

# Full Impact Navigator Framework

## Starting from Indicator Perspective

The screenshot shows the 'Full Impact Navigator Framework' interface. At the top, a dark teal banner contains the text 'Interact with the complete Impact Navigator framework for youth wellbeing'. Below this, two dropdown menus are highlighted with a dashed white box: 'Select A Category Of Value Propositions' (set to 'Perspective of the World') and 'Select A Desired Adolescent Development Outcome' (set to 'Promote prosocial relationships for adolescents'). Below the dropdowns, a section titled 'Explore Your Results Below:' contains two buttons: 'Activities' and 'Outcomes' (which is highlighted in green). Underneath, a light blue box displays 'You're exploring...' followed by the text 'Encouraging pro-social relationships through a positive world view'. Below this, a section titled 'Positive Youth Development Indicators in this category:' shows three buttons: 'Prosocial Norms' (highlighted in green), 'Moral Competence', and 'Prosocial Opportunities'. At the bottom, a section titled 'What is Prosocial Norms' provides a definition: 'Prosocial norms like reciprocity, social responsibility, altruism, and volunteerism are ethical standards and beliefs that youth development programs often desire to enhance (Siu, Shek, & Law, 2012). Prosocial norms include clear and healthy standards, beliefs, and behavior guidelines which promote prosocial behavior such as cooperation and sharing.'

**HOW TO READ THE FULL FRAMEWORK IN THE TABLE BELOW.**

**Impact Goals**  
Category Of Value Propositions X Adolescent Development Outcome

**Indicator**

**Definition**

Indicator	Definition	Impact Goals (Adolescent Development Outcome X Category Of Value Propositions)
<b>Bonding</b>	Promotion of bonding means young people are able to develop and foster strong affective relationships with, and commitments to, parents/caregivers, positive peers, best friends, teachers in school, romantic partners, and mature and caring adults in the community (Lee & Lok, 2012).	<ul style="list-style-type: none"> <li>● Enhance development of protective factors X connection and relationships</li> <li>● Encourage pro-social relationships X connection and relationships</li> <li>● Encourage pro-social relationships X life skills</li> <li>● Reduce trauma and its effects X life skills</li> </ul>
<b>Social Competence</b>	Social competence refers to (a) the ability to build positive and healthy interpersonal relationships and to resolve interpersonal conflicts; (b) the development of a clear self-identity in general, and a group or collective identity (e.g., national identity) in particular; and (c) the orientation to be a responsible citizen in one's society and a caring citizen in the world (Ma, 2012).	<ul style="list-style-type: none"> <li>● Enhance development of protective factors X connection and relationships</li> <li>● Encourage pro-social relationships X connection and relationships</li> <li>● Reduce trauma and its effects X connection and relationships</li> <li>● Enhance development of protective factors X perspective of the world</li> <li>● Encourage pro-social relationships X sense of self</li> <li>● Encourage pro-social relationships X life skills</li> <li>● Enhance development of protective factors X life skills</li> </ul>
<b>Emotional Competence</b>	Emotional competence occurs when a young person "demonstrates the competencies that constitute self-awareness, self-management, social awareness, and social skills at appropriate times and ways in sufficient frequency to be effective in the situation" (Boyatzis, et al., 2000, p.3).	<ul style="list-style-type: none"> <li>● Encourage pro-social relationships X connection and relationships</li> <li>● Reduce trauma and its effects X connection and relationships</li> <li>● Encourage pro-social relationships X sense of self</li> <li>● Encourage pro-social relationships X life skills</li> <li>● Enhance development of protective factors X life skills</li> </ul>

<b>Cognitive Competence</b>	Cognitive competence is defined as “critical thinking and creative thinking skills which facilitate effective problem solving, decision making, and learning for positive youth development” (Sun & Hui, 2012).	<ul style="list-style-type: none"> <li>● Enhance development of protective factors X information and resources</li> </ul>
<b>Behavioral Competence</b>	Behavioral Competence is the ability to use nonverbal and verbal strategies to perform socially acceptable and normative behavior in social interactions; as well as the ability to use nonverbal and verbal strategies to make effective behavior choices, such as resisting peer pressure (Shek, Siu, Lee, 2007).	<ul style="list-style-type: none"> <li>● Reduce trauma and its effects X connection and relationships</li> </ul>
<b>Moral Competence</b>	Moral competence refers to the affective orientation to perform altruistic behaviors towards others and the ability to judge moral issues logically, consistently, and at an advanced level of development. Promotion of moral competence means fostering the development of justice judgment and altruistic behavior in adolescents (Ma, 2012).	<ul style="list-style-type: none"> <li>● Encourage prosocial relationships X perspective of the world</li> <li>● Encourage prosocial relationships X reasoning and judgment</li> </ul>
<b>Self-Efficacy</b>	Self-efficacy is defined as “beliefs in one’s capabilities to mobilize the motivation, cognitive resources, and courses of action needed to meet given situational demands” (Wood & Bandura, 1989, p.408).	<ul style="list-style-type: none"> <li>● Enhance development of protective factors X information and resources</li> <li>● Enhance development of protective factors X self-care</li> <li>● Enhance development of protective factors X sense of self</li> </ul>
<b>Prosocial Norms</b>	Prosocial norms like reciprocity, social responsibility, altruism, and volunteerism are ethical standards and beliefs that youth development programs often desire to enhance (Siu, Shek, & Law, 2012). Prosocial norms include clear and healthy standards, beliefs, and behavior guidelines which promote prosocial behavior such as cooperation and sharing.	<ul style="list-style-type: none"> <li>● Encourage prosocial relationships X connection and relationships</li> <li>● Encourage prosocial relationships X perception of the world</li> <li>● Reduce trauma and its effects X self-care</li> <li>● Encourage prosocial relationships X life skills</li> </ul>
<b>Resilience</b>	Fostering resilience means fostering adolescents’ capacity, flexibility, and coping strategies as they face developmental changes and life stresses in order to “bounce back” from difficult life experiences and achieve positive outcomes (Lee et al., 2012).	<ul style="list-style-type: none"> <li>● Enhance development of protective factors X perspective of the world</li> <li>● Reduce trauma and its effects X perspective of the world</li> <li>● Reduce trauma and its effects X self-care</li> <li>● Reduce trauma and its effects X reasoning and judgment</li> </ul>

		<ul style="list-style-type: none"> <li>● Enhance development of protective factors X reasoning and judgment</li> <li>● Enhance development of protective factors X sense of self</li> <li>● Reduce trauma and its effects X sense of self</li> <li>● Reduce trauma and its effects X life skills</li> </ul>
<b>Self-Determination</b>	In the context of positive youth development, self-determination is defined as “the ability to think for oneself and to take action consistent with that thought” (Catalano, Berglund, and Ryan et al., 2004, page 105). PYD programs foster young people’s self-determination by promoting autonomy, independent thinking, self-advocacy, empowerment, and ability to live according to their own values and standards (Hui and Tsang, 2012).	<ul style="list-style-type: none"> <li>● Enhance development of protective factors X information and resources</li> <li>● Enhance development of protective factors X self-care</li> <li>● Enhance development of protective factors X reasoning and judgment</li> <li>● Enhance development of protective factors X life skills</li> <li>● Reduce trauma and its effects X life skills</li> </ul>
<b>Spirituality</b>	Spirituality may include meaning and purpose of life, meaning of and reactions to limits of life such as death and dying, search for the sacred or infinite, including religiosity, hope and hopelessness, forgiveness, and restoration of health (Shek, 2012). Spirituality can also be the promotion of the development of beliefs in a higher power; cultivation of a sense of life meaning; values about life choices.	<ul style="list-style-type: none"> <li>● Enhance development of protective factors X sense of self</li> <li>● Enhance development of protective factors X self care</li> <li>● Encourage prosocial relationships X connection and relationships</li> </ul>
<b>Future beliefs</b>	Future Beliefs include goal-directed thoughts, such as setting up valued and attainable goals and planning primary and alternative goal-directed pathways; and goal-directed motivation, such as self-confidence and mastery that are derived from positive appraisal of one’s capability and effort. These thoughts and motivation forces influence each other reciprocally in the process of pursuing goals, and would rejuvenate when the goals are successfully attained (Sun and Shek, 2012 based on Catalano, Berglund et al., 1998)	<ul style="list-style-type: none"> <li>● Enhance development of protective factors X reasoning and judgment</li> <li>● Reduce trauma and its effects X reasoning and judgment</li> <li>● Reduce trauma and its effects X life skills</li> </ul>
<b>Identity Development</b>	Psychologists most commonly use the term “identity” to describe “personal identity” or the idiosyncratic things that make a person unique (Tsang et al., 2012). Grotevant (1998) describes identity as the “distinctive combination of personality	<ul style="list-style-type: none"> <li>● Reduce trauma and its effects X self-care</li> <li>● Enhance development of protective factors X sense of self</li> <li>● Reduce trauma and its effects X sense of self</li> </ul>

	characteristics and social style by which one defines oneself and by which one is recognized by others” (p. 1119).	
<b>Prosocial Opportunities</b>	Prosocial involvement -- namely, the tendency for people to act voluntarily to benefit others -- has been regarded as a basic tenet of human nature and a cardinal virtue of all societies (Lam, 2012). Prosocial opportunities also refers to events and activities that promote young people's participation in prosocial behaviors and maintenance of prosocial norms.	<ul style="list-style-type: none"> <li>● Encourage prosocial relationships X information and resources</li> <li>● Reduce trauma and its effects X information and resources</li> <li>● Enhance development of protective factors X connection and relationships</li> <li>● Encourage prosocial relationships X perspective of the world</li> <li>● Encourage prosocial relationships X self-care</li> <li>● Encourage prosocial relationships X reasoning and judgment</li> <li>● Encourage prosocial relationships X life skills</li> </ul>
<b>Prosocial Rewards</b>	Recognition for positive behavior is an appropriate response of the social environment to elicit desirable external behavior among young people. Such positive responses, rendered from various social systems, include tangible and intangible reinforcements. Positive behaviors include all the observable skills that increase the likelihood of success and personal satisfaction in normative academic, work, social, recreational, community, and family settings (Law et al., 2012).	<ul style="list-style-type: none"> <li>● Encourage prosocial relationships X connection and relationships</li> <li>● Enhance development of protective factors X perspective of the world</li> <li>● Encourage prosocial relationships X self-care</li> <li>● Encourage prosocial relationships X reasoning and judgment</li> <li>● Reduce trauma and its effects X reasoning and judgment</li> </ul>

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