

HSRN Symposium 2014

From rhetoric to reality: critical reflections on
the 'real-life' experiences of Knowledge
Transfer Associates within the first five years
of CLAHRC GM.

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Introduction

Knowledge Transfer Partnerships
(KTP)

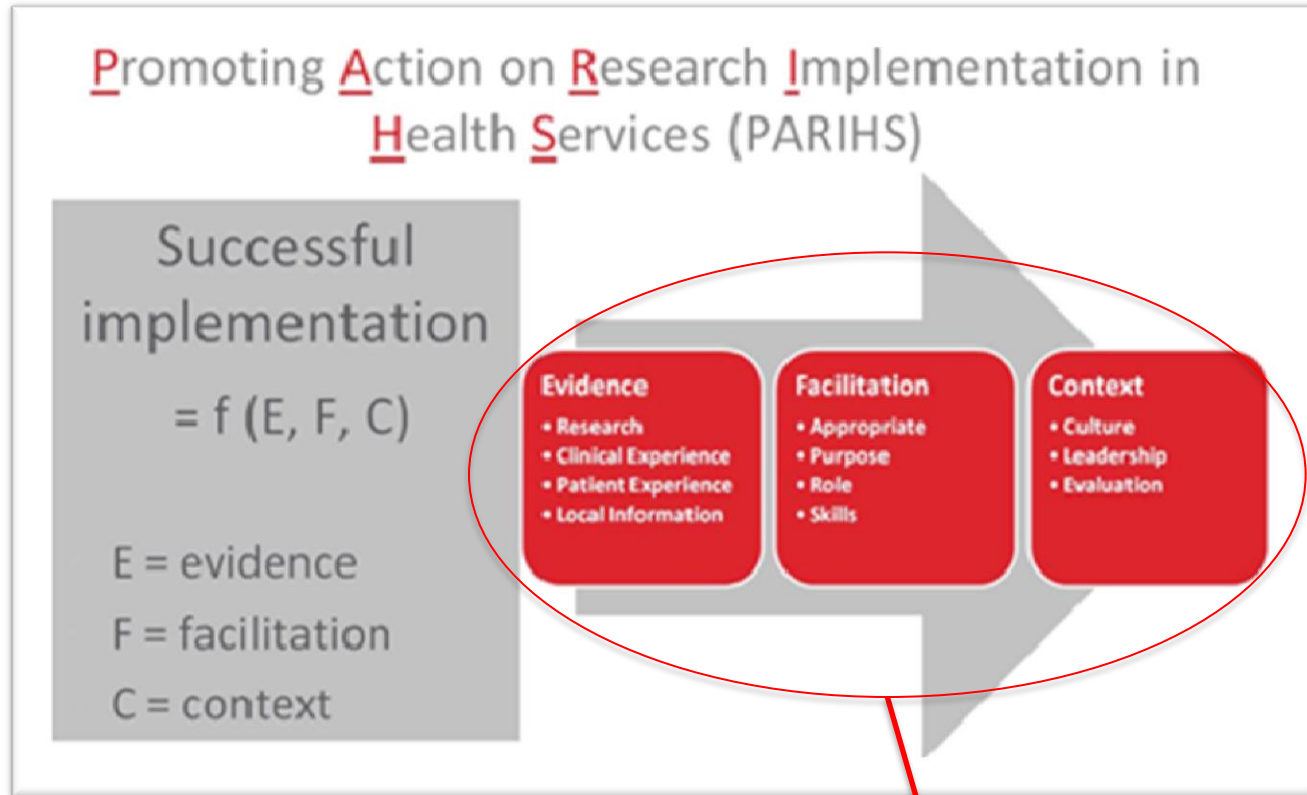
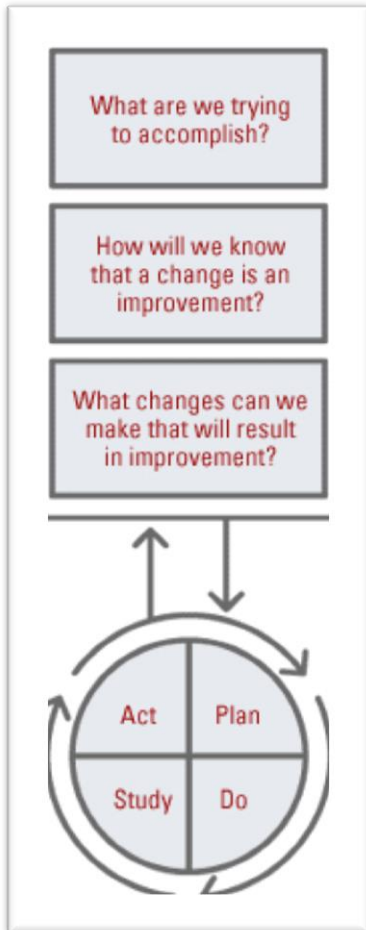
Knowledge Transfer Associates

Part of multi-professional team

"Boundary spanners between organisations and communities"

Range of professional and educational backgrounds

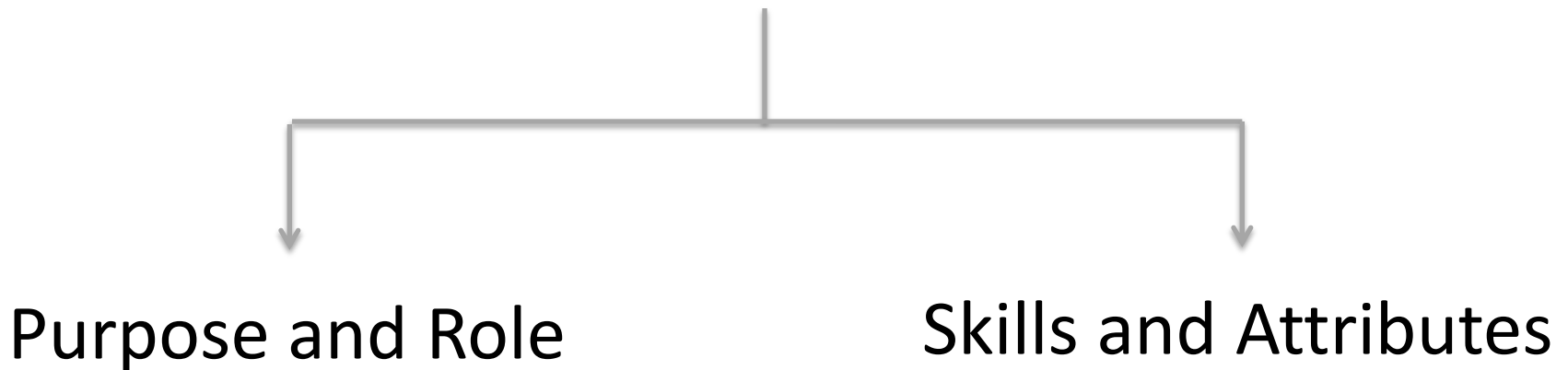
MFI and PARIHS



Knowledge Agents

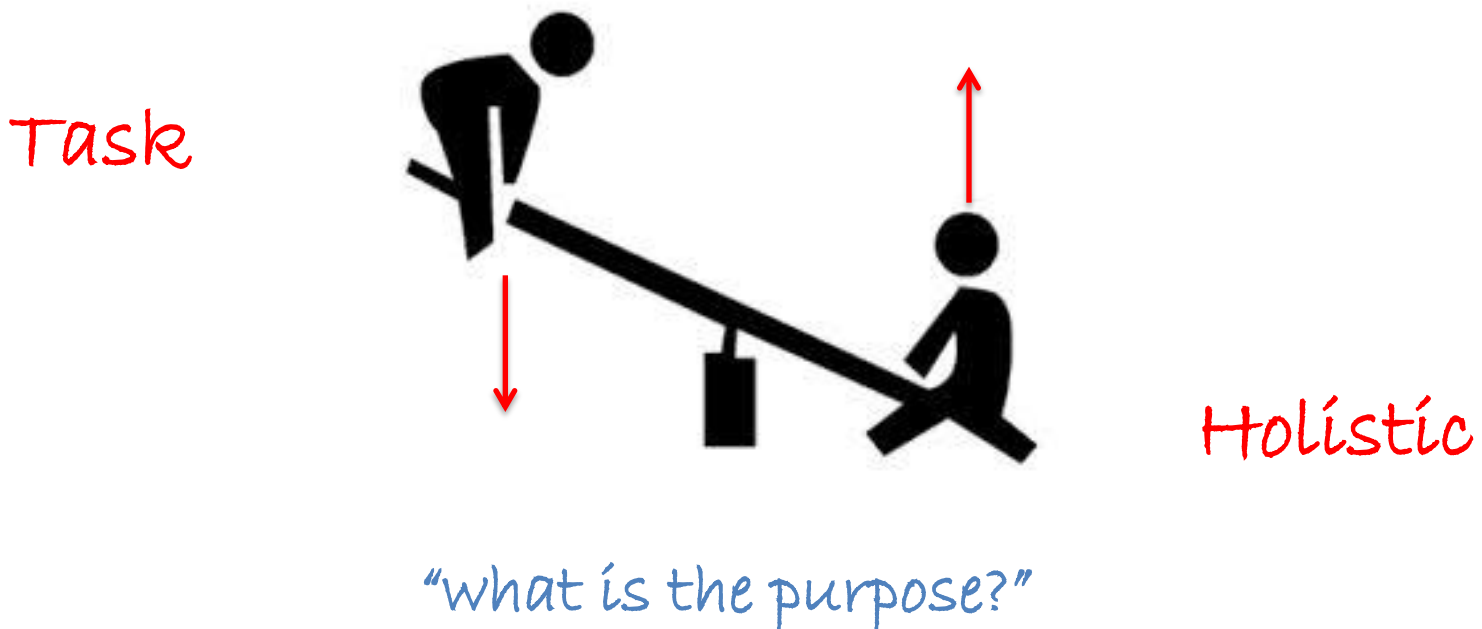
PARiHS definition of facilitation

“A technique by which one person makes things easier for others. The process of enabling implementation of evidence into practice”



Purpose and Role

- PARIHS acknowledges that the purpose of facilitation can vary from focussed help and support to achieve a task to a more holistic process of enablement



Purpose and Role

- PARiHS acknowledges that there are multiple interpretations of the facilitator role in practice

Facilitation

Purpose Role

Task

Doing for others

- Episodic contact
- Practical/technical help
- Didactic, traditional approach to teaching
- External agents
- Low intensity—extensive coverage

Holistic

Enabling others

- Sustained partnership
- Developmental
- Adult learning approach to teaching
- Internal/external agents
- High intensity—limited coverage

“These range from a practical hands-on role of assisting change to a more complex, multifaceted role”

Skills and Attributes

- What does PARiHS say about facilitators' required skills and attributes?

Skills and attributes

Task/doing for others

- Project management skills
- Technical skills
- Marketing skills
- Subject/technical/clinical credibility

Holistic/enabling others

- Cocounselling
- Critical reflection
- Giving meaning
- Flexibility of role
- Realness/authenticity

"To fulfil the potential demands of the role, facilitators are likely to require a wide repertoire of skills and attributes"

Skills and Attributes

- But, facilitation- *task based or holistic*- is only enabled through **RELATIONSHIP BUILDING**.

Some of them, you go in very much kind of just like “I’m a Knowledge Transfer Associate; you’re working in the practice, that is what we’re doing.” (KTA)

You go in, “I’m a KTA, I understand your team, I can help your team,” and at the same time you have a chat about the dogs or something, or what they did on holiday, and this sort of thing, and there’s more of a social relationship there as well, which can make it easy to do improvement, because you’re more inclined to work with people that you’ve got a good social relationship with.
(KTA)



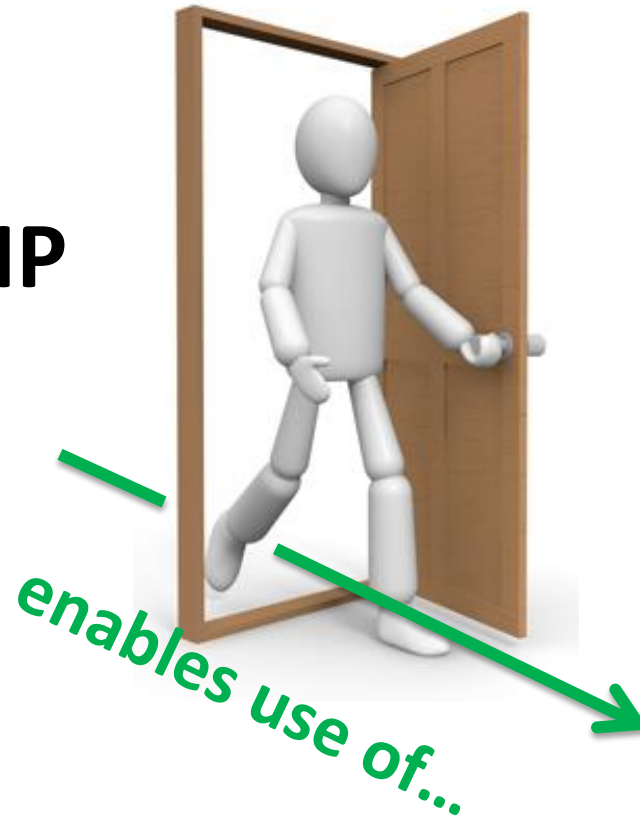
Most of the time it's this!

Skills and Attributes

- Investing this time up front:
 - Builds trust and commitment ✓
 - Supports an understanding of motivations ✓
 - Enables an assessment of the context ✓
- But:
 - *“There were times when I thought it can be a hindrance, because if you’re then having to go in and give somebody criticism, but you’ve befriended them and you get on really well with them, it’s harder to give them the criticism. But at the same time, if you can go in and give that criticism, you’ve got a stronger relationship to build on it.” (KTA)*
 - Authenticity?

Skills and Attributes

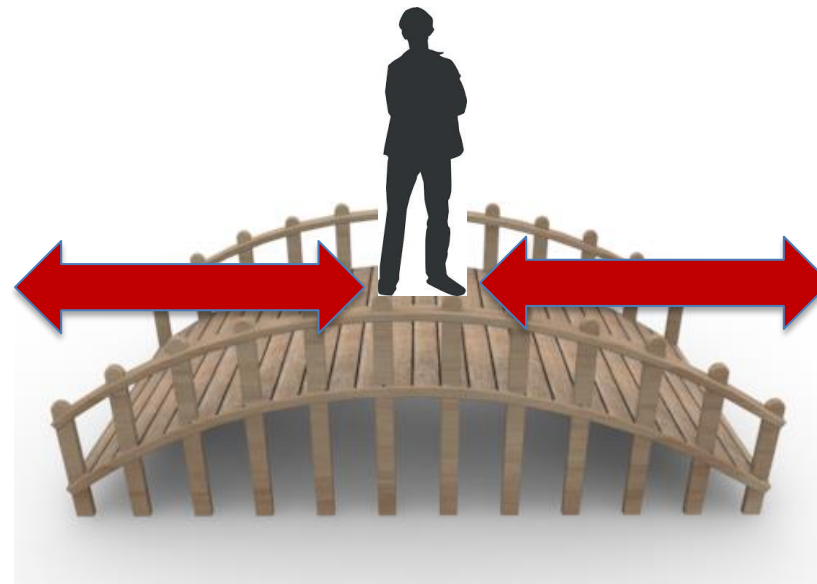
RELATIONSHIP BUILDING



- Project management skills
- Technical skills
- Marketing skills
- Subject credibility
- Co-counselling
- Critical reflection
- Giving meaning
- Flexibility of role
- Realness/authenticity

Conclusions: knowledge agents as individuals

- Facilitators increasingly recognised as an important role
- But, perhaps still underestimated in terms of skill (highly- and multi-skilled) and resource requirements?



**Research
Evidence**
(CLAHRC)

**Health Service
Practices**