



Waterford Institute of Technology
INSTITIÚID TEICNEOLAÍOCHTA PHORT LAIRGE



“...this is not about changing my work load or content, it is about changing how I do my work”:

The personal and professional impact of Facilitation Skills for Health and Well-Being training on youth workers in out of school settings

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National University of Ireland (NUI) Galway

Mairead Barry¹, Paula Carroll¹, Lisa Harold¹, Maeve O’Grady¹,
Beatrice Barry Murphy², Lorcan Brennan³, Ailish O’Neill⁴

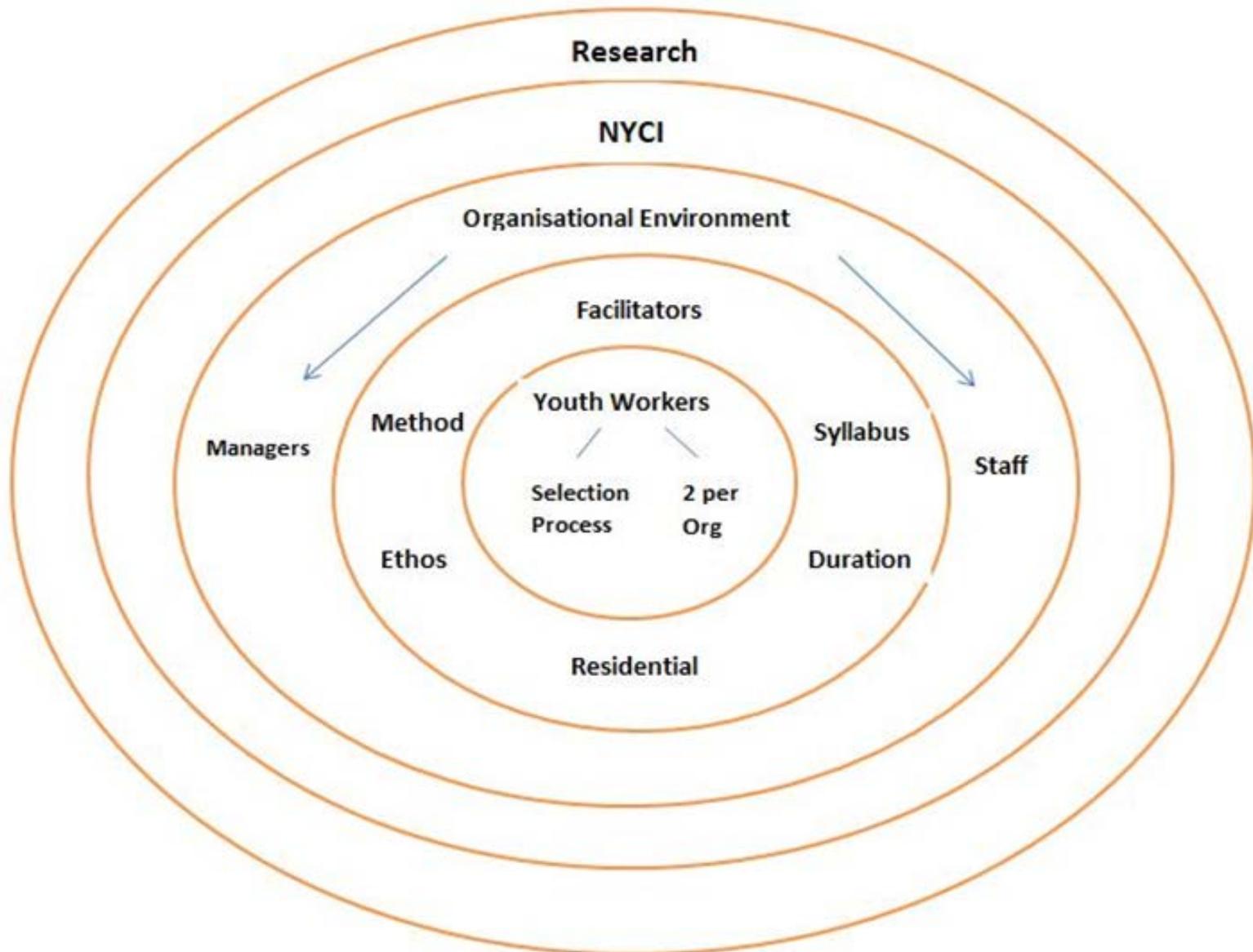


¹Centre for Health Behaviour Research, Waterford Institute of Technology, ²Independent Contractor, ³Men’s Development Network, ⁴National Youth Council of Ireland

NOSP



The training model: 'Facilitation skills for health and well-being' training programme

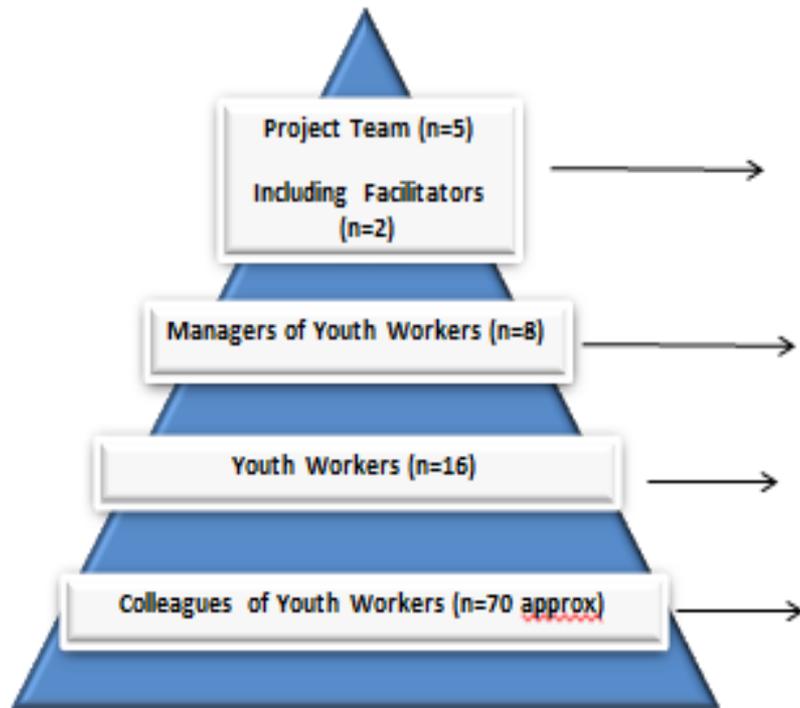


Aims of Research

The specific aims of the research are to investigate:

- The personal impact of the training on the youth workers.
- The degree of organisational diffusion achieved, if any, by the training programme.
- The sustainability of the organisational diffusion achieved, if any, by the training programme.

Data Collection



Data Collection Tool	Research Question (RQ)	Timeline
4 Interviews & 1 Reflective Log	RQ, 3	June 2015- January 2016
1 Focus Group	RQ, 1,2,3	September 2016
Facilitators: 6 In-Training Reflective Logs	RQ,2,3	September 2015-March 2016
8 Interviews	RQ, 1,2,3	April-June 2016
54 Reflective Logs	RQ,1, 2	September 2015-March 2016
3 follow-up Interviews	RQ, 1,2,3	September- October 2016
52 Vox Pops	RQ, 2, 3	April-June 2016

Figure 3.1: Data collection methods for each target group

Three Case Studies

Support (Self & Environmental) & Diffusion

Lucy Story

- Transformation
- Elements of training that underpinned its impact

Suzanne Story

- Workplace integration with limited managerial support

Gillian Story

- Workplace integration with no managerial support

Data was corroborated for each area by triangulation from workers, managers, their colleagues and facilitators.

Transformation

“I have started the process of reclaiming myself”



- **“Am I fake?”: A critical examination of oneself**
- The training prompted some of the youth workers to critically examine and question their sense of themselves, as some asked questions they had not really considered before.

- **“...this training has trickled positively down within me and it’s only now really that it is starting to happen.”: Increased awareness and recognition of potential for change**
 - *“I am still living with the awareness of needing to operate at a different pace”*: Realising how pace facilitates self-care
 - *“I have remembered who I am, I have got back in touch with my authentic self”*: The uncovering of their relationship with themselves and others
 - *“...with awareness comes the possibility of reclaiming myself”*: The realisation of having choices in one’s life

- *“...it’s happening by itself”*:

Moving from awareness to meaningful action

“...this is not about changing my work load or content, it is about changing how I do my work”:

The professional influence of the training on youth workers



Managing themselves in work re boundaries
Improving practice with young people



Calmer & slower pace

Sitting with feelings

Communication with others

Boundaries

Awareness of what one can control

“now have empathy for me”: The personal influence of the training on youth workers
through re-evaluating their relationship with themselves and with others



Contributing Factors

Safety, Trust and Pace

“The information, guidance and delivery methods are things that will stay with me for my whole life”:

The key elements of the training that underpinned its impact

- *The training components*
 - *...the facilitators were powerful, they created such a safe space for everyone to share*: The facilitators
 - *“...not just telling us how it’s done but allowing us the opportunities to experience experiential learning for ourselves”*: The experiential learning (EL) cycle as a framework for training delivery
 - *“I feel completely removed from the outside world”*: The residential component and setting
 - *“I had a fire in my gut, it definitely brought something up for me that took some time to let go off”*: The training syllabus
 - *“It can be illuminating as people come to their own realisations they bring me to mine”*: The power of the group effect
 - *“...when I give myself over to it, I learned something about myself”*: Youth workers openness for self-exploration and reflection

Self & Environmental Support

"... they (Board of Directors) would be very supportive because they know that it (the training) benefits the learner and the calibre of the learner that we get here".

"we travelled together for every session (of the training) which gave us great time to mull over things and in the weeks following the training. It was great to have someone who knew what you were on about".

"...the feedback and everything coming back from it (the training) is ultra-positive....we are just hoping that the course will be rolled out so perhaps two more of us at some point can avail of it".

Self & Limited Environmental Support

"I have experienced a dramatic change in the way I am responding to my co-ordinator...the course cut the link between me and her"

"... she (Katie) chose to avoid me because I was asking her how she was feeling and she just couldn't cope with that. So this training does affect managers".

"In terms of dealing with colleagues and management, it is obviously easier if there is two of ye, that you are not just the lone ranger".

Limited Self & No Environmental Support

"She (manager) was going around the organisation saying that it (the training) is rubbish and 'you are not doing anymore of that stuff'...that is what I was hearing".

"If people don't get it (the training) or they are not in the right place all of your stuff gets really undermined and you feel like an idiot".

"...(Emma) just totally withdrew from the whole process the minute that happened (managers day) and she hasn't attended (the training) since then".

- A ‘whole organisational approach’ is required which includes managerial support, support from colleagues and also a strong relationship between the two staff members who took part in the residential training to ensure diffusion that has potential to be sustainable.

Summing Up...

- Transformational learning evident
- Action occurred in both personal and professional levels
- Integration of learnings into professional practice requires significant personal transformation and is greatly facilitated by environmental support from 'top down' and peer 'buy in'
- Sustainable diffusion is severely limited without managerial 'buy in'