

Creating resources to support mentally healthy workplaces

September 2022

A practical guide for creating
effective resources and
communications that help
organisations build mentally
healthy workplaces



Australian Government

National Mental Health Commission

About this guide



This guide can help you to:

- Better plan and produce effective resources and communications
- Understand how to follow a user-centred approach that delivers outcomes
- Use communications to drive positive behaviour change
- Adopt tailored guidance for producing different types of resources.



Communication is key to building mentally healthy workplaces

While Australian organisations are increasingly aware of the importance of mentally healthy workplaces, many report feeling overwhelmed by the amount of available information and advice.

Organisations and people in key roles such as human resources and workplace health and safety often report being confused by competing messages and advice.

Whether you are producing resources to guide organisations to build mentally healthy workplaces or creating communications campaigns to encourage workplaces to act - knowing what content to include and how to present it can determine whether intended users will engage.

Consistent, authoritative and trustworthy communication is key to ensuring your intended users undertake the intended behaviour or achieve the desired outcome.

Effective communication helps you ensure:

- intended users better understand your resources and use them to take steps towards building mentally healthy workplaces
- key messages and guidance are accessible to a wide range of intended users (e.g. organisations of all sizes and industries, people working in various roles)
- we are all using consistent language, which ensures clarity and helps reduce confusion
- end-users and their needs and contexts are at the centre of everything we do
- we all get better outcomes when everyone is communicating effectively.

Who this guide is for

This guide has been designed for people working in organisations that support the development of mentally healthy workplaces as part of the National Workplace Initiative.

Intended users of this guide may include:

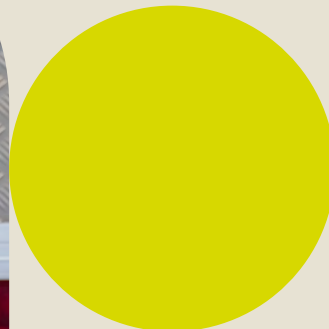
- people commissioning or developing new resources or communications around creating mentally healthy workplaces
- communicators, content or resource creators and others working in mental health, workplace health, business, union, government and other sectors interested in mentally healthy workplaces
- researchers sharing latest findings or recommendations based on new or emerging evidence
- advocates, supporters and leaders of mentally healthy workplaces seeking to drive positive change through effective communication
- anyone seeking to create or submit content to the National Workplace Initiative's Mentally Healthy Workplaces digital platform.

You can find out more about the National Workplace Initiative at the end of this guide.

What this guide does

This guide provides:

- practical general principles that support the creation of clear and compelling resources and communications from the outset
- guidance on how to draw on behaviour change principles to develop effective resources and communications
- insights into how to apply user-centred design principles to resources and communications
- tailored considerations and key elements when creating different types of resources that we have identified as key for supporting mentally healthy workplaces:
 - case studies
 - instructional content
 - awareness campaigns
 - news articles
 - in-depth resources.



Effective communications can drive mentally healthy workplace behaviours

A growing range of organisations are producing resources and communications to support mentally healthy workplaces.

These resources and communications often have similar aims – such as raising awareness of an issue or encouraging organisations to take specific actions.

Drawing on established behaviour change theories can support you to develop and deliver resources and communications that achieve intended outcomes. Applying behaviour change principles enables you to consider important factors that can determine the likely success of your approach including:

- intended audiences' context and motivations
- the possible prompts for action
- audiences' likely capability and opportunity for change or action.

Defining a 'logic' for how your audiences' behaviour will change as a result of your resources can also help you evaluate the effectiveness of your resources or communications. It can help you identify your audience, context, motivation for change, and the outcomes you seek.

Useful resources for defining a logic model for change

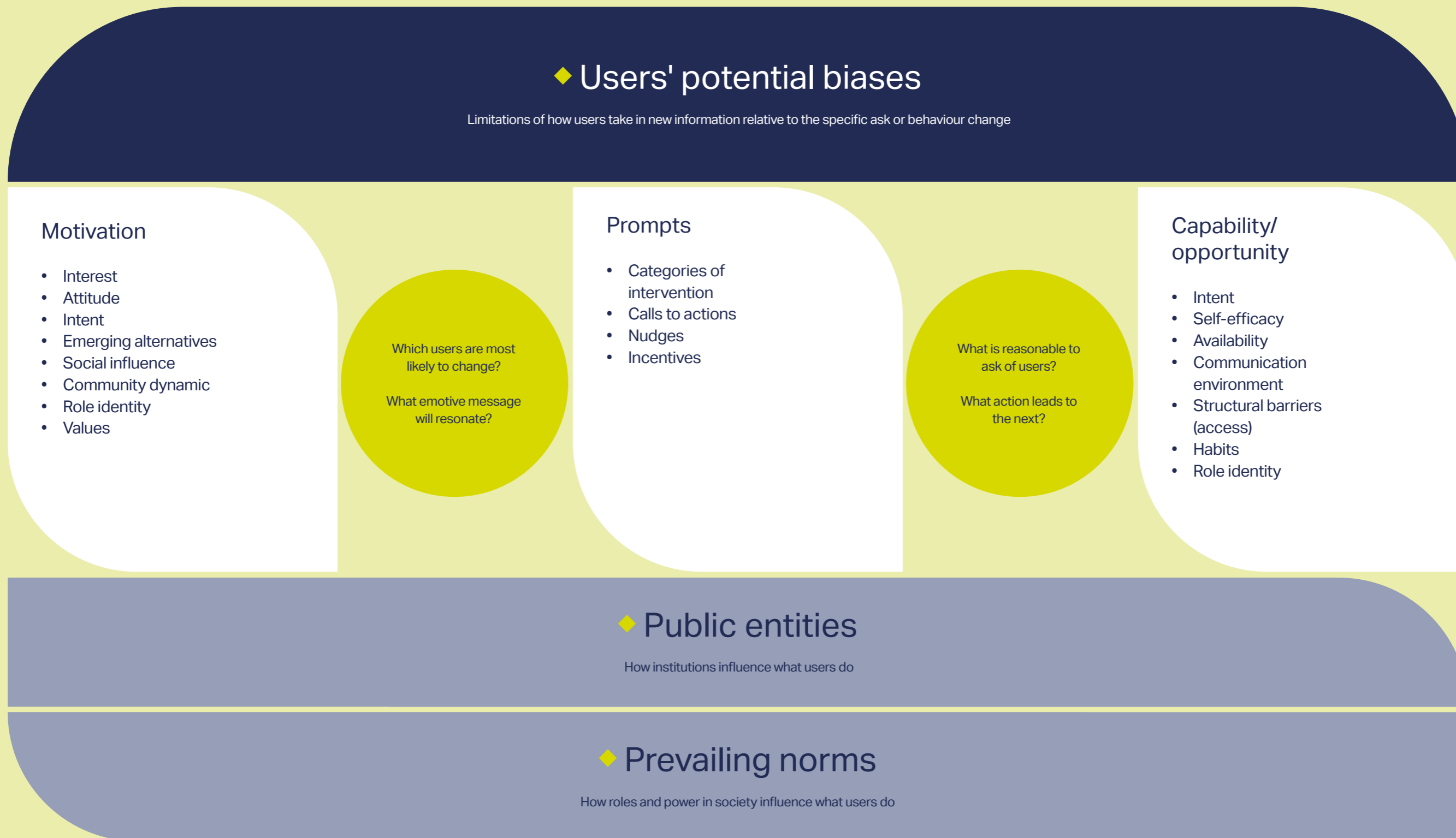
- UNICEF (2019). Behavioural Drivers Model, [The Behavioural Drivers Model | UNICEF Middle East and North Africa](#)
- Michie, S., Van Stralen, M. M., & West, R. (2011). The behaviour change wheel: a new method for characterising and designing behaviour change interventions. *Implementation science*, 6(1), 1-12.
- Fogg, B. J. (2009, April). A behavior model for persuasive design. In *Proceedings of the 4th international Conference on Persuasive Technology* (pp. 1-7).

Some considerations in behaviour change theory

- Behaviour change activities should be informed by influential drivers of decisions and actions for that audience.
- Initiatives and activities should address behaviour change levers that are most likely to be effective.
- Contextual factors like settings, social attitudes, motivation, expectations and opportunity to act are important to consider alongside knowledge and awareness.



When planning or developing new resources or communications, drawing on elements of behaviour change theory can be helpful. Many behaviour change models highlight the importance of considering a person's motivation, prompts for action, and capability or opportunity.



A 'how to' guide for building effective communications through user-centred design principles

Following a user-centred approach can help ensure the content you develop to support mentally healthy workplaces is practical and relevant to target audiences' needs. It can also guide what content you need to create - for example, instructional content or case studies. The following steps can help you create usable, and even empowering, content and resources for broad audiences.

Delving into new domains

It is worth spending additional time understanding current needs and practices if you are looking to produce resources or communications in an emerging area of mentally healthy workplaces. This area may have fewer resources or research articles available because it is more complex than other topics, or there is insufficient evidence about good practice.

When producing resources or communications in an emerging area, you may need a combination of resource types (e.g. case study, instructional content or expert advice).



Discover - Understand the challenge

Identify your target audiences' unique considerations and unmet needs that your resource or communication must address. This can involve a combination of the following activities:

- **Engaging users:** Talk with your intended user or audience, or those who support them, to understand the challenges they face and their unmet needs that must be addressed.
- **Evaluating the evidence:** Review available evidence to understand what we already know about the challenge.
- **Engaging experts or leading bodies:** Speak with experts to understand current best practice in the area and what emerging research says.
- **Assessing the market:** Scan and review all the existing best available resources and services to address the problem. This helps to reduce duplication and ensures your resource or communication addresses a real need.



Define – Identify the best way to address the challenge

Many different types of content can be developed to address a problem, and a combination of resources may also be suitable. Before jumping into developing resources or communications, it is important to understand the following aspects:

- Are different pieces of content required for different audiences? For example, do small business owners require a different resource to larger organisations?
- How many resources are required? Is it better delivered as a series of resources covering different aspects of the same topic?
- What type of resources are needed? For example, is this user need best addressed through a framework, step-by-step guidance or a Q&A style document?
- How will your new resources or communications complement what already exists?

Develop - Focus on practical guidance and common principles

Given organisations are overwhelmed with the volume of information available, and resources for mentally healthy workplaces often deal with complex and multidisciplinary issues, it is valuable to focus on content with a practical focus. Common feedback from workplace audiences is that resources often tell them 'what' to do but not 'how' to do it. Providing guidance on 'how' can help support people to take action.

- Be practical: It can be helpful to consider what is valuable and useful for your target audience to know. It could be factual information or a tool to support action (e.g. a template).
- Identify common principles: It can be easy to become overwhelmed by all the unique needs of different audiences. However, core principles are often relevant to all audiences, disciplines and topics. Focusing on core principles can also reduce duplication throughout your resource or communication.
- Use sections or lift-outs: You can show examples of different ways people have applied common principles to their specific areas, topics or audiences through lift-out sections, case studies or other modular formats. Targeted tip sheets attached to general guidance can help your intended users focus on key topics that are most relevant to them.

Refine – Test early and often

Your intended users, subject matter experts and others such as peak bodies, industry groups and unions can help ensure your resource or communication is accurate, relevant and practical. Early testing can ensure your content does not duplicate what already exists and that your resources or communications are useful to target audiences.

Ongoing testing and revision ensures your resources or communications can evolve with emerging research, practice and your audience's level of expertise and understanding. Ongoing iteration is also useful for identifying where supplementary resources are required (e.g. tools, frameworks, templates) to support users in adopting and implementing your key messages.



Core principles



Universal guidelines for good practice

This section provides core principles to help you develop and deliver any type of resource and communication. These are universal guidelines that hold true across different contexts and with different audience types.

Think about accessibility and language

- Aim for clear, concise and simple content so it can be easily understood by a wide range of people – including those with little or no knowledge of mentally healthy workplaces.
- Make sure content is presented in accessible formats (e.g. easily accessible by screen readers).
- If technical language is needed, provide clear definitions and explanations.
- Consider including a glossary that acknowledges how you use certain words.
- Test your language with people with lived experience of mental ill health and suicide to ensure it is respectful and not stigmatising.
- Note the difference between terms such as mentally healthy workplaces (an environment that protects, promotes and responds to mental health) and workplace mental health (an outcome of a mentally healthy workplace). It is important to be clear which terms are most relevant to your content.

Use evidence to create compelling content

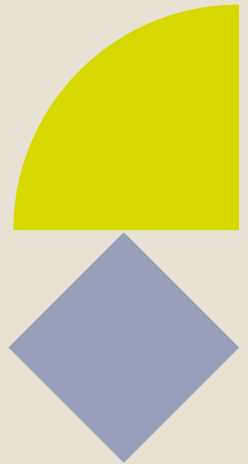
- Plan to use evidence because it helps audiences identify your resource or communications as trustworthy and authoritative. It can also protect people from harm or wasted effort
- Use data and quotes from reputable sources and consider hyperlinks or reference lists to direct readers to credible sources that enable deeper reading.

Use logical, step-based formats

- For content to feel actionable, readers want the information to be logical and visual. Where relevant, use simple, easy-to-follow diagrams that are not busy with visuals or words.
- When representing a process, focus on guiding the reader by demonstrating clear, consecutive steps.

Include a clear call to action

- Whether a news article or a 'how to' guide, audiences prefer a clear recommendation on what to do next.
- This can include hyperlinking to sources of further reading or support.



Be psychologically and culturally safe and respectful

- Consider how audiences' own experiences will impact their reaction to health communications.
- Test messaging with a diverse range of audiences and intended users – such as Aboriginal and Torres Strait Islander people; people from culturally and linguistically diverse backgrounds; lesbian, gay, bisexual, trans/transgender, intersex, queer and other sexuality, gender, and bodily diverse people; those with lived experience of mental ill health and suicide; and relevant subject matter experts



Use design to complement your content

- Consider the layout and presentation when planning and crafting your resource or communication material to ensure users can quickly retrieve the information.
- Think about breaking up blocks of text - e.g. use bullet points and subheadings.
- Do not be afraid of white space – give readers room to read and digest the information.
- Use images and visual aids to help engage readers and communicate key messages.
- If you are using stock images, consider how representative the people are, whether the location suits the topic and intended audience, and whether the image is an appropriate depiction of the workplace or industry.
- Enable your audience to locate the information quickly and easily they need – e.g. teasers, pointers, table of contents.
- Use clear organisational logic and simple navigation.

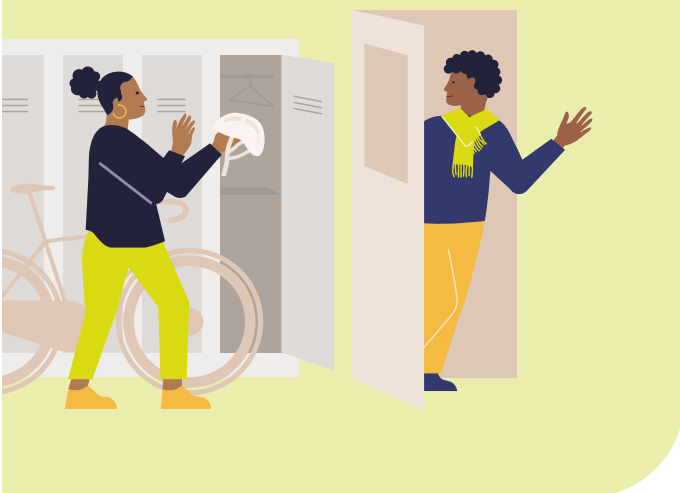
Thinking about 'tone'

Think of tone as the personality that comes across in your writing. The tone you convey in your resource or communication can be a powerful means of engaging your intended user.

Universal principles

All intended users, from those in small to large businesses and in key roles like human resources and work health and safety, say they prefer:

- **Encouragement over direction:** Use tones that 'spark curiosity' and are 'encouraging' rather than being overly directive or negative.
- **A neutral or impartial voice:** A neutral tone resonates well across audiences. This 'impartial' tone allows wide audiences to see this as relevant to them.



Small business owners:



- **Empathy and clarity:** Small business owners report not wanting to be directed or scared into taking action, and prefer being invited to do something with clarity, empathy and inclusiveness. They want materials that reflect the constraints of a small business environment.
- **Warm, friendly tones:** Small business prefers plain English text or 'normal people speaking to normal people'. They want the tone to be warm and friendly.

Human resources / work health and safety managers:



- **A call to action:** Human resources and work health and safety managers prefer active language that includes a clear call to action.
- **Authoritative voice with use of evidence:** Human resources and work health and safety managers also value a steady, authoritative (but not authoritarian) voice that draws on credible evidence.

Employees:



- **Engaging, enthusiastic language:** Employees report they respond best to language and tone that is encouraging rather than scaremongering.
- **Conversational tone:** Employees respond to a conversational and informal tone which they consider to be more engaging and supportive.

Is my communication working?

It is important to assess if your communication activity has the impact you intended among your target audience. By planning and undertaking some simple evaluation activities, you can understand what impact your communications are having and whether target audiences are taking the intended actions.

As a starting point, it is helpful to plan out your communication activities and identify the key parts underpinning your approach including your:

- **Inputs and activities:** what you are investing and doing
- **Outputs:** what you intend to produce
- **Outcomes:** what response you want to see in your audience
- **Impact:** what change you want to see in the community

A logic model is a well-known template for outlining how your activities or approach are meant to work – and becomes a key tool for evaluation (see page 12).

When to evaluate?

You can think about evaluating your communication before, during and after your activities:

Before	During	After
Formative evaluation	Process evaluation	Summative evaluation
<p>Are there baseline measures you can capture to understand your audiences' current levels of awareness or behaviour?</p> <p>Can you learn from other similar communication activities?</p>	<p>Are you monitoring and tracking your outputs to see if you are reaching your intended audience?</p> <p>Can you tell if your audiences' awareness or behaviour is changing?</p>	<p>Look at your outcomes – what awareness or behaviour has changed?</p> <p>What was the impact of your communication activities?</p> <p>Are there lessons you can glean to help inform your approach next time?</p>

Is my communication working?

Here are some methods you could take to help you assess if your communication is working:

Invite feedback

Seeking feedback from your target audience is a great way to see if your communication is cutting through. This can be done via surveys or other feedback forms. Try using quantitative (e.g. rating scales) and qualitative (e.g. descriptive) questions, so you can have a mix of data to review.

Hold a feedback session

Providing an opportunity for a feedback session is another great way for intended audiences to ask questions and seek direct thoughts and opinions on your communication, as well as potential ways to improve what you are doing.

Examine click-throughs and open rates

Using the data and analytics provided by your communication platform is another great way to see if your audiences are engaging with your material. Are they opening it? How long are they reading it? And are they clicking through to other resources?

Monitor uptake of services

Finally, is there a direct correlation between your communication and the desired action you hope to see among audiences – such as the uptake of resources or downloads of a new resource?

There are many other ways to help evaluate your communication; the above are just a few. Make sure you have clear key performance indicators before you start, so you can measure your progress as you go.

Stay flexible and seek new and interesting ways to reach your intended audience, considering the channels and mediums they prefer to use.

Useful resources for defining a logic model for change

- Kellogg Foundation. 1998. Logic model development guide. Battle Creek, MI: Kellogg Foundation. Retrieved from [Logic Model Development Guide \(issuelab.org\)](https://www.issuelab.org/resources/12466/12466.pdf)
- Macnamara J. 2018. Evaluating public communication: New models, standards, and best practice. Abingdon, UK: Routledge.
- AMEC (Association for Measurement and Evaluation of Communication). 2017. AMEC integrated evaluation framework. London, UK: AMEC. Retrieved from <https://amecorg.com/amecframework>



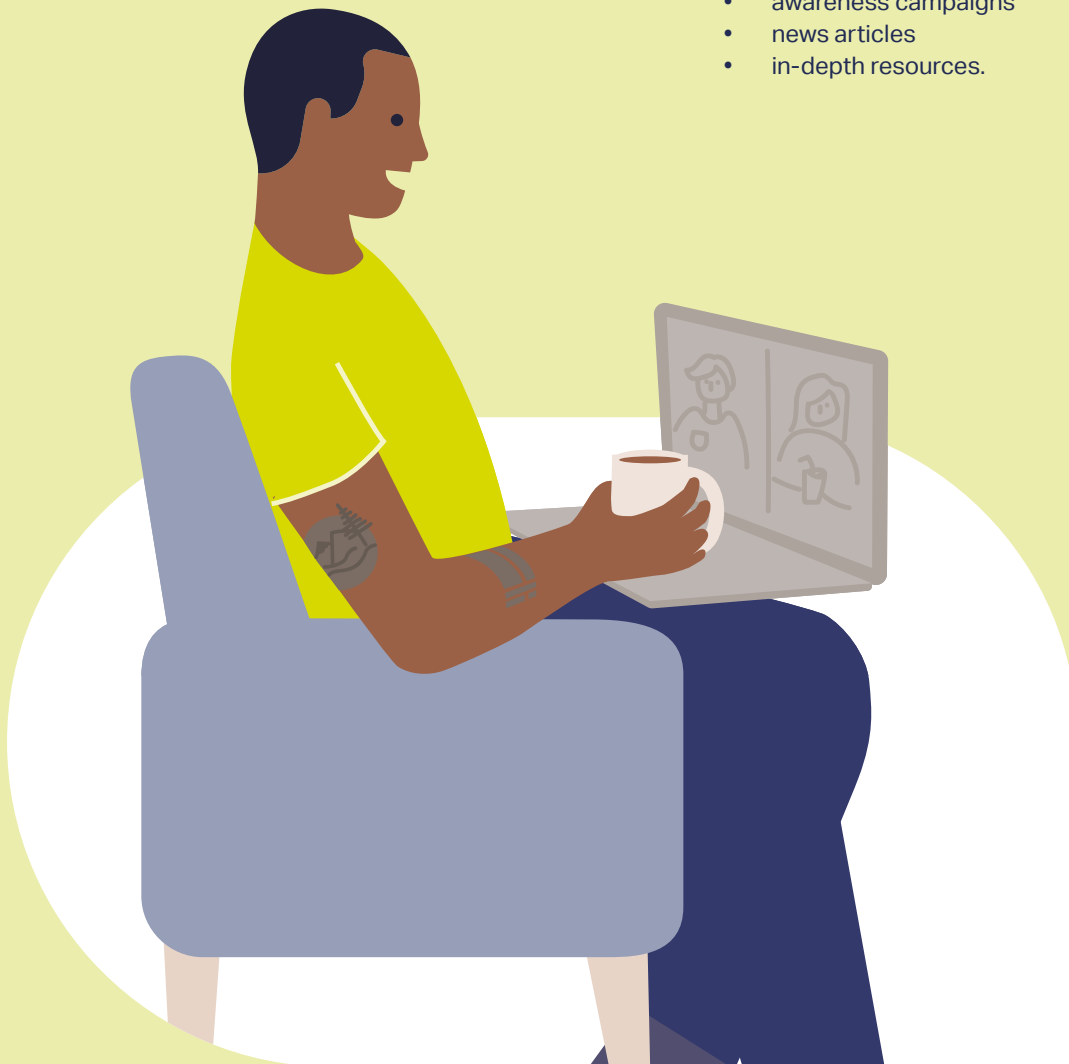
Tip sheets



The considerations and key elements for specific resource types

This section of the guide provides specific considerations and key elements for you to consider when developing and delivering different types of resources and communications. These resource types include:

- case studies
- instructional content
- awareness campaigns
- news articles
- in-depth resources.



Case studies

The considerations and key elements for specific resource types



Case studies are an informative and engaging way to communicate knowledge or approaches in context. The intent and purpose of case studies can vary. For example, case studies can promote best practices, present processes for managing mental health, provide guidance for responding to a crisis, support a project pitch or document insights on safety and wellbeing.



“I like the use of a personal story; it feels really warm and easier to connect with than just policies.”

Employee from a medium to large organisation in user testing research for the National Workplace Initiative.

Unique considerations

Relatable issues and challenges

Audiences engage with relatable, real and personal stories. They want to see themselves, their industry and workplace type reflected in case studies. Audiences find value in case studies that present recognisable and relatable challenges, missteps and lessons learnt. Learning what did not work can be just as valuable as what did work.

Personal validation

Audiences consider employee experiences and testimonials as a compelling form of evidenced outcome, with audiences valuing an ‘authentic voice’, such as an employee’s account of an experience, over a technical explanation by an expert or authority figure.

Key elements

These key elements of case studies that resonated in user testing:

1. Situation (25-50 words)

Create an early definition of the purpose of the case study and the challenge it presents.

2. Context (50 words)

Describe the context of the case study:

- What is the industry?
- What is the business size?
- What is the workplace type?
- Who does the case study involve (e.g. employees, HR, managers)?
- What people were involved in this case study?

3. Content (100-150 words)

Describe the program journey:

- How did this journey begin?
- What actions or steps were taken?
- Are personal stories or testimonials available?

4. Outcomes (100-150 words)

Describe the outcomes of the case study:

- What data is available to evidence the outcomes?
- Are employee testimonials available to speak to the outcome?
- Are evaluations available?
- Are there any relevant awards or commendations?

5. Implementation (50 words)

Support audiences to apply the lessons from your case study by sharing lessons learnt or key insights:

- What were the challenges, missteps and learnings?
- If relevant, can this case study demonstrate creativity in the face of resource constraints?
- Were there any collaborations or partnerships that supported the outcome?



Creating resources to support mentally healthy workplaces

Instructional content

The considerations and key elements for specific resource types



Instructional content refers to short factual material that is actionable and engaging. Instructional content, which is often presented in the form of factsheets or how-to guides, conveys a topic's importance of a topic and explains how to act. For example, instructional content can detail actionable steps to address issues challenging mental health in the workplace.



“The ‘must have’ is that I can send it to anyone, and it will make sense; they’re not scrolling, as it’s all on one page. You can send it electronically and print it out – we have employees who don’t have access to computers.”

Human Resources / Work Health Safety Manager
in user testing research for the National
Workplace Initiative.

Unique considerations

Brief introductions are best

No matter how interesting the subject matter, a lengthy introduction will deter any reader. To keep readers engaged, keep it short and snappy - set the scene with one or two sentences to get audiences to engage directly in the ‘what’, ‘why’ and ‘how’.

Empower with practical tools

Rather than providing a lengthy narrative on how to do something, such as having a conversation, audiences prefer to be linked to practical tools in a simple visual format, such as speech bubbles to start a conversation, to apply them to their setting.

Key elements

These are the key elements that audiences say they want to see in instructional content.

1. Information hierarchy

Start with the most important information first, ordering your content this way:

- What do audiences need to know?
- What is helpful to know?
- What is nice to know?

2. Description of benefits

To encourage action, explain the benefits:

- Have I explained why people should act?
- Are the benefits of acting clear and enticing?

3. Actionable insights

Provide specific action steps:

- Have I outlined the exact steps my reader should take?
- Is the purpose of my instructional content clear and actionable?
- Include important considerations relevant to the content.
- Include sources of help to implement the guidance.
- Have I described how the reader can track their progress?



Awareness campaigns

The considerations and key elements for specific resource types



Awareness campaigns inform and educate audiences around a specific topic or issue. They range in scale, from an organisation informing employees of a new workplace mental health strategy to a national campaign combating stigma around seeking mental health support.

Awareness campaigns are an opportunity to transform individual and organisational perceptions of mental health and motivate audiences to act toward mentally healthy workplaces.

Every campaign is different; your strategy will ultimately be shaped by your primary audiences, campaign scope and objectives and target issues.



“How participants responded to a campaign with sensitive subject matter was based on their own experience... Participants criticised the delivery of a campaign if they thought it wasn’t appropriate for the sensitive subject matter.”

User testing research for the National Workplace Initiative.

Unique considerations

Aim for emotional connection

Audiences are likelier to act if they feel an emotional connection to a campaign, particularly when it reflects personal experiences or stories.

Strive for diversity

Intended audiences like to see themselves in campaigns. People from different backgrounds and all walks of life - different ethnicity, age, type of workers, levels of seniority, abilities and genders – should be reflected across campaigns.

Provide cohesion across the campaign

Ensure cohesiveness within a type of creative and across all creative in a campaign, so it is memorable and recognisable.

Key elements

These are the key elements that audiences say they want to see reflected in campaigns.

1. Set objectives and measures

Awareness, understanding and action are key elements of an effective awareness campaign. To structure your campaign strategy and measure performance, consider what data you have ready access to that can indicate the following:

- Awareness:
 - What do you want people to be aware of?
 - Performance measure: How many people have seen your campaign? How many people have engaged with your campaign (e.g. web traffic, social media engagement)?
- Understanding:
 - What do you want audiences to understand?
 - Performance measure: If you survey people who have interacted with the campaign, does their awareness, knowledge or belief change?
- Action:
 - What do you want them to do after seeing your campaign?
 - Performance measure: How many people have completed the campaign's primary call to action (e.g. factsheet downloads)?

2. Build your campaign strategy

Based on your understanding of your audience and your campaign objectives, consider how you will reach your target audience(s):

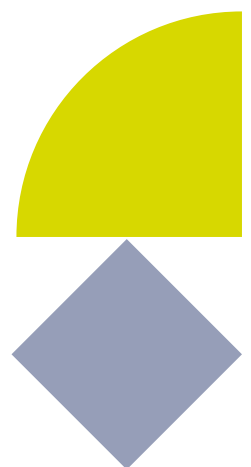
- Where is your audience / where can you find them?
- What are they reading / watching / seeing / doing?
- When can you reach them when they are thinking about your issue?

3. Build your creative strategy

- Applying the above, build your creative strategy and messaging using the general principles above.
- Determine an overarching concept for your campaign.
- Create lead messages to communicate the campaign's intention to your target audiences.
- Create a clear call to action linked to the campaign goal(s) and objectives.

4. Create an action plan

- Bring it all together.
- Establish a timeline to produce communications.
- Establish a timeline for distribution and implementation.
- Applying your performance measures, establish a timeline and methodology for monitoring and evaluation.



News articles

The considerations and key elements for specific resource types



News articles educate people about a current or recent topic. They should be informative, engaging and easy to understand. A valuable and easily shared resource, effective news articles can help generate awareness and educate audiences about mentally healthy workplaces.



"I like this [news article] ... it is shorter, it is precise, it gives you the links to read more, it is relevant content. It could give a short introduction - so I can get excited and interested in it."

Small business owner in user testing research for the National Workplace Initiative.

Unique considerations

Use clear and compelling headlines

If your headline does not grab your audience's attention, they will not read on. That is why you need to consider the key point of your article – and convey it in your headline in the most concise and punchy way. Most people prefer headlines that are less than ten words.

Aim for a short article

Readers prefer news articles between 250 and 500 words. This is long enough to provide important details without overwhelming your audience. However, reflect on the article's purpose and necessary facts. Hyperlinks can help with this by layering information.

Reflect information hierarchy in layout

The most important information should come first. This is known as the inverted pyramid in journalism. You should also consider breaking up large chunks of text so it is easier for your audience to follow. Use subheadings, bullet points and shorter paragraphs to make text-heavy articles more digestible and engaging to the reader.

Use quotes to add value

Be selective when choosing quotes. The most compelling articles will use quotes to add value to the body text.

End with a call to action

Your news article must finish with clear next steps. A call to action is especially important if you are share new research or resources, because readers want to know exactly where to access this information. To provide your reader with logical next steps, end your article with a link to the discussed resource or research.

Key elements

These are the key elements that audiences say they want to see in news articles.

1. **Headline**

Make it clear, punchy and compelling:

- What is my topic?
- What is my angle?
- Is my headline in the active voice?
- Does a strong verb ('doing word') drive my headline?

2. **Date**

Ensure it is clear when the article was published to help readers identify whether it is likely to be current:

- Have I listed the article's publish date in order of date, month and year? (Example: 18 Oct 2021)

3. **Summary or lead section**

Start with a one-sentence overview of the story that hooks readers in. It should answer some of these fundamental questions:

- What happened?
- Where did it happen?
- When did it happen?
- Who is involved?
- Why does it matter?

4. **Body section**

Outline the key points of your story:

- Have I communicated all the relevant facts?
- Have I included evidence, such as quotes, images, videos and audio to expand on and strengthen the story?

5. **Pull out quote**

Indent and bold an important quote highlighting your story's key point.

6. **Tail section**

Provide related, extra and non-essential information to the story.

7. **Conclusion**

You should end with a clear call to action so the reader knows what to do with this new information. That might be a link to a resource or relevant research.



In-depth resources

The considerations and key elements for specific resource types



In-depth resources comprehensively cover a specific subject area or topic in detail. Given the depth of these resources, they should have an emphasis on being easy to follow and user-centred, and address an unmet need or gap in available resources.

Effective in-depth resources often use a range of resource types (e.g. instructional content, case studies) to help intended users implement initiatives that address a specific issue or problem within their organisation.



Unique considerations

Emphasise Discovery

The more in-depth the resources, the more important it is to ensure the user-centred creation process. Spending time in the Discovery stage (see page 6) to understand the problem, the gaps and the potential solutions will ensure the scope of the resource is straightforward and does not duplicate existing available work.

Support implementation

The in-depth resource should balance universal principles and evidence-informed guidance with real-life, tangible examples (often case studies) that help organisations understand how the principles or evidence could be implemented within their environment.

Use logical structuring

Because topics that require in-depth resources are often complex, they must be broken down into manageable chunks. This presentation of content can include effective layout, such as dot points or sub-headings, that helps the audience quickly find the information they need.

In-depth resources can also be broken into a series that would make the information easy to navigate. Consider breaking down information into groupings such as:

- a. business size
- b. role type
- c. sub-topics
- d. The Blueprint for Mentally Healthy Workplace's three Pillars (Protect, Respond, Promote)
- e. universal content versus implementation resources.

Leverage visuals

Graphic design is an excellent tool for simplifying complicated concepts; it can also be used strategically to break up longer documents into digestible sections.

Key elements

The elements required for an in-depth resource will vary depending on whether it is an emerging or established area and how much research or investment has already occurred in the area. New domains may lean more on universal principles and case studies rather than evidence.

1. Articulation of the evidence

Make it concise and simple with just the need-to-know information:

- What does the evidence tell us?
- Where are there gaps in the evidence?
- What information/resources are already available?
- Where are there gaps and overlaps?

2. Universal principles

Highlight the core guidance that works across contexts:

- What has the Discovery stage told us about the aspects of the topic area that apply to multiple audiences and organisational contexts?

3. Instructional content (See Tip sheet #2)

Offer guidance to help intended users achieve outcomes:

- What steps can organisations take to address the topic within their organisation?

4. Case studies (See Tip sheet #1)

Share real-life examples of organisations and workplaces taking concrete action:

- What are some varying and vibrant ways other organisations have addressed the problem?
- Include a range of case studies of different business sizes, different population groups (e.g. Indigenous organisations), different industries etc.

5. Visuals and graphic design

Present the content in a clear and compelling way:

- How can visuals break up the text and make it easier to navigate?
- How can graphic design be used to tell a complicated story?



About the National Workplace Initiative

The National Workplace Initiative (NWI) is an \$11.5 million investment by the Commonwealth Government to create a nationally consistent approach to mentally healthy workplaces in Australia.

The National Mental Health Commission is developing the NWI in collaboration with the Mentally Healthy Workplace Alliance, a group of national organisations from the business, union, government, workplace health and mental health sectors.

The NWI is:

- creating an evidence-based framework for workplace mental health strategies
- helping people at work and those connected to them find suitable initiatives and resources through a new digital platform
- showcasing successful approaches to mentally healthy workplaces
- strengthening the many programs and interventions already underway in Australia.

The Blueprint for Mentally Healthy Workplaces

The NWI has developed the Blueprint for Mentally Healthy Workplaces to define a vision of mentally healthy workplaces that all organisations and businesses across Australia can share.

The Blueprint outlines 3 pillars underpinning mentally healthy workplaces:

- **Protect:** Identify and manage work-related risks to mental health.
- **Respond:** Identify and respond to support people experiencing mental ill-health or distress.
- **Promote:** Promote mental health by creating workplaces and cultures that are good for people.

The Mentally Healthy Workplaces digital platform

The NWI's Mentally Healthy Workplaces digital platform builds on the Blueprint by connecting people with the information and resources they need to build mentally healthy workplaces. User research has found that many workplaces recognised the importance of supporting mental health but were overwhelmed with the volume of information available and confused about what information to trust and where to start.

The platform will provide:

- concise, evidence-based summaries of key aspects of mentally healthy workplaces
- step-by-step guides that simplify implementing initiatives within organisations
- access to a range of third-party resources to further support change in workplaces

Through the shared vision outlined in the Blueprint and the resources and information contained in the digital platform, the NWI aims to lead a nationally consistent approach to mentally healthy workplaces.

Get involved

The National Workplace Initiative is using a co-design approach to develop and deliver its activities, including the new Mentally Healthy Workplaces digital platform.

- [Sign up for our newsletter](#) to receive project updates and insights from our co-design work.
- Visit the [Get involved page](#) to register for upcoming co-design opportunities.

About this guide

This guide has been developed by the National Workplace Initiative (NWI) through co-design with a wide range of business owners, employees, managers and HR professionals from various organisation sizes and industries.

It also distils feedback from existing NWI resources, as well as insights and experiences from professional communicators, content creators and marketing professionals that we have worked with to develop the National Workplace Initiative.

User testing research

Our guidance for specific content types was informed by focus group research commissioned as part of the NWI and conducted by the communications consultancy Ellis Jones.

Focus groups were conducted with business owners, employees, managers and HR professionals representing a range of organisation sizes and industries.

The research user-tested a variety of content and different approaches through focus groups. We applied the research insights to identify the communication elements that best resonated across workplaces and industries.

Method

Ellis Jones developed focus group discussion guides to test assumptions about effective communications and understand factors that influence understanding and engaging with health communications.

Participants

Participants for these focus groups were recruited via a market research panel from location across Australia. The participants populated 3 groups: 1) small business owners, 2) employees and 3) HR and WHS managers. All groups featured mixed representation across Australian states and territories. All groups featured mixed representation across Australian states and territories.

Each focus group included 6 participants, with an equal gender split.

Focus groups

Ellis Jones conducted 5 sets of focus groups (three 45-minute focus groups per set) to test participant responses to tone, case studies, awareness campaigns, instructional content and news articles. Where available, the selected stimuli represented best practice.

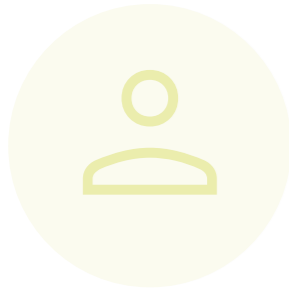
Analysis

All answers were grouped, categorised and labelled according to primary themes. These were reviewed to identify common patterns in the participants responses. Only those themes reflected in comments made by more than one participant were included in the results.



Behavioural drivers





Target user description

1. Capability

The user's psychological and physical capacity to engage in the activity concerned (including having the necessary knowledge and skills).

2. Opportunity

The external, non-individual factors that make the intended behaviour possible.

3. Primary barriers

The most critical psychological, sociological and environmental factors preventing change.

4. Primary enablers

The most critical psychological, sociological and environmental factors that support change.

5. Motivation

What are the core emotive reasons to change defined as: sensation (pleasure/pain), anticipation (hope/fear) and belonging (acceptance/rejection).

6. Prompts

Cues, calls to action or direct interventions that will catalyse behaviour.

7. Current behaviour

The behaviours that need to change.

8. Intended behaviour

The specific behaviours being targeted (given barriers and enablers).

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