with two different trainers. These sessions took place in a video call. They already gave me an idea of the questions and struggles that professionals who work with YIM have. The training also showed how professionals could respond to YIM. I attended a webinar for youth workers about working with YIM.

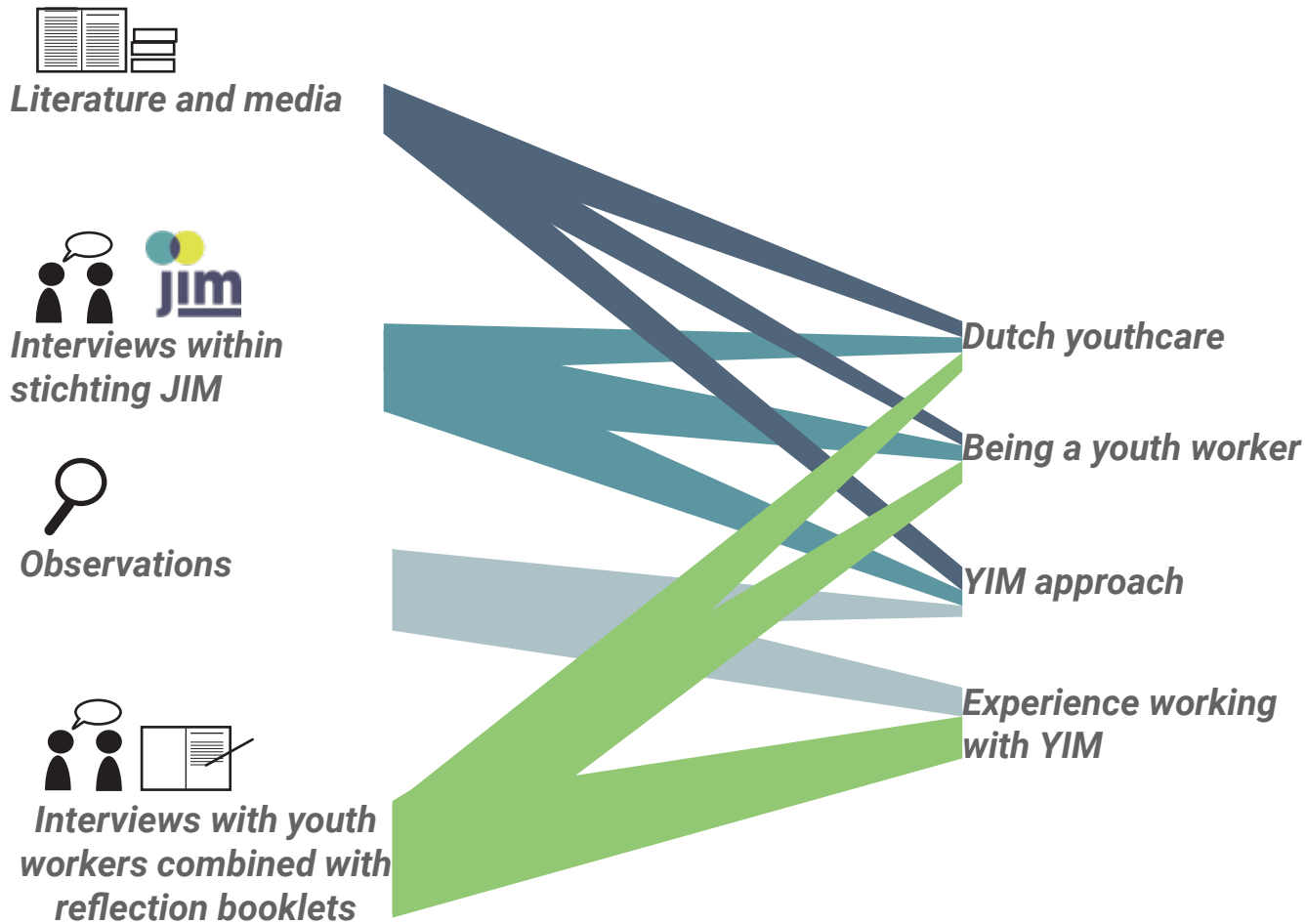


figure 12.1 Simplified overview of the methods used for which research question area

From this webinar, I could also see what the questions asked by youth workers are.

Interviews within stichting JIM

Within stichting JIM, I interviewed people

about their experiences with youth care, youth workers, the YIM training and the YIM approach. Among these people were the three trainers, two researchers and one volunteer who is a retired youth care

professional and has worked in the sector her whole professional life.

Interviews with youth workers and reflection booklets

To specifically learn about what it is like to be a youth worker and their experiences with YIM, I used a combination of reflection booklets and interviews.

The booklets (see figure 12.2 - 12.10 and appendix II) are based on sensitizing booklets (Sanders & Stappers, 2013). These booklets aim to let the interviewee reflect before the interview on who they are as a youth worker and how they experience working with the YIM approach.

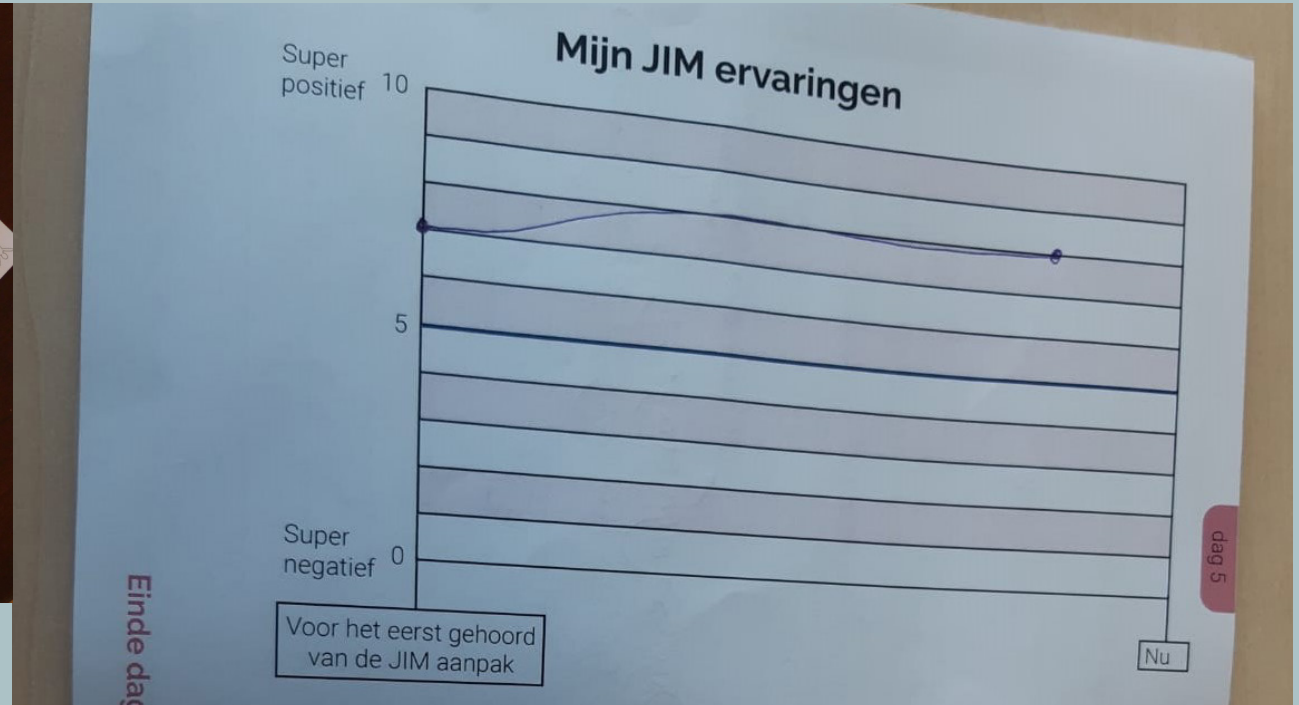
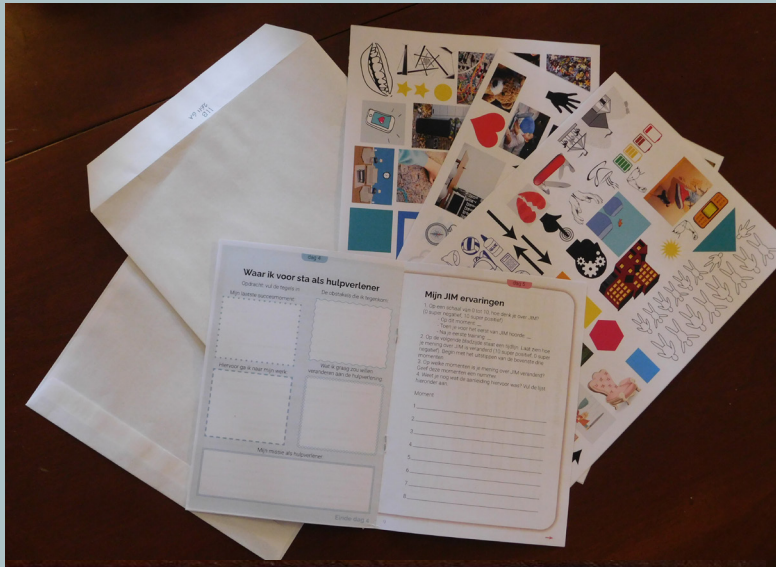
Set-up

Set-up booklets

The booklets are designed to work on for a brief moment for seven days. Each day goes into some of the research questions (see table 1). It starts from the simple questions and proceeds to the more difficult ones. For example, day two asks about the essential people during their job and the most important stuff for them to do their job. While day six asks them to make a collage describing how they experience working with the YIM approach. I also tried to fill in the gap of not meeting

Research question	Initial research				Validation	
	Interviews within stichtin JIM	Interviews + reflection booklet	Observations	Literature	Session	Survey
How does the youth care sector work?	X	X		X		
- What kind of institutions are there?	X		X	X		
- What major issues does the sector face?	X	X		X		
- And why is the YIM approach necessary as a new way of working?	X	X		X		
What is it like to be a youth worker?	X	X	X	X		
- What are the important values and motivations a youth worker?	X	X		X		
- What are the day to day experiences of youth workers?	X	X	X			
- What are their goals as youth workers?		X				
- What does their work environment look like?	X	X	X	X		
How do youth workers experience YIM?		X	X	X	X	
- What does YIM do to and for a professional?	X	X	X	X	X	
- What are the initials thoughts about YIM before and after the course?	X	X				
- How do they make YIM their own?		X	X		X	
- What are the highlights and lowlights of working with YIM?		X			X	
Where do youth workers want more support on?		X			X	X

table 1 Research questions and the used research method to answer them.



dag 4

Waar ik voor sta als hulpverlener

Opdracht: vul de tegels in

Mijn laatste succesmoment:

Gehoord door verwijzers zodat het met kinderen goed (beter) gaat.

De obstakels die ik tegenkom:

Samenwerking in de keten

Wat ik graag zou willen veranderen aan de hulpverlening:

Controle door iedereen, meer naar verhoorven

Hiervoor ga ik naar mijn werk:

Helpen van gezinnen

Afsluiting

Wil je nog dingen kwijt over hulpverlener zijn, werken met JIM of dit onderzoek? Hieronder ruimte:

Dit is het einde van het werkboek. T opdracht: maak foto's van alle ingevulde pagina's en stuur ze terug naar: h.bass@student.tudelft.nl of 06

dag 2

Mijn werkomgeving

Tijdens mijn werk zijn de volgende mensen het belangrijkste:

Voor mijn werk zijn de volgende spullen onmisbaar:

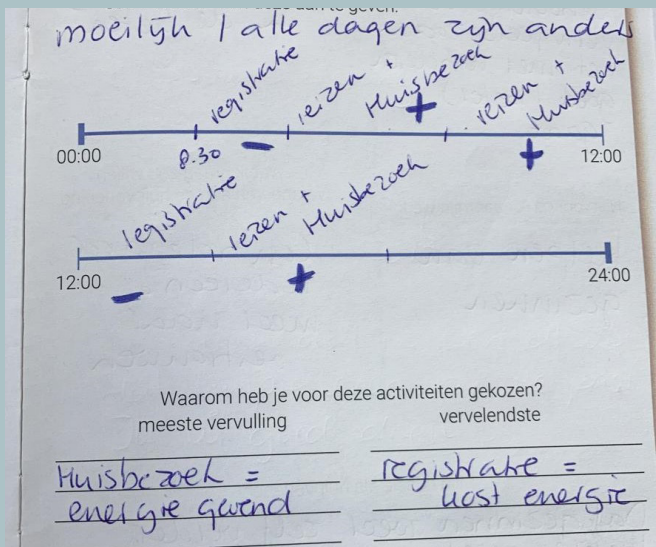
Notitieboekje + pen

Werktelefoon

laptop

koffie ☺

figure 12.2, 12.3, 12.4, 12.5 and 12.6 the package with the booklet, stickers and a return envelope and snippets from the reflection booklets showing the experiences with YIM over time in a graphic, the values and experiences as a youth worker, a collage about their YIM experience and the people and materials they work with.



dag 6

Werken met JIM is voor mij

Maak een collage die voor jou verbeeldt hoe jij werken met JIM beleeft. Gebruik hiervoor de afbeeldingen die zijn meegegeven. Voel je vrij om andere afbeeldingen toe te voegen of erbij te tekenen.

Einde dag 6

ingevuld. Zijn er belangrijke dingen die je wilt doen maar nog niet hebt opgeschreven? Gebruik dan de volgende pagina hiervoor.

2. Kijk terug naar dag 5 en 6. Lukt het al om fijn met de JIM-aanpak te werken? Kan je aangeven wat je hebt gedaan om JIM eigen te maken of waar je tegenaan loopt?

In mijn denkwijze & casus besprekingen lukt dit zeker al.

In direct contact met eigen casussen weet ik het nog niet, omdat ik nog geen nieuwe casus heb...

Het zou helpend zijn als er meer paar ons verzeen zou worden.

dag 1

Even voorstellen

Naam: _____

Functie: ambulans begeleider - Jim

Dit betekent dat ik me dagelijks bezig hou met:

Clientcontact (dit kan digitaal / telefonisch, maar ook fysiek → huisbezoek)

samenwerking met collega's en betrokkenen.

Ik werk in de jeugdzorg sinds: _____

Ik werk in deze functie sinds: mijn eerste casus Jim is gestart midden _____

Ik ben begonnen met dit werk omdat:

er is gelookt dat problemen binnen gezinnen vrijwel altijd systemisch te linken zijn.

En door ons juist het hele systeem te betrekken, bereik je meer. Doordat de Jim-aanpak vindt als het goed dat er gezocht wordt naar iemand in het netwerk, in de omgeving, iemand die het gezin kent en in beeld blijft. Wij als hulpverleners verdwijnen weer.

→ Werk in die zin op de werke termijn ipv duruzama.

Einde dag 1

the youth worker in person with the booklets. I wanted to get information about their environment by asking participants about the people they work with, the stuff that is the most important for them to do their job and about their daily schedule

Set-up interview

After filling in the booklets, the youth workers were interviewed based on what they filled in their booklets. Each interview had a similar structure. It started with an introduction and verbal consent. Then we would go through the booklet to learn more about the stories behind their written answers. Each interview would close with a question about the future of being a youth worker. I prepared each interview separately with the filled in booklets and with the research questions in mind.

Together the booklets and the interviews were set up to follow the path of expression (Sanders & Stappers, 2013). I started by asking about the present and past to make it easier for the participants to reflect on what they would find important in the future.

figure 12.7, 12.8, 12.9 and 12.10 Snippets from the reflection booklets showing an average workday planning, a collage about their YIM experience, an introduction page and a written reflection about working with YIM.

Overview participants

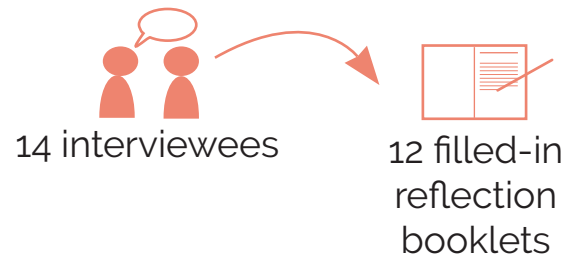
Gathering participants

To gather the participants for the booklets and interviews, I emailed the people who followed the YIM training sessions that I observed. I also got in touch with people from two youth care organisations (Enver and Level), who would forward my email to find participants. At first, the response was limited. After some minor adjustments to the emails and more help from the YIM trainers, I got 12 participants for the booklets and interviews and two responses for only an interview. The YIM trainers helped me with contacting more people who followed the YIM course.

The participant had various backgrounds. The overview of participants in figure 12.11 shows that the gathered participants were spread around the country, had different functions and are at various stadia of their YIM training.

Analysis

To analyse the data, I first listen back to all the interviews. I selected the quotes that were related to the design goals and/or interesting insights. These quotes were divided into categories with subcategories following the design goals. In the appendix, you can find the structure of these



1 before following the first YIM training
 5 during their YIM training
 8 have been YIM trained



Organisations:	Functions:
- Parlan,	- Youth and family coach (2) (<i>Jeugd en gezinscoach</i>),
- Enver (2),	- Youth care worker, Youth care worker B (<i>Jeugdzorgwerker (B)</i>),
- Level (Bascule) (3)	- Ambulant coworker (<i>Ambulant medewerker</i>),
- Centrum voor jeugd en gezin	- Ambulant social worker (2) (<i>Ambulant hulpverlener</i>),
Alkmaar (2),	- Ambulant guidance counsellor with YIM - LEV (<i>Ambulant begeleider met JIM</i>
- Entrea Lindenhout (4)	- LEV),
- Jarabee,	- Ambulant social worker emergency care (<i>Ambulant hulpverlener spoedzorg</i>),
- Jeugdbescherming Overijssel	- Ambulant Social Therapist (<i>Ambulant Socialtherapeut</i>)
	- Healthcare psychologist, Healthcare psychologist waiting list team, (<i>GZ Psycholoog (wachlijstteam)</i>),
	- Education generalist (<i>Orthopedagoog</i>),
	- Systemic therapist (<i>Systeem therapeut</i>).

figure 12.11, overview of the participants from the research. The map of the Netherlands is from Free Vector Maps.

categories.

I started categorising quotes from four different participants together with Suzanne from stichting JIM to form a basis. After which I completed the categories on my own.

After categorising the quotes, I visually represented how the participants were divided over the subcategories with colours on a table (see figure 12.12).

This action did not show how the people were divided amongst the categories.

But making the overview did help me to process the data and check upon small assumptions about similarities between participants. Furthermore, I also looked at parallels between the collages in the booklets (see figure 12.13). From there, a clear distinction between a few groups could be recognised. By comparing the collages with the quotes, the categories and by sometimes listing back to parts of the interviews, I could shape five personas. The personas will be discussed in chapter 1.3.

Validation

I organised an online validation session and a survey, to learn more about the points for support (in chapter 15 and 16 I will reflect on this). During a video call and



figure 12.12, the visual presentation of the different participants over the categories. The names on the labels are fake and substitute the real names of the participants.



Figure 12.13, the collages describing the experiences of the participants.

by using Miro, an online whiteboard tool, I presented one of the main categories. This category contained all the points applicable for support and mentioned during the interviews. In appendix III this overview is given. During the validation session, I asked two youth workers to select the most familiar points and to select the points on which they want more support.

With a survey, more youth workers were able to validate the results and indicate on which points they would like to have more support. Like the online validation session, this survey showed the learning points. In figure 12.14, a screenshot of the survey can be found. Each participant was asked to write their name, to mark three points where they wanted to have more support and describe why they had chosen these points.

This survey was sent to the people who I interviewed (11 people in total). Everyone filled in the survey. To motivate the youth workers, they could win a gift card of 10 euro and they would see the in-between results of the research in the survey.

Figure 12.14, the survey send to the participants.

The survey form consists of several sections, each with a title, a list of points, a quote, and a checkbox for support:

- Hoe ervaren professionals werken met de JIM aanpak?**
 - *Vereist
- De resultaten**
 - Tijdens het leren werken met de JIM-aanpak komen de volgende 8 punten aan bod.
 - Voelen dat het netwerk van belang is
 - Openstaan voor en vertrouwen hebben in een JIM
 - JIM durven doen
 - Collega's en de keten meekrijgen
 - Omgang met verwachtingen van ouders
 - Maar kleine stappen zetten richting JIM
 - Kundig zijn in de JIM-aanpak
 - Tips en truckjes om met de JIM-aanpak te kunnen werken

Vink hieronder de punten aan waarin jij meer ondersteuning zou willen. Kies er maximaal 3.
- Voelen dat het netwerk van belang is**
 - Door JIM heb ik geleerd dat het netwerk van belang is en dat hulpverleners helemaal niet zo belangrijk zijn
 - De jongere regie geven

"De JIM zorgde voor een error in mijn hoofd: je moest alles omzetten, de JIM heeft altijd gelijk, oftewel, als hulpverlener heb je daarvoor doorgeleerd, maar de JIM heeft altijd gelijk"
- Openstaan en vertrouwen hebben in een JIM**
 - Omgang met een JIM die niet meteen geschikt lijkt
 - Bijvoorbeeld uit een crimineel netwerk

"Ik zit wel in de moeilijke gezinnen dus ik denk ook af en toe wel 'my god, als ik dat netwerk erbij moet halen zit ik van de regen in de drup"
- JIM durven doen**
 - Durven te beginnen aan een hele andere manier van werken
 - Eigenwijs en daadkrachtig zijn

"Je kan wel heel erg bedenken waar je tegen aanloopt, maar ja je moet het ook wel gewoon gaan doen om dat te ervaren."
- Collega's en de keten meekrijgen**
 - Bang om een zeur te worden
 - Hoe vaak kan de vraag herhaald worden?

"Maar ik vind juist het ingewikkelde om het naar de ander over te brengen zonder een zending te willen zijn"
- Omgaan met verwachtingen ouders**
 - Weerstand tegen de wie omdat actie op de wat wordt verwacht
 - Ouders vooruitgang laten ervaren

"De moeder heeft ons verweten dat wij niets deden"
- Maar kleine stappen zetten richting JIM**
 - Niet helemaal lukken om het stappenplan te integreren in huidige werkvorm
 - Wel vragen wie er voor de jongere is

"Maar we blijven met alles vragen wie, wie, wie, met de wie vraag in ons achterhoofd"
- Maar kleine stappen zetten richting JIM**
 - Niet helemaal lukken om het stappenplan te integreren in huidige werkvorm
 - Wel vragen wie er voor de jongere is

"Maar we blijven met alles vragen wie, wie, wie, met de wie vraag in ons achterhoofd"
- Kundig zijn in de JIM-aanpak**
 - Weten hoe de JIM in te zetten
 - Ervaring hebben om in een moeilijke casus de wie-vraag te stellen
 - De tijd nemen om te reflecteren over je werkwijze en JIM
 - Investeren in samenwerking
 - Hoe om te gaan met jongeren die geen wie-vraag durven stellen?
 - De JIM-aanpak in een crisis situatie

"We hebben te maken met een meisje van 9 en met gescheiden ouders, voor wie gaan we dan die JIM zoeken? En hoeveel JIM's mogen er zijn"

"Ik denk dat dat reflectieproces, dat hou je ook meer gaande omdat je ook gewoon stil gaat staan bij de JIM-aanpak en die stappen te doorlopen."
- Tips en truckjes om met de JIM-aanpak te werken**
 - Ik heb voor deze punten gekozen omdat: *
 - Jouw antwoord

At the bottom of the form, there is a progress bar, the page number "Pagina 3 van 4", and two buttons: "Vorige" and "Volgende".

13. How do youth workers experience YIM?

In the chapters 2 to 5 a part of the research outcome (the context) already had been discussed. The research outcome that focusses on the different experiences with the YIM approach will be discussed in the this chapter.

The YIM approach is different from the common work approach of youth workers. The common approach starts with looking at the what in a case, while the YIM approach starts with the who (de Ruig & van Dam, 2019). Further during the YIM training youth workers learn that they are not so important, youth worker you are only temporarily, while the people around the youth stay. In summary, for applying the YIM approach youth workers have to work completely differently and learn that they are unimportant.

The youth workers who I interviewed valued the YIM and were grateful for learning the insights that they were not that important. But there were other obstacles that made it hard for them to work with YIM. There were external factors which made it hard to work with YIM. These factors had to do with time pressure, approval from the municipality and protocols within the organisation (see also chapter 3). This design project does not focus on the external factors, because the design goal is about support for implementing the YIM approach. The external factors are important but out of the scope of this project. In the scope of the project are the obstacles that focus on the youth worker. This chapter will describe these obstacles and how different youth workers experience working with YIM.

The five personas

The YIM experiences of the people I have interviewed within my research can be divided into five groups. Each group represent an extreme of the spectra of the data. Because it is easier to design for people with characteristics, I created persona's based on these groups. The personas are the "Pondering Protocollist", the 'Lonely Enthusiast', the 'Selective Steadfast', the 'Calculating Hindered', and the 'Passionate Pioneer'.

The distribution of the participants

Figure 13.1 shows the distribution of the interviewed youth workers over the formed personas. A youth worker can start with the characteristics of one persona, but develop itself into another persona. The lines show what the most likely

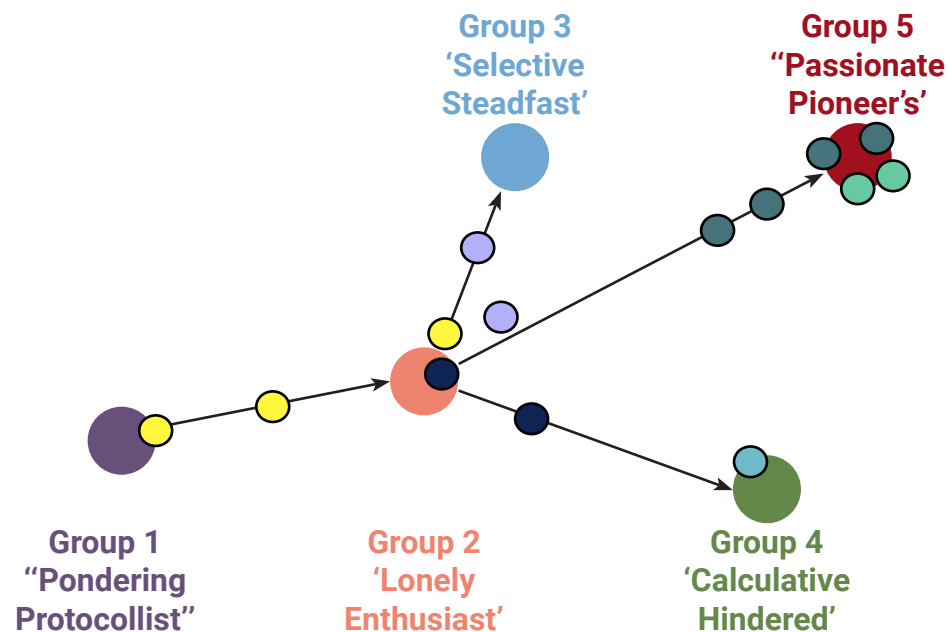


Figure 13.1, the distribution of the interviewed youth workers over the formed personas.

developments from personas are. I will elaborate on this later in this chapter. The small dots show the spreading of the participants over the personas. The 'Passionate Pioneer', for example, is based on six participants. Yet, the 'Selective Steadfast' is only based on half a participant. This persona is therefore partly based on insights gathered during

the analysis with Suzanne de Ruig from stichting JIM. Participants from the same institution have the same colour, which shows that the institution has a considerable influence on the YIM experience of the professional. Each persona will be elaborated on in the following pages.



The “Pondering Protocollist”

The “Pondering Protocollist” would like every teenager to have a YIM, but experiences trouble understanding how to integrate the YIM approach. The YIM feel conflicting with the frameworks and protocols of their current method of working. Although the “Pondering Protocollist” does pay more attention to natural mentors, (s)he does not yet dare to work with the YIM approach.



Experience YIM approach

- The “Pondering Protocollist” would like for every teenager to have a YIM.
- The “Pondering Protocollist” sees the values of the YIM approach, especially in specific cases (e.g. chronic diseases). But the YIM approach can also have no priority for the “Pondering Protocollist” (e.g. when the parents and the child have a good relationship).
- The “Pondering Protocollist” experiences the YIM approach as a challenge.

“I like the beauty in the idea of having a natural mentor.”

“I think it is useful to have a YIM in all chronic disease cases, because you would not be their whole life there as a therapist.”

Need for support

- Trust in the YIM approach.
- Daring to start with the YIM approach.
- Tips and tricks

“Yes, so it’s really a different way of working for us because you start with the who question but we never start with the who question, we always start with ‘what’s going on’ (...) so maybe that also makes me a bit more restrained.”

Images used to describe their YIM experience. Out of care and passion for the youth (heart), strong together (fists and muscle) and building bridges to let them flourish.



The 'Calculative Hindered'

The 'Calculative Hindered' **did try** to work with the YIM approach, but did not always succeed. Despite that the 'Calculative Hindered' **sees and has experience the great value of a YIM**, the 'Calculative Hindered' **does not think that it is feasible to always work according to the YIM approach**.



Images used to describe their YIM experience. The 'Calculative Hindered' did not make a collage, but the person representing this character used a metaphor with a present.

Experience YIM approach

- The YIM gives the youth care worker the important insight about not being super essential for a youth
- If there is a case with a YIM, working with a YIM is nice and valuable
- The YIM approach has led to frustration because it has not always been successful

"You make yourself (as a youth worker) way too important, way too big: I made myself essential, but the YIM method has helped with my growth process."

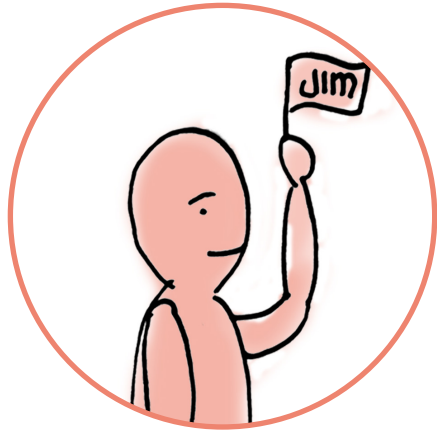
"If there is a YIM who wants to think along, then that is a present for the social worker"

Need for support

- Trust (again) in the YIM approach.
- Daring to start with the YIM approach.
- Tips and tricks

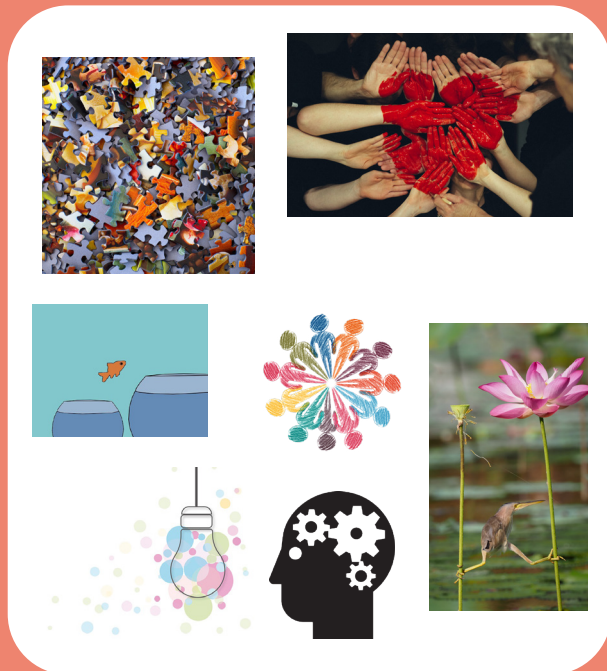
"It is difficult to ask a family who are 'tokkies' (tokkies is used to describe asocial people, often criminal as well) if they have someone from their network who will help"

"There was no YIM and we were not going to find one either."



The 'Lonely Enthusiast'

Despite that the 'Lonely Enthusiast' is **convinced of the power** of a YIM, the 'Lonely Enthusiast' has problems with **getting their colleagues along** in working with YIM. Often the 'Lonely Enthusiast' is the only one in the team or even organisation who has followed the YIM training. The 'Lonely Enthusiast' is **afraid of becoming a nag**. Because their environment does not understand or give space to work with the YIM approach, the 'Lonely Enthusiast' can not fully work with the YIM approach.



Selection of the images used to describe their YIM experience. Together, with the people who are about the youth, come to ideas and solutions to improve the situation. In the end the youth worker will leave.

Experience YIM approach

- Enthusiastic, eager to work with YIM.
- Experience working with YIM as nice, sees working with YIM as an improvement but it is not easy.
- Sees working with YIM as a process where the YIM gets involved and the youth worker leaves.
- Has the feeling of being obstructed by colleagues. They do not understand the YIM approach or do not give the 'Lonely Enthusiast' the space to work with YIM
- Does not want to convince the colleagues.

"The case wherein I succeed in working with approach feels really good, the mind-set feels really good and I am very positive"

Need for support

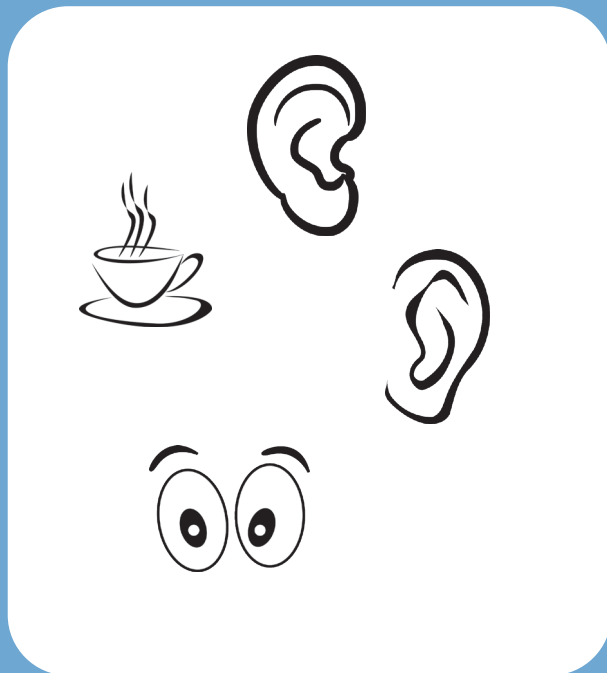
- Getting the colleagues and the people from the sector along in working with the YIM approach.
- Handle expectations of parents.
- Tips and tricks.

"You could say, you are flogging a dead horse when you are the only one who want to do something with the YIM approach. For how long do you have to stand before you say: 'this is not realistic, not the right time or not the environment to do this'."



The Selective Steadfast

The 'Selective Steadfast' is happy with **the insight from the training: it is important to involve the network.** Yet the 'Selective Steadfast' is not going to work from out the YIM approach. They **select from the YIM approach what they want to add to their own way of working.** For example, asking the youth more often if they have a supporting figure in their network.



Imagines used to describe the useful elements of the YIM approach for the 'Selective Steadfast'. Listen carefully, observing what is happening and often visiting families to drink a cup of coffee.

Experience YIM approach

- YIM changes your perspective.
- YIM fits with my and my way of working
- The YIM approach is executing specific actions.
- It is a challenge to implement the YIM approach.

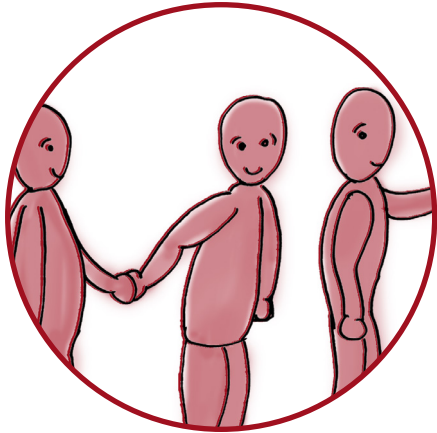
"For me it feels really helpful to also have a YIM who is there."

"That is an nuances I call it getting a broader perspective."

Need for support

- Getting the colleagues and the people from the sector along in working with the YIM approach.
- Handle expectations of parents.
- Tips and tricks.

"We need to get more time for properly supporting your peers, for getting to work with the families on this. But that just takes time and it is not as easy as making a video-call, because you have to go to the people."



The 'Passionate Pioneer's

The 'Passionate Pioneer' has found their **happiness at work** with the YIM approach. The 'Passionate Pioneer's are surrounded by a **team that also works with the YIM approach**. They follow the step-by-step plan of stichting JIM, but they also know when to deviate from this plan when that is appropriated. Furthermore, the 'Passionate Pioneer' **reflects** a lot on their way of working.



Experience YIM approach

- Experiences more happiness at work and find their work more useful due to the YIM approach
- Sees the YIM approach as a fundament for their way of working.
- Working with YIM can be a challenge.
- Working with YIM is not easy, stay alert on old habits.
- The YIM approach fits my vision on how youth care should be.

Need for support

- Getting more expertise in working with YIM.
- Getting people from the sector along in working with the YIM approach.
- Tips and tricks.

Selection of the images used to describe their YIM experience. To let the youth and their environment flourish with what is already there. Furthermore, many 'Passionate Pioneer's discussed trying, working together and reflecting about themselves and their environment.

"I'm totally pro YIM, I never would want something different!"

"Working with YIM is a process with yourself and a process with a family"

"It is also very tricky to get other care providers, who do not work according to the YIM approach, along in working with YIM without convincing them.."

Differences between the 'Pondering Protocolist', the 'Lonely Enthusiast', the 'Selective Steadfast', the 'Calculating Hindered', and the 'Passionate Pioneer'.

The differences between the personas

In figure 13.2, four scales that describe the differences between the five personas are visible. Although this information can also be found in the descriptions of the five personas. This overview can be used to quickly determine with which persona a youth worker has the most in common with. Each of the scale show how the persona would think about a YIM related topic.

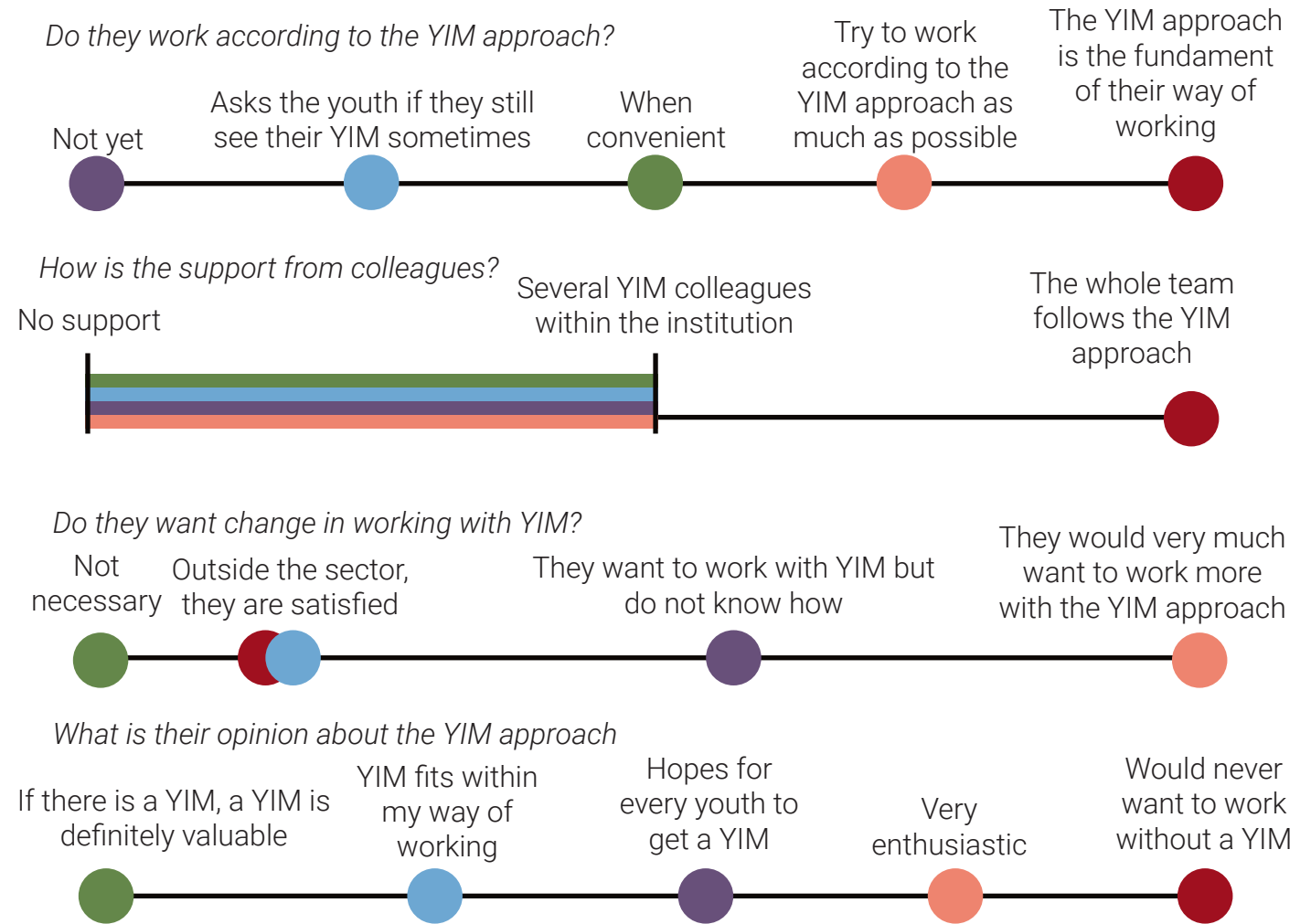


Figure 13.2, the differences between the personas.

The personas on their way to a more sustainable way of youth care

In figure 13.3, the visualisation of the personas and their relation between each other is visible. The “Pondering Protocollist” is the beginning of their route to a more sustainable youth care, but does not dare yet and does not really know how to follow the route. If the “Pondering Protocollist” walks through, they arrive at the ‘Lonely Enthusiast’. The ‘Lonely Enthusiast’ knows where they want to go to, but can not walk further. The ‘Lonely Enthusiast’ is at a cross road. Despite that the ‘Lonely Enthusiast’ would like to go to the direction of the ‘Passionate Pioneer’, it is possible that their colleagues would not work along. The ‘Lonely Enthusiast’ could decide to only work with specific elements of the YIM approach and therefore follow the road of the ‘Selective Steadfast’. Or that the ‘Lonely Enthusiast’ loses their motivation to work from out the fundament of the YIM approach only would work with a YIM when it is convenient like a calculated hindered. Not every professional had to take one of these roads to fall inside the category of

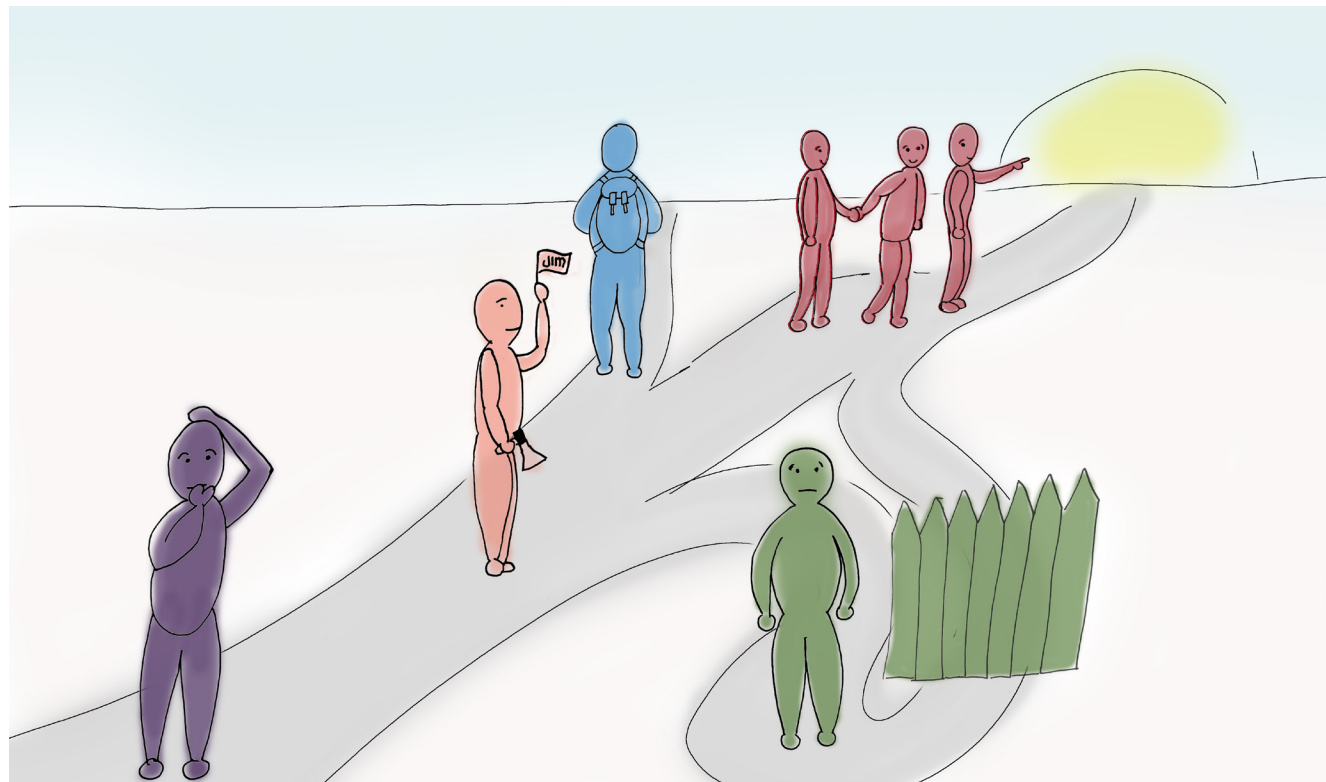


Figure 13.3, the five personas on their way to a sustainable youth care.

a specific persona. They could also for example fall directly into the category of the ‘Selective Steadfast’. Furthermore there is also at least one persona who is not on this drawing. That is the persona

representing the people who are not interested in the YIM approach but are present at the training.

Similarities personas, need for tips and tricks

Despite the differences in YIM experiences and need for support in different areas, there has been one area where all the participants want to have more support in. The need for tips and tricks on working with the YIM approach was there for each persona. In figure 13.4, different examples of tips and tricks are visible. For example attributes like a Duplo poppet or a visual to discuss how the YIM approach works.

Reasons from the professionals - why they would like to have more tips and tricks

The youth workers who participated in the research mentioned that they would like to become better in the YIM approach and that the tips and tricks would help them with it. They want for example more access to examples and also see another 'language' to work with the YIM approach.

"To enlarge my toolbox by collecting the effective factors and elements"

"I think that it is nice for people who work with YIM to have many examples,

Tips en tricks to work with the YIM approach



- Attributes to help with visualisation: Duplo puppets, a triad and a figurative explanation of the YIM approach
- Stirring the conversation towards the behaviour of the parents instead of the wishful action
- Asking the who question
- Frequently discussing with parents

Figure 13.4, Tips and tricks to work with the YIM approach

which helps you in creating a language for yourself in which you can explain YIM"

"I think that is good the have clear for myself which "tools" I can use in the search for a YIM. In a family where I work they have an allergy for the word YIM (I might have put to much emphasis on a YIM at the start). With puppets and drawing we can talk about this, but without the language."

Current situation – access to tips and tricks

The current access to tips and tricks is limited. During the YIM training the youth workers have access to many YIM videos and an explanation on the social learning. After this training however, the youth workers lose the access to the social learning.

The only access to tips and tricks after the training is in extra coaching sessions, webinars and events organised by stichting JIM. Furthermore, colleagues can also share tips and tricks.

14. Conclusion

During my research I found five different types of people (personas) with different YIM experiences and different needs for support. The overlap is that all of these personas want to have access to more tips and tricks.

15. Discussion on the research results

The suggestions for further research and some remarks about the research in general will be discussed in this chapter.

Representation

Stichting YIM considered the representation of different regions in the Netherlands to be important. For myself, it was important that the interviewees would have diverse functions and would both be people who were still following the YIM training and who had already completed the training. To see if there are differences between the groups.

The design questions

After the analysis, it became clear that I could not decently answer where the youth workers wanted to have more support. Although this question was asked during the interviews and in the booklets, the

emphasis was low. The reasons for the low emphasis might have been that this question was not a research question. By asking participants once more about their specific need for support, this question did get an answer.

The user journey

In the personal project brief, the user journey was mentioned as a final deliverable. While the outcome of this research is a journey, it is not a classic user journey. With a classical user journey, I mean a user journey that detailedly describes each step. The reason for not making this is that most of the difficulties were not related to a specific part of the service, but were related to the environment and the characteristics of people. I did find one thing related to the service in general, the need for more tips and tricks when working with the YIM approach.

The participants

Finding participants for this research, took quite some effort. The participants who responded were all very positive about YIM. Therefore it is necessary to note, that there might be people who are less positive about YIM, who need a kind of support in working with the YIM approach to who I did not speak.

The 'Selective Steadfast'

The 'Selective Steadfast' persona is based on half a participant and experiences from other people. Therefore it would be interesting to learn more about this group of people.

Safety

During the interviews, the issue of safety when working with YIM did not come up. But during a brainstorm session which has been done by stichting JIM, during a YIM training and in some literature, this issue did come up as a prominent issue when working with YIM. The participants of my interviews did seem to feel safe during the interviews and they did discuss sensitive subjects. For this subject, it could therefore be that my participants did not have any

issues with working with YIM and the safety of the youth. Or the issues of safety might be too hard to discuss during the research. Therefore I would suggest to take the matter of safety into account.

16. Personal reflection on the approach

In this chapter, my reflection on the approach will be discussed.

Emotional preparation

The literature and media research on forehand was not only essential to understand the youth care sector, but also to prepare me for the stories that I might encounter during the project. A youth who is concerned with youth care can be in a very tough situation. By being prepared for these stories, I also wanted to lower the chances of being blown away by my own emotions during interviews.

Creating categories with the client

Creating categories together with the client was informative because the way the client responded to quotes told me about the client experience with youth workers. It gave me notice of a group of people who only follow parts of the YIM approach and why that might have a bad influence. This group later became the 'Selective Steadfast'. The insight about how people are following the YIM approach later became helpful in forming the personas as

well.

Need for support as a research question

After forming the personas, I did lack information about the need for a specific kind of support. The research gave me much information about being a youth worker and the YIM experience, but the need for support was limited discussed in the interviews. The participants mostly told me what they learned. Reflecting on this, the interviews were structured around the research questions, yet the need for support was not an initial research question. To learn more about the need for support, I only planned a validation session online with some youth workers.

Online validation session

Yet, the session did not give me sufficient information about the need for support. Although I planned for three youth workers to participate, one cancelled a day before. The two other participants both represented the same persona. What'smore, the validation session only partly confirmed my ideas about where

the participants wanted to have support. Therefore to be able to make the right conclusions for the need of support, I made a survey.

Validation survey

After analysing the survey results, it was clear that people falling into a specific group of persons wanted to have similar support. For most of these points, the support was also the support I expected based on the interviews and booklets. Because the participants barely said specifically which support they wanted, I could not act on it before the survey results. Furthermore, there was one need (tips and tricks) that was longed for by every persona which I did not expect.

Design exploration

Based on the outcomes described in the chapter 13, the design explorations will start by describing the design directions. For all the personas, advice will be given on how to support them in working with YIM. For some of the personas, some extra steps will be taken by designing concepts for them. The concepts and the process of designing these concepts will be described in this chapter.

The evaluation of the concepts and the project in general will be discussed in the project evaluation

17. Design Directions

The outcome of the research were five different persona's who all have a different experience and need. This chapter will discuss how these outcomes formed the basis for the design directions.

The original plan was to develop one design concept. Yet, because the outcomes of the five personas were very different but all interesting, I decided to do a concept extra. Instead of developing one concept, I decided to develop two concepts and give ideas for one design direction. To come to this decision, I considered several strategies. These strategies were designing separate concepts for a few personas, designing the same concepts for some personas, designing something more general that was applicable for all five personas or designing an intervention in the service itself.

To chose the design strategy I considered my design goal (supporting the

professional) and which option could create the most support. I also looked at what the effectiveness (increasing the amount of youth who will get a professional that can work with the YIM approach) would be of supporting the different types of personas. Furthermore, I also took my project goals (having co-design sessions and testing concepts) into account.

In the end, I chose to do the following:



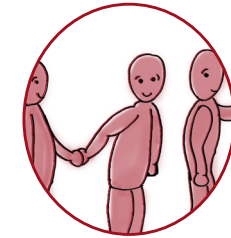
Tips and Tricks: give advise

Many professionals (regardless of which type of persona they overlapped with) wanted to have “a language” and more “handles” to work with YIM. This design direction could be very well combined with a platform that is being developed by stichting YIM. I did not think of this direction as an interesting design opportunity for me. The design challenge is pretty straight forward designing a way to give youth workers access to more tips.



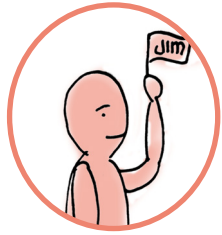
'Selective Steadfast': Give advice

I wanted to have a brainstorm session with the youth workers who fall into the group I designing for. But the 'Selective Steadfast' has been hard to find. Furthermore designing with them is also hard. The 'Selective Steadfast' might use the YIM approach in a way it was not intended and might be even harmful. But as someone without experience in youth care, I could not be the person who tells them this and then together brainstorms with them about how they should learn how to use the approach correctly. Therefore I also only advise about the selective 'Selective Steadfast'.



'Passionate Pioneer': Organise one brainstorm session and give advice

The 'Passionate Pioneer' is the group who does not need extra support, although it is welcome. Since this group is conscious about their role as a youth worker, reflects on their way of working and have already a good connection to stichting YIM, they will land on their feet. Yet because there is a lot of enthusiasm in this group, I did wanted to take the design process for this group a bit further. Instead of only giving advice, I also decided on organising a brainstorm session with this group. The ideas from this brainstorm session could also be very valuable for stichting YIM.



'Lonely Enthusiast' : design a developed concept

Preventing getting more 'Lonely Enthusiast' is easy by only training whole teams. But that does not take away that there is a group of people who are excited but are not able to work with YIM. These people seem to be bothered the most by not being able to work with the YIM approach. Therefore I knew quite early on that I wanted to design for these people. Because of their enthusiasm, they can be ambassadors for YIM and not only improve their way of working with the YIM approach but getting colleagues along as well. Another reason why I wanted to design for this group is that they can become a 'Calculative Hindered' or a 'Selective Steadfast'. During my research I already saw two 'Lonely Enthusiast's who were on their way to becoming one of these. Lastly, this group is also very open to participating in the design process.



'Calculative Hindered' and 'Pondering Protocollist': design a developed concept

Out of the validation survey, I saw that these people wanted to have support on the same topics. These topics daring and trust look intriguing for me to design for. Daring is about starting with the YIM approach which is different from the old approach and to start with something different, a youth worker has to be brave. Trust is about knowing that it will be okay to use the approach, that the youth will be helped. Furthermore, these people were the most stuck on how to work with the YIM approach. Designing for these groups therefore could create a big impact. Furthermore, the 'Pondering Protocollist' group looked quite reachable.

In the following chapters, each design direction will be further elaborated on.

18. Tips and tricks

Advice: create a place where the youth workers that followed the YIM training can access these documents.

During the research many of the youth workers articulated the need for tips and tricks. This need was unrelated to the personas where they shared the most similarities with. The final design for the 'Pondering Protocollist' and the 'Lonely Enthusiast' will have tips and tricks incorporated in the design. In chapter 26, this final design will be discussed. This chapter however will also give some general advice about tips and tricks.

What is important for the tips and tricks, is that they show not only which tools they can use, but also stories from practise. Youth workers learn much from stories, because it gives them a 'new language' in how to use the YIM approach. It enables youth workers to learn and to be inspired by others.

The youth workers need to be able to access the tips and tricks when they cannot access the social learning. The tips and tricks should be mobile and accessible without being in the protective digital work environment. Because then youth workers do not have to worry about sensitive information that is in their digital work environment.





19. Recognise

Advice: Be aware of the 'Selective Steadfast', because they are not aware how their use of the YIM approach might be harmful, these people need to be made aware.

To prevent the 'Selective Steadfast' group from being formed I think it is important that youth workers can reflect whether they work from out the YIM approach. During the training the youth workers already need to be made aware when they are working from out the YIM approach and when they are just using specific elements from the YIM approach. They also need to be made aware of why they should not cherry pick elements of the YIM approach.

To enable the 'Selective Steadfast' to reflect, ideas might be to use a rubric, or a checklist or maybe there can be certain levels in the YIM qualification of the youth worker.

To get the 'Selective Steadfast' from their road and back to the main road to a more sustainable youthcare (see figure 13.3).

These people need to be told that they are not using the YIM approach properly. This could be done by organising an extra training. Before the training a survey can give a good indication which youth workers are 'Selective Steadfast'. The survey could ask the youth workers if they are working with the YIM approach and which steps of the YIM approach they follow. The extra training for the 'Selective Steadfast' group could then be about reflecting if they follow each step of the YIM approach, discuss why it is important that all the steps are followed and how they can follow all the steps.

20. Design process

For the three directions, the 'Pondering Protocollist' and the 'Calculative Hindered', the 'Lonely Enthusiast' and the 'Passionate Pioneers' a similar approach was taken to come to ideas and a final design. Before discussing the process and outcome for each direction, this chapter will describe the approach.

For the three directions, the 'Pondering Protocollist' and the 'Calculative Hindered', the 'Lonely Enthusiast' and the 'Passionate Pioneers', I had a similar process. In figure 20.1, an overview is given of these processes.

At the start was forming a design goal. The outcome of the research was used. Instead of focussing on what is missing, each design goal described what should be added based on the need of the youth workers.

Brainstormsession

In a brainstorm session together with youth workers (for one direction I could not gather participants, see chapter 25) ideas about design solutions were gathered. These sessions did not only delivered ideas, but by thinking together with the youth workers, I also learned more about the context and the current situation. In both sessions with the youth workers, the municipality's policy was mentioned. To gather the participants I emailed the youth workers from my research who fall into the related category and I selected youth workers based on answers in a survey about YIM. This survey was set up and done by the youth care organisation LEVVEL, to find out who the LEVVEL employees think about the YIM training.

Each session was planned during lunchtime and took two hours.

These brainstorm sessions were online organised in a video call using MIRO an online whiteboard tool. In figure 20.2 you can see the layout of the different boards used for a session in Miro. For each

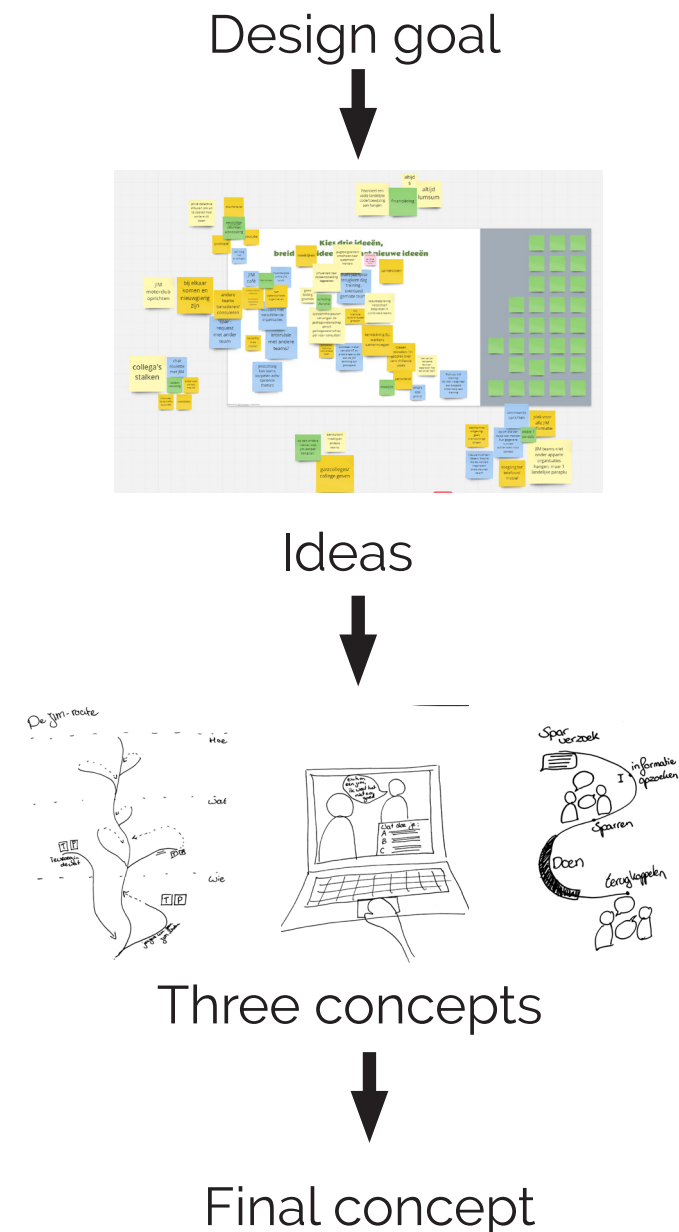
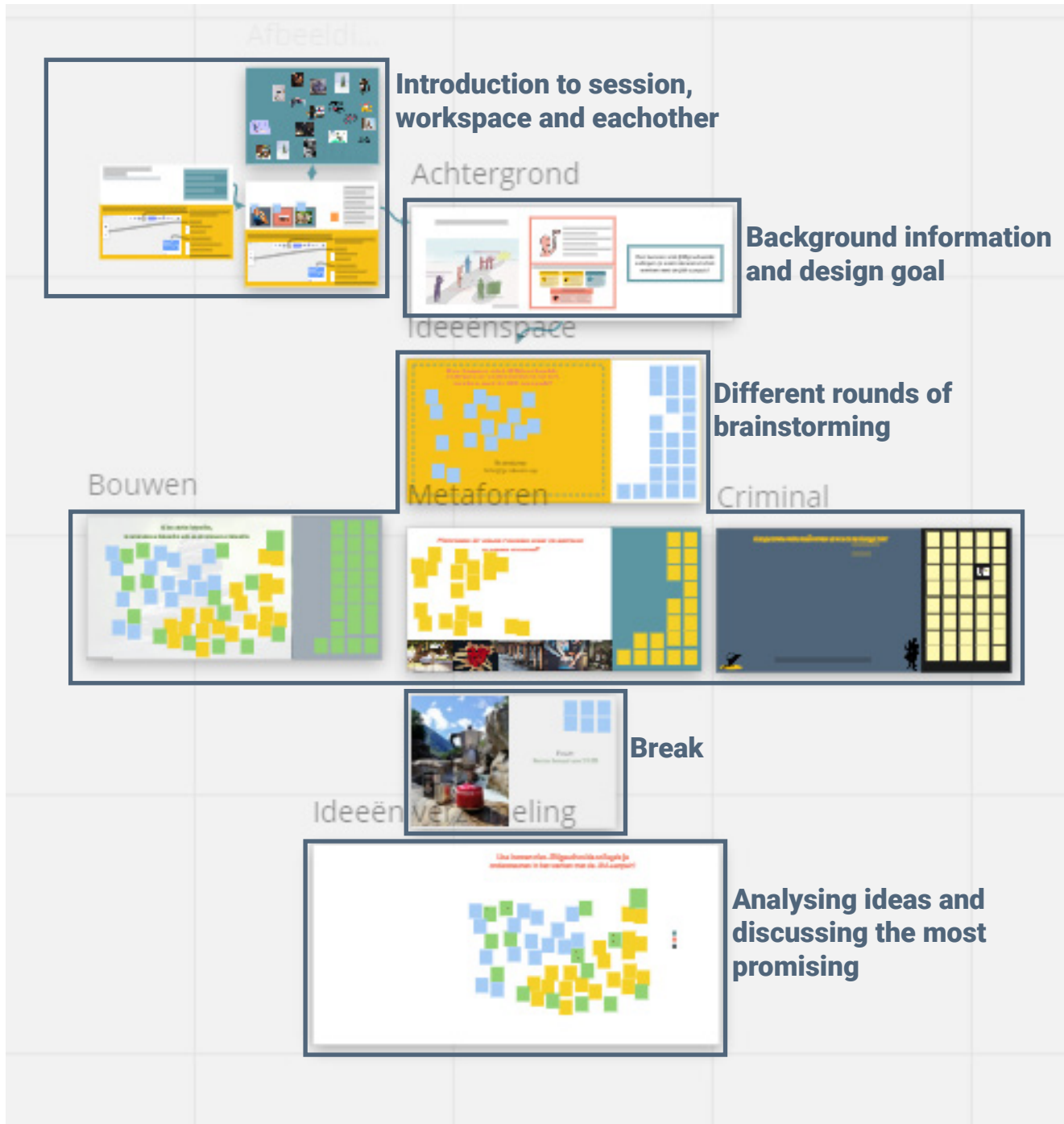


figure 20.1, visualisation of the design process



session, I used a build-up following the creative diamond 2.0 (K. Heijne, 2019) with a diverging, reverging and converging stage. Every session would start with an introduction wherein the session was explained. Also, the workings of the online whiteboard were explained and practise in combination with an icebreaker to get to know each other. Following the introduction, the background information and the design goal were presented to the youth workers. After the presentation, I did an energizer which explained the rules of brainstorming, but also let the participants stand up from their chairs and move. Then finally the brainstorming (converging) would start. For each session, I prepared multiple rounds. A brain dump was always the first round, to make the participants clear the minds of the first ideas that popped up in their heads. Based on the time and how the participants were doing, we decided together what the next round would be. This could be an illegal round where participants would brainstorm ideas that were against the rules (both the

figure 20.2, the online whiteboard used during the brainstorm session



Figure 20.3, deciding on the best ideas

protocols but also the law). Or a metaphor round wherein I asked the participants to think about how similar situations are solved. The final round of the brainstorming was a building round where we would cluster the

ideas already gathered and add ideas to a cluster. By clustering the ideas, the session would also slowly move into the reverging stage. Then there would always be a 10 minutes break in the session. After returning from

the break I asked the participants if they had thought about ideas during the break. Then we would discuss the different clusters (reverging) and I asked the participants to place three dots at the most promising ideas (converging), see figure

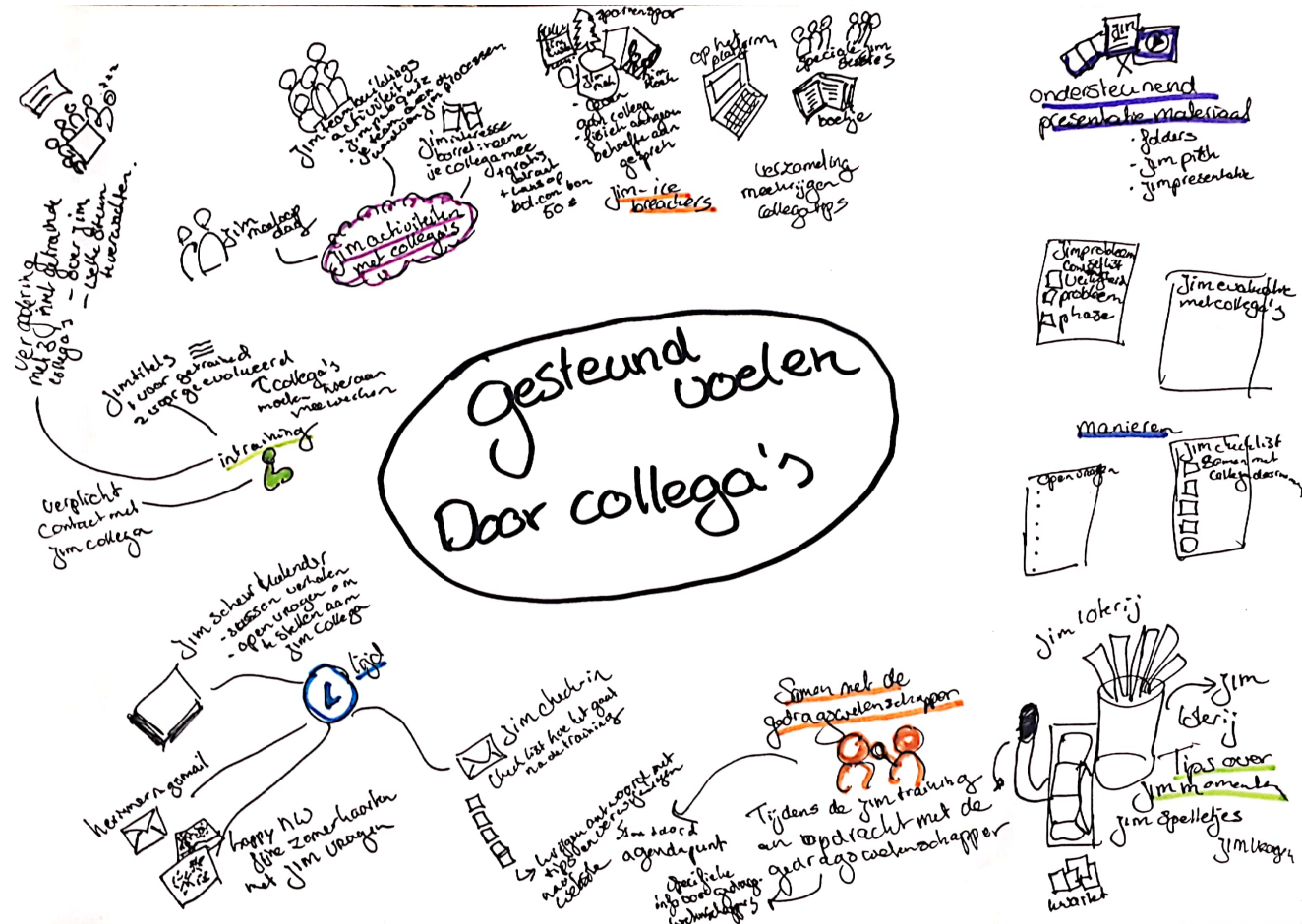


Figure 20.4, brainstorm

20.3. Then the session would be closed by discussing why they selected these ideas and communicating the next steps to the youth workers.

Three concepts

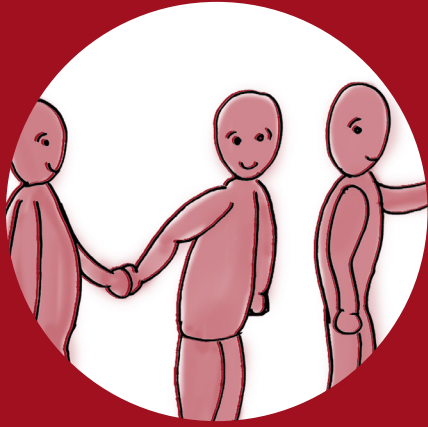
For two design directions, the process even got further than only the brainstorm sessions. The outcomes from the brainstorm sessions were merely abstract words on what effect solution should be

rather than product or services ideas. "Getting the space to share your story" was for example one of the outcomes from these sessions. To come to concrete concepts based on these abstract words, I brainstormed on my own. From the ideas of this brainstorm (see figure 20.4) I created three different concepts per direction. I presented the concepts to Suzanne from stichting YIM to prevent presenting something which might be harmful to the YIM approach and how professionals perceive the approach after seeing in concepts what is lacking now. After getting a clear, each concept was then presented to youth workers in the middle of an online YIM training. The youth workers were asked to give feedback on the ideas using the chat function in the video call. There was also space for a little discussion during the training.

Final concept

Based on the feedback of the youth workers and with the insights from the brainstorm session and the research in mind, the best elements of the different concepts were combined into a final concept.

The following chapter will discuss the details of each design direction and the outcomes of each desing direction.



21. Designing with the ‘Passionate Pioneer’

In this chapter, the ideas that were created by youth workers and myself together with the process about forming the ideas are described.

For the ‘Passionate Pioneer’, already during the online validation session, the need was clear. They wanted to increase their expertise in working with the YIM approach by learning from other people. The results from the validation survey also confirmed that they want to have support in increasing their expertise in working with YIM.

Because this need was so clear, I did not come up with a design goal, but with a goal that already had the answer in it. The new goal was:

Connect professionals to let them learn from each other about

working with the YIM approach.

Together with two youth workers (who were unfamiliar with each other), I did an online brainstorm session together in Miro.

During this session we did three rounds of brainstorming: a brain dump, an illegal round (only ideas which are not allowed), a metaphor round (how similar situations solve the problem) and a stacking round (new ideas based on the already existing ideas).

Besides gathering many ideas, the session gave me also interesting insights which were applicable to the other design direction. One of these most important insights is about the accessibility of apps and online platforms. Because the online work environment is protected (due to sensitive information about clients). It is important that information that needs to be gathered online is reachable without being in this work environment. Because if

this is the case, the youth worker can easily look something up and then go to the toilet without worrying about leaving sensitive information insight.

Also, mobility is important so youth workers can quickly look something up when they are not at the office.

The ideas from the session
In figure 21.1, the outcome of the brainstorm session can be found. In the following chapter these ideas will be described in detail.

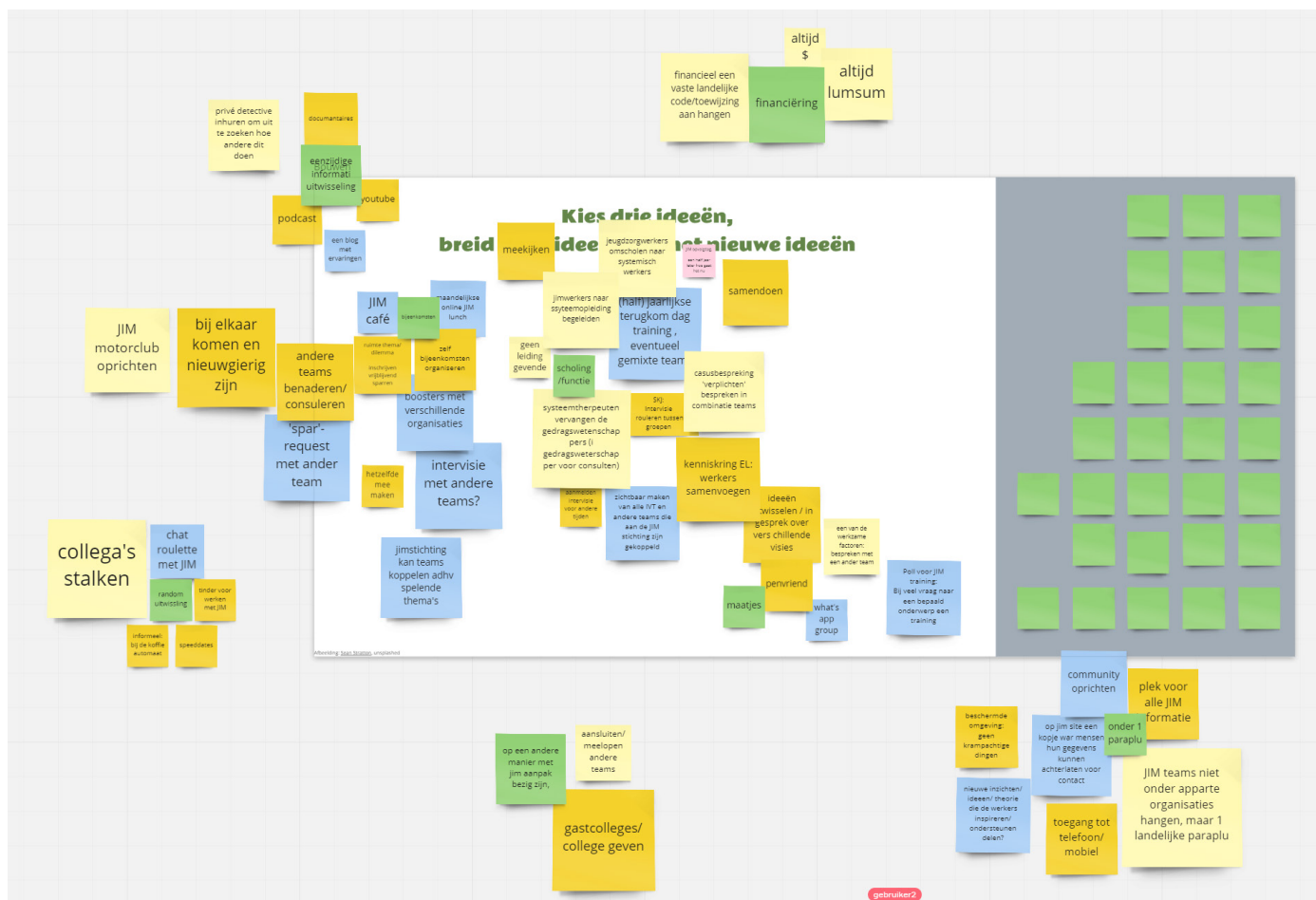


Figure 21.1, the outcome of the brainstorm session with 'Passionate Pioneers'

22. Idea for connecting professionals

For the 'Passionate Pioneers' I did not developed a concept, but together with professionals we brainstormed about ways to let professionals learn from each other in working with the YIM approach.

These ideas are gathered in the visual (figure 22.1) on the next page (in Dutch). this chapter will described the ideas in English. The visual in the original size (a3) can be found in the appendix V. Each Bubble presents a cluster with ideas. The arrows explain how the participants thought about the ideas. The color indicates how enthusiastic the participants were about the ideas. The grey ones were less exciting then the black ones.

Gatherings

In the left bubble are ideas about gathering. Some focus on informal gatherings, like a YIM lunch. While another focuses on gatherings with information exchanges. For example, meetings set up by stichting JIM with different teams to focus on a specific theme. The participants were the most excited about the formal gatherings, as they think that they can learn the most from each other this way. The informal meetings would be favourable to get to know people before asking them for help. The participants expect that they could learn a lot from meeting with other teams.

YIM app

In the top middle, another green bubble cluster can be found. This cluster describes the app for working with YIM. To share new ideas on an app and have a place with access to all the YIM information. Also, people can leave

their details here, so that youth workers can contact other youth workers with questions. About this cluster, the youth workers were also very excited. They are in the need of a place with all the YIM information. They liked to see who the other people/teams are that work with YIM. A chatroulette function in the app was something where they were not really enthusiastic about, but they might like it as an add on. Futhermore it was important for the professionals that the information was easy to get. That they could get access to the information when they were not logged in on their work email. With their work email they have access to many sensitive information, therefore they have to be really careful when using their work email. For this app, or platform they would like to be separate from the email.

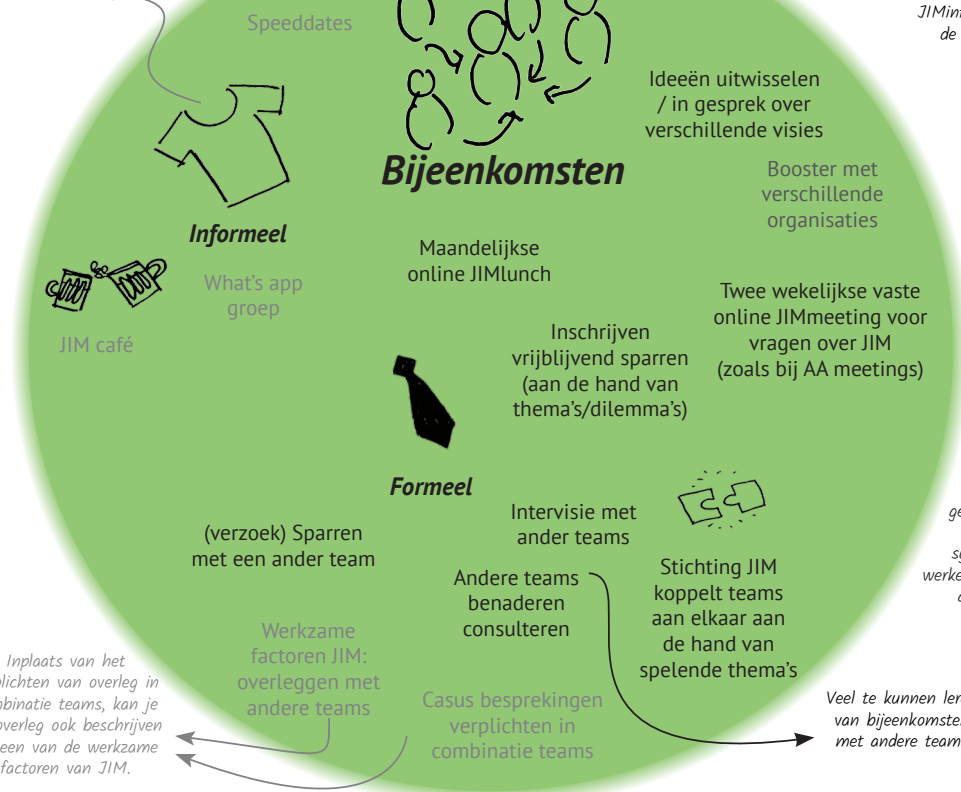
Uitwisseling JIMkennis tussen professionals

Ideeën uit een brainstormsessie met professionals (inclusief bonus ideeën over andere thema's)

Op deze poster zijn de verschillende (bruikbare) ideeën te vinden die uit de brainstormsessie kwamen met twee jeugdzorgwerkers. Hoe zwarter de kleur

van het idee is, hoe enthuziaster de jeugdwerkers waren. De meest favoriete ideeën waren bijscholing/omscholing, formele bijeenkomsten en de app.

Informele bijeenkomsten maken het makkelijk om later om hulp te vragen



Inplaats van het verplichten van overleg in combinatie teams, kan je dit overleg ook beschrijven als een van de werkzame factoren van JIM.

Veel te kunnen leren van bijeenkomsten met andere teams

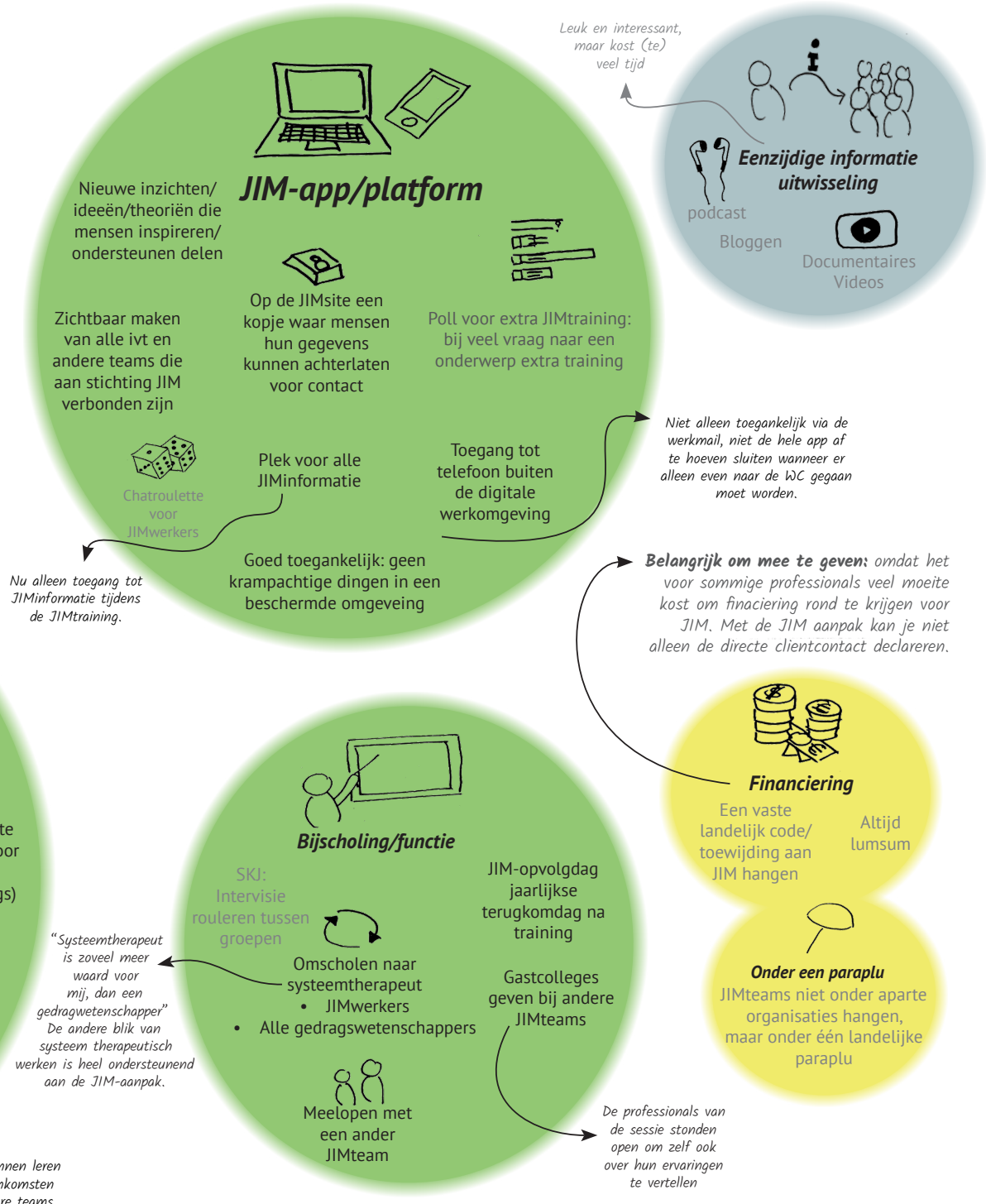


Figure 22.1, the outcome of the brainstorm session with 'Passionate Pioneers'

Education

the last green cluster are ideas about extra YIM schooling and learning about the function of a systematic therapist were discussed. For example, returning every half year after the YIM training or guiding YIM trained youth workers to a systemic therapist education. Especially the systemic education was mentioned with emphasis, because this education was supportive for the YIM approach. Another ideas is were about a guest lecture and being part of a different YIM team for a day. The two youth workers would both participate in these last two activities and one would be open to even give a guest lecture about their own experience with YIM.

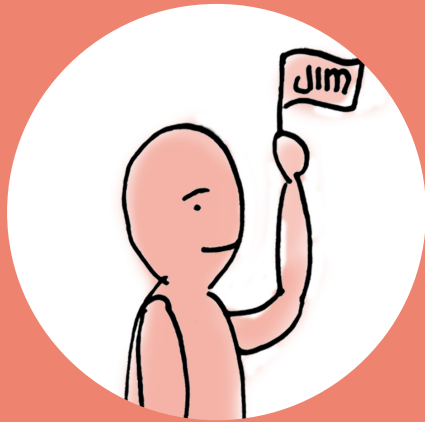
One-sided information exchange

In the top right bubble, ideas about a one-sided exchange of information are given. Ideas here are youtube videos or a blog. During the discussion, the participants liked the ideas, but listening/watching/reading would take too much time.

Finance

In the bottum right ideas about more finance are given. Although these ideas do not fit the goal of the session (connect professionals to let them learn from each), I did want to include them. It shows one of the struggles of the professionals, working with the YIM in the sector. The most interesting idea here is to have a national code/finance for the YIM approach.

To sum up, to support 'Passionated Pioneer's in working with the YIM approach the focus should be on education, facilitating gatherings and a YIM app. Furthermore, more support on arranging finances and dealing with the municipality is always welcome.



23. Designing with for the 'Lonely Enthusiast'

In this chapter, the process to form the concept for the 'Lonely Enthusiast' is discussed.

Design goal

This design direction focuses on the problems that the 'Lonely Enthusiast' faces. They feel obstructed by colleagues in working with the YIM approach. There were many directions for this design goal. I was thinking of support in explaining YIM to colleagues, retaining enthusiasm, getting colleagues along, self-assessment with colleagues, feeling open to discuss, connected with colleagues. But none of these directions were precise and/or accurate enough for a good design goal. During a coach meeting with my chair Natalia, I discussed this design direction and together we brainstormed about how colleagues could help the 'Lonely Enthusiast' instead of obstructing them.

Therefore the design goal became the following.

Design something which makes the professionals feel supported in working with the YIM approach by colleagues who are not YIM trained.

Brainstorm session

By gathering the participants as described in chapter 13, I was able to get together two youth workers from different organisations to brainstorm together. From the brainstorm rounds, we did not do the illegal round. The participants preferred the metaphor round and it took too much time to also do the illegal round.

Out of these session came ideas which were focussed on taking the stage and regularly reminding colleagues about the YIM approach. Both participants argued

that these ideas were for them the most important once, they felt that the need was mostly here. One participant said that it is hard to get attention during the weekly team meetings. The other one discussed the need to keep on talking about what is going good and what is going less good when trying out YIM. Furthermore, both participants also stressed the need to get more hours and have YIM woven into the policy of the municipality.

Forming concepts

These ideas were still quite abstract or they were small ideas that did not really form a concept for example YIM on the meeting-agenda. To continue I focussed on taking the stage to talk about YIM and continuity to address YIM when brainstorming on my own to form three concepts.

Before presenting the three concepts to the youth workers during a YIM training, I replaced one of these. During a meeting with Suzanne from stichting YIM, to get clear on the concepts, these concepts did not seem realistic. Still, I will describe this

concept in this chapter.

Feedback during YIM training

During the YIM training, I asked the youth workers to give feedback on every concept. Because I was not satisfied yet with the formed concepts, I wanted to have feedback on the effectiveness of the concepts judged by the youth workers. I asked the youth workings to type in the chat function, their first thoughts, if they would use it or not on a scale from 1-5 and their argumentation behind it. Although not all the eight youth workers in the training were participating in giving feedback (only six), the given feedback was therefore detailed. To continue, the following paragraphs will show the concepts which were presented, the concept I replaced and the feedback concerning the concept.

The concept not presented to the participants: reflection time with the behavioural scientist.

This concept was based on reminders of needing to work with YIM, the need

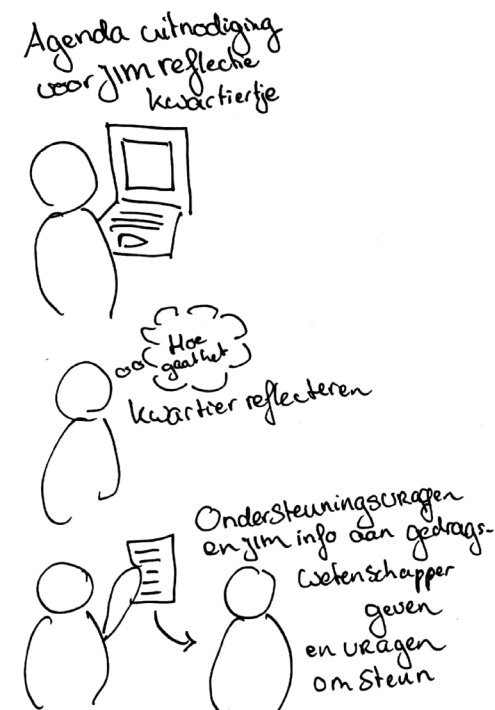


Figure 23.1, the concept not presented to the participants: reflection time with the behavioural scientist

for reflection when working with a new approach and the fact that most participants said that they want help from their behaviour scientist. By getting monthly a calendar event for 15 minutes of reflection and a list of support items,

the professional can ask the behaviour scientist for support after reflecting every month (see figure 23.1).

This goal did not feel effective enough because if the behaviour scientist is not helping now, a list would probably not get them further. Therefore I replaced this concept with another concept.

The first concept: informal and informal YIM material

This concept tries to make it easier for the YIM professional to talk about YIM with their colleagues by giving YIM materials. By providing the professional with presentation materials it helps the professional to make their point during a meeting. The informal material is meant to nudge the colleagues into talking about YIM at informal moments. For example, a cup with the text: "Help I'm learning the YIM approach" and a physical card wishes the people in the organisation a merry Christmas or a nice summer (see figure 23.2).



Figure 23.2, the first concept: formal and informal YIM material

The youth workers gave as feedback that presentation materials about YIM were welcome. Promotion material as a reminder could be helpful. Yet, people were hesitant about explaining YIM in a short amount of time and that people might give their own version of YIM and not the right

one.

The second concept: take your colleague to a YIM festival

This one is trying to let the colleagues learn about YIM in a low key manner, a YIM event. The idea behind this is that the colleagues get the time to learn about YIM positively. During a meeting, the YIM professional should ask their colleagues who want to go to the YIM event. At the event are coaching sessions and presentations. After the event, the YIM professional and the colleague can discuss what they have learned in the meeting (see figure 23.3).

One participant said that this would be too time consuming. Others felt that it was realisable, they liked the idea and they liked the coaching moments. Also one participant said that learning at such an event could be valuable, as long as it is not too intrusive.

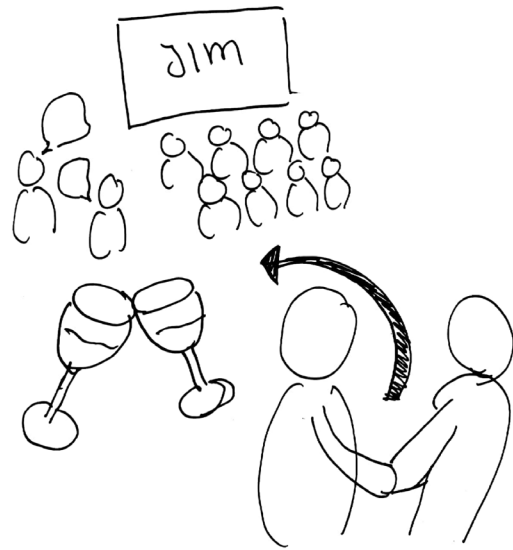


Figure 23.3, the second concept: the YIM event

The third concept: YIM remembering mail

This concept is the concept that replaced the reflection concept. It kept the reminders of working with YIM it uses a community to exchange tips between each



Figure 23.4, the third concept: an extra YIM training and a monthly mail exchanges

other. The YIM professional can go to an extra (free) YIM training about how to get other colleagues along. During this training, the YIM professionals get to know each other. Then the participants of the extra training have a monthly tip exchange over email about how to get colleagues along in

working with YIM (see figure, 23.4).

The feedback on the last idea was positive. They liked the aspect of finding the connection with others and keeping the connection with the tips. Yet two participants also said that they think that this should come from the organisation itself.

After promoting the ideas, no one seems the most promising. All of the concepts had good elements. Therefore I used the promising element to form a new concept.

YIM event with your manager

The professional has to take the supervisor to extra YIM training. The YIM professional meets other YIM professionals during this event, while the manager learns what they can do to get the most out of their youth workers. After this even they get presentation materials about YIM (both formal and informal) and a monthly tip exchange between the youth workers and also the managers (see figure 23.5).

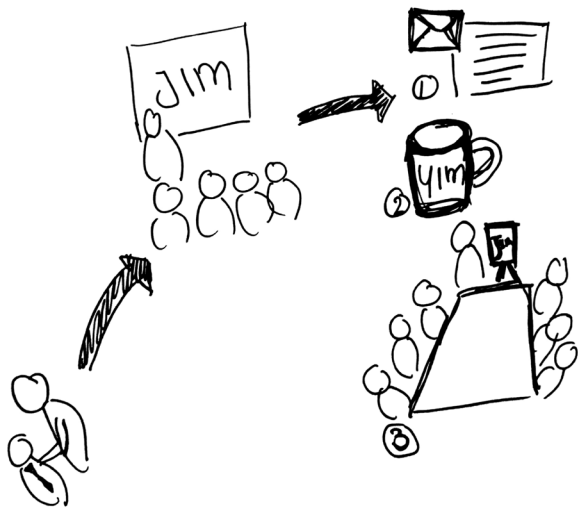


Figure 23.5, the final concept: YIM event with the manager

Feedback about the manager aspect

Because the managers were an essential aspect of the final concept, I decided to pitch the concept to Els, a YIM trainer from stichting JIM and specialised in implementational processes. She became

excited about the idea. She recognized the need for the involvement of the managers. She had received an email from someone who went to work at a new organisation. The people at that organisation did not understand the YIM approach. Furthermore, she also was excited about the aspect that managers would learn from each other.

To learn more about the perspective of the managers, I also had a conversation with a manager from Parlan (a youth care organisation in Noord-Holland). The manager was working with her team to implement the YIM approach.

The manager was also enthusiastic about the concept. She appreciated the idea of being in an environment of people who are succeeding with the YIM approach. She liked to be inspired by the successful implementation of the YIM approach. For the meeting, it would be important that it is inspiring and stimulating but that there is also a lot of space to acknowledge the difficulties when working with YIM. The event should give people insights, which helps them to dissolve the complications in their head. Furthermore, with an event, the

YIM approach could spread like an oil stain over all the colleagues.

Yet, as a manager, her first response to this meeting would also be: "How much time will this cost me?" She said that the bar could be lowered for joining an event by starting with an online meeting. This event and the online meeting should not be once but should be reoccurring to keep people reminded of working with YIM.

The physical gifts from the event are always helpful. They stimulate a conversation with the people who see these gifts on the desk.

About the mail exchange after the event, she said that she would read tips per mail. And that she would like it if there would be frequently asked questions.

Testing the YIM card

Based on the feedback of the manager, the concept was adapted with an extra online meeting beforehand for the manager. To further evaluate this concept two youth workers tested the nudge element and gave feedback about the whole concept. Two youth workers from different organisations with similarities with the

'Lonely Enthusiast' participated in this test. They received a physical card with the text: "We hope that you, just as roots, can grow in working with the YIM approach during this summer" (see figure 23.6). Without further explanation about the concept, I asked them to place the card somewhere in plain sight to see how colleagues would respond (see figure 23.6). The youth workers were asked to behave like they usually would behave. If they usually would show it to their colleagues, they should also do it during the test. After a week, I interviewed them. I asked about their experiences with the card, explained the whole concept and asked for their feedback.

Results testing the YIM card

There was not much response on the card from colleagues. One participant showed her colleagues that the YIM foundation wished them a good summer. The colleagues said thanks. One behavioural scientist responded to the participant that it was good to spread the word about YIM. Besides these reactions, there was no further conversation about the card.



Figure 23.6, the YIM card

The other participants had the card hanging on the plain side, but none of the colleagues responded to it. She assumed it was because everyone was busy in their mind and did not have the mental space to also do something with the card.

Feedback concept

The feedback the youth workers gave to the whole concept was the following. One youth worker could imagine that it would work well for people in other organisations. But in her organisation, it was organised quite well. What this participant mentioned as well, was that she had a behavioural scientist who did not feel space to work with YIM. What could indicate that this

behavioural scientist could benefit from this concept. It could be helpful if the manager of the behaviour scientist would go to a YIM event.

The other youth worker said that this concept fits in with what the youth worker is looking at in her organisation with her manager. She could see the concept also work for managers higher in the hierarchy.

Both youth workers were positive about the idea of getting YIM tips in the mail. In particular, because it also reminds people frequently about YIM. One participant did wonder if people would participate in the tips exchange over email.

24. YIM event with the manager

To support the 'Lonely Enthusiast' in working with the JIM approach, the final concept is a YIM event with the manager. This concept focuses not only on the youth worker but on their manager as well. The youth worker is supported by extra training sessions, presentation material and informal YIM materials to stimulate conversations about YIM with colleagues. The manager is informed about the YIM approach and how they can facilitate that the 'Lonely Enthusiast' can work with YIM.

In this concept, the youth worker is informed about a YIM event, where they can take their manager to, see figure 24.1. The event is focused on what organisations can facilitate to make it

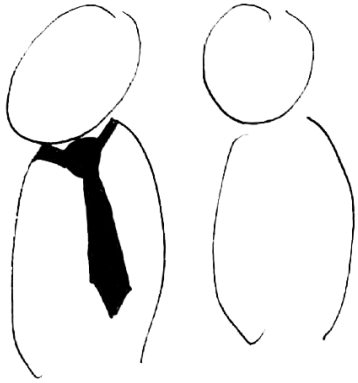
easier for youth workers to work with the YIM approach. To persuade managers to come, there is an online meeting before the event. This online meeting takes less time and makes the manager excited about YIM and the YIM event. After the online meeting, the physical YIM event takes place. Both the youth worker and the manager attend this event. During this physical event, they learn more about how others work with YIM and how other managers facilitate youth workers in working with YIM. During this event, there should also be space to first acknowledge the struggles of the managers and the youth workers. To make the problems clear, but also to make the explanations and tips not feel like a quick solution.

To keep the youth workers and the managers warm about YIM and to make the event stick, the manager and the youth workers need to be reminded about the event in several ways. They get a coffee

mug and the YIM roadmap (see the next two chapters) with them. These objects stimulate conversations with colleagues about YIM. The coffee mug stimulates conversations during a break. The poster activates youth workers to discover things about YIM.

The manager and the youth worker also receive presentation materials to explain YIM to colleagues.

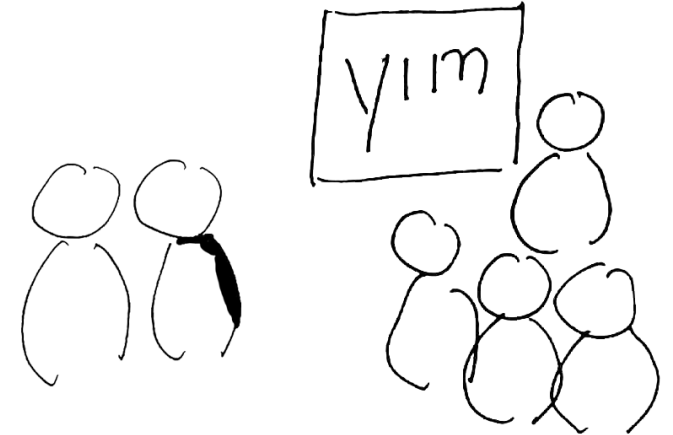
Lastly, both the manager and the youth workers receive a monthly email with tips about working with the YIM approach. The first email will contain a reminder of the tips from the event and a link to a forum where people can share their tips. The following emails will contain tips from a YIM forum and tips from the YIM trainers as well. The 'Huddle' (a online social platform that stichting JIM is looking into), can be used as the YIM forum.



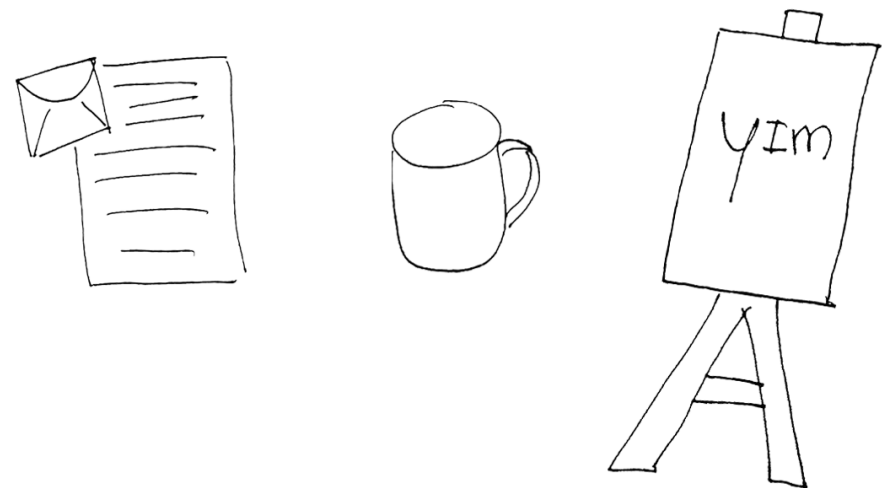
The youth worker informs the manager about the YIM event.



The manager joins to online YIM meeting to learn more about YIM and the event.



Convinced by the online meeting, the manager goes together with the youth worker to the YIM event.



After the event, they get access to a monthly email with tips about YIM, a coffee mug with a YIM text and formal presentation materials to easily share how YIM works with other colleagues.

Figure 24.1, the YIM event

Realisation of the YIM event

Realising a YIM event with the trainer is straightforward. Therefore I will only discuss the realisation parts that are less straightforward.

Finding Participants

To find people with resemblance to the 'Lonely Enthusiasts' I would suggest to put an announcement in the YIM newsletter and specifically send a mail to youth workers from a youth care organisation who are the only ones in their teams that work with the YIM approach.

The tip exchange over email

The tip exchange takes some time from an employee at stichting JIM. The tips need to be gathered in an email and people need to be able to respond to each another. To make people respond, I would suggest to make use of the 'Huddle' a social platform where stichting JIM is looking into how to use it. Inside the platform people could asked their questions and peers and YIM trainers could respond to these questions.

In chapter 27, the concept of the YIM event will be evaluated, further reflections and adaptations will be given in chapter 28 the project evaluation.



25. Designing with the 'Calculative Hindered' and 'Pondering Protocollist'

This chapter shows the process behind creating the concept for the 'Calculative Hindered' and the 'Pondering Protocollist'.

The desing goal

The design goal for this group was based on the need for trust in the YIM approach and daring to do the YIM approach. Based on this need, I looked at variations of trust and daring such as feeling confident, knowing to be competent, feeling safe, just do it, being brave, courageous, trying out, explore and discover.

The words feeling secure and discover hit the sweet spot because "feeling secure about starting to discover" nicely relates to not daring to trust. Therefore the design goal became the following.

Design something which makes them feel secure about starting to discover how to work with the YIM approach when it feels challenging.

The brainstorm session

From the design goal, the plan was to have a brainstorm session together with the youth workers. Although I did try to gather participants as described in chapter 13, there was no response or the youth worker could not make enough time to participate. Therefore I asked another intern from stichting JIM, who is also looking into the experiences of youth workers who work with the YIM approach, to brainstorm together. We followed the set-up of the brainstorm session described in chapter 20. From the brainstorm rounds, we did not

do the illegal round. Because during the metaphor round, we took a lot of time, but also came to many ideas.

The three concepts

The ideas that came out of this session were about having something which recognises struggles, social pressure, feeling prepared and practice. Between the ideas, there were also concrete ideas such as a map and a person of trust within stichting JIM for every youth worker. Based on these ideas, I brainstormed on my own and created three concepts. The three concepts were pitched to eight youth workers during a YIM training. The youth workers were asked to pick a favourite and describe why. The concepts and their received feedback were the following.

The first concept: Scenario game

The first concept was based on the ideas of practising the YIM approach and therefore feel prepared to start with YIM. In an online scenario game, youth workers could practise how they should respond in certain situations, see figure 25.1. By being



Figure 25.1, the first concept: the scenario game.

it an online game, there was also a safety net.

None of the participants chose this concept. Yet, the YIM trainer said that this concept also would be helpful in an earlier stage.

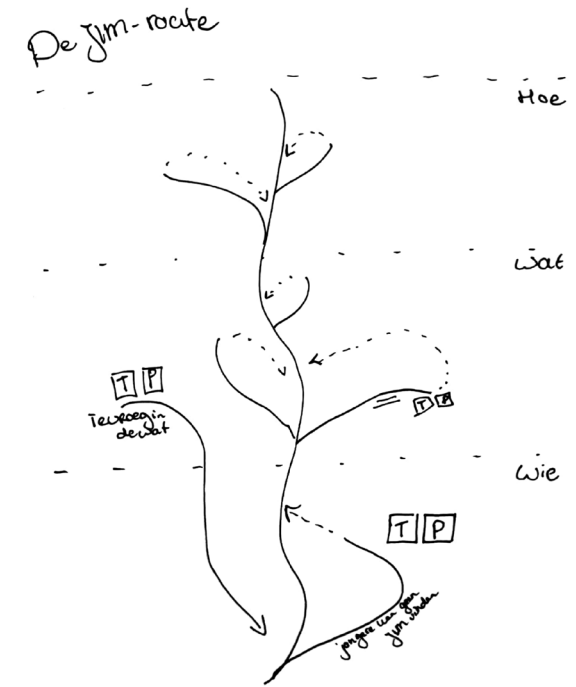


Figure 25.2, the second concept: the interactive roadmap

The second concept: Interactive roadmap

The second concept is also about feeling prepared. This concept is a roadmap in using YIM, see figure 25.2. It shows the main road (how the approach would be

if everything runs smoothly) together with the sideways (when something is a bit more difficult) and how to get back from the sideways to the main road. For each sideways, there are tips and stories of other youth workers and how they have responded to similar situations. The idea behind this concept is that it is okay to run into challenges when learning a new approach. By showing the possible challenges with the possible solutions this concept acknowledges the difficulties and provides guidance in overcoming these.

This concept was the most popular. Seven participants were in favour of this concept. They liked that it gave an overview, that you could look at the information in your own time, you could use it to prepare yourself, that it gives a better view of the surroundings of YIM and because of the stories from practice. The other professional also liked the concept, but as an add-on of the third concept. Also, the YIM trainer was positive over this concept, it would be helpful at a certain stage.

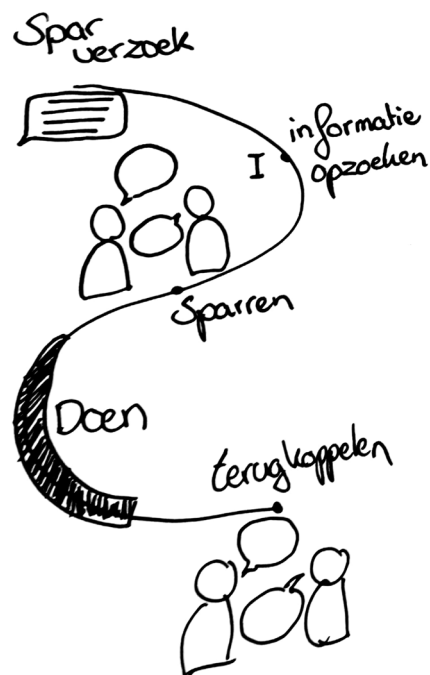


Figure 25.3, the third concept: a brainstorming mate

The third concept: A YIM brainstorm mate

The third concept uses social pressure to make the youth worker feel obligated to start with the YIM approach. In an online environment, the youth worker puts in a request for a brainstorm mate, see figure

25.3. In the same environment, there is also information about working with the YIM approach present. After looking at the information the youth worker and its YIM brainstorm mate can brainstorm together about the situation. After trying out what they discussed, the youth worker has to discuss with its YIM mate how it went.

This concept was favourite by one professional because this professional liked brainstorming with another professional if you cannot figure it out. Then there were three who liked this concept as an addition to concept two. They liked the beauty in exchange ideas and helping each other, giving and receiving feedback after trying and the social pressure. About this concept, the YIM trainer was positive, like with the other two concepts it could be very helpful at a specific moment after the YIM training.

The final concept

Because the youth workers mostly preferred the second concept and there was a big need for this overview, I decided to go for the second concept in

combination with the brainstorm mate. This brainstorm mate would be a function within the interactive map.

From the brainstorm session with the 'Passionate Pioneers' I also received some feedback about the practicalities with an interactive map. They must not have to be logged in on their work computer to access this map. The work computer has to be guarded because of the access to sensitive information of clients. Also, it should be something mobile which they can access quickly, for example when they are at the place of the teenager.

The iterations on the form

After deciding on the direction of the final concept, I made another iteration of the final shape of the interactive map. Two youth workers tried out three different versions of the interactive map. The first version was a desktop version, the second version was a physical poster with the map and QR codes to scan with an app, and the last version was a stand-alone app (see figure 25.4). The test took place in a meeting room at one of the locations

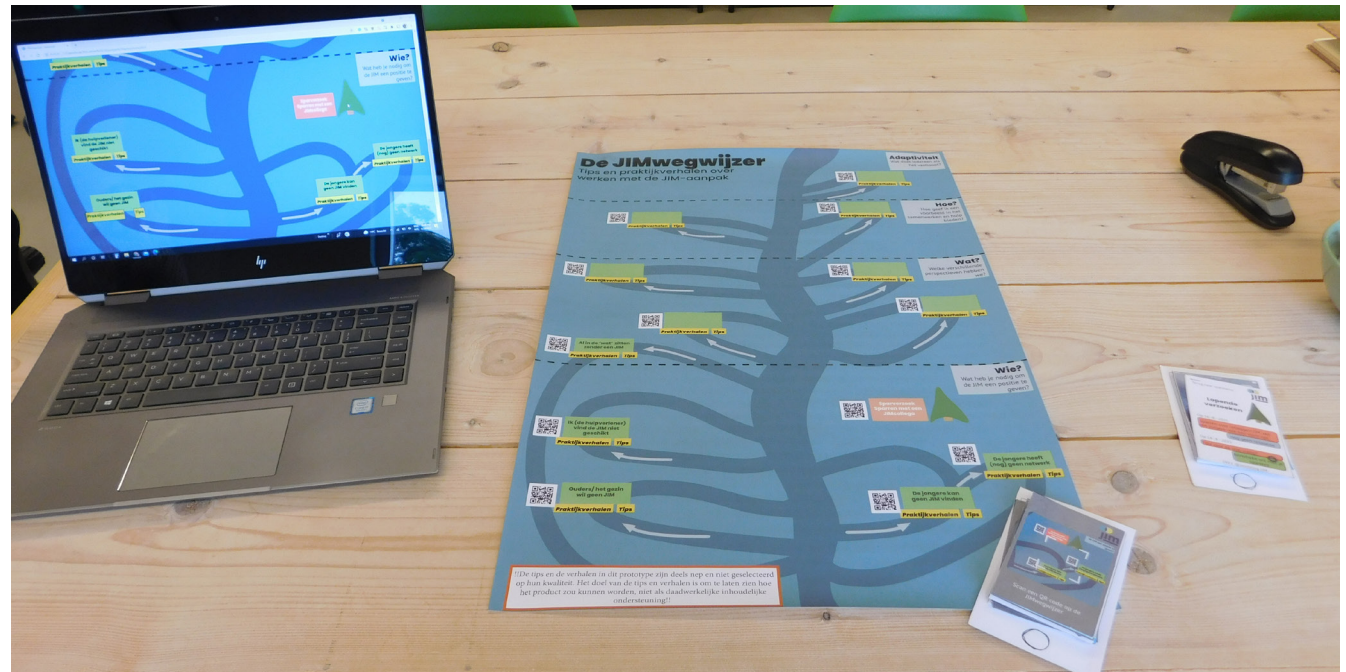


Figure 25.4, the three different prototypes

of Enver (a youth care organisation in Rotterdam). In appendix VI, the set-up of the user test is discussed.

When the youth workers had used the three prototypes, we evaluated the products together. We also discussed in which scenario they would use which version of the interactive map.

The feedback about the interactive map, in general, was positive. The youth workers liked the overview that the road gives. The given information was clear and complete. The different stories from practice from a different context were important because it keeps the information relevant to the youth worker. Yet, they did question if the

information was concrete enough. Youth workers might be looking for an answer to a specific question when using the map. The brainstorm request functionality was enjoyed as well. They found it a very beautiful way of getting in touch with people when you are just learning how to work with YIM. They also could imagine that they would use the brainstorm request to talk with someone outside their team about a difficult case. They did, however, question how feasible this function would be. Would people respond to a request? And how much time would that take?

The feedback on the desktop prototype was overall positive. The desktop version could work well when preparing for a case or discussing it with a colleague. Furthermore, the desktop version would also be a good solution for colleagues who are not experienced in installing and using a new app on their phone. From this prototype, I also learned that it was essential to see the whole road at once. For the desktop version, the person who is using the product had to scroll to see everything.

About the poster and on the scanning app, they were quite positive as well. What the youth workers liked was the overview

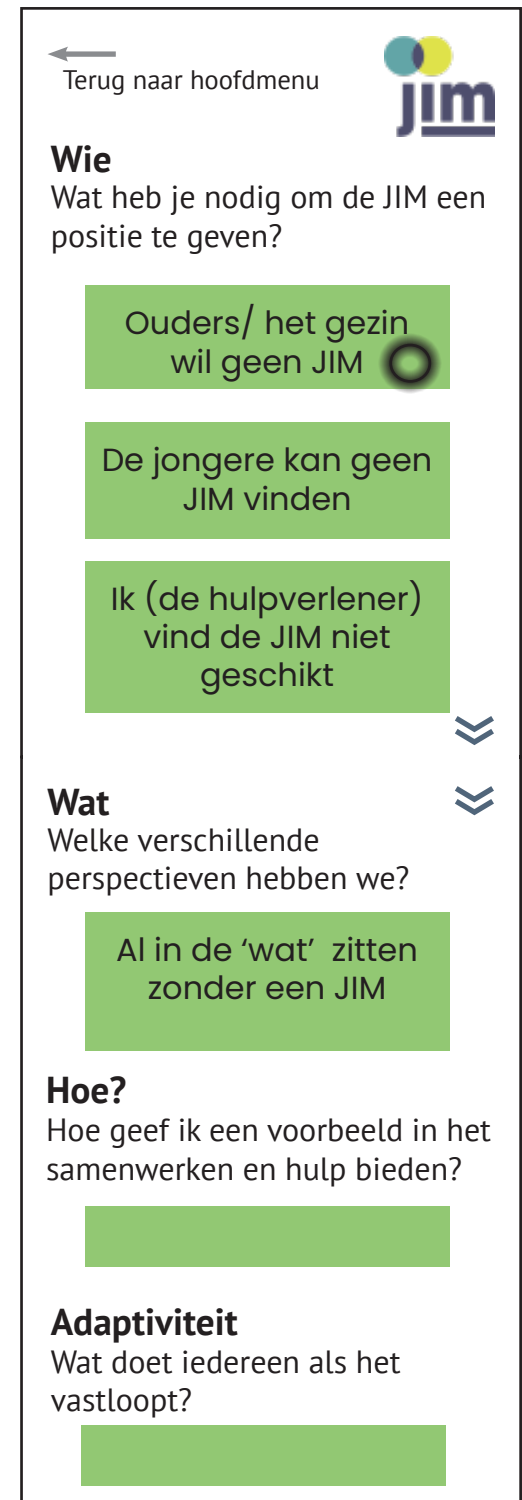
of the poster and the location. By having the poster in the office, people would be reminded about YIM and the interactive map. What they did see as a danger is that the poster would get lost in someone's bag. The QR codes were activating, easy and liberating. Because you have to take responsibility to start, then the QR codes do the work for you, and then you can decide what you want to see.

The stand-alone app was the least popular version. Instead of the road, all the sideway questions were listed (see figure 25.5). But this list without the map made it unclear according to one participant. Besides that, the stand-alone app was perceived as user friendly. The organisation of the content was clear, it was easy to see how it should be, and everything was at hand.

The evaluation

From the user test, I could conclude that the interactive map could very well support youth workers in working with the YIM approach. The final shape should be a combination of the three forms: a desktop version, an app and a poster. Because the two youth workers who tested the map were not 'Calculative Hindered' or 'Pondering Protocollist'. It was harder to

figure 25.5 A 'screenshot' of the prototype of the app



see if the specific design goal was also met. Yet, one youth worker said that the poster felt like going on an adventure in a labyrinth and that the poster is trustworthy because it is consistent with the book about working with the YIM approach.

To evaluate if the interactive map indeed makes the youth workers who share similarities with the 'Pondering Protocollists' and the 'Lonely Enthusiast' feel more secure about the YIM approach. I made an animation to show to the youth workers I interviewed and who fall into this group. The animation showed the final concept, which will be described in detail in the following chapter. In a survey, I asked youth workers to evaluate the concept. What were their initial thoughts, which characteristics would they use to describe the map, and what are the positive and negative aspects of the map?

Out of the three youth workers I sent the survey to, two filled the survey in. One youth worker shared similarities with the 'Pondering Protocollist' and the other one

shared similarities with the 'Calculative Hindered'. Both youth workers would use the map. One found the map very clear and the other one could see themselves use the map when working with a YIM.

The characteristics assigned to the map were: attentive, activating, assertive and trust. They argued that the map looks user friendly and looks inviting to take action. The only negative remarks were about the sideways. The rounding shapes that go back to the main road looked confusing for one youth worker. And when asked for the negative aspect, one of the youth workers did not like the used colours.

26. Interactive YIM roadmap

The final concept for the 'Pondering Protocollist' and the 'Calculative Hindered' is an interactive roadmap. This map shows the sideways of learning the YIM approach. It shows that it is okay to run into difficulties when learning a new approach and provides guidances in overcoming these.

The roadmap follows the steps of the YIM approach as described by de Ruig and van Dam (2020) in *Circulaire Zorg (wie (who), wat (what), hoe (how) and adaptiviteit (adaptivity))*. For each steps the different sideways that youth workers can encouter are visualised. The sideways shows the difficulty, for example when the parents do not want a YIM. Then next to the challenge, tips about how to respond and stories from youth workers who have been in a smiular situation are shown. These storries are form youth workers from various contexts. In this way every youth worker can relate to



figure 26.1 The three different shapes of the interactive map

these stories.

The interactive map also has a social function in it. By asking a colleague from another institution to brainstorm together, the interactive map also provides a social support.

To get this support the youth workers can work in two ways. Either they ask a question in a the forum, or they contact directly a colleague from the list of people who are open to brainstorm with someone else.

The interactive map comes in three shapes, see figure 26.2. A desktop version, an app and a poster. The poster remind youth workers at their workplace about working with YIM and gives a good overview of the map. The app is used to scan the QR codes on the poster, in order to read the tips and stories from practise within each step. The app can also be used without the poster, for example when the youth worker is on the move. The deskop version is can be used when the youth worker is on their own preparing for a case, or to discuss the YIM roadmap during a meeting, by projecting the map on the big screen,

Realisation of the interactive map

To realise the interactive map the following steps have to be taken.

The content of the map

Fill in the rest of the content of the map, I would suggest to start with setting ground rules. What are the requirements of the sideways and when is a story good enough to be shared?

The next tep then would be to make a draft version of the map filled in with the stories from the Circulaire Zorg (De Ruig, van Dam, 2020). The sidesteps can be based on the stories that are already known from practise.

To further fill in this draft map, a group of youth workers from various YIM teams can come together to make more content and give feedback on the already existing content. To invite the youth workers to provide content and feedback, the draft map that is shown to them should look as a draft as well. During the usertest with the prototypes, one youth worker already asked to contact her if this map would be developed. She would like to think along. After gathering the feedback and content

from the youthworkers, there probably will be some gaps left in the map. Some sideways that for example can use more stories from a specific context. To fill these gaps, I would start with specifically reaching out to the youth workers from these contexts who might be able to fill in the gaps.

The technical aspect

To develop the technical aspect the app should be made and the website should be made. Especially the back end of both products needs to be developed.

Maintenance: brainstorm mate

To keep the brainstorm mate lively, it is important that the list of people who are open to brainstorm is formed, and that people respond to the questions on the forum. This would take around three hours per week in the beginning to contact people to be on the contact list and remind people to respond.

The functions of the brainstorm mate could also be integrated in 'Huddle', the

online social platform where stitching JIM is looking into. To make this as user friendly as possible, I would suggest to create in the 'Huddle' a board for requests to brainstorm and a board where people could post if they are open to brainstorm with others together with their contact details. Furthermore a button needs to be added to the 'Huddle' to make it easier for youth workers to navigate between the boards of the 'Huddle' and the YIM roadmap.

Keeping the map up to date

To keep the content of the map up to date, I would suggest to look at the map once a year. If stories are not relevant anymore I would replace them with newer stories. There are a few ways to harvest new stories. By looking at the answered questions in the forum, by specifically addressing teams for a story out of a specific context, or by asking people in the newsletter to share their successtories

In chapter 27, the concept of the YIM event will be evaluated, further reflections and adaptations will be given in chapter 28 the project evaluation.

Project Evaluation

In this final chapter I look back to the project. First the final concepts are evaluated in chapter 27 and then finally in chapter 28 a discussion and conclusion about the whole project is given.

27. Evaluation final concepts

In this chapter, the YIM event with the manager and the interactive map are evaluated. For both concepts, I first evaluate if the design goal was met and then I continue with the strong and the weaker points of the concept.

The YIM event with the manager

Design goal: **Design something which makes the professionals feel supported in working with the YIM approach by colleagues who are not YIM trained.**

Because most of the feedback on this concept was gathered with pitching to youth workers, I can not conclude that a service like the YIM event would make the professionals feel supported by colleagues. During the design process, I only tested the card in practice. And although the YIM card did not cause conversations about working with YIM, the youth workers and a manager I spoke to saw potential in this concept. The need to also take the

manager more into account when working with YIM was there. Youth workers and the manager were eager to be inspired by YIM for a day.

This concept has the potential to connect youth workers with others and to keep youth workers reminded about YIM in an active way.

Although the concept exists out of many elements (online meeting, physical event, gifs, promotion material and a tip exchange over the email), I suspect that these elements all have a contribution to get things moving. It is important for the gifts that should stimulate informal conversations about YIM, that the colleagues notice them when they can act upon it. The YIM card did not succeed in this part, yet the activational aspect of the YIM roadmap could succeed in this part. Or maybe a coffee mug because a mug is often used during a break.

The tip exchanges email does ask for a monthly effort of stichting JIM. Once per month, a YIM trainer needs to make an email with all the tips insights. I do think that this effort is very important

because the tip exchange seems like a non intrusive way to keep youth workers reminded about working with YIM.

Another point to look into is the participation of managers. I think that it is important to see how many managers that participated in the online meeting, would also participate in the physical event.

To sum up, the YIM event has potential to support youth workers and their managers in working with YIM. It fits within the struggles of the youth workers. The gifts, monthly tips exchange and participation of managers are points to look into.

The interactive map

design goal: **Design something which makes them feel secure about starting to discover how to work with the YIM approach when it feels challenging.**

The interactive map was tested and evaluated twice by youth workers. The four youth workers who gave their opinion about the concept were positive. The

interactive map was seen as activating the four youth workers who evaluated it and by two of them even as trustful.

These two characteristics are related to feeling secure and starting, the words used in the design goal for this design direction.

The interactive map also integrates the need for more tips and tricks.

The social function of the app is a point of attention though. During the tests, it did not become clear if people would participate in the forum, contact people from a list, or place their details for contact in an app.

Furthermore they also did not give specific feedback about this function. I think that with the right encouragement of the start of the forum and app, this could work. But there needs to be some effort in it.

To summarize, the interactive map seems to support youth workers in working with YIM by activating them. The social function of the map is a point to look into.

As part of the discussion about the whole project in general, chapter 28 will give some suggestions about the two final concepts.

28. Conclusion and discussion

In this chapter the overall project is discussed. Which project goals were met? What points are interesting for further research? And what were the strong points of my research?

Project goal

The project goal for this project was to learn about the youth workers who try to work with YIM. To find out what kind of support they wanted in working with the YIM approach. And to design a product or service that gives them this support.

Five personas

The youth workers who worked with YIM described in five personas. Although one persona was only based on half a participant (see chapter 15), the personas formed a good base to design with. Some people who work with YIM, immediately, recognized the personas in their colleagues when I explained them to them.

Points of support

The points where personas wanted support were acceptable. It is clear on which points they want to have support, why they want to have this support and they were a good starting point for the design directions. Yet with the different personas in mind, extra research focussed specifically on the question where they want to have support on could provide extra depth and details.

External factors of working with the YIM approach

There were two concepts developed to support youth workers which focussed on factors where youth workers influence on. However as mentioned in chapter 13, there are also external factors that influence working with the YIM approach. These factors had to do with time pressure, approval from the municipality and protocols within the organisation. To increase the impact of YIM and make

it easier for youth workers to work with the YIM approach, it might be interesting to see how stichting JIM can influence these factors. The 'Pondering Protocollist's already had a few out of the box ideas about these external factors as described in chapter 22. For example, create one organisation nationwide that works with the YIM approach.

The interactive map

The two concepts developed were a product and a service. The evaluation chapter already described how both designs support youth workers. The interactive map seems to have met the design goal and is positively evaluated by youth workers. The concept not only gives support to the personas it is designed for, both to all the personas because it incorporates the need for tips and tricks. However, it could be a challenge to have youth workers make use of the social aspect of the concept (the online forum and the contact list). It would be interesting to find out if this social aspect could be integrated within the 'Huddle' (an online platform where stichting JIM is working on), or could be removed from the concept

in general.

The YIM event

The YIM event was positively assessed by youth workers, a manager and a YIM trainer. Although from the information gathered no conclusion can be made if the design goals have been met, it seems to tap on the right need.

Further development of this concept could focus on if the YIM roadmap and the coffee mug create conversations about working with the YIM approach.

Furthermore, I would also suggest testing what response from managers youth workers would be when they receive an invitation. Therefore they could be both invited to an online YIM event to see what the initial response is.

Co-design approach

During this project, I strived to involve the youth workers as much as possible in the design approach. I think I have succeeded in that because in different stages of the project I was able to design together with youth workers. During the research youth workers were interviewed, youth workers filled in reflection booklets and youth

workers participated within a validation session. During the design phase, youth workers brainstormed ideas, evaluated concepts and interacted with prototypes. What an interesting question to look into is, how to design with a co-design approach for people that do not see the problem yet. This question arose when looking into the 'Selective Steadfast' persona.

Conclusion

Overall, I learned with a co-design approach about youth workers and their experiences and struggles in working with YIM. I developed personas based on these learnings and used those two design two concepts for three different personas.

29. Resources

AEF. (2020). Stelsel in groei onderzoek naar financiële tekorten in de jeugdzorg. Andersson Elffers Felix

Costanza-Chock, S. (2020). Design justice: Community-led practices to build the worlds we need. The MIT Press.

Van Dam, L., Bakhuizen, R. E., Schwartz, S. E. O., De Winter, M., Zwaanswijk, M., Wissink, I. B., & Stams, G. J. J. M. (2019). An exploration of youth–parent–mentor relationship dynamics in a youth-initiated mentoring intervention to prevent out-of-home placement. *Youth & Society*, 51(7), 915-933.

Donetto, s. et al. (2015) Experiencebased Co-design and Healthcare Improvement: Realizing Participatory Design in the Public Sector, *The Design Journal*, 18:2, 227-248, DOI: 10.2752/175630615X14212498964312

Impact "Alicia". (2017). Retrieved June 13 2021, van <https://www.2doc.nl/projecten/impact/impact-alicia.html>

Jeugdzorg Nederland. (2018). Retrieved on 13 June 2021, from <https://www.jeugdzorgnederland.nl/>

Ooms, M. (Director). (2017). Alicia [Documentary]. Scorpio Films.

Marieke1982. (2011). Schoolmaatschappelijk werk. Retrieved on 13 June 2021, <https://mens-en-samenleving.infonu.nl/onderwijs/29215-schoolmaatschappelijk-werk.html>

Rijksoverheid (n.d.). Welke jeugdhulp (jeugdzorg) is er voor mijn kind beschikbaar? Rijksoverheid. Retrieved May April 5, 2021, from <https://www.rijksoverheid.nl/onderwerpen/jeugdhulp/vraag-en-antwoord/vormen-jeugdhulp-jeugdzorg>\

De Ruig, S. & van Dam, L. (2020). Circulaire zorg. (2nd ed) 2020. Boom

De Ruig, S. (2018). Waarom ik niet meer kan hulpverleners zonder JIM. Echt doen wat nodig is. Pleidooi voor kleinschalige effectieve jeugdhulp. (p. 143-150), stichting Beroepseer

Ryan, R.M., & Deci, E.L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55(1), 68-78.

Sanders, E., & Stappers, P. (2013). *Convivial Toolbox: Generative Research for the Front End of Design*. BIS Publishers.

SER. (2021). *Jeugdzorg: van systemen naar mensen*. Sociaal-Economische Raad.

Sleeswijk Visser, F., et al. (2005) Contextmapping: experiences from practice, *CoDesign*, 1:2, 119-149, DOI: 10.1080/15710880500135987

Spencer, R., Tugenberg, T., Ocean, M., Schwartz, S. E., & Rhodes, J. E. (2016). "Somebody Who Was on My Side" A Qualitative Examination of Youth Initiated Mentoring. *Youth & Society*, 48(3), 402-424.

Stichting JIM (n.d.). De mensen achter stichting JIM. Stichting JIM. Retrieved June 8, 2021, from <https://jimwerkt.nl/over-ons/>

Youchooz.nl (n.d.). Beroepen. Retrieved on 13 June 2021, from <https://youchooz.nl/nl/beroepen>

Wampold, B.E. (2001). *the great psychotherapy debate: Models methods and findings*. Hillsdale, NJ: Erlbaum

Appendices

Appendix I: Original project brief	96
Appendix II: Reflection booklet	101
Appendix III: Points for support	108
Appendix IV: Expectations about working with YIM	110
Appendix V: Exchange in YIM knowlegde between professionals	111
Appendix VI: Set-up user test	112
Appendix VII: Paper prototype of the app	115

Supporting youth workers to work with a youth mentoring approach project title

Please state the title of your graduation project (above) and the start date and end date (below). Keep the title compact and simple. Do not use abbreviations. The remainder of this document allows you to define and clarify your graduation project.

start date 17 - 02 - 2021 14 - 07 - 2021 end date

INTRODUCTION **

Please describe, the context of your project, and address the main stakeholders (interests) within this context in a concise yet complete manner. Who are involved, what do they value and how do they currently operate within the given context? What are the main opportunities and limitations you are currently aware of (cultural- and social norms, resources (time, money,...), technology, ...).

The Dutch youth care system

When a teenager in the Netherlands experiences problems within their developments (varying from situations like truancy to out of home-placements) a youth worker helps them and their families to improve their situation. The youth worker works together with the teenager and the families on a plan to get their lives back on track. Yet, currently, these families see many different youth workers and many of them are temporary.

The JIM approach

The JIM approach adds something to this way of working, a JIM. A JIM is someone who is close to the teenager and who they trust as their JIM ("Jouw Ingebrachte Mentor" which means: "your brought in mentor"). A JIM could, for example, be an aunt or a neighbor. The youth worker has to ask the teenager whom they would want as a JIM. When the JIM is appointed and the JIM has accepted, this person has a formal role in helping the teenager with their problems. A JIM is someone who is in contact with the youth workers and of course with the teenager. The JIM support the teenager with solving their problems and with expressing the concerns of the teenager to the youth workers (see figure 1).

The JIM approach for the youth worker

For the youth worker, the JIM approach means a different mindset and a different identity as a professional. Instead of immediately looking for what you want to change with the teenager, they first have to look for the JIM. Conversations such as who do you go to for support, have to be held to find out together with the teenager who could be their JIM. The JIM also helps the youth worker. The JIM helps with finding the right plan for the teenager because they know the context and history. The JIM continues with the work of the youth worker when the youth worker is gone. And the JIM can help the youth worker with understanding the child and the situation (figure 1). Youth workers have to follow multiple courses each year. Among these courses are a lot of courses that promise to be 'The next new thing.' One of the courses they can choose from is the online course to learn the JIM approach. Until now around 1700 youth workers have followed this course, yet the impact is not as high as expected.

The JIM foundation: The JIM approach is developed by the JIM foundation. This organization exist out of researchers youth workers who firmly believe in the JIM approach. According to them, the JIM approach will help youth who are experiencing troubles a lot. They want to see their approach grow and being used all over youth care. The JIM foundation provides the course to learn the JIM approach for the youth workers. Furthermore, they also provide extra guidance and seminars.

Main opportunities: The opportunity in this context is to create extra support for the youth workers when working with the JIM approach. Although there is a group of JIM enthusiasts, there are also youth workers who do not really work with the JIM approach. In figure 2, the assumed obstacles that youth workers can run into are visualized. Design research can show in depth which problems exactly the youth workers experience and why. Based on these outcomes, design can provide the JIM foundation with creative design solutions, to improve the service that they give to the youth workers.

Limitations: Working with the JIM approach requires a different kind of mindset from the youth workers. Youth workers have to trust the JIM and don't have to be afraid to give some control out of hands. There probably also will be some people who don't want to give some control out of hand and are not interested in using the JIM approach.

space available for images / figures on next page

introduction (continued): space for images

**The JIM approach
Involvement map**

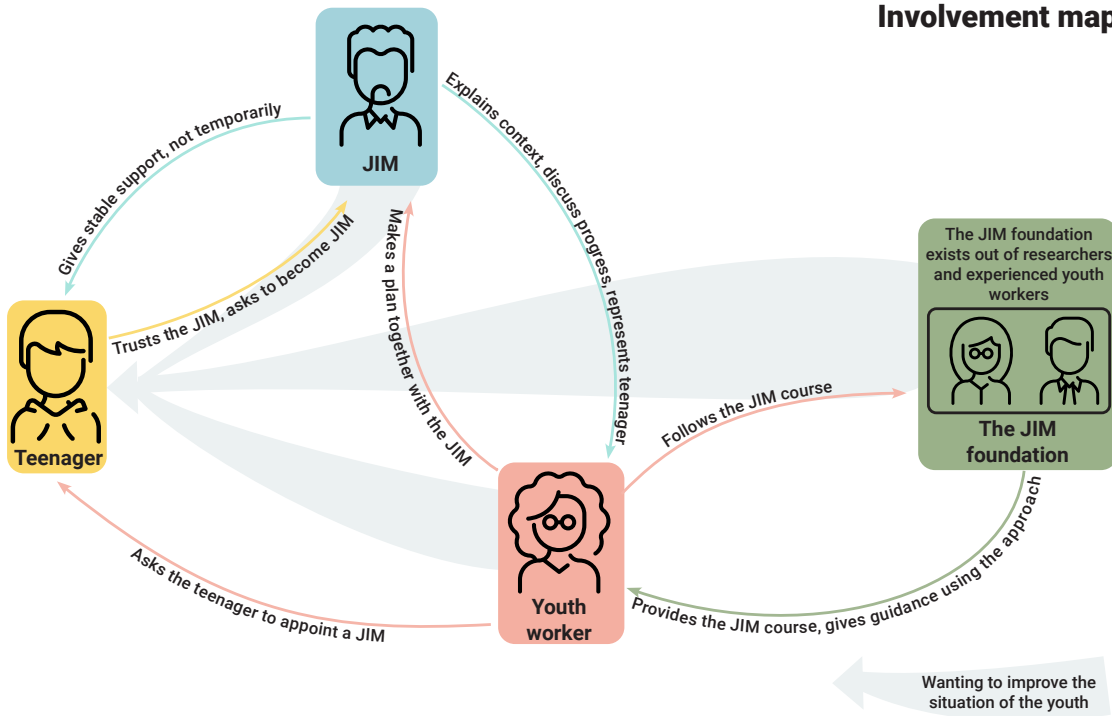


image / figure 1: Relations within the JIM approach explained

**Assumed issues for
youth workers new to the
JIM approach**

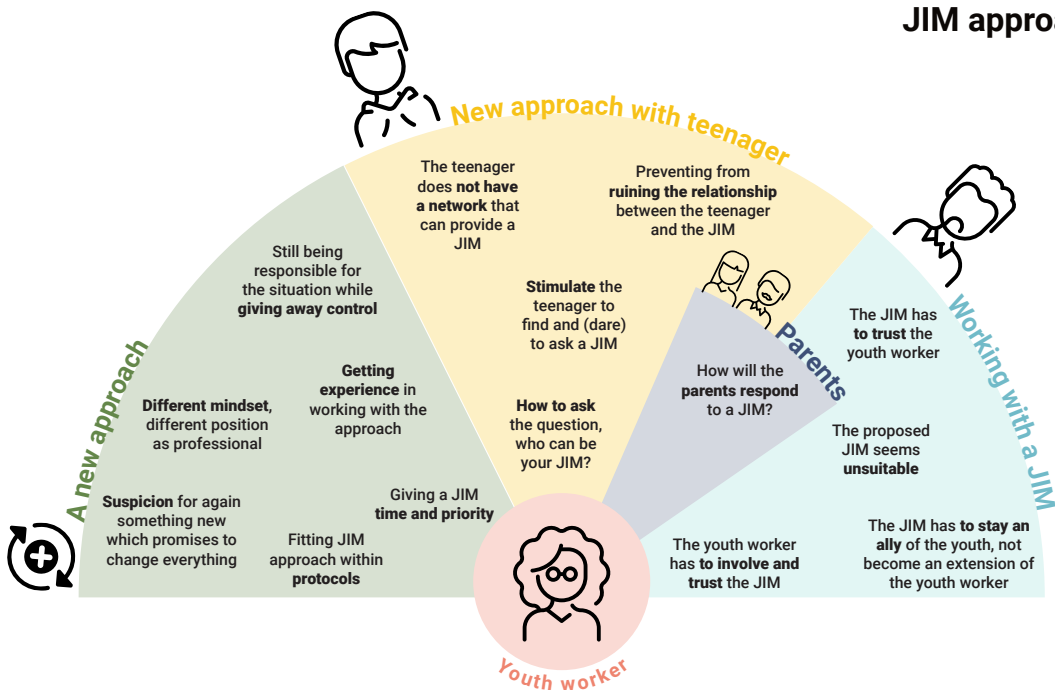


image / figure 2: The assumed context of the youth worker

PROBLEM DEFINITION **

Limit and define the scope and solution space of your project to one that is manageable within one Master Graduation Project of 30 EC (= 20 full time weeks or 100 working days) and clearly indicate what issue(s) should be addressed in this project.

Learning in depth why some youth workers apply the JIM approach and why others do not apply the JIM approach
Using the outcomes to design a service which supports the youth workers to learn and work with the JIM approach

I would like to address the following questions during my research

- Who are the youth workers that choose to follow the JIM course? Why did the youth workers choose the JIM- course and what were their expectations when choosing it? How do their values already line-up/contrast with the JIM values?
- After following the course, what were the expectations of the youth workers and how did these line-up/contrasts with the realities of applying the approach? How willing are they to change their mindset as professional?
- How does the JIM approach conflicts/matches with their professional identity and values?
- What are the difficulties of applying the Jim approach after having followed the course? How can they manage to make the approach their own? And what are the success moments when applying the JIM approach?
- What is the current guidance of the JIM foundation? How reachable and supportive is this guidance?
- How can the youth workers, who experienced difficulties implementing the approach and mindset, be supported by the JIM foundation? What kind of support would help the youth workers with implementing the JIM approach?
- How do the JIM's and teenagers experience the introduction of the JIM approach from the youth worker? And how do they experience working with the youth worker after having a JIM?

The youth workers I want to design for are the youth workers who have followed the JIM course, who are open to apply the JIM approach but do not apply the approach. These youth workers will be my target group since here is the best design space to increase the impact of JIM. I assume that there will be a group who followed the course since they had to and do not want to work with the JIM approach. This group, however, is not interesting to design for. I'm interested in increasing the support, not in changing beliefs.

ASSIGNMENT **

State in 2 or 3 sentences what you are going to research, design, create and / or generate, that will solve (part of) the issue(s) pointed out in "problem definition". Then illustrate this assignment by indicating what kind of solution you expect and / or aim to deliver, for instance: a product, a product-service combination, a strategy illustrated through product or product-service combination ideas, In case of a Specialisation and/or Annotation, make sure the assignment reflects this/these.

I want to design a product/service that supports the youth workers (who have followed the JIM course) in implementing the JIM approach. With qualitative research, I want to find out: who the youth workers are that followed the JIM course, what does the user journey of youth workers look like when learning and implementing the JIM approach and what are the opportunities to improve their user journeys.

I will do this project in for the JIM foundation to give them insides and inspiration on how to support youth workers, in return they will help me by explaining the context and getting in touch with the people (JIM's, youth workers etc).

With support in my design goal, I mean helping the youth worker to implement the JIM approach. During my research, I am going to find out what the current obstacles are. With my design solution, I want to overcome the most important obstacles. My design solution has to improve the user journey and impact of the JIM approach.

The design solution could for example be something physical to remind the youth worker about some tricks, or maybe something which has to be scanned to bring the youth worker in a digital support environment. It also could become a buddy system for youth workers.

I expect to deliver a design which can be both a product/service or a combination of these two. This design will not be fully working or implemented. But the design should be convincing enough to demonstrate how it would work. In a form of a prototype, the design should be able to be tested by the youth workers. The cost of the final design should be manageable for the JIM foundation to implemented, both in man hours and production cost. Next to the final design, I expect to deliver information, insights and maybe even knowledge about how youth workers experience working with the JIM approach. Which will be presented in a visual form including a visual that describes the different journeys that the youth workers go through when working with the JIM approach.

PLANNING AND APPROACH **

Include a Gantt Chart (replace the example below - more examples can be found in Manual 2) that shows the different phases of your project, deliverables you have in mind, meetings, and how you plan to spend your time. Please note that all activities should fit within the given net time of 30 EC = 20 full time weeks or 100 working days, and your planning should include a kick-off meeting, mid-term meeting, green light meeting and graduation ceremony. Illustrate your Gantt Chart by, for instance, explaining your approach, and please indicate periods of part-time activities and/or periods of not spending time on your graduation project, if any, for instance because of holidays or parallel activities.

start date 17 - 2 - 2021

14 - 7 - 2021

end date

Month	2	2	3	3	3	3	3/4	4*	4	4	4*	5*	5*	5	5*	5/6	6	6	6	6/7	7
Calender week	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
Project week	1	2	3	4	5	6	7	8	9	10	11	12	13	14**	15	16	17	18	19	20	
Communication																					
Research																					
<i>a form of sensitising booklets</i>																					
<i>Interviews</i>																					
<i>Literature research</i>																					
Analysis																					
Co-design																					
Design iterations																					
<i>Ideation</i>																					
<i>Prototyping</i>																					
<i>testing</i>																					
<i>Evaluating</i>																					
Report																					
Showcase																					
Presentation																					

* A week with 4 workdays due to holidays
 **week 16 ends after the 5th holiday
 = Planned activity
 = Possible activity

Draft planning explaining how I want to work. The holidays are indicated with an *, in these weeks I'll only work 4 days. Because there are 5 holidays, project week 14 is counted twice (in week 20 and 22) to make up for the holidays.

In the first eight weeks of my graduation, I want to do extensive user research to learn about the context and the experiences of the youth workers, the teenagers and the JIM's. Methods which I for example would like to use are sensitizing booklets and interviewing. Furthermore I want to get a good idea of the user journey that youth workers follow when learning and applying the JIM approach.

At the end of eight weeks, I want to discuss my findings in a co-design session with the youth workers. During this session I want to start with a discussion and the results of my research and end with a brainstorm together with the stakeholders to get more ideas about how they want to solve the problem.

This session is also going to be the start of my design iterations. From week nine I want to start with making, testing and evaluating concepts based on the ideas of the brainstorm. For the next 10 weeks, I'm going to continue with iterating through ideation, prototyping, testing and evaluation to improve my design concept. During these iterations I want to keep on involving the youth workers. Whether it is in the ideation or testing phase of the iteration.

After 15 weeks I want to have found my final concept which will be tested once more. At the start of week 18, I plan on focusing mainly on the final deliverables: the report, presentation and the showcase.

MOTIVATION AND PERSONAL AMBITIONS

Explain why you set up this project, what competences you want to prove and learn. For example: acquired competences from your MSc programme, the elective semester, extra-curricular activities (etc.) and point out the competences you have yet developed. Optionally, describe which personal learning ambitions you explicitly want to address in this project, on top of the learning objectives of the Graduation Project, such as: in depth knowledge a on specific subject, broadening your competences or experimenting with a specific tool and/or methodology, Stick to no more than five ambitions.

Motivation

During my studies, I have moved away from design sustainable product and move towards social design projects. I have seen and done many existing projects (including many designs which tried to be sustainable), but more than often they also include resources such as mined minerals or plastics. I want to move away from these products. Instead of design for sustainability, I got more interested in social design. I want to use my design skills for projects that directly improve the quality of life of others. I have a high intrinsic motivation to help others, I want to design something that truly supports others. I think that the job of youth workers is a noble one and I like to see how I can support them. Furthermore, I like to increase my experience with service design. Some of the design studios where I can see myself working after graduation have many service design projects. I like that service design doesn't need to include a physical new product. Although my final design could well be a simple product it would still be part of the service that JIM offers to the youth workers.

Current skillset:

Attitude: Enthusiastic, Hard worker, Practical/ hands-on, Emphatic

Method/design skills: Experience with context mapping and service design, planning, setting up and executing user-tests

Points of improvements:

Attitude: Taking the time to reflect, Be more sensitive when looking into the details

Method/design skills: Analyzing context-mapping results to create inspirational information to design with, co-design sessions

Prove and learn

- How to organize (hopefully not through the whole project) a design project during the covid-19 pandemic.
- With this project, I'm going to work within a system between a foundation and youth workers. I like to gain experience with working with two stakeholders, where one (the JIM foundation) is also the direct client. I want to learn how to manage the expectations of the different stakeholders.
- I want to prove that I can apply and work with the method context-mapping. I think this method will help me to get a good sense of the values and needs of the youth workers. During the analyzing session in the context-mapping course, I noticed that analyzing is one of my points of improvement. I tend to be a bit too superficial in analyzing results.
- In this project, I want to do at least one co-design session and learn how to facilitate one. Although having come across a co-design session in theory during my studies many times, I never have done one properly. I want to have experience in giving one when graduated.
- Furthermore, I want to include weekly moments of reflection in the process, where I try to zoom-out and zoom-in to take the time to assess what I'm working on, what kind of direction I'm heading and what that means for the project.
- Lastly, I want to prove that I can draw insightful conclusions to user tests that go further than practical adjustments.

FINAL COMMENTS

In case your project brief needs final comments, please add any information you think is relevant.

Hoe ervaar
jij de JIM-
aanpak?

inhoud

dag 1:		
	Introductie en uitleg	3
	Consent	4
	Voorstellen	5
dag 2:		
	Mijn werkomgeving	6
dag 3:		
	Mijn gemiddelde werkdag	7
dag 4:		
	Waar ik voor sta als hulpverlener	8
dag 5:		
	Mijn JIM ervaringen	9
dag 6:		
	Werken met JIM is voor mij	11
dag 7:		
	Gepersonaliseerde JIM	12

Introductie & uitleg

Beste

Bedankt dat je wilt meedoen met dit onderzoek.

Aan de hand van dit boekje en een aansluitend interview, wil ik een zo goed mogelijk beeld krijgen van jouw ervaringen als hulpverlener en jouw ervaringen met de JIM aanpak.

Dit doe ik voor mijn afstudeerproject: een product of een service ontwerpen waarmee stichting JIM hulpverleners kan ondersteunen met het toepassen van de JIM aanpak. Met dit project hoop ik tot een ontwerp te komen wat hulpverleners echt gaat ondersteunen.

In dit boekje staan opdrachten om iedere dag van de week 5 a 10 minuten aan te besteden. Aan de bovenkant van de pagina staat bij welke dag de pagina hoort. Er bestaan geen foute antwoorden; alleen jij bent de expert van jouw ervaringen.

Bij vragen kan je me altijd bellen of een berichtje sturen.

Ik hoop dat je veel plezier hebt met het invullen!
Trudie Bosse

06-XXXXXXXXXXXXXX

Afstudeerstagair stichting JIM
Master student Design for Interaction TU Delft



Consent

Er wordt nauwkeurig omgegaan met de ingevulde informatie in dit boekje, dit betekent concreet:

- De ingevulde informatie heeft geen invloed op het behalen van het JIM-certificaat.
- Alleen wanneer de identiteit van de invuller niet achterhaald kan worden, worden er fragmenten van het ingevulde boekje (bijvoorbeeld quotes of een tekening) openbaar gemaakt. Het afstudeerrapport en de eindpresentatie zijn bijvoorbeeld openbaar.
- Alleen als de identiteit van de invuller niet achterhaald kan worden, wordt de inhoud van het ingevulde boekje gedeeld met de afstudeer- begeleiders vanuit de TU Delft en Stichting JIM.
- Na het delen van dit ingevulde boekje met Trudie Bosse, is het nog steeds mogelijk om niet meer deel te nemen aan dit onderzoek. Wanneer er wordt gevraagd om de informatie te verwijderen, wordt dit ook gedaan.

Ik heb dit gelezen en ga hier mee akkoord.

Naam van de deelnemer Handtekening Datum

Bij vragen over dit formulier kan er altijd contact opgenomen worden met Trudie Bosse (06 XXXXXXXX, g.o.h.m.bosse@student.tudelft.nl)

Even voorstellen

Naam: _____

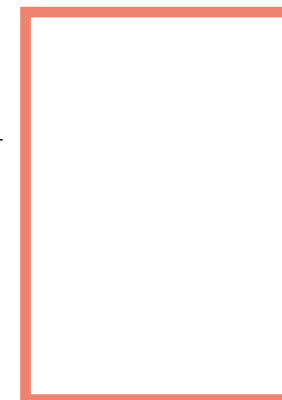
Functie: _____

Dit betekent dat ik me dagelijks bezig hou met:

Ik werk in de jeugdzorg sinds: _____

Ik werk in deze functie sinds: _____

Ik ben begonnen met dit werk omdat:



Profieltekening

Mijn werkomgeving

Tijdens mijn werk zijn de volgende mensen het belangrijkste:



Voor mijn werk zijn de volgende spullen onmisbaar:

Mijn gemiddelde werkdag

1. Hoe ziet de gemiddelde werkdag er voor jou uit? Schrijf je werk gerelateerde activiteiten op de tijdlijn.
2. Welke activiteiten geven jou de meeste vervulling en wat zijn de vervelendste activiteiten? Gebruik een markeerstift of een + en een - om deze aan te geven.



Waarom heb je voor deze activiteiten gekozen?
meeste vervulling vervelendste

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Waar ik voor sta als hulpverlener

Opdracht: vul de tegels in

De obstakels die ik tegenkom:

Mijn laatste succesmoment:

Wat ik graag zou willen
veranderen aan de hulpverlening:

Hiervoor ga ik naar mijn werk:

Mijn missie als hulpverlener:

Einde dag 4

Mijn JIM ervaringen

1. Op een schaal van 0 tot 10, hoe denk je over JIM?
(0 super negatief, 10 super positief)

- Op dit moment: __
- Toen je voor het eerst van JIM hoorde: __
- Na je eerste training: __

2. Op de volgende bladzijde staat een tijdlijn. Laat zien hoe je mening over JIM is veranderd (10 super positief, 0 super negatief). Begin met het uitstippen van de bovenste drie momenten.

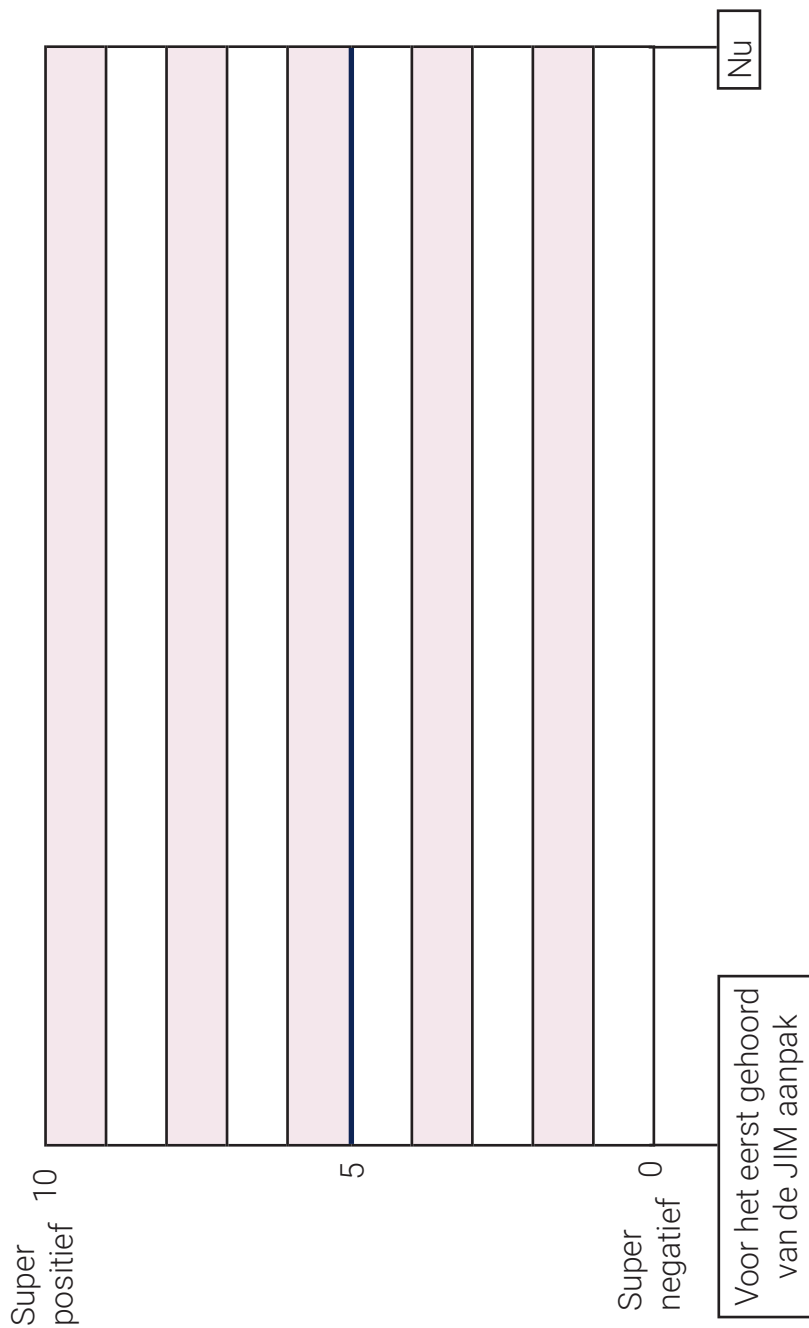
3. Op welke momenten is je mening over JIM veranderd? Geef deze momenten een nummer.

4. Weet je nog wat de aanleiding hiervoor was? Vul de lijst hieronder aan.

Moment

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Mijn JIM ervaringen



Werken met JIM is voor mij

Maak een collage die voor jou verbeeldt hoe jij werken met JIM beleeft. Gebruik hiervoor de afbeeldingen die zijn meegegeven. Voel je vrij om andere afbeeldingen toe te voegen of erbij te tekenen.

Gepersonaliseerde aanpak

1. Kijk terug naar wat je hebt ingevuld op dag 1 t/m 4. Heeft de JIM aanpak ergens invloed op gehad? Gebruik markerstiften of een + en - om aan te geven of JIM een positieve of negatieve invloed heeft gehad op wat je hebt ingevuld. Zijn er belangrijke dingen die je wilt benoemen maar nog niet hebt opgeschreven? Gebruik dan de volgende pagina hiervoor.

2. Kijk terug naar dag 5 en 6. Lukt het al om fijn met de JIM-aanpak te werken? Kan je aangeven wat je hebt gedaan om JIM eigen te maken of waar je tegenaan loopt?:

Afsluiting

Wil je nog dingen kwijt over hulpverlener zijn, werken met JIM of dit onderzoek? Daarvoor is er hieronder ruimte:

vak vol? gebruik de achterkant

Dit is het einde van het werkboek. Tijd voor de laatste opdracht: maak foto's van alle ingevulde pagina's en stuur die door naar mij (g.o.h.m.bosse@student.tudelft.nl of 06 XXXXXXXX). Stop daarna dit boekje in de retour enveloppe.

Bedankt voor het invullen en opsturen!



Leren werken met JIM

Wat je leert en waar je tegen aanloopt als professional om te kunnen werken met JIM

Voelen dat het netwerk van belang is



- Door JIM heb ik geleerd dat het netwerk van belang is en dat hulpverleners helemaal niet zo belangrijk zijn
- De jongere regie geven

“De JIM zorgde voor een error in mijn hoofd: je moest alles omzetten, de JIM heeft altijd gelijk, oftewel, als hulpverlener heb je daarvoor doorgeleerd, maar de JIM heeft altijd gelijk”

Collega's en de keten meekrijgen



- Bang om een zeur te worden
- Hoe vaak kan de vraag herhaald worden?

“Maar ik vind juist het ingewikkelde om het naar de ander over te brengen zonder een zending te willen zijn”

Openstaan en vertrouwen hebben in een JIM



- Omgaan met een JIM die niet meteen geschikt lijkt
- Bijvoorbeeld uit een crimineel netwerk

“Ik zit wel in de moeilijke gezinnen dus ik denk ook af en toe wel ‘my god, als ik dat netwerk erbij moet halen zit ik van de regen in de drup”

JIM durven doen



- Durven te beginnen aan een hele andere manier van werken
- Eigenwijs en daadkrachtig zijn

“Je kan wel heel erg bedenken waar je tegen aanloopt, maar ja je moet het ook wel gewoon gaan doen om dat te ervaren.”

Omgaan met verwachtingen van ouders



- Weerstand tegen de wie omdat actie op de wat wordt verwacht
- Ouders vooruitgang laten ervaren

“De moeder heeft ons verweten dat wij niets deden”

Maar kleine stappen zetten richting JIM



- Niet helemaal lukken om het stappenplan te integreren in huidige werkvorm
- Wel vragen wie er voor de jongere is

“Maar we blijven met alles vragen wie, wie, wie, met de wie vraag in ons achterhoofd”

Kundig zijn in de JIM aanpak

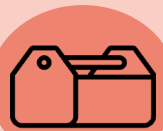


- Weten hoe de JIM in te zetten
- Ervaring hebben om in een moeilijke casus de wie-vraag te stellen
- De tijd nemen om te reflecteren over je werkwijze en JIM
- Investeren in samenwerking
- Hoe om te gaan met jongeren die geen wie-vraag durven stellen?
- De JIM-aanpak in een crisis situatie

“ We hebben te maken met een meisje van 9 en met gescheiden ouders, voor wie gaan we dan die JIM zoeken? En hoeveel JIM's mogen er zijn”

“Ik denk dat dat reflectieproces, dat hou je ook meer gaande omdat je ook gewoon stil gaat staan bij de JIM aanpak en die stappen te doorlopen.”

Tips en truckjes om met de JIM-aanpak te werken



- Attributen om die helpen met visualisatie: Duplo poppetjes, triad en praatplaat
- Gesprek sturen op gedrag van de ouder in plaats van op de gewenste actie
- Ingang voor de wie-vraag vinden
- Wie-vraag goed kunnen stellen
- Frequent met ouders overleggen over de aanpak

Appendix IV: expectations about working with YIM

Expectations about YIM

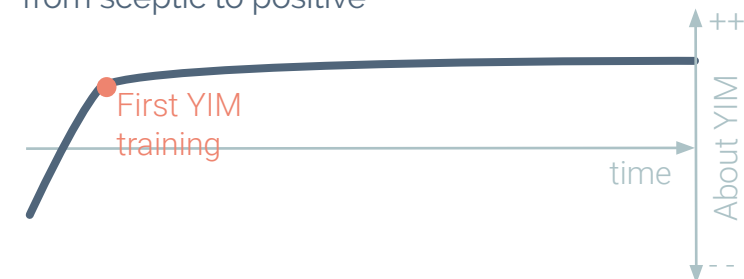
In the interviews and reflection booklets, the participants shared how they thought about YIM over time. The participants had in common that they were all positive about the YIM approach after their first training. During one of my interviews with a YIM trainer from stichting YIM, the trainer also confirmed that the assumptions of the youth workers did not have much influence on their opinion about YIM after the training.

Furthermore, there were three different patterns visible within my group of participants. Some were sceptic and became very positive about YIM. Others were very positive but became slightly disappointed when discovering how difficult YIM can be in practice. And the last group only became more positive over time.

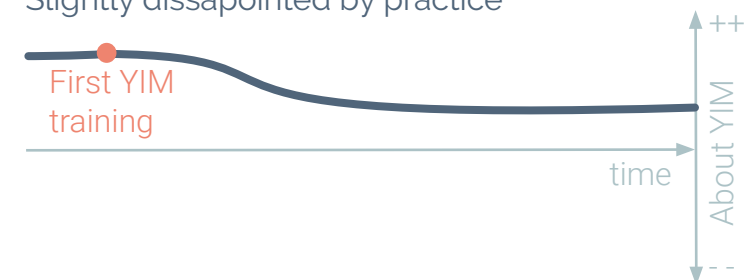
What is interesting about this experience is that these trends are not related to a persona. For example, the 'Passionate Pioneer's and the 'Lonely Enthusiast' are based on two groups of participants wherein all these three trends are visible.

Grafical visualisation of trends

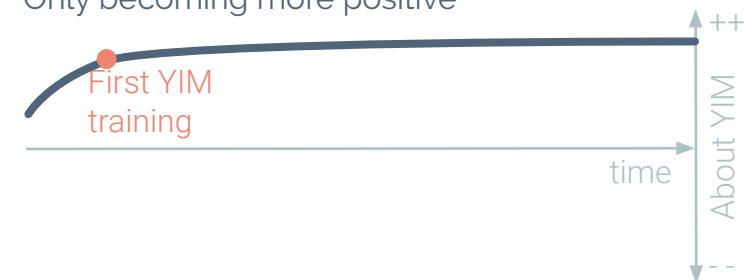
from sceptic to positive



Slightly disappointed by practice



Only becoming more positive



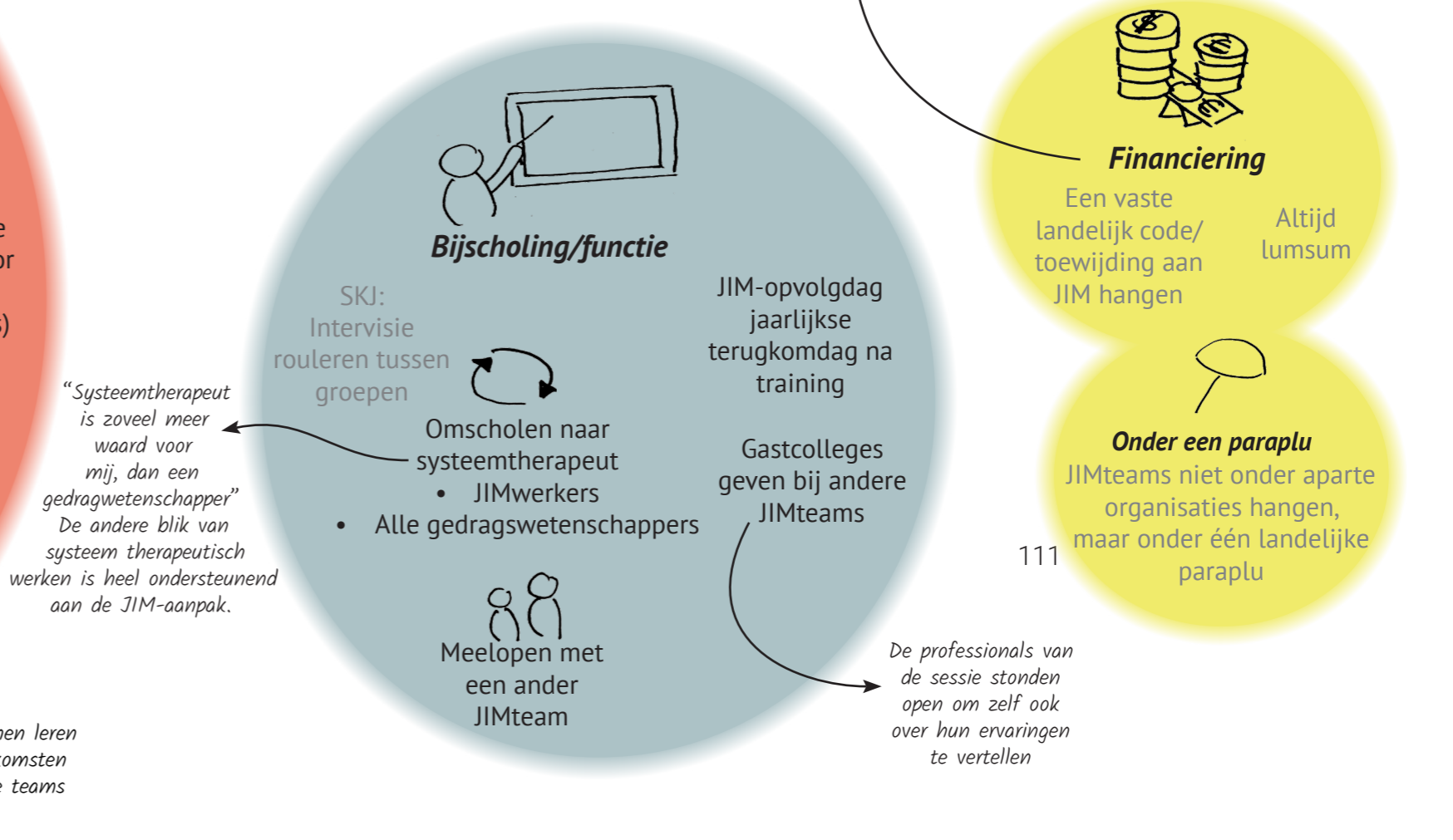
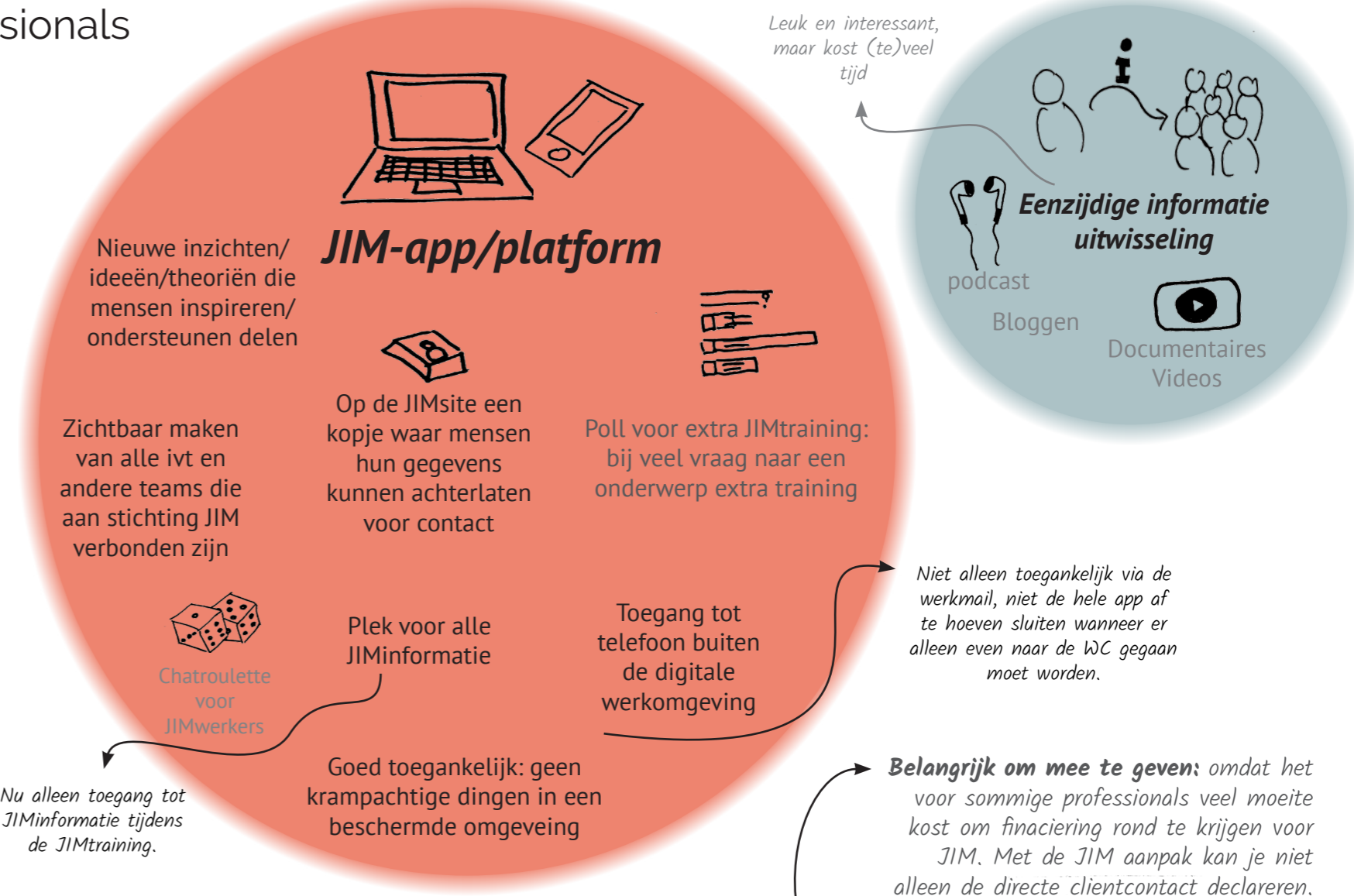
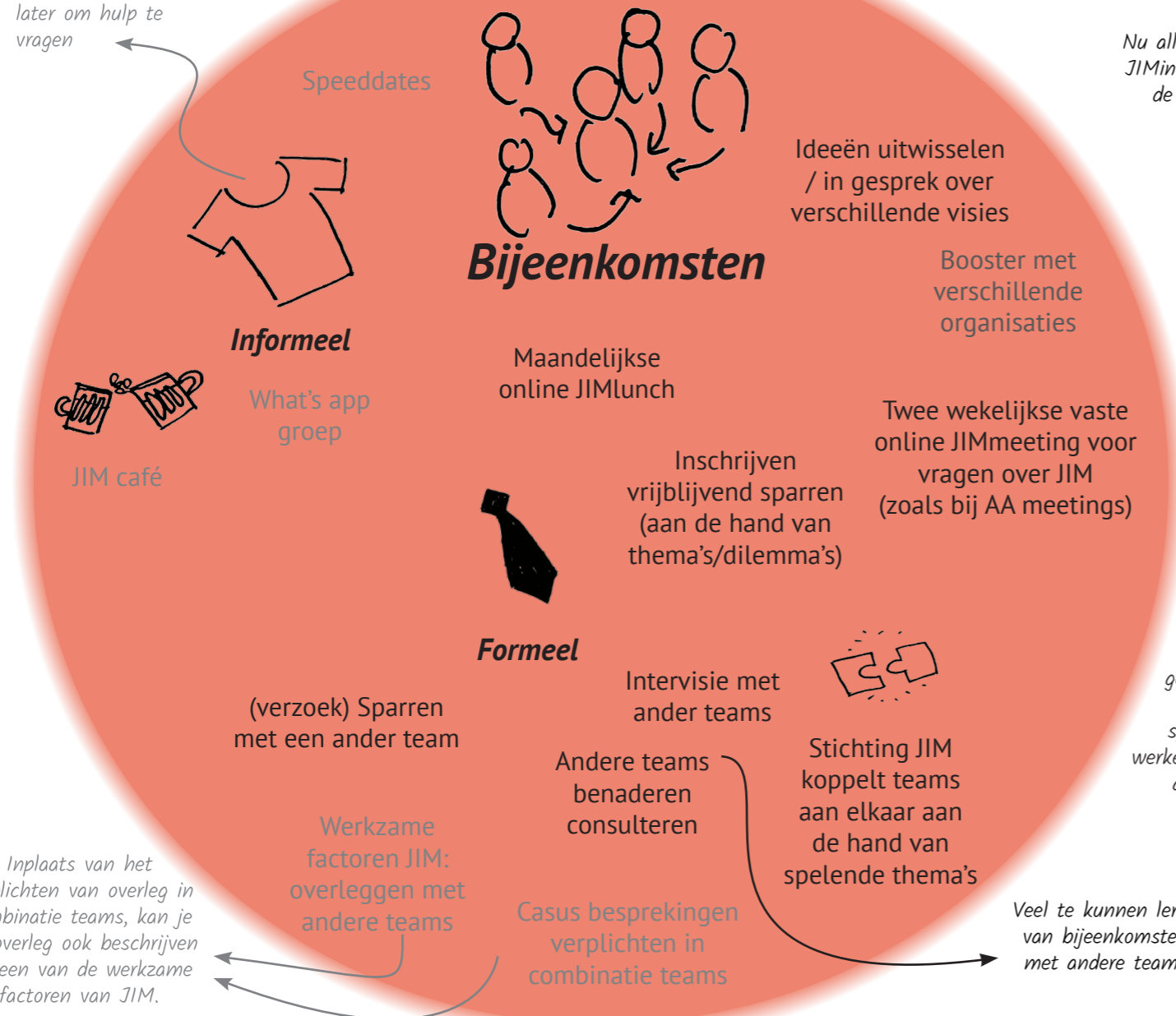
Uitwisseling JIMkennis tussen professionals

Ideeën uit een brainstormsessie met professionals (inclusief bonus ideeën over andere thema's)

van het idee is, hoe enthuziaster de jeugdzorgwerkers waren. De meest favoriete ideeën waren bijscholing/omscholing, formele bijeenkomsten en de app.

Op deze poster zijn de verschillende (bruikbare) ideeën te vinden die uit de brainstormsessie kwamen met twee jeugdzorgwerkers. Hoe zwarter de kleur

Informele bijeenkomsten maken het makkelijk om later om hulp te vragen



Appendix VI: Set-up user test

Set-up user test: different versions of an interactive map

In a meeting room of the youth care organisation Enver, two youth workers tried the three different prototypes versions out. By contacting a coworker from Enver (who is both a YIM trainer and a youth worker) the participants were gathered. Because the test was planned for a Wednesday, only two people were available to test.

When the two participants entered the meeting room, the different prototypes were divided over the room. After some small talk to make everyone at ease, I started by explaining the goal of the test.

The participants signed a consent form to permit recording. The tips and stories showed in the prototypes were not selected on their quality by a YIM expert, but were selected and adapted by me to show how the final product could be. The participants were made aware of this on the consent form as well.

After signing the consent form, the participants used all the prototypes

one by one. I explained every prototype briefly before the participants would use it. After using it, the participants would fill in an evaluation form that asked them to point out positive and negative points of the prototype and asked them to pick three words that described their experience with the prototype. For every answer, the form also asked the participants to argue why. After the participants were finished with trying and evaluating all the prototypes one by one, the two participants and I discussed the prototypes and in which scenario they would want to use each prototype.

Besides testing the different versions of the concept, the test also tested the concept itself. The prototypes were made and the test was set up in a way that for each new prototype the participant gets and another physical form of the prototype and learn a bit more about the concept.

The first prototype they interacted with was a desktop version showing the



figure VI.1 The desktop version

interactive map. The desktop version was made by placing an image of the whole map on an HTML page, see figure VI.1. The participants could not see the whole map at once but had to scroll to see everything. In each sideways there was a block explaining the content of the sideways, for example, the parents or family does not want a YIM. Underneath

this block, there were two buttons. The participants could press these buttons to read the tips and stories. The stories are from other colleagues with different backgrounds that were in similar situations. Although the functionality of the brainstorm mate was visible on the desktop version, the participants could not interact with it.

After the desktop version, the participants would use the poster together with a scanning app. The poster contained the interactive map and could be scanned for more information. The app was a paper prototype. Each page had a circle to indicate which button the user should press. If the page was longer than the paper phone, the page would be folded. Two arrows pointing downwards made the participants aware of the rest of the page (see figure VI.4). On every sideways on the poster, the participant could scan a QR code for tips and stories from practice. The QR-scanner was also part of the paper

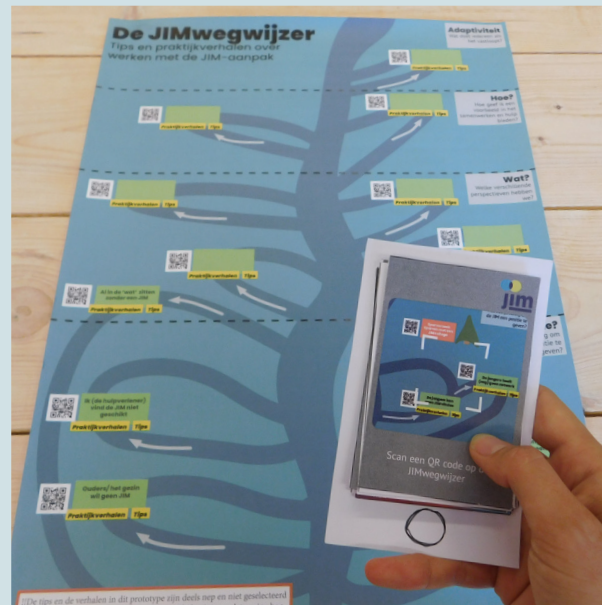


figure VI.2 The poster

prototype (see figure VI.2). Next to the scan functionality, the app also showed the functionality to request a brainstorm mate by posting a question. For the whole wireframe of this prototype, see appendix VI.

The last prototype was similar to the second prototype, a paper version



figure VI.3 The stand alone app

of an app (see figure VI.3). The third prototype, however, was more focused on the brainstorm mate request. Not only showed the prototype how to post a request, but it also showed how to see the updates of the already existing requests, how an answer to a request looks and how to respond to a request of someone else.



Terug naar hoofdmenu



Wie

Wat heb je nodig om de JIM een positie te geven?

Ouders/ het gezin
wil geen JIM

De jongere kan geen
JIM vinden

Ik (de hulpverlener)
vind de JIM niet
geschikt



Wat

Welke verschillende
perspectieven hebben we?

Al in de 'wat' zitten
zonder een JIM



Hoe?

Hoe geef ik een voorbeeld in het
samenwerken en hulp bieden?






Adaptiviteit

Wat doet iedereen als het
vastloopt?



Figure VI.4 A 'screenshot' of the prototype of the app

 <p>2021 @stichting JIM</p>	<p>Menu</p> <p>JIMwegwijzer</p> <p>Sparren</p> <p>2021 @stichting JIM</p>	<p>Terug naar hoofdmenu</p> <p>Ouders/ het gezin wil geen JIM</p> <p>Tips:</p> <ul style="list-style-type: none"> Maak een fit met het gezin (analysemodel uit de multisysteemtherapie (MST)). Zie ook Circulaire Zorg p. 78. Evalueer je samenwerkingsrelatie. Hoe moeilijk ook, blijf vasthoudend. De JIMvraag is gesteld en daarmee is een vacuüm gecreëerd. <p>Praktijkverhalen:</p>	<p>Terug naar hoofdmenu</p> <p>Sparren met een JIMcollega</p> <p>Sparverzoek, om te sparren met een collega, indienen</p> <p>Sparvrijwilliger</p> <p>Lopende verzoeken</p> 	<p>Terug naar tips en andere praktijkverhalen</p> <p>Ouders/ het gezin wil geen JIM</p> <p>Myrian Wijkteam, Specialistische context</p> <p>Na het erkennen van de emoties van de ouders vraagt Myrian door naar last van iedereen in het gezin. Myrian ziet een brug naar de JIM. Hoewel de jongere positief is, zijn de ouders negatief. Na het uitvragen van de last over het werken met JIM met behulp van</p>	<p>een fit, wordt Myrian twee dagen later gebeld; de moeder vindt werken met een JIM toch een goed idee. Voor het uitgebreide verhaal: websitelink of Circulaire Zorg p. 78.</p> <p>Terug naar JIMwegwijzer</p> <p>Terug naar hoofdmenu</p> <p>2021 @stichting JIM</p>
 <p>Scan een QR code op de JIMwegwijzer</p>	<p>Terug naar hoofdmenu</p> <p>Sparren met een JIMcollega</p> <p>Sparverzoek, om te sparren met een collega, indienen</p> <p>Sparvrijwilliger</p> <p>Lopende verzoeken</p>	<p>Terug naar hoofdmenu</p> <p>Myrian: Wijkteam, Specialistische context</p> <p>Elize: GGZ psycholoog, Specialistische context</p> <p>Geert: Schoolmaatschappelijk medewerker, Basis context</p> <p>2021 @stichting JIM</p>	<p>Terug naar sparmenu</p> <p>Sparverzoek</p> <p>Naam: <input type="text"/></p> <p>Organisatie: <input type="text"/></p> <p>Vraag: <input type="text"/></p> <p>Indienen</p>	<p>Je sparverzoek is succesvol ingediend</p> <p>Terug naar sparmenu</p> <p>Terug naar hoofdmenu</p> <p>2021 @stichting JIM</p>	<p>Terug naar JIMwegwijzer</p> <p>Terug naar hoofdmenu</p> <p>2021 @stichting JIM</p>
<p>Terug naar sparmenu</p> <p>Lopende verzoeken</p> <p>Op 16-8-2021</p> <p>Sparren over uitleggen JIM aan een jongere met een vorm van <input type="text"/></p> <p>nog geen response</p> <p>Op 14-8-2021</p> <p>Tips voor de wie-vraag?</p> <p>Annelieke wil met je sparren!</p> <p>2021 @stichting JIM</p>	<p>Terug naar lopende verzoeken</p> <p>Op 14-8-2021</p> <p>Tips voor de wie-vraag?</p> <p>Ontvangen van Annelieke op 16-08</p> <p>Hi, Toevallig hebben wij hier laatst in ons team uitvoering over gesproken. Je kan mij contacten op het nummer 06 11111111, of bereiken via de mail Annelieke@instelling.nl. Groeten, Annelieke</p> <p>verzoek verwijderen</p>	<p>Terug naar sparmenu</p> <p>Deze mensen zoeken een sparmaatje</p> <p>Femke op 15-8-2021</p> <p>Sparren over een casus met een gezin met een Amerikaanse <input type="text"/></p> <p>1 response</p> <p>Daan op 13-8-2021</p> <p>Tips voor de adaptiviteit?</p> <p>nog geen sparmaatje</p> <p>2021 @stichting JIM</p>	<p>Terug naar deze mensen zoeken een sparmaatje</p> <p>Daan op 13-8-2021</p> <p>Tips voor de adaptiviteit?</p> <p>Antwoord aan Daan:</p> <p>Beste Daan, Ik wil graag met je Sparren!</p> <p>Vergeet niet je contactgegevens door te geven!</p> <p>Indienen</p> <p>Terug naar sparmenu</p>	<p>Terug naar scanner</p> <p>Sparren met een JIMcollega</p> <p>Sparverzoek, om te sparren met een collega, indienen</p> <p>Sparvrijwilliger</p> <p>Lopende verzoeken</p>	<p>Menu</p> <p>JIMwegwijzer</p> <p>Sparren</p> <p>2021 @stichting JIM</p>