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**Professional practice analysis for D3S
directors in leadership
A tool to implement, a culture to build**

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S p e c i a l T h a n k s

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List of acronyms

ARS: *Agence Régionale de Santé* // regional health agency

CNG: *Centre National de Gestion* // National management centre

D3S: *Directeurs d'Etablissements Sanitaire, Social et medico-Social* // directors of health, social and medico-social institutions

ED3S: *Elèves directeurs D3S* // Trainee-directors of health, social and medico-social institutions

EHESP: *Ecole des Hautes Etudes en Santé Publique* // School in advanced studies in public health

FHF: *Fédération Hospitalière de France* // Hospital federation of France

HETS: *Haute Ecole en Travail Social de Genève* // Geneva School of Social Work

NICT : New Information and Communication technologies

PPA: Professional Practice Analysis

Our interest in the subject of Professional Practice Analysis (PPA) comes directly from our experience as a social institution director.

We graduated seven years ago from EHESP as director of sanitary, social and medico-social institutions. The first years we were literally on the run, constantly facing new situations and discovering all aspects of the “*metier*”. Of course, like every other student, we had internships while we were training in EHESP but even after that there remained much more to discover.

During these years we never hesitated to call on our colleagues for help when we faced difficulties or even just simply to have their opinion on a specific situation.

At one point in our career we witnessed the effects of loneliness and withdrawal from one of our colleagues, it was a shock and it made us think about the way we approached things, and our ability to analyse our daily actions.

We had a network that we did not hesitate to take advice from but was it enough? Were we not already in a routine? Were we able to really continue to improve this way?

We felt our questioning was unusual and quite odd for a director. We then decided to talk about it with other directors who had graduated from EHESP with us: it was easier as there was already a huge trust between us. After that we tentatively started to talk about this subject to other directors that we knew, but that were not from the same promotion.

In fact we had no reasons to feel strange, all the directors we spoke to experienced the same feelings, and had the same thoughts.

We wanted to go beyond a simple observation and find a way to think differently and have the ability to talk freely about our practices in a dedicated time.

In this professional dissertation we will see what the main difficulties encountered by directors are and why it is so difficult to talk about them (1)

We will then explore the historical origins of professional practice analysis (PPA) and see what its implications are.

By seeing examples and by implementing such a group among directors (2) we will try to answer these questions:

- **Can the implementation of PPA groups be an answer to the needs of social director in function and in leadership?**
- **Would not it be better to anticipate the needs of practising directors by creating a PPA culture in initial training in EHESP?**

Finally we will consider the prospects (perspectives) for the future (3).

1 Practice analysis of D3s directors: a comprehensive approach to a specific audience

As I explained before, the honest and interesting discussion I had with my colleagues occurred at a very late stage in my career and I could not help but wonder why this was seeing as that I have known some of these directors for years?

I considered the fact that I had simply not raised good questions before but this was not a sufficient explanation: why did my colleagues never talk to me about their needs despite the genuine trust between us?

Finally I wondered if it had not been for individual management cultures, would it have played a part and whether this one was not typically French with a specific context of health, social and medico-social in relations to their needs (1.1)

To answer to these needs, professional practice analysis could have been a path to follow but we needed first to define it (1.2)

1.1 The French vision of a manager and application specificities of D3S

1.1.1 The logic of honour

The question here is what are the cultural influences and logic that a French manager and his employees work to; what are their expectations and how do they view good leadership?

Philippe d'IRIBARNE¹ describes the specific logic of honour which exists in France but not in places like United States and the Netherlands.

Each country has its own specific cultural features, d'IRIBARNE goes further by, explaining that this cultural features are inherited.

This means that it is a deep impregnation, shaped by centuries of beliefs, constitutive of our social relationships whether at work or in other collective activities:

“Il en résulte une relation très affective au travail, emprunte de fierté et d'amour propre, où les seuls comptes à rendre le sont avec sa conscience, son sens de l'honneur.”²

¹ D' IRIBARNE Philippe. La logique de l'honneur, gestion des entreprises et traditions nationales. Paris. SEUIL. 1989. 280 pages.

² Translation: The result is a very emotional relationship to work, full of pride and self-esteem, where the only accountability with his or hers own consciousness and sense of honour. The manager must have the legitimacy and capacity to mobilize his employees.

D'IRIBARNE states that this sense of honour it forbids to defend self-interest and even rights in a vile way.³ This logic of honour is rooted within the conscious and the unconscious of French managers.

A person in charge should not have doubts and especially not voice them out loud.

His superiors do not want to see his weaknesses: otherwise how could they leave him in his position without saying a word, anxiously awaiting potentiality of a having nervous break-down someone could blame them for?

Talking about difficulties with others and trying to analyse it opens up the risk of losing pride and dignity: and what if everybody finds out that the person in charge has doubts? The manager would lose his honour.

Experts as Mr. Stephane PAWLOFF⁴ note that PPA concerns a lot more managers lower down than directors. For him it is linked with the occidental conception of power and what it means for us to be leaders.

Director's actions are not just facts; they are also symbolic of the institutions which are not just rational organisation but a space which welcome, support and create "social rapport"⁵

It all boils down to power: the view managers have of it, how they define themselves and how others define them through the prism of power.

Most employees express their dislike of control and evaluation but at the same time need to feel that the manager controls everything, knows everything and that nothing is unbearable for him.

Exerting power requires certainty, which leads to a disembodiment of the manager: he is knowledgeable, strong and can face anything in every circumstance no matter what.

How to trust the one who holds the power if he himself expresses his incompetence by shedding light on his inner demons: his fragility, his doubts, in a word his humanity?

Alain SURAN perfectly describes it:⁶

“La posture du chef d'établissement souffre de la moindre faille. Lui, qui dans son domaine et à son niveau restreint, dit le droit, décide, constitue parfois le dernier recours

³ D'IRIBARNE Philippe. La logique de l'honneur Gestion des entreprises et traditions nationales. In. Fiche CNAM DSO. Available on : http://mip-ms.cnam.fr/servlet/com.univ.collaboratif.util.LectureFichier?ID_FICHER=1295877017936 (05/09/2013).

⁴ Mr PAWLOFF is the Head of the Practice analysis department of Collège coopératif Rhône-Alpes
⁵ DUBREUIL Bertrand. Le travail de directeur en ESMS. Paris. DUNOD. 2013 (2nd édition). 256 pages, p 1,2

⁶ SURAN Alain and Philippe PERRENOUD. « Et les chefs d'établissement », L'analyse de pratique en question » In Cahier pédagogiques (n°416) "Analysons nos pratiques 2. Paris. Cahier pédagogiques. 2003. PP 12-15

*(...) se doit d'endosser le pardessus du père sévère mais juste et bienveillant, cet être là participerait à un soutien psychologisant inventé pour aider des thérapeutes démoralisés? (...) Quels secrets et, par là, quels pouvoirs vont-ils échanger hors de tout contrôle?*⁷

In France it is hard for managers to freely express their doubts and to expose themselves, even with peers: there is a fear of shame they could feel despicable and despised.

Moreover, concerning the public sector as Hervé CHOMIENNE explains, a new managerial role is developing in the French public sector since 1980. The framework now is to integrate traditional management missions such as ; organisation, control and evaluation and to take on new roles like efficacy and efficiency), there has to be both a bureaucratique management and an agent of change : *“dans ce contexte (...) être cadre public revient parfois à jouer à l'équilibriste entre des demandes contradictoires: accroître la pression sur les agents et maintenir la paix sociale, réduire les coûts et améliorer la qualité, atteindre les objectifs et respecter les règles , obéir et adhérer mais aussi faire obéir et faire adhérer »*.⁸ In this context (...) being in a public framework sometimes comes down to a balancing act between conflicting demands: to have increasing pressure but maintain the social peace, reduce costs and improve quality. Reach objectives and respect the rules, obey and adhere but also to be obeyed and adhered to.

One deputy head that was interviewed explained « exposing yourself is losing power, having questions is admitting a weakness: as deputy-head it is less emotional because we do not address power in the same way: we have an expertise and we do not define ourselves in relation to power: the CEO has the power ».

1.1.2 Specificities of D3S and needs expressed by directors

First we need to focus on who the D3S are and how they are trained.

D3S are civil servants who are trained by the national French school of advanced studies in Public Health (EHESP) to become directors of sanitary, social and medico-social public institutions.

Professionals “D3S”: we will use this common abbreviation in this dissertation.

⁷ Translation: Directors of Highschool and colleagues, who guarantee the application of the law, decide, are sometimes the last resort they must endorse the overcoat of the tough but fair father: they would be part of a psychological support invented to help demoralized therapists? (...) What secrets and thus what powers will they exchange out of control?”

⁸ CHOMIENNE Hervé, PUPION Pierre-Charles. Autonomie et responsabilité des cadres publics une mutation managériale. Chasseneuil du Poitou. Editions Sceren Cndp. 2009. 160 Pages. p 128

The “Centre National de Gestion” (CNG) is a public administrative institution under the supervision of the Minister of Health, which manages careers of Directors within the public health sector.

The CNG presents the D3S career on its website.⁹

The notion of “métier” is particular and complex to define: “*Le concept de métier est historiquement lié à la naissance de la notion de qualification. (...) La question de l’expérience professionnelle pose celle de la transmission des savoirs et des compétences*”. (...) *Un métier, c’est aussi un ensemble de compétences pouvant être traduites en contenus de formation, une tradition de travail, des représentations sociales” et des identités professionnelles*”.¹⁰

As the meaning of “metier” is lost in translation we will use the word in its original language throughout this dissertation.

CNG define “métier” of D3S as follows:

« *Agent de catégorie A, le directeur d’établissement sanitaire, social et médico-social (DESSMS) exerce ses fonctions dans les maisons de retraite publiques, les établissements publics départementaux d’aide sociale à l’enfance, les établissements publics pour personnes handicapées ou inadaptées, les centres d’hébergement et de réinsertion sociale publics ou enfin dans les établissements publics de santé ne comportant pas de service de chirurgie, d’obstétrique ou d’hospitalisation sous contrainte.* »

The source métier available on CNG’s website¹¹ presents missions of D3S:

« *Il concourt à l’élaboration et à la mise en œuvre des politiques sociales, médicosociales et sanitaires au sein de son territoire et favorise l’intégration de l’établissement dans un tissu social, médico-social et sanitaire permettant une prise en charge globale et coordonnée des personnes accueillies ou accompagnées et de leurs familles. Il conduit la politique générale de l’établissement dans le cadre des politiques sociales, médico-*

⁹ COMBES Marie-Christine, PASCAUD Elisabeth, MAZEL Olivier. L’évolution des métiers In Observatoire Régional de l’emploi et de la formation d’île de France. 2006”. Available on : http://www.oref-idf.org/docs/pub_thema/thema_1.pdf (05/09/2013). pp.12-13

¹⁰ Translation : The concept of a career is historically linked to the notion of qualifications.(...) The question for professionals is how they transfer their knowledge. (...) A career is also a set of skills that can be translated into training material, a tradition of work and a social representation and professional identity.

¹¹Répertoire des métiers de la Fonction Publique Hospitalière et réingénierie des diplômés des professionnels de santé. Available on http://www.metiers-fonctionpubliquehospitaliere.sante.gouv.fr/IMG/pdf/Referentiel_D3S_Mission_DGOS-CNG.pdf (05/09/2013).PP3-4

*sociales et sanitaires définies au plan national et territorial. Il met en œuvre une politique stratégique et opérationnelle de gestion des moyens humains et financiers de l'établissement pour répondre aux besoins des personnes accueillies ou accompagnées. Il encadre des équipes pluridisciplinaires en favorisant le développement des compétences et savoir-faire des personnels dans le cadre d'une gestion prévisionnelle des métiers et des compétences. Il développe une politique d'évaluation continue des bonnes pratiques professionnelles et s'assure de la qualité des prestations (médicales, soignantes, sociales et éducatives, administratives, techniques, logistiques et hôtelières). Il est le responsable légal de l'établissement. Il a autorité sur l'ensemble des personnels dans le respect des règles déontologiques. Il conduit l'adaptation des structures et des organisations de manière participative. Il veille à la cohérence institutionnelle, à la cohésion des équipes et à la compréhension des enjeux internes et externes de l'établissement et à la qualité du dialogue social. Il représente l'établissement vis à vis des personnes accueillies ou accompagnées et de leurs familles. Il impulse une politique de communication et valorise l'image de son établissement auprès des partenaires internes et externes ».*¹²

For this dissertation I interviewed several directors from sanitary, social and medico-socials institutions (cf methodology) about what were the specificities of their “metier” and how they address the difficulties of it.

¹² Translation : Agent of category A, the director of health, social and medico-social establishment, DESSMS performs his duties in a public nursing home, public welfare institutions for children, public establishments for people with disabilities, public shelters and reintegration centers and finally in public health facilities where they do not have departments for surgery obstetrics or forced hospitalization

The source métier available on CNG's website presents missions of D3S :
It contributes to the development and implementation of social, medical-political and health within its territory and promotes the integration of business in a medico-social and social health environment. allowing global management and coordination of people received and their families.

It leads the institutional policies in the context of social policy, medico-social and health as defined by national and regional plans.

It implements strategic and operational management policies via human means and allows the financial resources of the institution to meet the needs of people that are received and accompanied.

It is multidisciplinary favoring the development of skills and expertise of staff in the context of a management planning and skills.

It develops a continuous assessment policy of good business practices and ensures the quality of services (medical, nursing, social and educational, administrative, technical, logistic and hotelier)

He is the legal representative of the institution.

He has authority over all personnel with regards to ethical rules.

He leads the changes in structure and organizations in a team-player manner.

He ensures the smooth running of the institution, the peace amongst the teams and has an understanding of external and internal challenges within the institution and the importance of social dialogue.

He represents the institution with respect to the people we receive and those who are accompanied
He promotes a policy of communication and enhances the image of the establishment with internal and external partners.

The directors interviewed had all expressed in a way the feeling that their risk to psycho-social dangers were underestimated.

Behind this idea of underestimation, this was especially the idea psycho-social risks were not seriously taking into account: as a chimera:

One of the directors said that the consultant who developed the risk assessment report had identified potential psycho-social risks for every employees, except for the director. His were only identified in the desktop and postural risk check.

And after a meeting with the consultant it was clear that it was not an oversight.

Professional stress is one of the manifestations of psycho-social risks.

According to the European Agency for Safety and Health at Work of Bilbao : « *un état de stress survient lorsqu'il y a déséquilibre entre la perception qu'une personne a des contraintes que lui impose son environnement et la perception qu'elle a de ses propres ressources pour y faire face. Bien que le processus d'évaluation des contraintes et des ressources soit d'ordre psychologique, les effets du stress ne sont pas, eux, uniquement de même nature. Ils affectent également la santé physique, le bien-être et la productivité* ». ¹³

A state of stress occurs when there is an imbalance between the person's perception of his environmental limitation and his perception that he has his own coping strategies.

Although the evaluation process has limitations and uses psychological resources, the effects of stress also affect the physical health, well-being and productivity

Every D3S describe his/her daily work as particularly stressful. It must be understood that the work is hardly predictable, hard to program and is broken up by numerous interruptions. In addition to that he must constantly adapt to others and make links between the different stakeholders.¹⁴

They also express the fact that the health, social and medico-social sectors are tainted by the negative image that institutions manage human beings deepest fears of human beings deepest fears such as mental illness, disease, loss of autonomy, death... Georges GAILLARD explains that : "*Les organisations et établissements du champ social sont*

¹³ Translation: The European Agency for Safety and Health at Work in Bilbao, "a state of stress occurs when there is an imbalance between the perceptions that a person has constraints imposed by the environment and the perception of it its own resources to cope. Although the evaluation process constraints and either psychological resources, the effects of stress are not, themselves, only nature. They also affect the physical health, well-being and productivity.

¹⁴ CHOMIENNE Hervé, PUPION Pierre-Charles. Autonomie et responsabilité des cadres publics une mutation managériale. Chasseneuil du Poitou. Editions Sceren Cndp. 2009. 160 Pages.

*autant d'espaces où le corps social tente de circonscrire ce qui dérange profondément le cours de la vie*¹⁵

Another point to make is the notion of loneliness on the “*metier*”.

During interviews directors of institutions spontaneously talked about the notion of loneliness on the “*metier*”, it seemed to be clearly one of the main aspect of their role, which was less the case for deputy-heads.

The CNG's presentation above shows D3S whether they are director of a small institution or deputy-head of a larger one: it is dependant of individual choices and of available positions.

According one position or another, each has its specificities.

When a D3S is the sole director, his institution is called a “*chefferie*”, which we will translate as “leadership”.

One of the main differences lies in the fact that deputy-directors are part of a managing team and the directors are alone in their leadership.

In big institutions such as hospitals: organization is more divided, deputy-director can count on a range of experts from the hospital unlike directors of small institutions who need to have a huge adaptability in every domain.

Another example of isolation comes from a deputy-director who from this position was put in charge of the hospital as a temporary director when the previous director retired. He expressed that he felt a lot more isolated in this role than when he was “just” a deputy-director in the same institution.

He said that « when people are deputy-directors everyone has their own field of expertise and cannot be expected to understand every single problem talking between them”.

The dynamics of the managerial team is of course shaped by the Chief Executive Officer of the hospital and is reliant on his personality but usually it is easier to share difficulties because there is the ability to talk regularly to people who have the same “*metier*” as you. ».

In a small institution the director would not be able to have discussions on this type of topic with his employees because of his place within the hierarchy what he represents. He

¹⁵ HENRI MENASSE Catherine, GAILLARD Georges, BORIE Hélène, DALIBERT Christophe. L'analyse de la pratique. Revisiter les méthodes questionner les évidences. Lyon. CREA Rhône-Alpes. 2010. 32 pages p5.
Translation : Analysis of practice “organisations and institutions of social sector are all spaces where social body tries to circumscribe what disturbs lifetime deeply”

does not have anyone who is at the same hierarchical level as him that he can talk to freely.

The « référentiel métier of D3s »¹⁶ echoes this observation as it explains that « *De façon plus générale, les directeurs des petites structures, face à leur relatif isolement, devront s'appuyer sur des réseaux de compétences ou de moyens partagés au sein de groupements ou en faisant appel à des ressources partagées au sein de regroupements d'établissements. Ainsi la dimension stratégique et managériale du métier de directeur se renforce tandis que les missions de coordination et opérationnelles pourront être davantage déléguées à d'autres cadres. Cette évolution des attributions est susceptible d'avoir un impact sur la répartition des emplois.* »¹⁷

The notion of loneliness, isolation would be most important for a D3S in leadership than for a deputy-director.

Being a director can be a challenge but the risk is, as in all professional success process, to freeze in an omnipotence without creativity¹⁸

In a leadership the director is the only one who has to concentrate power in the institution : this can potentially become dangerous for himself and for the institution, as routine comes with comfort and routine, prevents from questioning oneself and gives you the illusion of being always right.

Of course this risk is not exclusive to directors in leadership it also has a dangerous impact in practice impact is way more dangerous in their context of exercise.

Flavie DUFOUR¹⁹ highlights that loneliness is characteristic to the role of management but should not be confused with isolation. Whatever mode of management, the manager is the guarantor of the law which is not a shared role. Mrs DUFOUR quotes Catherine TROUFLEAU for whom the feeling of loneliness is reinforced by the fear of error, especially in a sector where leaders are accountable to a multitude of entities with sometimes conflicting demands with a strong ethical dimension. »

¹⁶ Répertoire des métiers de la Fonction Publique Hospitalière et réingénierie des diplômés des professionnels de santé. Available on http://www.metiers-fonctionpubliquehospitaliere.sante.gouv.fr/IMG/pdf/Referentiel_D3S_Mission_DGOS-CNG.pdf (05/09/2013).

¹⁷ Translation : In a more general manner, the directors of small companies who face isolation will rely on networks of expertise or resources shared within groups or by using shared resources within groups of institutions. Therefore strategic and managerial aspects of the directors role strengthens and coordination and operational missions will be more delegated to other managers. This development is likely to have an impact on the distribution of "metier".

¹⁸ DUBREUIL Bertrand. Le travail de directeur en ESMS. Paris. Dunod. 2014 (2nd edition). 256 pages. p 173

¹⁹ DUFOUR Flavie. La solitude corollaire du pouvoir In Direction(s) (n°108). 2013.

Health care is one of these sectors. H el ene BORIE says that the social sector is in a procedural logic of rationalization, modeling, and control (with regards costs but also work of professionals)

This is linked to the ideas of Michel CHAUVIERE²⁰ who talks about the « renforcement du poids des gestionnaires, dont la rationalit e abstraite envahit tout le champ social et l'ass eche. Et puis, les professionnels deviennent non des acteurs du lien social mais des ressources humaines pour la production, rebaptis e projet, le tout manag e par des op erateurs publics ou priv es. »²¹

Isabelle KOLLY-OTTIGER indicates that directors are instructed to drive change whilst their vision of the functioning of institutions (...) is at odds with a more strategic vision imposed by the political powers.²²

Pressure can be felt from different stakeholders the directors have to deal with. A director must find equilibrium whilst implementing transformations. Claire TOOURMEN and Patrick MAYEN talk about a "dynamic equilibrium".²³

It is a challenge for a director to create and maintain it while preserving himself.

Sometimes it is no more possible or bearable for a director who is so affected in his integrity.

We must be aware that psycho-social risks have repercussions on health and on the institution.

We must not lose sight that managers from the public sector who do not find a balance between what is asked from them and what they can bear can potentially go, temporarily or for good.

It could be interesting to analyse the destruction of values by interviewing D3S who took a availability or a detachment on the reasons which motivated their choices to see how

²⁰ CHAUVIERE Michel. Trop de gestion tue le social. Essai sur une discr ete chalandisation, de Michel Chauvi re , Soci t es et jeunesses en difficult  (7). 2009. Available on: <http://sejed.revues.org/6232> (05/09/2013)

²¹ Translation : Reinforcing the capacity of the managers, whose abstract rationality takes over all social fields and dries them up. Furthermore, professionals become not actors within the social fields but human resources for the production, the renaming of projects and manage the whole thing through public or private operators.

²² KOLLY-OTTIGER Isabelle. Au travers des  preuves v cues par les directeurs d'institutions sociales et socio-sanitaire en p riode de crise : quels apprentissages transformateurs In Intervention sociale et d veloppement. Cong s AIFRIS. 2009 Tunis.

²³ TOURMEN Claire, MAYEN Patrick. Qu'est-ce que diriger ? L'analyse de l'activit  d'un directeur d'h pital par la didactique professionnelle. Congr s international AREF. 2007. Strasbourg.

many directors choose to change their careers because of the psycho-social risks of the “*metier*”.

How to prevent such dramatic consequences?

Directors interviewed all expressed the specificities of their “*metier*”. They also talked about their network and informal help and discussions they could benefit from but recognised the limits of these informal tools which are: time, space, availability of colleagues, honest discussions, emotional involvement and things not being framed or defined.

They are conscious of their need to dedicate a specific time and place to talk in a formal way, to think about their practices and to share and learn within a group, with a third host.

Improvement depends on the ability to put ourselves in question and to continue to learn from others and about ourselves throughout life and we will see that is what PPA offers.

Reflexion over PPA for managers is currently developing in a lot of sectors which means that there is an evolution in progress.

We can underline that the « *Association des Directeurs d'Hôpitaux* » (Association of Hospital Directors) offered for the first time in 2013 a two-days training sessions for directors and deputy – directors of hospitals on the subject of « professional practice analysis ».

During the interviews if deputy-directors said they could potentially be interested in this approach, we did not get the same feeling of keenness and interest as the directors of leadership.

In making the choice to focus on directors of leadership we are not saying that there are no needs for deputy-directors but as we have seen the individuality of power holds a different dimension.

1.2 Streams and bases of practice analysis:

In this professional dissertation we choose to briefly describe the theoretical concept of practice analysis in order to leave the spotlight on field practice.

It is usual to hear about PPA: indeed this kind of work has existed for a long time in some professional fields such as education or health.

In the field of education, it was first implemented with professors, analysing their practices in classrooms and for several years groups have been set up for directors of high schools and secondary schools.

In the health sector PPA is highly developed in institutions: in fact it is necessary for an institution to set up this kind of groups for caregivers, it is considered as an element of quality.

But even if in the associative and private sectors PPA exists for directors, it is not the case in the public sector.

For H el ene BORIE ²⁴ *l'analyse de sa pratique professionnelle dans le large champ social et m edico-social se justifie de ce que des sujets s'adressent   d'autres sujets. Elle implique un regard "critique" interrogatif que l'on pourrait formuler ainsi: ce que je fais ne va pas de soi (quoi qu'il en soit de mes dipl omes, de mon exp erience, de ma fonction) et si  a ne va pas de soi, c'est qu'il y a de l'autre (...) un autre qui est sujet de son existence, de son histoire, de ses sympt omes (quelles qu'en soient la fragilit , la souffrance, le d elabrement) et que mon travail repose sur la rencontre avec cet autre*.²⁵

Analysis cannot be seen as an evaluation, it is about identifying different elements, putting them together in perspective and giving sense to it.

Practice is how a person acts as a professional in a professional environment with specific rules and norms.

Philippe PERRENOUD²⁶ distinguish PPA from reflexive practice: the latter defines " *un praticien en exercice et se pr esente comme une composante de son identit , de son habitus, de son rapport au metier et au monde, comme un ensemble de dispositions et de comp tences acquise et relativement stable. This then PPA is "une d marche de formation professionnalisant (ALTET 2000), de dur e limit e, int gr e   un dispositif d fini.*"²⁷

²⁴ .HENRI MENASSE Catherine, GAILLARD Georges, BORIE H el ene, DALIBERT Christophe. Pratiquer l'analyse de la pratique en institution ? Un temps et un espace pour ce qui n'a pas de lieu, BORIE H el ene In L'analyse de la pratique. Revisiter les m ethodes questionner les  vidences. Lyon. CREA Rh one-Alpes. 2010. 32 pages.

²⁵ Translation: The analysis of professional practice in the wider social and medico-social fields warrants that certain topics address other topics. It involves taking a critical interrogative look that could be put like this: What I do, does not go without saying (whatever my qualifications, my experience and my role) and if it does not go without saying there is another way (...) Another way that is about one's existence, history and his symptoms (whatever frailty, suffering and decay) and that my work is based upon this meeting with the other.

²⁶ SURAN Alain and Philippe PERRENOUD. « Et les chefs d' tablissement », L'analyse de pratique en question » In Cahier p dagogiques (n 416) "Analysons nos pratiques 2. Paris. Cahier p dagogiques. 2003. p 12-15

²⁷ Translation: a reflexive posture define a practitioner practicing and presents as a component of his identity, of his habits, of his relationship to the job and to the world, as a set of dispositions and

PPA is a tool to build a reflexive practice.

Firstly we will see what historical streams are at the origin of PPA as we know it today (1.2.1) Secondly we will try to define what is PPA (1.2.2).

1.2.1 Historical streams

For BLANCHARD-LAVILLE Claudine and FLABLET Dominique²⁸ at the origin of PAA as we now know it there is the BALINT approach and the SCHON approach.

Michael BALINT was a psychoanalyst (1896-1970), he theorized his approach, in his book « the physician, the patient and the disease ».

Michael BALINT thought psychoanalysis was a useful approach in order to understand this relationship: he set up groups of eight to twelve doctors to discuss psychodynamic factors in relation to patients. Psychodynamics corresponds to the psychoanalysis way of seeing things, as oppose to views that would consider character, personality and psyche of a subject as fixed and connected to the innate and genetic elements.

The core of the work was the relationship between the physician and his patient of which, the physician is not trained to thought in medical school.

In these groups Michael BALINT offered to physicians to work on real cases on which they had encountered difficulties.

Michael BALINT findings are still an inspiration for a stream of PPA: nowadays BALINT groups still exist all over the world, and extended to a wide range of professionals.

Donald A. SCHON (1930-1997) was a philosopher interested in exploring the nature of the learning system and the crucial role of learning in changing societies. He developed the concept of « reflective practitioner » in his book: « The reflective practitioner how professionals think in action ». The idea was that our societies undergo continuous changes: we need to adapt to them, understand and influence these transformations. This is made possible by a continuous learning process. But through studies, SCHON found that academic and theoretical knowledge were not enough. Already back in 1916 for John Dewey²⁹ interested in the importance of thinking in experience as “Thinking includes all of

skills acquired and relatively stable” while PPA is an approach to professional training, of limited duration, integrated into a defined dispositive”

²⁸ BLANCHARD-LAVILLE Claudine, FLABLET Dominique. Sources théoriques et techniques de l’analyse des pratiques professionnelles. Paris. L’Harmattan. 2001. 208 pages. p 7-14 :

²⁹ DEWEY John. Chapter Eleven: Experience and Thinking In Democracy and education translated by David Reed and David Widger. Available on: <http://www.gutenberg.org/files/852/852-h/852-h.htm> (05/09/2013).

these steps, the sense of a problem, the observation of conditions, the formation and rational elaboration of a suggested conclusion, and the active experimental testing. »

SCHON underlines that in a professional context there is always complexity, uncertainty, instability, distinctiveness and a conflict of values³⁰: that is why he developed the ideas of « learning by doing » and « reflection in action » : professionals experience situations which make them learn and build actions models. For SCHON the individual acts as a researcher: he first builds up a problematic, then makes hypothesis by acting and then analyses his hypothesis by analysing results of his action.

For A. SCHON the key point is ability for professionals to « think what they are doing while they are doing ».

1.2.2 What is Professional Practice Analysis (PPA)

Several forms of PPA exist, so it is difficult to really define what PPA is.

However Marguerite ALTET, professor in Nantes University writes that PPA is a polysomic notion: there is not a one and only PPA, but rather more, common bases about PPA.³¹

« En premier lieu, Le but est d'aider à construire l'identité professionnelle et donc de mettre en place les compétences pédagogiques (...) et relationnelles du métier. En deuxième lieu, l'analyse de pratiques est une démarche de groupe. En troisième lieu, l'analyse de pratiques est toujours une démarche accompagnée par un formateur ou des formateurs. Ces derniers sont les experts de la pratique enseignante et peuvent donner des points de vue sur une situation et proposer des hypothèses de lecture. En quatrième lieu, l'analyse de pratiques cherche à fournir des repères et non à modéliser une pratique. L'analyse permet d'identifier une pratique et de mettre en relation des paramètres. (...) L'analyse de pratiques n'insiste pas uniquement sur les situations qui posent problème, mais également sur les réussites. Il est en effet important qu'un stagiaire prenne conscience de ce qu'il sait faire et de ce qu'il peut réussir. »³²

³⁰ SCHON Donald-A. Le praticien réflexif, à la recherche du savoir caché dans l'agir professionnel. Montréal. Logiques (éditions). 1994. 418 pages. P 38

³¹ ALTET Marguerite. Développer le «savoir analyser» à l'aide de «savoir-outils». L'analyse de pratique professionnelles et l'entrée dans le métier (23-24 janvier, 2002 ; Paris). Available on : <http://eduscol.education.fr/cid46619/developper-le-savoir-analyser-a-l-aide-de-savoir-outils.html> (05/09/2013).

³² Translation: first the purpose of PPA is to build a professional identity and learning the job and therefore develop educational skills.

Secondly PPA is a group process whereby experienced are shared by a member of the group, who then are able to benefit from the group in order to understand and analyse his practice.

En cinquième lieu, l'analyse de pratiques est instrumentée. Des outils conceptuels issus des recherches pédagogiques, didactiques, en éducation et des pratiques formalisées sont en effet nécessaires pour lire les pratiques, mettre en mots et théoriser ces dernières ».

As MOSCONI N³³ writes “*L’analyse part des savoirs pratiques et de l’expérience et en opera la transformation. Elle retravaille la pratique vécue et la réélabore. Les savoirs théoriques ne servent que de médiateurs, d’opérateurs de transformation*”.³⁴

The purpose of PPA is to build/strengthen professional identity, to allow evolution of practices and develop innovation.

We will see how PPA can be implemented for directors of social sector and how they have a role to play as preventing psycho-sociological risks for directors.

Firstly we will detail the model implemented in Switzerland by HETS Geneva (1.3) then we will describe the set-up of a PPA group for French director of social institution that we launched (1.4)

1.3 The example of HETS Geneva

The *Haute école spécialisée de Suisse occidentale* (HE-SO) of Geneva offers a masters Advanced study course (MSC) in “*Direction et stratégie d’institution éducatives, sociales et socio-sanitaires*” and a diploma in advanced studies in “*gestion et directions d’institutions éducatives, sociales et socio-sanitaires*”.

No less than ten schools are associated to this training of which the “*Haute Ecole en travail social*” of which the “*Haute Ecole en Travail Social*” of Geneva (HETS) is amongst. During this training, a specific course on reflexive practice is organized in the subject of “building a professional identity”.

Thirdly PPA is always accompanied by one or several trainers. These experts are there to give sense to the experiences shared and to offer an analysis grid.

Fourthly PPA wants to offer benchmarks, not to model practice. Analysis allows to identify a practice and to relate parameters. PPA does not only focus on difficulties but also on success so that members of the group are aware of what they can do and what they can achieve.

Finally, PPA is instrumented by knowledge and analysis tools from researches and from formal practice.

³³ BLANCHARD-LAVILLE Claudine, FLABLET Dominique. Sources théoriques et techniques de l’analyse des pratiques professionnelles. Paris. L’Harmattan. 2001. 208 pages. p 33

³⁴ Translation: Analysis is based on practical knowledge and experience in operating in the transformation. It reworks the lived practice and elaborates. Theoretical knowledge will serve as mediators, transformation operators”.

In the 2007 Congress of Namur, Sylvie MONNIER and Isabelle KOLLY-OTTIGER, professors and program managers at HETS presented this work in their communication which I will repeat here.³⁵

Mrs KOLLY-OTTIGER took the initiative to include this topic in the 2004 masters course and I had the opportunity to meet her in Geneva on the 05/13/2013 and to discuss the ins and outs of this subject.

1.3.1 Context and groups development

The MSC course lasts three years. It includes around thirty students and is aimed to health and social professionals who already are or want to become directors of educational, social or health institutions.

The training is pursued in parallel with a professional activity.

Students already have professional experience, but only one in ten students have a background in management, which allows new knowledge to be acquired during the training, to evolve professionally and to remodel their professional identity to suit their position or future position as a director.

Aims and objectives of the process are defined by Mrs KOLLY-OTTIGER and Mrs MONNIER as follows:

« Compétences visées par une démarche de pratique réflexive:

- *Développer une posture réflexive*
- *Etre capable de verbaliser ses propres modes de sentir, de penser, d'agir et de décider*
- *Accroître ses capacités à réfléchir sur l'action en amont et en aval des moments de vifs engagements dans une tâche ou une interaction*
- *Savoir prendre de la distance et porter un regard critique sur ses actions dans une intention de comprendre, d'apprendre et d'intégrer ce qui s'est passé*

Les objectifs de ce processus sont de :

- *Participer à la construction et au renforcement de l'identité professionnelle et à la clarification de ses modèles de référence*

³⁵ MONNIER Sylvie, KOLLY-OTTIGER Isabelle. Des démarches de pratique réflexive en formation continue : un dispositif incontournable pour un processus de transformation identitaire. Congrès de Namur 2007 13 pages. Available on : http://www.aifris.org/IMG/pdf/Kolly_Ottiger_Monnier.pdf (05/09/2013).

- *Bénéficier du regard d'autres professionnels du groupe pour confronter ses expériences et argumenter ses positions*
- *Articuler les apports de la formation et les applications dans la pratique*
- *Affiner sa capacité à conceptualiser*
- *Favoriser la créativité »³⁶*

Time dedicated to reflexive analysis is significant: 12 days over 75 days of training (total). Each session lasts three hours and a half.

Each group consists of eight to twelve participants bound by a strict confidentiality rule. A trainer (professors or professionals) is designated and is the facilitator of each group and is selected according to his/her competencies, experience, specific trainings... According to a pre-prepared schedule, every year each participant is asked to choose a subject of his choice and present it to the group.

In order to help the participant clarify his/her thoughts, to put words to feelings and maximize the work of the group, a brief presentation of the institution and a description of the situation must be written and is delivered to each member of the group. The group then spend an hour and a half reflecting and discussing the subject.

A spoken presentation is the usual method used but creative ideas are welcomed such as role play and graphics.

At the beginning of each session the participants who have already presented give an update on their situation.

Mrs KOLLY-OTTIGER and Mrs MONNIER describes the procedure which is generally as follows:

³⁶ Translation: "Develop a reflexive posture
 Be able to verbalize how the individual feels, thinks, act and decide
 Increase ability to reflect on action before and after moments of strong commitments to a task or an interaction
 Learn to step back and cast a critical eye on actions in order to understand, learn and integrate what happened.
 Process objectives (inspired by a learning process) are:
 "participate in the construction and strengthening of professional identity and clarify one's reference models
 benefit from the input of other professionals in the group in order to deal with one's own experiences and to argue positions
 articulate the contribution of training and application in practice
 Refine one's ability to conceptualize
 foster creativity"

- be aware of the problems that are brought by participants (through written document and a discussion)
- exploration, request of additional elements, precisions
- Elaboration of a collective understanding of the issues and levels concerned, sharing of ideas, conceptualisation
- proposed strategies developed by all participants
- Evaluation of the session and aspects retained by the main participant

The groups changes every year.

The first year is dedicated to the ownership of the method (appropriation de la method).

In the second year the students are placed according to their professional fields (example: social...) with an expert facilitator.

In The third year each member of the group lead one session which allows each participant to familiarise themselves with intervision groups³⁷.

1.3.2 Aspects to reflect on

The vast majority of the situations exposed by students concern matters that are “ related to human resource management (example: conflict management, dismissals) and integration of professional identity (example: taking a new position and following in the footsteps of a charismatic director....).

As this module is part of the program, it is compulsory, we can wonder if students do not have reservations to participate to such groups.

It is worth mentioning that they cannot choose the group they will be part of, which raises the question of how trust is built between them: the first year is to bond and is all about daring to trust each other. There are however some difficulties which come down to the fact that some participants are asked to open up on sensitive subjects in front of a group which they have not chosen themselves. Usually, once the group have bonded and, trust is installed these problems die down, but for some it remains a stumbling block.

According to Mrs KELLY-OTTIGER, students from the social/health sector are already familiar with the concept of practice analysis. For those who are not (students from the

³⁷ Intersivision is a particular feature of meetings between peers, professionals and practitioners in the health, social, medical and social, educational and judicial sectors - to share their experiences, they collectively reflect on their professional conduct, through sharing experiences of the practice to members of the group or its difficult to cope with complex situations or unsatisfactory results in the discharge of its duties

management sciences), like with all new things, there is an observational period but the majority are willing to participate.

The HETS now has a good perspective on the effects of the implementation of the module, over time and after the end of the training.

It was observed that after obtaining their diplomas, professionals continue their participation in a group led by an external facilitator or create intervision groups with their colleagues.

As a result such groups are common in western Switzerland and directory exists: the culture of reflexive practice, analysis of practice for directors is now deep-rooted and continues to spread.

One would think the competition between institutions could interfere but in fact it does not directly, which allows for and favours solidarity and exchanges.

Board views vary but as the participation of a director to a practice analysis group is not a question put to the agenda of meetings it is not so easy to give an answer.

However Mrs KOLLY-OTTIGER had no notion of a board opposing to this type of practice.

The HETS Geneva set a very successful example of the introduction of practice analysis during a training which is an anchor point, the beginning of creating a specific culture of directors which continues to live and develop beyond training time: “

This experience is successful with professionals who certainly are eager to develop but also must face the challenge of building and adapting their representations, models and professional identities. That means firstly it is possible to create a new culture with people already experienced (and - secondly this should be even easier with future directors with no previous professional experience.

We will now describe our own experience in setting up a PPA group for French directors of health establishments, social et medico-social leadership.

2 Experience of building a PPA group

In this part we will describe the implementation of a PPA for directors of public social institutions, from the idea to the set-up.

After explaining the history of the project we will examine the context and the methodology used. We will focus on the feedback from participants and will try to analyse the difficulties encountered in this project.

2.1 Organisation

2.1.1 History and context

In April 2011, after seeing one of her colleagues struggling with huge difficulties and lose ground, I started to realize that the informal network each director builds was not enough to help overcome all situations.

Of course a call to a trusted colleague can boost morale and allows you to see a different point of view but it is not possible to spend your whole time calling all your network colleagues. Furthermore it is hard to make a one to one assessment over the phone. .

I then called two of her colleagues who were in her class in EHESP to suggest meeting on a regular basis to have the opportunity to step back and look at their work their work as directors, with the help of an external facilitator.

They were interested and we decided to meet in order to put something together which they could take and present to their territorial ARS delegate.

At this point we thought that this kind of project could only interest directors who had graduated less than five years ago, colleagues we knew with any more experience appeared so self confident to us that at the time we thought they would think it pointless.

The group of three directors met up for two meetings each lasting two hours, to write down the terms of the project with a view to present it to ARS to ask a funding for the first year.

Then we called colleagues to talk to them about the project and see if they could be interested in taking part of a practice analysis group. We finally had the opportunity to

have an open conversation with colleagues who had graduated years before us, and it turned out that they shared our needs.

The initial theory was completely wrong: the need to discuss existing practices that has nothing to do with age or the length of experience.

In June 2011 the three of us met the two territorial delegates to show them the project and ask for funding: they were interested and decided to help us getting in touch with ARS Rhône Alpes headquarters who controls financial decisions.

We encountered difficulties setting up a meeting due to people's timetables but finally met a member of ARS headquarters the following year.

The project was considered interesting by the ARS but there were difficulties to find ways to fund the project.

The project was left dormant until September 2012, until they decided to fund the project directly from their institutions.

We then met again the other directors who were interested and re-discussed the plans of the project and decided to launch the recruitment phase for a facilitator with the objective to start the group in February 2013.

The first session finally took place in July 2013.

2.1.2 Context

The directors first explained that beyond their respective positions in different institutions (disabled adults, elderly people) the strong bond created during the training in EHESP allowed them to exchange freely on their projects, as well as their difficulties and their needs with some of their promotion colleagues in an informal way.

They expressed their astonishment saying that for some people and employee's unions trained once in EHESP once, trained for a lifetime. We are already directors, our training costs a lot of money and we should be satisfied with it rather than trying to ask for new trainings.

It could trigger a smile if it was not a sad reality: these are real preconceptions we face as directors.

The almost immediate bond between the 4 others directors that had been approached showed that they were very removed from all this: numerous directors have a real desire to share on their practices and are ready to put them in question in order to improve and better ensure their missions.

They felt the need to emphasise that each of them deeply loved their “*metier*”: they wanted to make it clear that they did not choose this career path by chance and that they took pride in their daily involvement in improving quality of care and quality of life for elderly people and disabled people.

Psychosocial risks are a reality for managers and certainly more for those in charge of small institutions, who can quickly feel lonely in their establishment: directors said these psycho-social risks were not taken seriously into account.

The danger for directors is indeed to leave the specificities of each sector or unprofessional considerations (do not assume certain shortcomings, seem to be in) separate them and gangrene their missions.

They are all doing the same “*metier*”, regardless of the different residents, publics they are taking care of, they are all facing the same satisfactions and the same daily challenges.

None of the directors, psychologists or other professionals within their network were aware of practices analysis groups implemented for health public sector directors.

However these groups dedicated for directors existed in the French private and associative sector, they existed in Switzerland and worked very well with a good feedback from participants.

The objective was starting to offer this particularly rewarding work to public sector directors.

It was important for them to clearly express that it was not about offering psychotherapy but being able to share their professional experiences and have some new frames of reference to analyse the situations they faced.

They asked daily their teams daily to step back and reflect on their practice in order to improve the institution, directors need to have the same constructive involvement at their own level of responsibility.

To them this project reflects a modern view of leadership and management that the public sector needs to seize and help it continue.

Main idea of New Public management which is quite provocative is that public sector is considered as *“inefficace, excessivement bureaucratique, rigide, couteux, centré sur son propre développement, non innovant (...) pour le perfectionner il est nécessaire d'accroître les marges de manœuvre des gestionnaire pour leur permettre de mieux répondre (...) aux attentes des citoyens”*

That is why they seek the support of ARS through territorial delegations which are our supervisory authorities: it is through this kind of experimentation that public sector can show its ability to innovate.

We viewed this as a experimental group which if successful could then be spread all over the region and be useful for other directors.

2.1.3 Methodology

General objectives and operational objectives

The general objective was to set up practice analysis groups for directors of public social and medico-social institutions in order to allow them to exchange around common problems encountered within their positions.

Operational objectives are as follows:

- Acquire new landmarks to analyse a professional situation,
- Describe, name, identify significant elements of a situation, make assumptions
- Locate oneself as a professional within a complex system.
- Learn to collectively find solutions
- Have the ability to observe situations of self and self-facing a situation
- Have a better understanding of situations, of self, of self-facing a given situation
- Make links between theoretical knowledge and knowledge from experience
- Clarify difficult situations, find leads and possible solutions

Audience targeted and needs

Practice analysis sessions were offered to a test group made up of ten directors maximum from social and medico-social institutions.

Members of the group are aged from thirty-two to sixty-one years-old and are a mix of director from public health institutions.

The principle of cooptation was a pivotal point for the directors at the origin of the project and this was reinforced by all the seven members of the project during a plenary preparatory meeting: none of us would have been willing to be a part of a group without knowing its other members and being certain of sharing the same ethical principles and without any doubt on the confidential nature of what is discussed within the group.

The point was not to have all the same management style, which would not have been possible, but to share same values, thoughts and visions of our mission.

The directors expressed their difficulty to be eternally between the hammer and the anvil. Employees are not satisfied with their working conditions, families and residents bear the guilt and expect the institutions to deliver what national advertisement evoke.

Directors deal with all these demands and above all with budget requirements which put a huge pressure on them: "For example people all give a working day for the national solidarity day so when they come to our institutions for their mother or father they are not able to understand that we have constraints, particularly financial ones and do not have a ratio of one to one".

The directors felt they are object of fantasies from all the stakeholders of the institution and express how hard it is being considered on a daily basis no longer as a human but only as a position: "after the violent death of a family member of two employees I went to the funeral and verbally comforted them, it was totally normal for me, a question of respect and showing employees we do not consider them just as a tool of work but as human. After the ceremony, the rumour in the institutions was "the director stayed until the end of the funeral and was very humane". Rather than seeing this as a compliment I was shocked: how could they imagine me going to the beginning of the ceremony just to show off and skip the rest of it? How is it possible for them to suddenly discover my "human side" after 6 years in this institution and with the same principles guiding me from the beginning?"

These directors said they signed up for the “*metier*” and were aware of the ins and outs of it but there is a huge discrepancy between what they imagine, what they saw during internships in EHESP training and the professional reality they face when they start the “*metier*”: “When I am saying this “*metier*” is very hard even friends of mine and family members tell me “come on you chose it, you knew what to expect, you have advantages... They are right, I chose this career, but I never signed up to be a continuous punch bag for everyone, it is as if people have no restraint and I am supposed to keep rolling over taking the punches with a smile”.

Some of directors that were interviewed said that ongoing training was necessary and very important throughout ones career but in social and medico-social sector caregivers are considered essential, they need continuous training.... But...administrative?

In some people’s view administrative training does not need to be continuous or even given at all. Caregivers need continuous training to improve, if administration need continuous training is that somehow they were not competent.

It seems odd but it is real: nowadays sometimes physicians in charge of employees offer a caregiver to reconvert in administrative services they do not know about as if there was no need of expertise in this area.

Directors talked about the difficulties and boundaries (including self-limitations) which need to be overcome in order to spend time in continuous training. For directors regarding the time, cost and legitimacy sometimes wrongly put it into question.

When talking about continuous training we need to deal with the decision to participate in a PPA group and keep a legitimacy if someone in the institution comes to know: it asks of morale strength (force morale) in a way.

Choice of the facilitator

It was decided by the directors that the facilitator that would be recruited must be himself part of a group of supervisor and know the specific professional context of social institution directors.

Analysis, regularly such groups, being himself part of a group of supervisors and know the specific professional context of social institutions' directors.

Recruitment process: phone contact was made with three professionals to whom the project was explained to and they were invited to a meeting with the future director members of the group so that it could be explained to them what their expectations were.

A debriefing was done among the group of directors and they voted to select one of the professional in relation to their the experience, training and the annual cost it represented for each institution.

The group finally met two professionals with very different profiles: one was a psychologist, used to run practice analysis group with care-givers or specialised trainers, the other was a retired director trained to practice analysis and used to run practice analysis groups with directors of social institutions.

All the future members of the group were invited to these meetings with potential facilitators: five directors were present at each meeting.

The two candidates were met by the group during an hour and a half: the process was the same for each: the group asked them to present themselves, their competencies and their interest to become the facilitator of this group.

The psychologist seemed surprised to have to present herself as asked, as if it was too similar to an interview for her. She also said that she was very surprised to hear about directors wanting to set up a PPA group.

The former director was the head of practical analysis department and he made a presentation about their work organisation structure.

Before the interviews the majority of the group was most in favour for the psychologist candidate and did not think a former director was such a good idea, fearing that his personal experience as a former director could take over the need to listen to participants.

Finally after meeting the two candidates, as the psychologist was not familiar with the position and the former director's approach was satisfactory all the directors present at the meeting chose the former director.

With regards to the frequency of practice analysis sessions: it was decided that directors and the facilitator will meet once a month.

The sessions would take place exclusively on Friday afternoons in order to have the week-end to process the pieces of information's, analysis...before getting back to work. In addition, it is easier to try to be free minded on a Friday than on a Monday morning for example.

Besides, to strengthen the group bound the directors also get together for a lunch before the session.

The duration of practice analysis sessions is three hours in order to have enough time to expose and analyse two situations.

A schedule is established beforehand for the whole year.

As the participants are geographically spread out the meetings take place halfway.

The sessions do not take place in the institution of a group member, a room free of charge is made available to us by a hospital in order to keep a high level of confidentiality also it is a neutral environment.

The directors commit for one year even if attendance to the meeting is everyone's responsibility.

An appraisal will be made after six months and then after a year with the facilitator and the head of his practice analysis department.

2.1.4 Costs

The amount for each institution is 500 euros per year regarding the salary and the travelling expenses of the facilitator.

To this are added travelling costs which vary with the location of each director, but range from 183 euros to 975 euros per year.

The three hours sessions occur on working time.

2.2 Implementation and feedback –

2.2.1 Implementation meetings –

As the PPA group first session took place July 2013 we do not have much backlog but it still seemed interesting to describe a session and collect feedbacks from participants.

After people were welcomed the facilitator reminded the group participants of the rules particularly regarding the confidentiality commitment and the non-judgmental approach.

No subject has been given and the facilitator explained to the group that one or two situations would be discussed depending the complexity of each one, which would split the afternoon in two parts with a break in between. He then asked who had a professional situation he/she wanted to share.

Two situations were analysed on this session, both related to human resources management.

To describe the process we will take the example of the first director.

First the group listened to the case study, with no interruptions.

When the presentation was over the facilitator asked each member of the group to comment on the case, avoiding judgmental comments.

Firstly, they asked about the details of the case, and then they asked questions to leave the emotional sphere to focus on the difficulties at hand and try to make an objective analysis. We discussed the history of the institution so that participants had a better understanding of the environment. Other directors were able to provide parts that the current director did not know.

The topics that were discussed were about trust issues amongst the workers and about the false impression that workers had about the directors.

The group talked about how it was difficult to reach a balance and the importance of integrating it as an inherent data of management to protect oneself from constant culpability. Then the group shared ideas and hypotheses on how the director could react to make the situation progress.

At the end of the first presentation the facilitator summarises the main points discussed and gives useful feedback to the director who did the presentation.

2.2.2 Feedback from the group

I chose to question them three weeks after the session so that the feedback was not 'hot of the press'.

One of the responses from a director that had done a presentation was that she had come to this session with a very low morale and was so emotional that she could not stop herself from bursting into tears during the session, which she felt ashamed at the beginning of the session. The fact that she knew and trusted the members of the group did not prevent her from having this feeling. She said that even not talking about the tears it was hard to reveal herself in front of 6 other people, especially when it came to responding to good questions that were raised that had made her understand how she could have done things differently.

She did not take long to overcome the discomfort as she quickly felt the empathy within the room, the non-judgemental attitude of the group and realised that she was not the only one who has questioned herself around this topic, which was a relief.

The discussion with the group helped her to disconnect the subjective part when analysing the situation: she went ~~was~~ back to the facts and to problem solving which was exactly what she needed.

She says she was aware of the mistakes she made which could have led to the given situation, it was not a difficult for her to express it in front of the group: what the group

brought to her was new information that she did not have about her institution. The work group gave her a completely different perspective on her position of as director, analysing the situation through not only what she did but also through the history of the institution. The past however, still affects the way employees view the director and her actions. She emphasised the importance of having the session just before being off for the weekend because if she would have had to go straight back to work in the emotional state she was in, it would not have not allowed the benefits and the hard work of the group sink in. With regards to applying the solutions that were suggested in the group, she has already acted on them and the benefits are starting to show.

Feedbacks from the other members of the group:

The members of the group that were not doing a presentation were actively taking part in analysing the situations of others. One director's first statement was: "this group will be good for all of us", which was confirmed by all of them.

The fact that they now know that they will meet up every month is a breath of fresh air as one director said "I know that if I face a difficult situation I have a place and a time to talk about it".

The fact that one of the directors who had brought a case study along broke down in tears was not seen as a negative thing at all, on the contrary: other directors said that they felt the discussions were very sincere. One of them was afraid before the session that being in a group would inhibit people and stop them from expressing their inner thoughts, however, during the session tears were shed and work was done to help the colleague analyse the situation and make theories together which made her change her mind "I realised this was a place where we can let go: it is a group where we see people expose themselves and where we have to expose ourselves as well to help".

They felt it was not so easy to analyse a situation however, it was a very constructive exercise to undertake collectively as ideas emerged from other participants which they would not have imagined as quickly and easily. The directors underline the importance of the other people's points of view: because when we are deeply involved in a situation, we take some things head on.

The members of the group liked the way the facilitator regulated the group and found him very interesting in his comments and approach.

Finally members of the group confirmed that the size of the group was good. They also thought that there should not be more than eight directors for a PPA group.

2.3 Difficulties encountered building up this group

Fear of being seen as a weak director.

The directors' first move was to ask funding to ARS.

The specifications of the project were written with this in mind. We did not realize at the time that we were building our specifications with our ideas but also in order to anticipate potential questions from members of the ARS.

The example of highlighting that the group was not a psychotherapy group for directors in trouble, was quite revealing: the fear was to be taken, not as directors taking time to rethink their practices, but for directors with problems, unable to face the difficulties and to manage the stress attached to their position.

We thought we were ahead of our time but in fact we had an ambivalent attitude.

We had the impression that our ability to highlight the need to talk together and break loneliness was a proof of strength. That is why we were proud of our project and wanted to expose it to ARS but we still could not accept the idea of being regarded as weak directors by our supervisory authorities.

Of course we can think about ego however it is too simplistic to limit it to that and we must admit that we were victims of our manager/leader culture.

You may wonder why we have waited so long to decide to finance the project directly through our institutions ?

The answer may be surprising but it is down to time and financial culpability.

Even if we were convinced of the interests as individuals and as a director, it is hard for the director to decide to spend money in this way.

In small institutions the reality is that directors are reluctant to spend money for their self-training and development because they constantly think about what they could do with this amount of money and who they can send to continuous training. In larger institutions this problem is diluted. The director knows he needs it but his needs are generally not a priority.

It was also a "time culpability" because it meant taking three hours a month out of the institution to think about our practices which could be considered as a luxury.

Directors often know perfectly well what their needs are. They have the ability to decide for themselves if the needs are important for the good of the workers and the institutions.

A director who is continuously learning and thinks about what he is practising is a director who improves.

However directors often seem to suffer from their self-limitations.

The Swiss and French experiences led us to think about the way PPA could be developed for directors of health, social and medico-social sector.

This PPA group building is an interesting experience even if the benefits for the participants are not confirmed until future sessions.

It would be useful to make a review after one year to have a more global view of the project.

The possibility of making PPA and further continuous training mandatory for directors on the same scheme as "*Développement professionnel continu*" (DPC), could also be raised but as Mr. PAWLOFF says if PPA is not compulsory in an institution there is a risk of subculture and division. However the limits are that we cannot order someone to think.

The interest of the French directors in this brand new PPA group, the needs they expressed prior to this, make us think to develop PPA and to create a veritable culture among directors. PPA should already be thought about during initial training in EHESP.

We will see what trainee directors and their head of industry think about it and how we can imagine implementing this in EHESP.

3 Building a PA culture among D3S directors: perspectives

In order to build a culture around PPA, among directors we need to focus on the paths to follow for directors already working (3.1) but not limit them and imagine how PPA could be implemented during EHESP training (3.2)

3.1 Perspectives: how to develop PPA for working directors

According to the directors interviewed, the principle of co-optation was a major issue to consider when participating in a PPA group

3.1.1 Group constitution

If there is a co-optation that means there is an affective dimension which allows free speech and freedom to speak.

When you are co-opted it is also because you have been recognised by peers which is enriching and means that you have a network you can activate when needed.

However it is not obvious for directors to find a sufficient numbers of colleagues who they trust in their geographical area. This would mean that co-optation could lead to set up groups at a regional or national level, increasing travelling costs. But the ratio between profit and expenses must be balanced and it seems that the reduction of psychosocial risk and the improvement linked to the collective work is worth the expense.

We could also imagine that certain directors would not be keen on co-optation, finding it more comfortable to exchange and discuss not with other chosen directors but, on the contrary, with perfect strangers. Indeed for some the idea of exposing themselves in front of people they know could be an obstacle to integrate into a PPA group.

This positioning would also expand the geographic scope of group formation at a regional or national level.

3.1.2 New Information and Communication technologies

We can also evoke the New Information and Communication technologies (NICT) as a potential tool to develop PPA groups.

Development of e-learning has considerably increased these last years: courses are given at distance with the possibility of virtually reuniting a class through especially videoconference.

We could think of using tools for e-learning in order to allow directors or trainee-directors to be part of a virtual PPA group.

Of course nothing replaces face to face meetings but maybe these techniques could help to reach people, offering them the possibility to address mobility and time difficulties.

Experts who are deeply involved in e-learning at Centre *Hospitalier Universitaire de Grenoble* (CHU) and who have set up training guides have come to the conclusion that the best results were reached by mixing e-learning with face to face learning³⁸.

It could be interesting to see if these observations could be extended to PPA groups in alternate physical and virtual meetings.

We could go further by thinking about a platform between PPA groups which could be nourished by the feedback of each group. If some PPA sessions were built with a final anonymous roadmap realised at the end of each session.

The fact remains that NCIT are expensive and these solutions would not be without cost: specific materials (materiel) would be needed (recent computers...).

However we must be aware that virtual meetings would be realised in the usual context of directors, in their institutions, the interest of a neutral environment would be certainly lost. Of course a director can ask to not be disturbed during several hours, but as his body is still engaged in his institution we can wonder how is it possible to let go and to forget the environment. Some might not and would find it easier to connect to the group from a distance from his home, which raise the question of the intrusion of the working life into privacy.

PPA groups concerns working life and should be confined to professional time,

3.1.3 Communication

We have seen that one of the obstacles encountered whilst setting up this group was the fear of being considered as “weak”.

To reduce this fear it would be important to trivialise participation to such groups through two levels of communication:

- by the Ministry of Health and CNG

³⁸ Séminaire des instances régionales ANFH Alpes 2011

➤ by peers

The participation of the Ministry of Health and the ARS would be crucial. CNG which has the mission to modernise human resources and to accompany professionals would also be a key partner. Indeed, directors need to hear from their regulators that PPA is encouraged and is seen as a brave and interesting choice.

However we do not think that these should be involved in any way in the organisation and following of such groups in order to avoid mix ups and create distrust from directors who could then equate this to an evaluation or a means of control.

Otherwise we can imagine that seeing and hearing about directors who publicly assume their participation to PPA groups could help. Directors talking to their peers would certainly be the most successful communication tool.

For those who fear that the work done in this group is a “psychocrying” group, it could be interesting too.

Communication by directors could for example rely on the “*Fédération Hospitalière de France*” (FHF) and on Directors’ associations which exist all over the country.

In some departments, associations of directors include directors from the public sector (*fonction publique hospitalière, fonction publique territoriale*), the voluntary sector and the private sector: we could imagine that PPA group members would not necessarily be from one specific sector.

Director’s unions could also act at their level, communicating to their members about it, even if we enter here a very specific context.

We think that a communication toward directors already in work could really resonate for many directors as they know their “*metier*”, its difficulties, themselves and their doubts.

We have not addressed in this dissertation the question of people who are preparing for the CAFDES exam by following the teaching and preparing for the certificate in Schools in partnership with EHESP to become a director. The question about how relevant the implementation of PPA during their training is should also be raised.

It is then closer to the Swiss example with “part-time students” who already have a professional activity in parallel. Even if it is not possible to copy exactly what has been

done, we have seen how visions of management differ from one country to another and we need here to draw from the example from HETS in organising and how they thought about adapting to the French culture and that has already been built and been put in place by the school and especially by EHESP.

However if needs are identified by directors in the field, these needs should be identified earlier in a career, at the exact time when the person is formed and establishes his professional identity. The trainee directors should know that it is normal to need to reflect about our practices and also to be strongly sensitised to it.

3.2 Imagine PPA in EHESP during the training of ED3s

3.2.1 Practice analysis in initial training

We are today in a logic of skills: with the skills that are acquired during training today, future professionals will be able to solve difficulties encountered: “So which professionals of tomorrow do we get to meet which users?”

Training using analyse of situations presented by students allow them to build their professional attitude.

Practice analysis has several roles in initial training and experts agree that all the benefits that can be derived from it.

The training project must be built regarding the fact that we and the former reflexive professionals reflexive practice is integrated by professionals, it is part of their identity.³⁹

For Christophe DALIBERT *Il participe à la construction identitaire d'u professionnell par l'effet produit par le groupe de pairs en presence d'un formateur. (...) Sont également travaillés les effets meme de la formation dans uen vise de trans-formation de ré-interrogation des valeurs personnelles du professionnel en formation.*⁴⁰

³⁹ DALIBERT Christophe « L'analyse des pratiques simple modalité pratique ou vraie compétence professionnelle ? » In l'analyse de la pratique Revisiter les méthodes questionner les évidences. Lyon. CREA Rhône-Alpes. 2010. 32 pages.

⁴⁰ Translation : He participates in creating the professional identity by the effect produced by the pair groups in front of a trainer. Furthermore these effects are worked on with the aim of transforming and re-examining personal values of professional training.

For him practice analysis contribute to the transferring of information and know-how, AP initial training is a privileged space of the process of professional acculturation and is part of a professional training process.

The analytical work allows students and professionals to “step back” but training has above all an educational purpose it is about learning from one's experience, but also that of other students.

KARSZ⁴¹ explains that whilst experiences are necessary we need to draw analysis from the very substance: *Si l'accumulation d'expériences est précieuse, si les stages constituent des assises indispensables à l'exercice professionnel, encore faut-il que des analyses aussi rigoureuses que possibles en soient produites.*⁴²

Indeed if experience, acts as a contribution to building professionals and professional identity, this experience only make sense if it can be disentangled, analyzed in groups to learn from one another, in the presence of a trained facilitator who can look at it in hindsight.

How can trainee-directors consider the implementation of PPA groups during the initial training? What is the opinion of their heads of department? How can each other's expectations be combined effectively?

3.2.2 The vision of main actor : Trainee directors and team leaders

ED3S the vision of trainee-directors

I chose to interview three second year trainee-directors at EHESP who will be appointed in an institution in January 2014. For convenience we will name them “ED3S” in this dissertation.

I decided to have these interviews with the students eight months after their internship in institutions.

To be admitted in EHESP to be trained as a health, social and medico-social director in an institution every trainee-director needs to have passed a national competitive exam: an internal exam for those who are already professional, an external exam for university students.

⁴¹ KARSZ Saül. Pourquoi le travail social. Paris. DUNOD. 2004. 256 pages.

⁴² Translation : If accumulating experience is so precious and if internships are such essential foundations for training then, is it necessary to produce such rigorous analysis's.

The training lasts two years and includes a very important stage which lasts eight months during which ED3S are in an institution with a director/tutor and do specific tasks that are set out for them.

I choose to interview one student from the internal intake, one from the external intake and one from external intake but with experience in the health sector, in order to have a representative sample.

According to them, key skills for directors are: the ability to be a manager, to be reachable, to listen and to step back to take decisions, and to manage the role from a clear with a clear hierarchical position.

When asked about the main individual results they would like to obtain after their appointment, they explained to me that they would like to know their teams well, have an open door but with boundaries, feel a mutual respect between them and the employees, being seen as a competent director, Install the notion that promote a healthy work / life balance.

One of them emphasised that for him it is not about technicalities: filling in budgets can be learned but team management is way more tricky: less natural and less technical.

Two of them admitted that isolation is a factor they will take into account for their future choice between being a director of an institution and being a deputy-director: being part of a team is reassuring for them. For the last one (intern) he is aware of the difficulties of being a director on his own but is not too concerned by the risk of isolation.

Among the ED3S interviewed, two of them knew what a practice analysis group was, knowing it for nurses, educators, healthcare executives, sometimes organised for a service, sometimes organised around roles (for example: healthcare executives).

The one who did not know anything about these groups, experienced during her internship weekly director meetings regarding various subjects with no facilitator which does not seemed in line with practice analysis but more with technical contents. The rough principles of PAG was explained briefly to this student.

None of them have heard about practice analysis group for directors but all thought that kind of group could be interesting, depending on the conditions. They had in mind who will be the facilitator and how the groups would be formed.

Regarding how these groups are viewed for the directors, they are all are very clear on the fact that being part of this group does not imply being weak.

On the contrary there is only a positive vision of it, if everyone plays their part. According to them the ability to question oneself is one of the qualities a director must have as well as being able to learn from others in the groups.

Asked more specifically about implementing PPA group during training in EHESP, they all brought up their informal network among EHESP students with whom they often meet up with and talk about their experiences in internships and their doubts...

However, they do see the interest of these kinds of groups, talking about it as a 'framework'. They highlighted the interest depends on two factors: the way the groups are formed and the identity of the facilitator.

About the composition of the groups:

They were all very firm: they would not have spontaneously attended that kind of group if they could not choose the members of this group (co-optation). In their opinion, groups defined by EHESP on a geographical basis (long lasting internships for example) will not be successful because the discussions will not be open as there are some students they do not trust and in front of whom they would not express certain things, there are some students with whom they would fear the group session will turn into a "crying session" and there are others who would never want to express what they think are weaknesses in front of others.

One of the students took the example of the regional meetings organised by EHESP with other students, tutors and director from major areas of D3S sectors, saying that these meetings were a place for a lot of students to say how wonderful they were and how they accomplishing amazing things during their internships, without a critical eye over what they were doing.

This impression was also expressed to me by a tutor who did not attend the meeting in the same region as the students: he stated that except for one student, he found they lacked the strength to express their difficulties in public, which gave the impression that there weren't any encountered, which seemed quite strange.

About the choice of the facilitator:

They all agree that the facilitator needs to know the role and the aims of a director well and the context in which he works in.

Regarding the profile of the facilitator, views vary from one student to another: one is totally against the idea of a director still in function, another one expressed she will not feel at ease with this profile.

A former director is a profile they could all adhere to easily.

Regarding a psychologist profile they know that usually in institutions these groups are led by psychologists but one feels reluctant towards a psychologist profile.

A second one said he was not convinced by the psychologist profile but was not opposed to it as long as the psychologist does not limit himself/herself to practice analysis group. The third one expressed that she was aware that usually a psychologists profile performs well but said that she would feel less comfortable with a psychologist who will not know her "*metier*" very well. At the same time she knows that in institutions psychologists run APG and cannot know by heart all the "*metier*" of group members.

When asked on what subjects it could be interesting to talk about in these groups, two of ED3S suggested human resource management, resistance to pressure and isolation.

The third student talked about employee organisation: how to adapt skills to roles... for this student stress management is individual, she would be interested in how to react when facing complicated situations.

Regarding the ideal timings of this kind of group and their frequency:

For one student the implementation could not take place during the internship because students are already preoccupied and busy with their "placements" and do not have enough distance to make use of these groups at the moment. This student thinks the implementation should be after the internship every afternoon for one week, instead of specific technical courses.

For the two other students these groups should be implemented during the internship, for them it is a perfect opportunity to take time and think about what they are doing: one of them considered it could be right after the beginning of the long internship (stage long) for example one month (two maximum) after the beginning then three months later then at the end of the internship. For this student lack of time is not an obstacle as anything can be organised when we really want it to: for him, it is a question of will.

For another one the implementation should begin in the middle of the internship or sooner, after two or three months and repeated every two months.

Point of view of the industry directors D3S:

The training in EHESP is a period to gain know-how and expertise of the "*metier*".

M. HANEUSE is more in favour of an "internship guidance" or a "*groupe d'étayage*" than to PPA during the initial training of future directors.

For him this guidance could would include an internal placement, learning landmarks and the ability to step back on a regular basis.

Today in his opinion there is not enough time to step back for ED3S, particularly in their relationship between them and their tutors during the long course.

Today each intern has a training advisor who is a director, not an internship tutor nor EHESP teacher. During the years of training five individual meetings are set up between students and advisors during the EHESP training: one at the very beginning of the training before the long internship, one during the long course, one at the end of the internship and one just before the appointment of the future directors. Three of these meetings are held on the phone and two are face to face.

First, the internal objectives, operation procedures, regularity, choice of the facilitator must be clearly set.

The implementation of this kind of reflexive group must be conducted by someone not involved in another way with EHESP, outside of the training circle. This makes it difficult for the school to be aware of what is going on within the groups.

But this is the usual downfall about this kind of work in every institution: it needs a huge trust between the school and the facilitator, which means the latter must have strong ethics and must have been trained to handle groups: to have the trust from the school but also from the ED3S in order to promote talking and allow them to express doubts.

The ideal situation for Mr HANEUSE would be to set a meeting up one month after the beginning of the long internship and then once a month or every month and a half thereafter.

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When students are on the long courses, they are in all corners of the country so if we wanted them to take part in these groups during these times we would have to group them in large geographical sections depending on the course locations.

The advisors could be then the facilitator of a group (one per group) if they have been trained for it. Indeed because pre-formed groups imply that sometimes students will not know each other well or will have trust issues among the group at the beginning and there the facilitator could not have just handled the group, his competencies go beyond.

For Mr HANEUSE it is very important for future directors and current directors to have the ability and the opportunity to take time to step back: working on this basis is very important and interesting in his opinion.

Having collected these different point of view how could it possible to integrate PPA for future directors during the training in EHESP?

3.2.3 Perspectives

When students enter a school they are not professionals but future professionals, as we have seen before and as Mr. PAWLOFF⁴³ says « *la formation détermine une partie du devenir* ». ⁴⁴

No implementation could be created without the support and the agreement of EHESP:

Initial training in EHESP gathers professionals who have already worked (interns) and students from the University (from the external intake): which mean different levels of knowledge, approaches and maturity. This mix would be very beneficial in terms of exchanging viewpoints and perspectives.

For interns it is all about positively taking into account past experiences in order to adopt new managerial skills.

Whether it is the students or the director of industry that finds this type of implementing groups like these, it is interesting.

Almost all current head of departments who graduated from EHESP thought it would be a good idea to implement these groups in EHESP.

There seems to be a general consensus on this issue even if the people who were interviewed were just a sample and there was no wider studies.

However one of the director said he believed in PPA groups after being appointed but not during training in EHESP. For him the assignment process creates competition between trainee-directors, so it would be hard to have a sincere answer to the question “describe your situation and shed some light on your doubts”.

He said that sometimes during training, teaching simple things were presented in a very complicated way and vice versa: he fears it would be the case in these groups.

However he continues by saying that the best period to implement in EHESP would be the long internship but it would imply that the School will make pre-formed groups. He was

⁴³ Mr PAWLOFF is the Head of the Practice analysis department of Collège coopératif Rhône-Alpes

⁴⁴ Translation : the training determines part of the future

confronted with a negative PPA experience with pre-formed groups because people just did not talk. For him it can work but the facilitator needs to be really talented.

The students interviewed also explained that they would not have spontaneously participated in pre-formed PPA. If it is compulsory they would have, but they don't think people would speak freely.

The main issue would be to reconcile the geographical requirements and financial constraints of the long internship with the need to have trust between students.

Indeed we must not forget that EHESP must reimburse students as soon as they go on a course or to a meeting for training.

One idea could be to prep groups and have a fixed topic for the first two meetings hoping that having a frame would ease and trigger speech. For example ask each student to host a meeting in the institution where he makes his internship and then dedicate one PPA session to analyse what difficulties he/she encountered. These groups would continue after the internship up until the meetings before the students' placements (July to December).

Another idea could be to pre-form groups on the same model for the sole duration of course long according to geographical location and constraints. Then ask students to sign up freely to groups for the sessions between July and December: it is at this point that the most sensitive aspects could be addressed as doubts and worries before the placements. Appointment.

The long course seems to be the ideal time to prepare ED3S for analysis of practice because it is the crucial time when they are confronted directly in the field and need more than ever time to think about what they are doing and to give sense to their actions.

This process would allow trainee-directors to discover PPA groups during internship and get used to it and then allow them to talk in total trust on the main sensitive questions.

Conclusion

The D3's in leadership positions who are practicing in small institutions require the ability of step back to have the space and the time to talk, analyze their practice and learn from others.

Implementation is not easy because breaks exist and often come from the directors themselves.

However such experimentations should develop because the needs are real as expressed by directors.

Minor work must be conducted in parallel to send directors a strong message about the normality of difficulties.

It is important to respond to the needs expressed by the directors during their careers but it should not be limited to health-giving. It should now adopt a more global view and introduce an awareness to PPA during the initial training in EHESP to create a positive culture of practice analysis among future professionals.

Even though we have decided to focus here on D3S and ED3S the idea should also apply to other director training sectors at the EHESP.

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Appendices

Appendice n°1

Methodology

This professional dissertation is based on field experiences that describe the implementations of PPA and interviews actors involved.

Interviews

We have decided to run our interviews in various ways depending on the questions we had and elements we wanted to obtain from those who we were interviewing.

All interviews were made by taking formal appointments. Whether the interviews were in the person or over the phone, a transcript was made of each.

For directors interviewed anonymity was promised.

Selection of interviewees and procedure.

The creation on a PPA group in my area was the foundation of my choice in dissertation topic.

During the process of setting up the PPA group we met several times with the directors interested in joining this group which allowed me to analyse their needs and wishes.

Our involvement in the Executive Health Master of Business Administration (EHMBA) and fact that I had chosen this topic for my professional dissertation and that the groups would be a part of it was clearly explained to the other directors.

The fact of being there from the start as well as being part of the group offered me a unique point of view into the process.

Yet it seemed important to not limit myself to interview directors involved in this group but also other directors and deputy-directors.

The directors who were interviewed had a wide range of experience (two, four, seven

years) and differed in age (between 32 and 61).

During our researches about existence of PPA group for directors of social institutions we found out it was operational in Switzerland in a Master of Advanced Studies at HETS Geneva. This led to a meeting with Mrs Kelly-Ottiger.

At the start of this project we were thinking of aiming it only towards practising directors.

This meeting with Mrs KELLY-OTIGER opened my mind about the implementation of PPA groups during initial training which contributed to widening my vision of professional dissertation subjects.

This new vision needed to be discussed with the first people involved: the director of industry D3S and student-directors.

Among student-directors we chose to interview students from both external and internal intakes.

We tried to find potential facilitators for the group which led us to get in touch with Mr. PAWLOFF who is the manager and co-ordinator of the supervision and professional analysis department at the Rhone-Alpes College.

Interview methods

Robert Wood Johnson Foundation describes the various forms of interviewing in his « Common methods and analytical approaches » <http://www.qualres.org/HomeInte-3595.html> (05/09/2013).

We will focus on those used for this professional dissertation:

Semi-structured interviews

The interviewee and the interviewer engage in a formal conversation.

The interviewer develops and uses an 'interview guide.' This is a list of questions and topics that need to be covered during the interview, usually in a particular order.

The interviewer follows the guide, but is able to follow the direction of a topic in the conversation that may stray from the guide when he or she feels this is appropriate.

Structured Interviews

The interviewer asks each interviewee the same series of questions.

The questions are created prior to the interview, and often have a limited set of response categories.

There is generally little room for variation in responses and there are a few open-ended questions included in the interview guide.

Questioning is standardised and the ordering and phrasing of the questions are kept consistent from one interview to another.

The interviewer plays a neutral role and acts casual and friendly, but does not offer his or her own opinion during the interview.

Self-administered questionnaires are a type of structured interview.

Unstructured Interviews

The interviewer and interviewees engage in a formal conversation in that they have a scheduled time to sit and speak with each other and both parties recognise this to be an interview.

The interviewer has a clear plan in mind regarding the focus and goal of the interview. This guides the discussion.

There is not a structured interview guide. Instead, the interviewer builds rapport with interviewees, getting them to open-up and express themselves in their own way.

Questions tend to be open-ended and express little control over their responses.

| Person Interviewed | Position held | Number | Type of interview | Method of Interview |
|---------------------|---|--------|------------------------------|---------------------|
| Mrs Kelly-Ottiger | Professor at HETS Geneva | 1 | semi-structured | meeting in Geneva |
| M. Stéphane PAWLOFF | manager and co-ordinator of the supervision and professional analysis department at the Rhone-Alpes college | 1 | unstructured interviews | meeting in Lyon |
| Alain HANEUSE | Training manager of D3s and of CAFDES | 1 | semi-structured interview | telephone interview |
| | Second year Trainee-director in EHESP | 3 | <i>structured Interviews</i> | telephone interview |

| | | | | |
|--|---|-------------------|---|----------------------|
| | Practising leadership director | 3 | Semi-structured interviews | telephone interview |
| | Practising deputy-director | 3 | Semi-structured interviews | telephone interview |
| | Practising leadership director that belongs to the creation of PPA groups | 6 | observation within the different groups meeting | several meetings |
| | Practising leadership director that belongs to the creation of PPA groups | 6 (same as above) | semi-structured interviews | telephone interviews |

Main goals of interviews

Main goals of semi-structured interviews:

Regarding semi-structured interviews the interview guides (appendices n°2) were different depending on the category of the interviewee.

For Mrs KELLY-OTTIGER's interview the goal was to make her explain the implementation and the limits of PPA group in the context of HETS.

When interviewing Mr HANEUSE we were looking for his expert view on the interest and feasibility of implementation of PPA in EHESP training program for D3S directors.

For director members of the PPA group the goal was to make them explain how they experienced the first meeting of the group in terms of:

- Being exposed to a situation
- Being in a position to analyse the exposed situation.

For directors outside the PPA group the idea was to evaluate their degree of awareness about PPA group, their potential interest in it as directors and see if there is a difference between needs of deputy-directors and leadership directors. (Appendices n°3)

Main goal of structured interviews:

For all the structured interviews, questionnaire remained the same.

The knowledge and analysis of EHESP students training program was necessary prior to the interviews and thoughts of recommendations.

The main goal was to obtain students-directors views of the core of their future career, their awareness of PPA group and have their feedback on a potential set up of PPA group during the training in EHESP.

With students of EHESP structured interviews were chosen to offer them a reassuring framework

Main goals of unstructured interviews:

The interview with Mr. PAWLOFF was to have a general conversation about PPA especially in relation to ethics and power

Analysis of interviews

The mixture of results, due to the numbers of interviews did not result in a quantitative analysis but in a qualitative analysis.

I choose to include answers and comments of interviewees in the different parts of the professional dissertation instead of describing them all in a specific section, which made more sense to me.

Appendice n°2

Guide d'entretien

Personne interviewée: Mme KELLY-OTTIGER (professeure HETS Genève)

Modalités: rencontre à Genève

Existence de ce module dans la formation:

- depuis combien de temps?
- Initiative? Besoin exprimé?

Déroulé des groupes/modalités

- Obligatoire car module du DAS/MAS?
- Qui anime?
- Durée?
- Fréquence?
- Confidentialité?
- Part-on d'une situation donnée par un des participants pour la décortiquer? D'un thème convenu à l'avance
- Les "étudiants" font-ils perdurer ce type de groupe après leur formation? Quel est le retour des "étudiants" a posteriori?
- Comment abordent-ils ce travail en groupe (enthousiastes, ne voient pas l'intérêt...)?

Plus globalement en Suisse:

- Existe-t-il des groupes d'analyse de la pratique en dehors des temps de formation?
- Si non qu'en pensez-vous? Pourrait-on reprendre les mêmes modalités que pour le groupe du DAS/MAS?

Appendice n°3

Guide d'entretien

Personne interviewée: 3 D3S en fonctions sur une chefferie – 3 D3S adjoints

Modalités: par téléphone

Vous êtes :

- Directeur/Directrice actuellement en poste
- Directeur-adjoint/Directrice adjointe actuellement en poste

En fonctions depuis ans.

Connaissez-vous les groupes d'analyse de la pratique?

Existe-t-il un ou plusieurs groupes d'analyse de la pratique dans votre établissement?

Pour vous à quoi servent ces groupes?

Avez-vous déjà entendu parler de groupe d'analyse de la pratique qui se tiennent entre directeurs?
Si oui dans quel contexte (public/privé...)

Quelles sont pour vous les difficultés spécifiques à votre fonction ?

Trouveriez-vous intéressant de pouvoir échanger sur les difficultés liées aux fonctions de direction sur un temps dédié avec des collègues?

Avez-vous un réseau de collègues à contacter en cas de difficultés (possibilité de s'ouvrir réellement)?

Pouvez-vous me citer des thématiques qu'il serait intéressant d'aborder selon vous :

Auriez-vous des conditions à poser pour participer à ce type de groupe ?

Quels pourraient être les freins à votre participation? Les motivations ?

Par qui préféreriez-vous que ce groupe soit animé?

Pensez vous qu'il serait utile de mettre en place ce type de groupe pendant la formation à l'EHESP?

- Si oui à quel moment de la formation ?

Appendice n°4:

Guide d'entretien

Personne interviewée: 3 élèves directeurs D3S/EHESP en 2ème année de formation

Modalités: par téléphone

- 1) Vous êtes :
 - Elève Directeur EHESP issu du concours externe
 - Elève directeur EHESP issu du concours interne
- 2) Quelles sont pour vous les compétences clefs d'un directeur?
- 3) Quels accomplissement viserez-vous une fois en poste?
- 4) Connaissez-vous les groupes d'analyse de la pratique?
 - Oui *Si oui pouvez-vous citer une catégorie de personnel qui participe à ces groupes en établissement?*
 - Non
- 5) Pour vous à quoi servent ces groupes?
 - Evaluation et contrôle
 - Soutien psychologique
 - Exutoire des participants
 - Présentation d'une situation vécue individuellement et analyse avec le groupe
 - Choix à l'avance d'une thématique donnée
- 6) Avez-vous déjà entendu parler de groupe d'analyse de la pratique qui se tient entre directeurs?
 - Oui *Si oui dans quel contexte (public/privé...)*
 - Non
- 7) Pensez-vous que ce type de groupes réservés aux directeurs pourrait avoir une utilité?
 - Oui
 - Non
 - Ne sait pas
- 8) Trouveriez-vous intéressant de pouvoir échanger sur les difficultés liées aux fonctions de direction sur un temps dédié avec des collègues?
 - Pendant la formation
 - Après la prise de poste
 - Les deux
 - Pas du tout
- 9) Pouvez-vous me donner les thématiques qu'il serait intéressant d'aborder selon vous :
 - finances
 - stratégie
 - gestion des ressources humaines
 - organisation personnelle
 - organisation de l'institution
 - résistance à la pression
 - isolement/solitude dans l'exercice des fonctions
 - autres
- 10) Pour vous est-ce que faire partie d'un tel groupe serait un(e):
 - Aveu de faiblesse
 - Un risque de trop se dévoiler devant des collègues
 - Prise de recul vis à vis du quotidien

- Possibilité d'apprendre des autres
- Possibilité d'avoir un regard extérieur sur une situation ou vous seriez très impliqué(e)
- autres

11) Auriez-vous apprécié de discuter entre collègues de certaines situations en stage?

(Exemple: si vous avez animé une réunion, évoquer les difficultés rencontrées, évoquer les craintes liées à la direction d'un ESMS?)

12) Pensez-vous qu'il serait utile de mettre en place ce type de groupe pendant la formation à l'EHESP?

13) Auriez-vous participé spontanément à ce type de groupe s'ils avaient été proposés durant la période de stage long pour les ED3S?

- Si les groupes avaient été constitués par l'école (exemple: par grande région de stage)
- Si vous aviez pu coopter les personnes membres du groupe

14) Quels auraient pu être les freins à votre participation?

- Ne voit pas d'intérêt
- Réaction des autres
- confiance en soi
- confidentialité
- peu de pratique
- manque de temps
- autres

15) Selon vous quels moments seraient les plus pertinents pour la réunion de ce groupe:

- Après 1 mois de stage long
- mois
- mois
- 6 mois,
- après la fin du stage long
- autre

16) Selon vous quelle devrait être la durée d'une séance d'analyse de la pratique:

- Une heure
- Deux heures
- Trois heures
- autre

17) Selon vous quelle devrait être la fréquence de réunion de ces groupes:

- 1 séance unique
- tous les mois
- tous les deux mois
- tous les 3 mois
- autre

18) Par qui préféreriez-vous que ce groupe soit animé?

- Un directeur en fonction (non membre du groupe)
- ancien directeur
- Un psychologue
- Autre:

19) Lors de votre prise de poste préféreriez-vous une chefferie ou un poste de DA?

- Une chefferie
- Poste de Directeur Adjoint

Pourquoi?

20) La notion d'isolement entre-t-elle en ligne de compte?

- Oui, *Si oui dans quelle mesure ?*
- Non

| | | |
|---------|--------|--|
| Mollard | Cécile | September 26 th , 27 th 2013 |
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EHMBA
Class of: 2012 - 2013

Professional practice analysis for D3S directors in leadership
A tool to implement, a culture to build

University partnership : ESCP Europe, Mailman School of Public Health

Abstract :

French directors of health, social and medico-social institutions are alone in the exercise of power.

Far from denying the difficulties linked to this specificity of their job they clearly express their needs for exchange and reflection on their practices but are hampered by the typically French vision of managers who to keep their honour should express nothing but certainties.

Professional practice analysis (PPA) is already developed in French health institutions but not for directors.

By seeing examples and by implementing such a group among directors we will try to answer these two questions:

- Can the implementation of PPA groups be an answer to the needs of social director in leadership?
- Would not it be better to anticipate the needs of practicing directors by creating a PPA culture in initial training in EHESP?

We will finally consider the prospects of PPA for directors in the future.

Key words :

professional practice analysis, reflection, health, social and medico-social, directors, institutions, initial training

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