

THE TRAINING OF THE EXECUTIVES IN THE MESH OF PACKAGES EFFICIENCY, TEAM MANAGEMENT AND USERS

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Instabilities never stop increasing and they manifest themselves through different forms. Governments, in order to get round the difficulties, which are created by a socioeconomic tense context, increase the packages and the supervising of professional practises concerning intervention and community care. Following the example of Edgar MORIN, we have to notice that we are about to change paradigm and that it is necessary to develop a complex thought to face the complexity of the situations.

We all agree¹, the executives are essential stakeholders among the different organisations... We all underline needs in training of this professional category and more precisely among middle executives.

The executives we form at the Training Institute of Social workers in Echirolles and elsewhere have to be formed to this challenge that is to say find some new modalities of action and decision to guide vulnerable people. Training centers have a responsibility in the production of stakeholders and they can't depart from it. How can we allow students to develop a reflexive and considered thought of action / social intervention ?

To answer this educational challenge, we have to innovate, *fiddle with* (as LÉVI-STRAUSS means, p.27). It's the whole institution, which carries this questioning (see school plan). For one year, we have tried to go over the paradox in which the executives are sometimes trapped - How to conciliate between the efficiency of packages, team management and the emancipation of the users ?

Our intervention aims to share and exchange about the implementation of executives training and taking into account the experienced and proved realities of working executives. The reforms concerning the diplomas of Social Action and Family Code in France since 2004 produced a real Copernican revolution (not necessarily activated by all the players in the training field - forming to acquire skills and no more teaching knowledge's. The latter are from now on dependent on professional practise and so we must grasp the realities built by the stakeholders (professional or not professional).

In order to try to answer this questioning, it will be based on, among others, a questionnaire we administered from the 7th to the 25th of April 2015 to executive training students within our institution (middle executives and executives leadership) but also to supervising professionals. We obtained 30% questionnaires back on the relevent population of 215 contacted persons².

¹ EGTS 18 February 2015, many conferences (see the fourth national meeting of the heads of department, June 2015 in Bordeaux for example...

² This questionnaire was built via Google Forms and administered based on a list of 215 mail addresses. Among the latter, some were out of date...

This questionnaire is divided into two big parts. The first part is organised using the results of the executives daylong seminar³ we organised on the third of April 2014 concerning the efficiency of the packages, team management and the emancipation of users. This seminar gathered nearly 150 executives from all. The second part focuses specifically on psycho-social dimensions of executives as they are perceived and lived faced with employees and supported persons.

Supervisors practices

If the first mission of a social worker is to guide vulnerable person, the executives themselves must be careful to the implementation of accompanying with a constant concern of concerned persons (users). They must not only know the modality of actions and interventions of social actors but they must reconcile the logics of social work and technocratic logics⁴ which are stronger and stronger.

Concerning the efficiency of packages.

Executives practises can sometimes appear to be limited to some activities of compliance upgrade and of organisational performance forgetting at the same time their first mission - the accompanying of persons in vulnerable circumstances (operating logic versus liberating logic). How to avoid that these executives are not in a "submission" logic as Milgram and Beauvois mean?

For executives or future executives, the professional environment, in which they evolve, are apparent with the complexity of packages (81,6%), a lack of means to implement the aims of the Law (80%), the fragmentation of practises (75%), a lack of coherence (66,7%), a confusion between packages (60%), and finally a competition between (58,3%). The depicted landscape is rather dark.

When we focus more specifically on professional field, the landscape brightens. If they encounter difficulties they receive fewer votes. The difficulties they encounter in executives practices first focus on employees job burnout (51,7%), then emerge the difficulty to combine horizontal and vertical organisation in institutions (48,3%), difficulties to cooperate between partners (40%), distrust of management (36,7%)... They are only 6,7% to notify they don't encounter any difficulty.

In the external environment, the executives declare up to 95% that they cooperate with their partners in order to stimulate a cooperative work and (91,6%) on tracking and on the knowledge of territory actors. The picture of withdrawn executives within their respective institution seems to be from now on a distant memory.

Between external environment and internal environment, what role do the institution let to the guided persons? Up to 66,7%, executives notice that the needs of the institution sometimes take priority over those of users and the diversity of packages don't make easier the global accompanying of users (50%).

³ Two working group on a theme in which the aim was to highlight difficulties and make recommendations to overcome them.

⁴ As "system (political, social, economical) in which the comments from technical advisors determine decisions by giving advantage to technical datas compare to human and social factors". CNRTL

In order to overcome these difficulties they encourage to make the trend to do together evolve (56,7%) and to get out of paradoxal demands by clarifying ranks, roles and functions of everyone (55%). Concerning external environment, they encourage notions of openness and flexibility in order to get out of logics that can seem to be (61,7%).

Concerning management

The point of major vigilance concerning management for the asked executives are first and foremost the fact of giving meaning (81,7%) and secondly to develop employees empowerment (get out of assistance) (45%).

The tensions they encounter concerning management are about the control of temporalities (politicians time versus users time) and on the accompanying of change (between injunction to innovate and the opposition) (76,7%) then on preventing from professional weakening and the answer to the users expectations (75%).

In order to guide the future executives in a tense environment in which they are going to evolve, we develop, each time it is possible, debates, a dialogue which makes debating ideas between professionals arise. It is important to develop critical mind regarding management theories, which are sometimes relayed in a dogmatic way.

In spite of a tensed environment, they are 83,3% to think it is possible to overcome obligations and turn them into opportunity. By studying the functions occupied by the respondents, the executives are those who are the more optimistic (84,85%). To achieve it, they recommend to unite teams building on meaning and (68,3%) and to find (56,7%) time for reflexion, exchange and sharing (between executives, teams, colleagues and publics). The context in which they evolve is certainly difficult but it is far from being desperate...

We opened some executives training courses (like others) and we are quite successful. For people who are older (older than 40), they are a lot to attend courses in order to update their knowledge and/or acquire distance and think their practises.

Concerning users participation

They are 80% to think that users' involvement is free and not an order to participate. If most of the executives (91,7%) are convinced that professionals attach a real importance to users in their building of their future, nevertheless they are 25% to think that professionals have not enough knowledge in the means of intervention in order to promote users' participation and even more to think they don't develop enough collective intervention (31,7%). In order to promote users' participation the executives recommend to make from the school plan or the school service a living object (63,3%) and to support teams (highlight, reassure, the right to try out and to fail...) (63,3%), all this by organising an ethical and deontological (55%).

When we deal with on-site professionals or students in our training course, they often expect us to bring them some simple and practical solutions, some very operational techniques to get out of dilemmas and tensions in which the situations they feel summon them. We are always attentive and we make sure that the efficiency looked for by professionals for users won't become a perverse effect confining the persons concerned by intervention or social action. It is so tempting to know what is good for the other one. How can we on the contrary support the idea that users can try out on his own his skills and be in a positive process of self-efficacy?

The « executive » in practice...

The current context of the economic, social or even identity crisis increases the problematic of social intervention - more and more difficult accompanying, with a constant budget reduction. The executives and their teams face up to a paradoxal order - do more (regarding the innovations of practises with the reception of more complex issues within institutions and services) with less (public contributions, financing to support training plans decrease).

The questioning about practises and the general demand on the efficiency of accompanying causes a cognitive dissonance among employees (FESTINGER, 1954)⁵: psychological conflict between their wish to be part of these innovations in this context and between their ethical principles, from models of practices on which they have built their skills. What is the best way to accompany this dissonance? It is what we will try to answer in this part.

... Job burn-out

In the training of the executives at the IFTS students are regularly put in a bad position - questioning on their own practises and questioning about their practises in their institution.

It produces psychological and social conflicts which are sometimes important - reporting abuses, industrial tribunal, *burn out* (for example, out of 150 students in CAFERUIS training , 10 students gave up and 26 had to ask for some adjournment of training).

The executive in practise is also subjected to job burn-out. Attenuation for himself and attenuation for teams composed of social workers. Talking about it, the multidisciplinary team (PEZET, VILLATE, LOGEAY,1996)⁶ (social psychology, ergonomics, work psychopathology) realised 20 years ago some researches about *burn out* of social workers and about the need to be interested in employees' suffering.

A major concern can be found among employees as a whole who are in a bad way. an unspoken about psychological suffering because there is a fear to admit his fright, his boredom, his dissonance, his doubts, " *the fear to realise for himself and the others that we are giving way...* ". Feelings we can find in different studies.

For this research team, "*it was necessary to refocus the speech held on customers towards social workers. We have to take the opposite view of the sociologising or managerial approaches which abnormally enlarge customers and worry above all else about the quality and the rentability of service*". This process, which according to them can be found in the business world as well as in the humanistic background. Nevertheless they consider that it is time to look more precisely at the way social workers leads and lives his relation with the accompanied person, "*he can also experience suffering, have weaknesses...in spite of the denial and the interdiction of talking about it*".

... to personal efficacy...

When looking at the study led with Elisabeth THOMASSET, it is interesting to understand the look the executives have about themselves. What is their personal efficacy?

⁵ Festinger, Léon « *A theory of cognitive dissonance* », Stanford, CA: 1957, Stanford University Press.

⁶ Pezet, Valérie. Villate, Robert. Logeay, Pierre « *De l'usure professionnelle à l'identité professionnelle* » (from job burnout to professional identity) , 1996, TSA Ed.

BANDURA defines personal efficacy as "*the creed of the individual in his capacity to organise and perform a required to generate the expected results*". (BANDURA, 2003)⁷.

This concept is in accordance with the theory of social comparison (FESTINGER, 1954)⁸, we need to compare ourselves to develop a right assessment of our skills.

It affects more the judgement he has on what he thinks he can do than on the possession of skills itself.

It is interesting from then on to encourage a work of collaboration between students by avoiding the dynamics of negative social comparison but by encouraging experiential sharing which rewards each stakeholder. It is this conscientization, which will permit to the future graduate executives at CAFERUIS or CAFDES to have the feeling of personal efficacy. It is from this premise that he could hear especially as the expert assessment of his partners and encourage confidently in turn the dynamic of collaboration.

To conclude, the feeling of skill acts as a powerful regulator of aspirations and people behaviours (BANDURA, 1986)⁹ and the influence of peers can play an important role in professional comparison (BOISSICAT, PANSU, BOUFFARD, & COTTIN, 2011)¹⁰.

Besides it seems that the executives like employees must benefit and reach a level of research by encouraging the opening and meeting of each institution and social service, medico-social service, training service and university lecturers to encourage the meeting with citizens that are the accompanied persons. As Pierre LONGEAY, a psychiatric-ergonomist, offers it (1993) "*There is a link between the status, the concrete situation, the professional gratitude of each employee on one hand and knowledge made and popularised to social actors of this field on the other hand*".

How to fight against attenuation and lassitude... Highlight "know how". Behind the everyday life ordinarienesses of each work, real skills come out. But you have to be aware of it. Training enables people to be aware of their knowledges. Training has to encourage personal efficacy. Support creativity, consult and hear these professionals encourage a necessary gratitude to the feeling of personal efficacy.

We can perceive among the answers of the questioning some executives who usually identify underpinnings, necessary tools for innovations in professional practises but who encounter difficulties to organise them. This can reinforce the mechanics of cognitive dissonance and at last reinforce managerial behaviours, which are not adapted to the professional situations encountered. The feeling of professional exhaustion reinforced by an innovation of some problematics of professional teams and accompanied persons will replace this.

... to the involvement of accompanied.

Responding to the executives pains, it is important to wonder about the users' ones. The French and European regulatory framework for a long time and especially for more than 10 years forces us to take an harder interest in needs, in users' rights. The regulatory and

⁷ Bandura, Albert « *Self-efficacy. The exercise of control* », New York : 1997, Freeman and Company, trad. fr. Lecomte, Jacques « *Autoefficacité. Le sentiment d'efficacité personnelle* », Bruxelles : 2003, De Boeck.

⁸ Festinger, Léon « *A theory of social comparison process* ». *Human relations*,7, 117-140. 1954.

⁹ Bandura, Albert « *Social foundations of thought and action: A social cognitive theory* ». Englewood Cliffs, NJ : 1986, Prentice-Hall.179

¹⁰ Boissicat, Natacha., Pansu, Pascal. Bouffard, Thérèse., & Cottin, Fanny « *Relation between perceived scholastic competence and social comparison mechanisms among elementary school children* ». *Social Psychology of Education : An International Journal*. 2011.

legislative framework - as regards users' rights - is from now on substantial. We count additionally a lot of recommendations of good practises of the ANESM (National Agency of Assessment and quality concerning institutions and social and medico-social services) and numerous report on the subject. It is a question of "*assuring the primacy of the values of the person who is a citizen in the wake of affirmed principles in particular by the laws of the second of January 2002, the eleventh of February 2005 and those of the fifth of March 2007*" for the group of work from the general estates of social work concerning the places of users. This report was differed by Marcel JAEGER - the president of the commission of the report of the great council of social work.

It seems thus necessary to keep gathering these two dynamics and not to oppose them. A concept which is inevitably developed in collaborative proposals through shared experiences first by being based on words of accompanied persons, concerned persons then responding to (without opposition) professionals' feelings. The meeting place (echo training) can be the continuing education one which is a neutral place supporting the suffering person who is accompanied as well as the one who is employed. This meeting is only meaningful if the representation of the employees is important whether the host or the managing director of structures. And obviously as regards concerned persons, whether those who express clearly their feelings or those who don't have access to speeches. These meetings require time, organization, thought, accessibility, in short creativity. And our enquiry shows that everyone possesses this sense if the support is sufficient.

... educational tools

How to encourage as a tutor the different possibilities: the development of the power to act ? Through different proposed interventions, we try to prompt contradictory debates. We try to reduce unequivocal and simplistic thought.

- Implement effectively ec(h)o-training;
- Actors coming from various universe with diversified careers (university lecturer, professionals with or without reference ,tutors...);
- Encourage the meeting between these worlds in order to create collaboration;
- Take into account the multiplicity of students' dimensions - setting up of the analysis of professional practise ...
- Try to encourage collaborative work - virtual and real space;
- Enrol students in institutional and participatory dynamics ;
- To make from the training center an area of resources for professionals by developing lifelong training and by making easier the access to knowledge and meeting between professionals - conferences, opening of training courses at the FTLV, seminars about the problematics in the field;
- The continuing education at school should be thriven on fields and their preoccupations because they are the first actors to get lumbered with problems and try to solve them. The continuing education is in the service of the first and moves on site. (Meeting → adjusted training)

For one year, we try to overcome the paradox between concerned actors efficiency of packages, team management, users' emancipation.

If professionals team show the importance to think together according to coconstruction, they encourage social learning (BANDURA)¹¹ among students. They are really willing on innovations in work to be the best support for employees (aware that they are a major asset) and this will create a benefit for accompanied persons. Thus Claire JOUFFRAY¹² seems to be right when encouraging users' participation, we would encourage the one of the professionals' power to act initiating thus a virtuous circle.

We try to conceive this shoring in our approaches though educational tools which are sometimes innovating like the protocol of Mindfulness proposed by the academic laboratory of psychosocial in Grenoble-Chambéry (SHANKLAND, STEILER, STRUB, GARNIER, BOISSICAT, 2015)¹³ through our complementary role by listening and highlighting the words of all (explanation interview of VERMERSCH, 1994)¹⁴. We also let us be caught by surprise by the different knowledge of encountered persons (located knowledge). We can add to this the business experience we had the opportunity in a doctoral project with a Naceol society to lead at the same time the psychosocial laboratory of Grenoble for Suez environment in Nice. We can find in this research the same ingredients, the same remarks among employees, among customers, among managers. Everyone needs the other but beware, protects himself, criticizes the other. The meeting doesn't happen anymore. Nobody has the feeling to be heard. Finally, by creating meeting places, words are loosened, comprehension appears again (cognitive dissonance happens again) and social (BANDURA) encourages thoughts by its identification process.

At the end I would use the psychosociologist Laurent SOCHARD phrase at the last UNAFORIS congress in 2014 in Paris "It is forbidden to despair when we work in social work ". We have to leave the work expert position and so that the words of concerned persons can be heard in the same way as those of professionals we encounter and we have to share the educational, cultural and professional heritage as Charles GARDOU says " inclusive society, let's talk about it !". (GARDOU, 2012)¹⁵

Finally the experience of the SOIF group , which looks for action between training, ESSSE-IFTS and Odenore (Observatory of using or not rights and services - Philippe Warin)¹⁶ and the Rhône-Alpes FNARS (The National Federation of Reception and Social Integration Associations), shows again its interest and its limits. We try to work around the participation of excluded persons who are also in considerable uncertainty on Rhône-Alpes-Auvergne territory. We build the research around the notions of "cotraining" and "peer workers". Indeed, accompanied persons are here from the conception of training intended, in continuing education framework, for professionals in the area, social workers, elected members and in

¹¹ Bandura, Albert « *L'apprentissage social* » (social learning), Bruxelles, 1980, Mardaga.

¹² Jouffray, Claire « *le développement du pouvoir d'agir, une nouvelle approche de l'intervention sociale* » (the development of the power to act , a new approach of social intervention) , 2014, Presses de l'EHESP.

¹³ Research in progress under the direction of Rébecca Shankland, intercollegiate laboratory of psychologie, Pierre Mendès-France university.

¹⁴ Vermersch, Pierre, « *L'entretien d'explicitation* » (the explanation interview), 8^{ème} Ed, 2014, ESF publisher.

¹⁵ Gardou, Charles, « *la société inclusive, parlons-en. Il n'y a pas de vie minuscule* » (inclusive society, let's talk about it! There is no tiny life), collection Connaissances de la diversité (knowledge of diversity collection), Eires, 2012.

¹⁶ Warin, Philippe. « *Non-recours, la face cachée des droits* » (no solution, the hidden face of rights). *Lien Social. Accès aux droits, l'éternel combat* (social link. Access to right, the eternal struggle, no. 1162 (2015): 26-27.

Bandura, Albert « *L'apprentissage social* » (social learning), Bruxelles, 1980, Mardaga.

the context of initial training for social workers and remedial education workers students. The concerned persons are paid in this work as well as traditional tutors

The aim of these co-training is multiple, among other "hear how the other perceives us". We work on the conditions of interactions. Peer workers don't tell about their lives. Taking into account the significations of the other and his words is essential. Before talking, some conditions of words have to be created. The analysis of the poorest is irreplaceable and essential in the same way as the subject expert.

From conception, we have met beautiful ideals about the subject. But in practice, actions do not always follow the words. Some social workers, departmental heads and tutors think that it is complicated to invite concerned persons as soon as conception. Some don't even hope their presence. It is certainly difficult but their presence remains essential. Innovation disturbs, changes the points of reference and remains dynamic. Thus we can use the methodology of experiential learning (BOURASSA, SERRE, ROSS, 2003) which consists in being based on the reality of each participants, thought happens starting from action. According to Yann LE BOSSE and Bernard VALLERIE : "*Each one would thus be likely to have the experience of his own power to act in order to promote it thereafter to concerned persons by educative interventions*".¹⁷

Conclusion

Like any professional, we dream about having an active repercussion on students we train! We will only have the chance to succeed if we pay attention to the questions actors/authors on the field ask. For this, we have to take seriously into account the difficulties they face and be based on their own resources.

The results of the enquiry generate a huge interest of the executives, concerned about employees and accompanied persons in spite of a context which seems to be constraining. For all that, they are convinced they can act from their place to the transformation of their environment by insisting on the sense of action and work together whether internally or externally.

Like them, we have, in training center, to try out by trial-error of new ways in order to try to find some new ways to do together.

In order to really guide professionals in their role of management, we have to take permanently into account the complex realities they have to face by becoming a periodical space for meeting and shared questioning. For this we must also initiate coconstructive practices, develop the power to act of the executives so that these innovating practices become real. Thus one of the key ideas which can allow a success is that the executives won't be alone any longer but that they can rest on a team (executives team, even management team). We deliberately wanted in our enquiry not to discriminate executives (in the making, middle manager or management executives in office). Not because there is no distinction between the areas of action and in their practices, but because there are actually shared and common proven.

¹⁷ Bernard Vallerie et Yann Le Bossé, « *Le développement du pouvoir d'agir (empowerment) des personnes et des collectivités : de son expérimentation à son enseignement* (the development of the power to act of people and communities: from its testing to its teaching) », Les Sciences de l'éducation - l'Ère nouvelle 2006/3 (Vol. 39), p. 87-100.

Realities are varied and the representations, which are associated to them, are sometimes tense and are debated among the social and medicosocial organizations, among training centers. The speeches we held are sometimes more at the stage of ideal. To make accompanied persons intervene in training, because they have things to teach us, is far from winning unanimous support in practices ...