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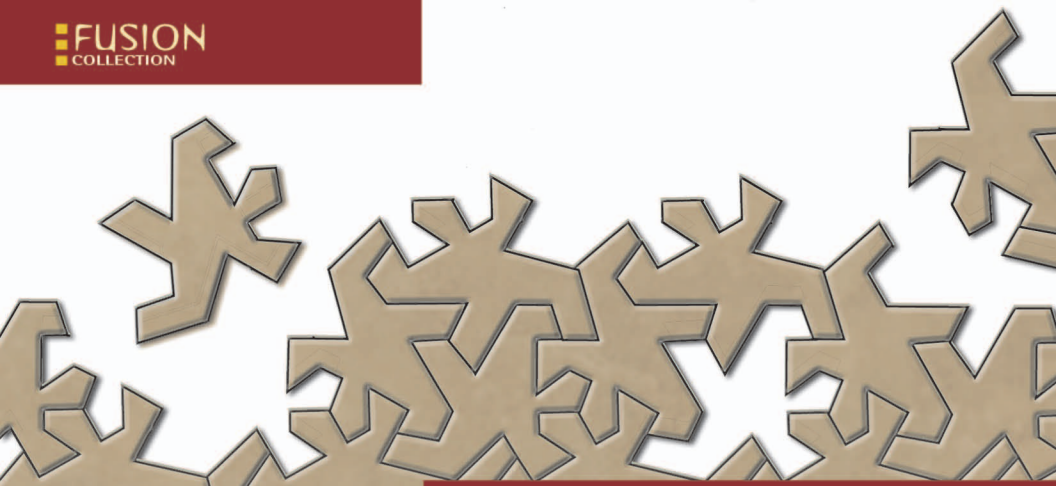

PROFESSIONAL ACCOMPANIMENT MODEL FOR CHANGE

FOR INNOVATIVE LEADERSHIP

Louise Lafortune

With Chantale Lepage, Franca Persechino, Kathleen Bélanger and Avril Aitken

Preface by Sylvie Turcotte

Afterword by Margaret Rioux-Dolan

Presses de l'Université du Québec

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PROFESSIONAL ACCOMPANIMENT MODEL FOR CHANGE

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PREFACE

A foundational project of great ambition

In 2002 an accompaniment team was set up for the province of Québec, marking the start of an Accompaniment-Research-Training Project to Implement the Québec Education Program, which began in 1998 and will be complete in 2010. The program is a partnership between Québec's Ministère de l'Éducation, du Loisir et du Sport (MELS)—for which I had the privilege of working as project manager—public and private educational organizations, and Université du Québec à Trois-Rivières (UQTR). Available across Québec's entire educational system, the project ran for six years, from 2002 to 2008 in a context of educational reform. Its chief aim was to develop expertise among school principals, consultants, and teachers tasked with accompanying and supporting program implementation in their workplace. It sought not only to provide participants with training and accompaniment, but also greater autonomy and professional assurance by giving them the confidence to take action in their workplace and set up sharing networks on a local, regional, and provincial basis to help them move ahead, as a team, with implementing the reform. Once trained, they were key resources in the reform as their role was to

accompany and support other members of their respective workplace communities so that the effects of the accompaniment process were felt as far as the classroom.

Participants from all across Québec took part in the program at one point or another between 2002 and 2008, representing nearly 60 French and English language school boards and private teaching institutions (over 60 institutions and one English language association from the private sector). Together, these groups made contact with close to 1,000 people over the years, more than half of them consultants, but also school principals and teachers. The project's provincial accompaniment team involved some 20 professionals, namely the UQTR research professor in charge of the project, employees from the educational network seconded to MELS, and UQTR professionals and research assistants.

Another aim was to identify a structured, foundational accompaniment model for employees called upon to not only implement a major change requiring an overhaul of their practices, but also to develop greater professional autonomy. As outlined in this book, the model in the broadest sense, along with its components, is in my view a first—no other accompaniment project for an educational change has to date in Québec been subject to such systematic followup, and all thanks to the unwavering commitment, expertise, and thoroughness of the project team led by Louise Lafortune.

This is obviously not a recipe book, and pity the reader who expects to find all the answers and solutions to the complex range of measures and actions to be taken in order to truly accompany a change. I nevertheless remain convinced that the valuable concepts outlined in this book, along with the concrete descriptions of practices and conditions conducive to successfully accompanying partners in a change implementation process, will open up a considerable number of avenues of reflection and action that go well beyond the educational setting from which they have arisen.

Given the number of people affected by the educational change being implemented in Québec, the project has laid foundations that I hope will continue to structure educational intervention for many years to come. It is my wish that this book and the book on professional competencies for accompaniment will be a step in this direction. MELS is therefore making both books available to the educational network so that the expertise honed over the past few years will outlive the project.

Through its accompaniment model, the project has encouraged educators to engage in a change process, receive training on how to accompany a change, and exercise accompaniment leadership. This undertaking has also furthered understanding and allowed staff to better deal with questioning and resistance in their work tasks. It has also contributed to exploring and developing new concepts and laid the foundations for tomorrow's leaders in the accompaniment process. Together, all these people have put their shoulder to the wheel to make Québec's school system even better and ensure that the adults and young people who come into contact with it—be they students or staff—develop to their full potential.

Sylvie Turcotte[1]
Director, Direction de la formation et de la titularisation du personnel scolaire
Ministère de l'Éducation, du Loisir et du Sport

1. Sylvie Turcotte was director of Direction de la formation et de la titularisation du personnel scolaire throughout the duration of the project.

ACKNOWLEDGMENTS

The Research-Accompaniment-Training Project for Implementing the Québec Education Program was a major six-year project (2002–2008) involving sweeping educational reforms. The project required major funding as well as collaboration from numerous individuals. I would particularly like to thank the Ministère de l'Éducation, du Loisir et du Sport for providing financial support, but also for authorizing various members of the education community to act as accompaniment providers at the provincial level for groups scattered all across Québec. I wish to thank Robert Bisaillon, the assistant deputy minister at the launch of the project, and his successor, Pierre Bergevin, for authorizing the project to go ahead. I am also indebted to ministry representatives Sylvie Turcotte and Margaret Rioux-Dolan for their unwavering support and encouragement. A special thanks goes to the team at the Direction de la formation et de la titularisation du personnel scolaire and its director, Sylvie Turcotte, for the vital resources they made available to the project team, their regular attendance at meetings, and their always-pertinent comments and suggestions. Thanks, also, to Université du Québec à Trois-Rivières for encouraging this partnership and providing access to the material resources and people needed to make it a success and facilitate its operation.

Many people had a hand in producing this professional accompaniment model for change. Through their contributions, they helped us develop and validate the model. I would especially like to thank Chantale Lepage, Franca Persechino, and Kathleen Bélanger, who worked closely with me to develop the structure and content of the model using data from research, accompaniment team discussions, and project team discussions in order to take into account participants' comments and reflections. I thank Avril Aitken for a professional collaboration with the translation.

I am grateful to the members of my accompaniment team, who completed the project and provided constructive and critical comment on the final versions of the model. Their contribution has been vital. They are Avril Aitken, Nicole Boisvert, Grant Hawley, Carrole Lebel, France Plouffe, and Gilbert Smith. I also wish to thank the other accompaniment providers, Simone Bettinger, Bernard Cotnoir, Ginette Dubé, Jean-Marc Jean, Reinelde Landry, and Doris Simard, who also helped fuel our reflections at various moments.

Thanks must also go to the research professionals and assistants who were ongoing contributors to the project—Karine Boisvert-Grenier, Bérénice Fiset, Sylvie Fréchette, Carine Lachapelle, and Nathalie Lafranchise—as well as to those who contributed on a more sporadic basis, including Karine Benoît, Lysane Blanchette-Lamothe, Marie-Pier Boucher, Marie-Ève Cotton, Moussadak Ettayebi, Élise Girard, Lysanne Grimard-Léveillé, Marie-Claude Héroux, David Lafortune, Bernard Massé, Vicki Massicotte, Geneviève Milot, Jean Paul Ndoreraho, Andrée Robertson, and Caroline Turgeon.

Lastly, throughout this endeavor, I have had the immense pleasure of working with educational professionals such as school principals, consultants, teachers and other members of the education community who joined in the coconstruction process to help create this professional accompaniment model for change. By sharing their expertise and knowledge, they fueled my reflections, helped me clarify my thoughts, and propelled the provincial accompaniment team forward. Without their involvement and commitment, this project would never have seen the light of day. For this, I offer them my heartfelt thanks.

Louise Lafortune

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INTRODUCTION

A Professional Accompaniment Model for Change is the result of an accompaniment-research project carried out in the field of education as part of the reform of Québec's education system. Drawing on the results and consequences of a project to update pedagogical and professional practices, this book will be an inspiration to individuals, groups, institutions, organizations, and businesses wishing to put in place directed changes that include prescriptive elements. It will be an invaluable resource for the accompaniment of staff facing major changes to their professional practices. In some contexts, the model put forward will be a vital ally in the implementation of changes. This is the case when large numbers of people will be affected, as the accompaniment process addresses them in the workplace and supports them as they update their professional practices. To make progress when implementing a major change, it is important to aim for consistency between the various work teams. The accompaniment process fosters discussion and comparison of how the change is viewed, thereby helping to construct a shared vision of the change to be implemented. The model thus becomes a reference tool for reflecting on, implementing, analyzing, and evaluating accompaniment processes aimed at improving knowledge of various aspects or

concepts related to the development of professional competencies for accompanying such a change (for more, see the frame of reference on professional competencies for accompaniment, Lafortune, 2008).

Increasing globalization and the advent of new technology have turned the established order on its head, often ushering in major changes that require staff to adapt quickly to new situations. A major change that includes prescriptive elements cannot be brought about simply by crying "change," particularly not if it involves a large number of people. Reflecting on changes in practices is a way to spur implementation of the change and boost its chances of success because staff engaged in the change—even though they may be in favor of the change and can understand it—always seek to maintain a certain equilibrium between past practices and practices that respect the foundations of the change. Even if organizations explain the foundations of the change when training their staff or provide staff with the tools to implement the change, this is not enough to guarantee lasting change. The project that inspired this book showed the need for an accompaniment process that reflects on professional practices from a reexamination of past practices perspective.

Choosing to accompany a change process aids consistency as well as reinvestment in and commitment to a lasting change associated with the autonomy of the accompanied individuals. This type of accompaniment transforms professional development from ad hoc training sessions—i.e., times when an individual shares his or her particular expertise for a relatively short, defined period of time (a few hours to a few days)—to an accompaniment process that aims to provide support over the longer term (several days to over a year). Accompaniment also includes a staff training component together with support and followup for staff as they progress through the change process.

The accompaniment model put forward in this book is drawn from experience acquired over a project that helped implement a major change in Québec's education system. It is based on a systemic, dynamic, and multifaceted approach that sets consistency targets and is associated with implementing a major, directed change that includes prescriptive elements.

THE UNIQUE ORIGINS OF THE MODEL

The project that inspired the model concerned the whole educational network and ran from 2002 to 2008. It led to an accompaniment model that today can be adapted to various accompaniment contexts in

a change process. It was an original project in many ways, but one built on solid foundations. Depending on the context and the organizations involved, some features may differ, however. Although certain minimum criteria must be met to apply the model, suffice it to say for present purposes that the model is easily transferable. It is the result of a partnership between the organization behind the change (a ministry), an organization that brings with it research and training expertise (a university), and other organizations voluntarily associated with the project by way of staff that play an accompaniment role in their workplace communities (institutions for research and education, school boards, and schools). The project was spread over six years (2002–2008) and included both accompaniment-training and accompaniment-research components. It was made available across the entire educational network, and individuals and groups that decided to take part signed up on a voluntary basis. The project is of interest as it generated engagement by accompaniment providers from educational communities all across the province. The team worked with a number of other teams from across Québec. The resulting professional collaboration was quite a feat. The research domain was integrated into the accompaniment-training domain, and training tools are now used as research tools and vice versa, with research data reinvested in training. "Building a network" was the main goal of the reflections and actions undertaken over the course of the accompaniment process, which ran simultaneously in various regions of Québec. The groups took different paths, choosing gateways that were not necessarily the same as those of other regions and thereby influencing the next steps of the accompaniment sequence according not only to their needs and expectations, but also the resources available, including the training and expertise of local professionals. These diversified approaches led the team to examine the development of a model from the experience of working with multiple groups. The model may be said to be both pedagogical and professional: a pedagogical accompaniment model because people talked "pedagogy" and took action related to pedagogy aimed ultimately at the classroom; and a professional accompaniment model because throughout the process those involved developed professional competencies for accompaniment (see Lafortune, 2008). This model represents a complex reality made up of a number of components (productions, actions, decisions, resources, etc.) that are in a constant relationship with each other. The components evolve through this constant interaction.

A project website[1] was set up, largely as an information source and for submitting documents, following up on the project, and reporting on actions and events. It included tools and accompaniment materials that were made available not just to the entire network of accompanied individuals, but the broader community (groups not included in the project). The site facilitated the sharing and free circulation of documents of value to the change process given the helpful and targeted information they offered accompaniment providers. These materials may be of benefit to other accompanied workplaces, but will need substantial adjustment in some cases. They do, however, convey the spirit of the model and are useful illustrations of how the directions and actions taken require coherence.

Accompanying a prescribed change or one that contains prescriptive elements is different from helping an individual or several people try out a professional experience of interest. It entails accompanying staff in their work as they implement the change, which presupposes providing direction with regard to the envisaged change. Such change aims to update practices and demands the development of professional competencies for accompanying change. The reason is that staff are called upon to mobilize a set of resources they construct as they go while interacting with other professionals. In such a context, the accompaniment process seeks to bring the practices proposed by the change into line with those of the accompanied workplace community. The goal is to give people a shared vision of the change and help them attain coherence between the vision and their professional acts. This does not mean that they can interpret the change as they see fit, but rather that they will think about it together to come up with a shared understanding, and to compare and contrast the change with current practices in order to work toward coherence between beliefs and practices, thoughts and actions, all while considering the foundations of the change and its goals.

▪ ▪ ▪

The book's first chapter outlines and briefly explains the main concepts associated with the foundations on which the accompaniment model is based: accompaniment, socioconstructivism, competency development, reflective practice, metacognition, and accompaniment leadership. The second chapter examines the project's aims and intentions that inspired the model, such as the development of an accompaniment leadership process, engagement in a reflective-interactive process, professional

1. <www.uqtr.ca/accompagnement-recherche>.

collaboration, development of professional judgment, enrichment of the knowledge culture associated with the foundations of the change, action initiation, and the professional actions that arise from it. The third chapter shows the complementarity of the accompaniment-research-training project and the importance of working on each component in an integrated manner within the model.

Chapters 4 and 5 tackle the way accompaniment is organized. Chapter 4 outlines the main actions to be taken to encourage staff to change and touches on both flexibility and firmness in the organizational structure, as well as the importance of having an accompaniment process that is coherent with the spirit of the change to be implemented. Chapter 5 describes the work sequence for meetings and the process followed by the accompaniment teams, by examining what takes place before, during, at the completion of, or after the action (between two meetings).

The model not only dovetails with a socioconstructivist perspective, but also encourages accompanied individuals to take a look at their practices and develop a reflective stance. Given the reflective stance's importance to the model, the whole of Chapter 6 is devoted to it. The chapter looks at the definition, workings, and components of reflective practice, at how one steps back from one's practice, and also at contexts facilitating reflection on change in one's practices. Chapter 7 examines various ways to facilitate accompaniment and reflective practice, such as tasks, situations, situation families, questioning, modeling, and so on.

The conditions required for accompanying a prescribed change or a change involving prescriptive elements and the repercussions one might expect if this model is used to accompany people in a change process are presented in Chapters 8 and 9. These conditions are aimed at helping accompanied individuals move toward lasting change in their professional practices and ensure the change succeeds in organizations, while the repercussions were clearly set out and explained by staff working on the project that inspired the model.

Lastly, Chapter 10 outlines the accompaniment model for a change as set out following the accompaniment-research-training project. Behind the model there was originally a project aimed at accompanying educational staff through a major change. The model was inspired by a real accompaniment situation and enables understanding of the nature and development of a complex process to bring about changes within organizations. Analyzing this experience has led to a model that suggests innovative ways of ensuring change. It can easily be transferred to other contexts for professionally accompanying change.

PART 1

PREMISES FOR THE DEVELOPMENT OF THE PROFESSIONAL ACCOMPANIMENT MODEL FOR CHANGE

CHAPTER 1

FOUNDATIONS AND CONCEPTS RELATED TO THE ACCOMPANIMENT MODEL

The foundations associated with the development of the accompaniment model in this book are based on several concepts. The main ones are discussed in this first chapter. These include the content associated with the change; accompaniment as the primary action of this model; socio-constructivism as a theory of learning; competencies and the development of competencies as a rationale inherent to action; reflective practice and metacognition guiding reflection on practice and examination of the learning process; and accompaniment leadership as a process supporting change, but also engagement within change. Each concept will be brought up and briefly explained in the following section.

CONTENT ASSOCIATED WITH THE CHANGE

Accompaniment cannot occur in a vacuum. There must be a "subject" that is accompanied toward a goal. Accompaniment thus requires the pursuit of one or more intentions on whose basis actions will be taken. To put it plainly, each change requires certain clarifications. For example, change as discussed in this work relates to training and to the development of professional competencies for the accompaniment of change for

both accompaniment providers and those accompanied. In this model, it is assumed that change implementation occurs through updating of the professional practices of those who must apply the change. In addition, it is assumed that accompaniment practices must also undergo collective reflection and analysis regarding how professional competencies develop that make it possible to apply the change, otherwise all the efforts made to develop competencies would be in vain. Simply applying a series of suggested (but not imposed) techniques and procedures is not enough to ensure implementation of a major and complex change. The content and the intention pursued explain why the decision is made to offer accompaniment training to the staff who, in turn, will be responsible for accompanying the staff affected by the change.

ACCOMPANIMENT

When it comes to implementing a major and directed change, whether it includes prescriptive elements or not, the accompaniment cannot be improvised nor carried out heedlessly, using any and all methods. The accompaniment in this model draws on reflection within and about the action, to ensure continuity and cohesion with the directions of the change to be implemented. It is enriched with training and can be supported by research while monitoring and continuity are maintained. This continuum in time makes is possible to cover the various phases of a complete work cycle (a little more than one year) inside an organization. If we take an academic setting as an example, we note that the year is marked by different recurring stages such as the beginning of the school year, the ends of semesters, grading periods, report cards, professional development days, and (sometimes significant) changes to staff composition. Regardless of the workplace, spreading a project out over more than a year makes it possible to get through these important stages and to adjust when faced with other, less-foreseeable events such as maternity leaves, sick leaves or people taking retirement, and to have a more realistic picture of the accompaniment situation inside an organization.

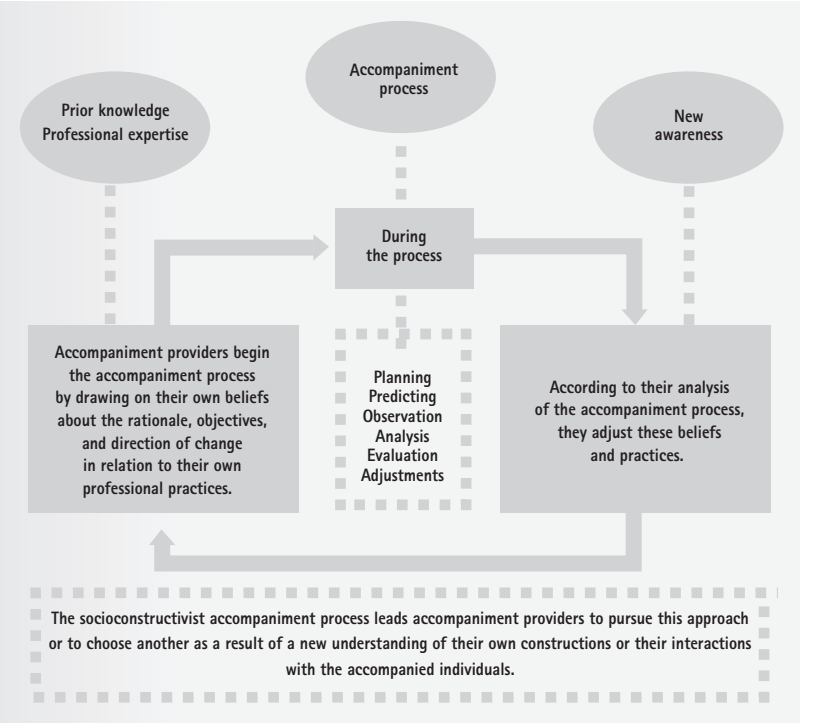
Accompaniment of a major change requires an exhaustive understanding of the ideas and the major concepts that underlie its goals and directions, and of the deployment methods to implement it. Here is how socioconstructivist accompaniment is defined (socioconstructivism will be presented in the next section) such as it is recommended in the proposed accompaniment model.

> "Socioconstructivist accompaniment is [a support measure used] to build accompanied persons' knowledge through peer interaction. This type of accompaniment entails monitoring and continuity. From a metacognitive and reflective viewpoint, [it] aims to encourage activation of previous experiences in order to foster knowledge building, to encourage sociocognitive conflict and profit from any conflict that arises during discussions, to coconstruct in action, to highlight conceptions ... and to take advantage of awareness of certain constructions. It assumes interaction between the accompaniment provider and [those accompanied]" (Lafortune and Deaudelin, 2001a, p. 200 [translation]). The different roles these experiences play enrich the process, which then continues under the aegis of a true partnership. Socioconstructivist accompaniment calls for the implementation of a certain culture ... that comprises five components: attitudes, knowledge, strategies, abilities, and experiences (Lafortune and Martin, 2004), but also through the development of professional competencies used in accompaniment as a part of exercising accompaniment leadership.... (Lafortune, 2008, p. 16 [translation].)

This conception of accompaniment is not necessarily the one conveyed by all authors. However, the idea of providing significant support during implementation of a major change is akin to the concerns expressed in the literature. This conception takes into account the scope of the changes to be carried out and the fact that the concept of accompaniment has become important in various fields due to the need for monitoring and support over a sufficiently long period. Several recent publications attest to it (L'Hostie and Boucher, 2004; Lafortune and Deaudelin, 2001; Pelletier, 2004; Paul, 2004), and there is a growing interest for this type of monitoring among people charged with implementing change. Paul (2004) carried out a review of the literature and has provided a list of references with comments about the connection between accompaniment and different concepts like coaching, counseling, consultancy, tutoring, mentoring, mediation, and work-shadowing. According to this author, "accompanying means to join with someone and go where this person goes, at the same time" (Paul, 2004, p. 308 [translation]); it is a process that involves two people, one who accompanies and the other who is accompanied (Paul, 2004). This conception is one that is often found in the literature and expressed in various communities; it does not always seem to involve training that combines theory and practice. However, several authors (Charlier, Dejean, and Donnay, 2004; Dionne, 2004; Boucher and Jenkins, 2004; Gather Thurler, 2004; Lafortune and Deaudelin, 2001; Lafortune and Martin, 2004; Savoie-Zajc, 2004) propose another conception of accompaniment that is instead related to a group of people. This conception refers to the possibility of accompanying several people in a change process as a group

and not in the form of individual meetings. Such accompaniment is a part of a socioconstructivist perspective insofar as it is a "support used for knowledge building [and the development of competencies] in accompanied people during interaction [and reflection] with peers" (Lafortune and Deaudelin, 2001, p. 200 [translation]). This conception requires monitoring of the accompanied group for a certain period—several months and sometimes even longer than a year (Lafortune and Lepage, 2007). It takes account of the interactions to be created, the sociocognitive conflict provoked by a change, and previous pedagogical and professional conceptions and practices to be changed. It assumes a reflective approach to practice and a metacognitive perspective as the conceptual thread of the accompaniment. It is generally carried out, if possible, in pairs (if it is carried out by one person, teams can plan it) within groups to foster interaction leading to reflection and reexamination. It calls for monitoring to ensure actions and reflection within and about the action, for

Socioconstructivist Accompaniment Process



Source: Lafortune and Martin, 2004, p. 53, based on Lafortune and St-Pierre, 1996.

continuity and cohesion. In addition, such accompaniment is associated with training/faciliation and research, in order to integrate theory and practice, foster dynamic behavior and engagement, and collect evidence of the process in order to analyze it and make adjustments.

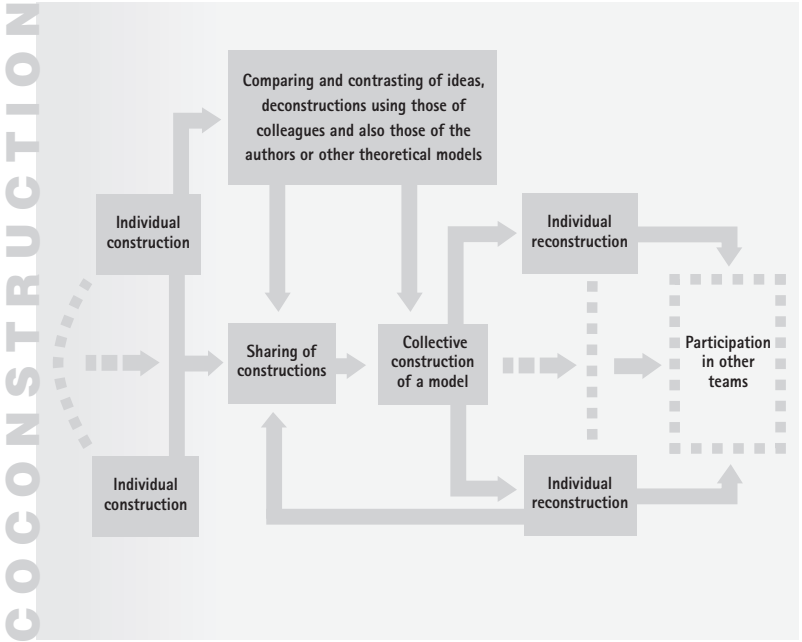
SOCIOCONSTRUCTIVISM

The domain of accompaniment is a rather complex whole, if only in the fact of clearly grasping the reason for choosing accompaniment as a training method rather than using training as it is usually understood (more or less regularly occurring professional development activities relating to issues, problems, practices, etc. connected to change) as the primary method for taking ownership of, and implementing, change. This shift from training to accompaniment can be better understood from a socioconstructivist perspective, which assumes interventions are planned with the intention of fostering sociocognitive conflict. Not only must one plan conflict, one must also be able to recognize it in action and turn it to good use, meaning that those accompanied are aware of what is happening as it happens, but maintain a certain distance from the action. In the beginning this distance is created by the accompaniment provider, who provides guidance so that others gradually take over, internalizing the process and use it progressively more autonomously. This distance makes it possible to see the action while it is occurring and sensitizes people to the methods used in order to transpose this action into their own accompaniment acts. Socioconstructivist accompaniment also entails a process of coconstruction whereby all individuals are able, based on their own models (whether conscious or not), to participate in the development of the collective model that will be reconstructed individually and subsequently used differently by each person (adapted from Lafortune and Deaudelin, 2001). Coconstruction underlies the following sequence (p. 14):

The adopted socioconstructivist perspective underlies a process of shared reflections, interactions, and collectively analyzed actions potentially leading to adjustments before other actions are undertaken.

The proposed accompaniment model shows that knowledge is built in interaction with others and in the workplace. The socioconstructivist perspective assumes that

> ... learners actively structure their knowledge during interaction with others. This [perspective takes into account] different personal domains (cognitive, metacognitive, affective, and social). ... [Thus] the concepts,



Source: Adapted from Lafortune and Deaudelin, 2001, and from Lafortune 2004d.

knowledge, abilities, and competencies can only be constructed in situations having meaning and [assuming that] the individual and collective thought process influences and changes teaching and learning.

According to this conception [of socioconstructivism], expression must be given to learning processes in different situations. This enables learners to become aware of similarities and differences between various approaches and thereby construct their strategies by improving their ideas through input from others (metacognitive domain). Talking about approaches shows the level of understanding and integration, but also the types of developed constructions (cognitive domain). This [conception] aims to make learners cognitively active by provoking cognitive conflict, but also by fostering awareness of constructions. This approach stimulates learning since the mind thinks, asks questions, gives meaning to the learning, and seeks to understand. This activity promotes increased self-confidence, since the learning is not only centered on finding answers, but also and especially on the process (procedure, approach, etc.); in this way, individuals can more easily broaden their way of learning and accept the limits of their constructions and those of others (affective domain). Moreover, this approach fosters meaningful interaction (for example, sociocognitive conflict) that can cause conceptions to evolve, in the same way as beliefs and prejudices (social domain) (Lafortune, 2004b, p. 191–192 [translation]).

According to this perspective, the social, reflective, and interactive domains are intrinsically linked. They form a dialectical relationship between those accompanied, the accompaniment providers, and the context in which they interact, on the one hand, and between these individuals, the development of their competencies, and a culture associated with the change foundations, on the other.

In the proposed model, individual and collective reflection has an important place in connection with collective construction and interactions within, about, and after the action; and with the development, experimentation, and production of accompaniment material. This material supports accompanying teams from a single workplace or different workplaces or those who have been chosen to carry out the accompaniment. These accompanying teams can also come from outside the establishment, company, or organization. The entire process is carried out through development, experimentation, analysis, adjustment, and production of accompaniment tasks and situations.

In developing accompaniment material, like all other accompaniment methods, the goal is for the writing to remain consistent with the adopted socioconstructivist perspective. One of the difficulties that can be encountered while writing socioconstructivist accompaniment material is translating the dynamic nature of the socioconstructivist accompaniment perspective in progress at a given workplace onto paper. Generally speaking, writing imposes a fixed and static framework that does not reflect the interactive nature of the intervention, since the tasks are inevitably put in a chronological sequence. This obstacle raises several questions:

- How can the material be written so that it leaves transparent (or translates) the actions and processes implemented to promote interaction among individuals, leading them to build knowledge about the change with others and to examine their own practices?
- How can the proposals remain open by providing users choices that are likely to change or direct how a situation unfolds, based on the goal intentions, the conceptual thread, and the tasks selected by them?
- How can enough flexibility be left for users to take ownership of the proposal, develop it, adjust it, or transpose it based on the context or the accompaniment situation?
- How can material that respects the autonomy and the professional judgment of users be written?

- How can we write material with an intention of developing professional competencies?
- How can we avoid the "traps of a manual or guide," which gives instructions using a single course of action (or voice), that of the authors?
- How can we better translate the socioconstructivist perspective by examining the strengths and the limits of the dissemination tool (guides, activities, etc.)?

Past experience with accompaniment situation writing aimed at reflecting the interactive dynamic associated with socioconstructivism has brought to the fore certain characteristics associated with writing about change accompaniment situations from this perspective:

- Make intentions explicit: clarify them for the accompaniment provider, but also for the person being accompanied, in particular so they are known and understood by the latter.
- Lead those accompanied to ponder certain questions, texts, or reflections. Their thinking can be focused on the following domains:
  - Cognitive (activation of previous knowledge)
  - Metacognitive (description of one's learning process, strategies, doubts, reassessments, changes in strategy)
  - Affective (attitudes when faced with change, a task, pleasure, frustration, discouragement, etc.)
- Go beyond the presentation of a solution, lead the accompanied individuals to contribute clarifying points, share and compare their solutions with others, seek other points of view, etc.
- Share, compare, and contrast one's ideas, strategies, methods, tools, etc.
- Provide process choices to encourage accompaniment providers to create their own accompaniment situations, to think about the sequence of tasks to be performed, to discuss the sequence with colleagues, etc.

COMPETENCIES AND DEVELOPMENT OF COMPETENCIES

It is now time to digress to clarify the concept of competency development. Let us mention straightaway that a competency is never entirely mastered, regardless of the person's age, knowledge, abilities, or

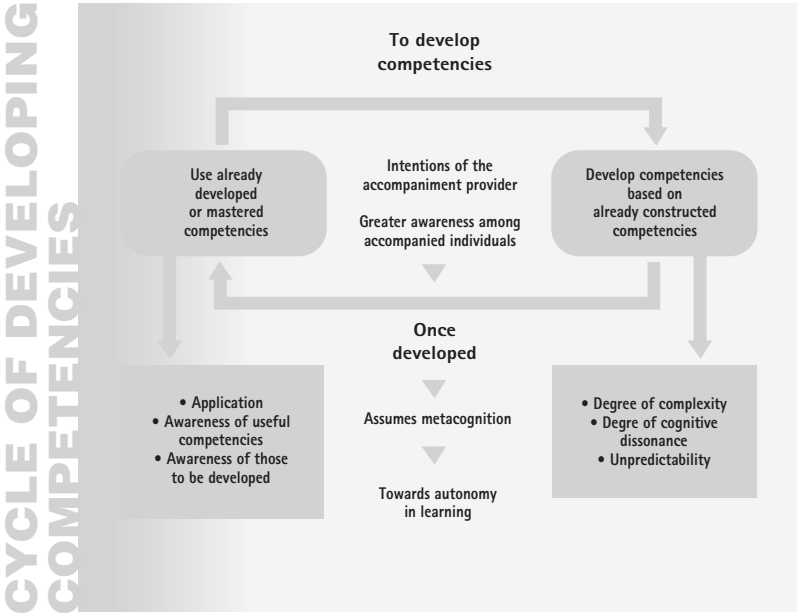
experience. Indeed, a competency can develop each time a new situation requiring original action arises. This vision of competency in perpetual development is rooted in the impossibility of identifying all contexts that a competency requires in order to develop. Still, individuals can make correct and appropriate use of certain aspects of a competency, in which case they are deemed to have achieved a degree of mastery of the competency in question. Consequently, in order to fully appreciate the dynamic aspect of this process, it is appropriate to talk about competencies "in development." A competency is in development when progress is achieved towards mastering its components and when use of those components grows more complex in response to the unforeseeable needs of the situation.

To develop a competency, one must draw on resources such as knowledge or an existing ability that one has already mastered to a certain extent. Once component elements have been reasonably mastered, individuals are at the stage where use of the competency can lead to mastery. Use of a competency can be defined as the application of constructed knowledge and "mastered" abilities that enable one to perform a task or produce something, whereas competency development refers to the notion of progression toward full mastery. When change is implemented, the people affected progress towards mastery of a competency and explore new ground, which is why it is more difficult to develop competencies than to use them. With the perspective that competency development is an ongoing, open-ended process, use of a given competency is connected to the level of mastery and the user's awareness of his or her strengths and weaknesses with respect to the competency. Competency development is stimulated by cognitive dissonance and difficulties that instill doubt, raise questions, and encourage experimentation. Moreover, it is an action-based process aimed at being able to face a variety of situations and thereby at enhancing the autonomy of accompanied individuals (Lafortune, 2004d).

Using competencies that have already been reasonably well mastered helps strengthen them and increase the sense of efficacy at the professional and personal level. Nevertheless, for accompanied individuals to progress towards mastery of a competency, it is important to think about their intent and to provide them targeted interventions to this end. It is not enough to put people in situations conducive to competency development. The competency's level of development must also be taken into account, and actions must be initiated that enable progress toward mastery of the competency. For example, asking accompanied individuals to orally describe a task they perform in their daily work puts them in a

situation where they must clarify their actions. In order to foster reflection about their practices, these descriptions can be followed by feedback or requests for clarification about strengths in their practices and areas in need of improvement to better respond to the change at hand. In another example relating to problem solving, accompanied individuals are invited to explain their solution to the others; to present their approach and their cognitive processes, such as reexamining assumptions, making adjustments, and questioning; and to compare their solutions to others'. Both examples allow for ideas to be compared and contrasted, that is, existing practices to be reexamined by requiring explanations that clarify how these practices fit the change.

This reflection about the concepts of development and competency use is fundamental. It leads to rethinking how we develop accompaniment situations and use them in action. The figure below illustrates the competency development cycle as well as the stages of competency use and development (Lafortune, 2004d, p. 290).



Source: Lafortune, 2004d, p. 290.

METACOGNITION AND REFLECTIVE PRACTICE

The reflective-interactive dynamic of the proposed accompaniment model aims to make participants cognitively active at the metacognitive and reflective levels. A cognitively active individual

> ... is described as the person who, within the context of learning activities designed for this purpose, implements intellectual processes. These processes may vary in complexity, from description to explanation, analysis, and model building (Lafortune and Deaudelin, 2001, p. 203 [translation]).

It also seeks to foster sociocognitive conflict, "a state of cognitive dissonance provoked in individuals by social interaction that brings them in contact with conceptions or constructions different from, or even incompatible with, their own" (Lafortune and Deaudelin, 2001, p. 201 [translation]). This interactive-reflective accompaniment can also foster awareness building that results from an internal process or an external intervention and that presupposes recognition (whether verbalized or not) of the outcome of the process for oneself, either through personal reflection or interaction with others (Lafortune, 2006). Such awareness building is essential to a learning approach aimed at developing complex thinking and metacognitive skills. This reflective-interactive accompaniment can also empower accompanied individuals to look more closely at learning approaches: "what I learn," "how I learn," "what enabled me to learn," "how I could use this learning in another context," ... (Lafortune and Martin, 2004).

Metacognition

Although the concept of metacognition is not always explicitly broached in change accompaniment training sessions on the updating of professional practices, in the proposed model metacognition underlies many actions, such as examining one's learning process and mental approach; taking a step back to better analyze a situation; asking oneself questions about what is happening, but especially about how a situation is unfolding, what explains how it is unfolding, what could be done in another way, what reflection occurs during the action, what adjustments were made based on observations, etc. In this model, metacognition refers to the examination individuals make of their mental approach with a view to action in order to plan, adjust, verify and evaluate their learning process (Lafortune and St-Pierre, 1994a and b, 1996; Lafortune and Deaudelin, 2001). This learning process refers to what people learn when

training is offered to, or imposed upon, them in order to implement a change. To support this learning, it is possible for an accompaniment provider to promote awareness of the process. Metacognition is associated with three components: metacognitive knowledge, mental activity management, and mental process awareness. Taking into account these three components leads to the development of metacognitive abilities. Metacognitive knowledge is knowledge and beliefs about cognition-related phenomena. It can relate to people (knowing one's strengths and weaknesses and comparing them to others'), tasks to be performed (evaluating the difficulty or ease of a task), or strategies for carrying them out (what to use, when, and how to use them). Metacognitive knowledge, which is deduced from metacognitive experiences, is relatively stable and can be verbalized, but can be somewhat unreliable.

Mental activity management refers to activities set in motion by individuals to control and manage their own thoughts. This includes planning-related activities (anticipating the result), monitoring (mid-process evaluation), and adjustment (adjusting strategies based on evaluation). Mental activity management is more difficult to verbalize and depends on the task and the situation at hand (see Bouffard-Bouchard, Parent and Larivée, 1991; Brown, 1987; Chouinard, 1998; Doudin and Martin, 1992; Flavell, 1979, 1987; Lafortune, 1998; Lafortune and Deaudelin, 2001; Lafortune and St-Pierre, 1994a and b, 1996; Martin, Doudin and Albanese, 1999; Noël, Romainville and Wolfs, 1995; Romainville, 1998).

Awareness of one's mental processes enriches metacognitive knowledge and influences mental activity management during the performance of a subsequent task. The conscious nature of metacognition is of great importance to its development, particularly in a learning situation (Lafortune and St-Pierre, 1994 a and b, 1996; Lafortune and Deaudelin, 2001). The conscious nature of metacognition facilitates better verbalization of the mental processes, which encourages better interaction with others with a view to improvement.

Metacognitive individuals understand how they learn, in comparison with how others learn, and can recognize their competencies with regard to a task to be performed and the appropriate strategies for performing the task. Metacognitive individuals examine how they learn, that is, the mental processes they activate during learning situations with the aim of acting, self-monitoring, self-adjusting, self-checking, and self-analyzing like learners (Lafortune and Deaudelin, 2001).

To become metacognitive, people go through different phases. When they begin to develop metacognitive skills, they are capable of recognizing and naming the metacognitive knowledge they have about themselves, the task to be performed, and the strategies for bringing it to conclusion. For example, individuals could know that learning a language is difficult for them and that they need time to integrate a language's structure. Those who have progressed further in their evolution towards metacognitive awareness are capable of explaining why, for example, learning a language is difficult for them. They are able to name previous experiences that contribute to this difficulty and to clarify how that causes them problems. Moreover, metacognitive individuals are capable of analyzing their learning processes, and evaluating and adjusting their approaches in action. Such people are able to clarify what, for example, can help them learn a language, and know how they can adjust their learning strategies and evaluate their overall approach. Analyzing their mental approach improves their awareness and enables them to approach new learning situations with improved metacognitive knowledge and to benefit from better mental activity management. Such people are in a position to better construct competencies.

Reflective practice

The accompaniment model put forward in this book calls for reflective practice, i.e., encouraging critical thinking, reexamination, interaction, professional acts that are consistent with the change, and analysis of these acts. Since it is part of a socioconstructivist perspective, it calls for reflection-interaction that challenges practices and beliefs (conceptions and convictions) and fosters sociocognitive conflict, which, once resolved, creates greater consistency or an awareness of one's inconsistencies so as to verbalize, share, and discuss them.

This reflective practice comprises three components: 1) thinking about one's practice and analyzing it; 2) transposing acquired learning into future actions and consideration of past experiences; 3) developing one's constantly evolving model of practice.

1. Reflection and analysis of one's practice is more than just a matter of discussing what one does at work or with a group of accompanied individuals. There must also be an intention to change, otherwise such reflection and analysis is pointless. Reflecting on practices means being able to describe them so that others understand them well enough to be able to draw ideas from them.

Analyzing practices means making connections, comparisons, justifications, and explanations while at the same time accepting others' questions and challenges.

2 Action initiation is necessary to show the level of reflection and the relevance of the analysis. It presupposes a profound—as opposed to superficial—awareness, one deep enough to elicit lasting change, which prevents regression. Initiating action is related to the transposition process that results from reflection and analysis. It leads to an individual and collective reviewing of actions in order to foster interaction and comparison (not confrontation) and suggest later adjustments.

3 The development of a model of practice that integrates the concept of training or accompaniment of trainers or accompaniment providers stems from this process of reflection, comparison, analysis, and reexamination. (When one has a clear mental picture of this model, it can be described and verbalized to colleagues.) This model is never really finished, and continues to evolve as professional progress is made.

To achieve such accompaniment, accompaniment providers themselves must be open to changing their practices and engaging in reflective practice. The very fact that they perform modeling[1] can be assumed to mean that they, too, are able to self-question, self-evaluate, and self-observe, and to get accompanied individuals to do the same (Lafortune, 2007a). How can one ask others to change and self-question without demonstrating the same willingness oneself? Faced with a closed attitude, those being accompanied can experience frustration and mistrust of the accompaniment provider, who would have little credibility with the accompanied group. The transition from training to accompaniment is a complex process that requires a certain set of intentions and predispositions that are worth explaining to the accompanied individuals (Lafortune and Lepage, 2007). Chapter 6 will go into more detail about the concept of reflective practice and will measure its importance in the model.

ACCOMPANIMENT LEADERSHIP

To bring about a change, especially a major and directed change, requires a detailed and integrated examination of professional practices. This means influencing the level of engagement, a step beyond mere

1. For explanations, see p. 113.

verbalization of one's engagement. It is not enough to say that one is committed to the change. One must provide oneself the means to initiate action in order to translate this commitment into acts, actions, or concrete projects. Leadership must be provided to foster innovation and initiative, and to promote similar leadership among one's colleagues. This presupposes a certain form of collegiality and the sharing of power and responsibility with accompanied staff. Every member of an organization or company that wants to introduce a change should understand its fundamental purpose. What does this change mean? What is essential to its implementation? If there were only one aspect to evaluate to ensure the change gets implemented, what should that aspect be?

Up to now, leadership has been associated with the fact of exercising influence. This follows along the lines of Langlois and Lapointe (2002). But leadership cannot be imposed, it rather develops during interaction with the accompanied staff. It is exercised through the recognition that others accord. It is recognizable through its achievements and the relationship the leader maintains with the work team or staff at the organization or company involved. Although some leaders can be charismatic, they need time and a track record to make themselves known to staff before earning their trust. For leadership to grow over time, the leader must establish contacts and have a record of accomplishment before being recognized or earning others' trust. Leadership is about more than just exercising influence—it can be viewed as an influencing process built through interaction with those being accompanied. Recognizing and sharing one's conception of change, work, and collaboration already demonstrates a leadership stance.

In the proposed accompaniment model, in order to take the adopted socioconstructivist perspective into account and to consider the need for engagement in a reflective practice to facilitate engagement in others, it is appropriate to speak about "accompaniment leadership." Accompaniment leadership is an influencing process leading to a change that will be felt everywhere, including in professional practices. It is exercised and develops through individual and collective reflection and through interaction with accompanied staff to foster awareness that leads to changes in action. This process is a part of a reflective practice wherein reflection and analysis of practices paves the way for the development of accompaniment competencies (Lafortune, 2007b, 2008a).

The development of accompaniment leadership occurs in a context where, although it could be hoped the whole affected staff would desire the change, the diversity of human beings is such that—and this is

preferable—the change is not always appreciated. In a context of prescribed change that sets a direction, it is a matter of fostering not just commitment, but engagement. The accompaniment process for such a change can foster great openness, a certain skepticism, questioning, or rejection (see Lafortune 2006). It involves interaction, collective reflection, action, collective analysis, adjustment, etc. Accompaniment leaders share various characteristics: a certain culture, ethical behavior, recognition of the affective domain, and, as has already been underlined, engagement in a reflective practice.

The extensive scope of accompaniment leadership as defined is evidence that new professional competencies need developing for a major change to be implemented. Simply adding to previous practices does not appear to be an option. We must develop creativity on the professional level in order to change practices. As has been underlined throughout this text, an approach involving reflection on practices carried out individually and with colleagues or those being accompanied demonstrates concern for coherence with the desired change (Lafortune, 2008a).

CHAPTER 2

ACCOMPANIMENT AIM AND INTENTIONS

In the accompaniment model proposed in this book, the overall aim of the change project can be summarized generally and also broken down into intentions, including actions. The box on the following page summarizes the general aim of the model and its intentions and actions.

AIM: ACCOMPANY THE IMPLEMENTATION OF A PRESCRIBED AND DIRECTED CHANGE

This model is for implementation of a directed and prescribed change, or one that includes prescriptive elements. The change process is supported by accompaniment providers who propose models of practice, which may differ from one accompaniment provider to the next, but which fit with the foundations of the change. Thus, those who accompany a directed change have a personal representation of the change that they agree to share, discuss, and even modify. These individuals are familiar with the change's foundations, aims, and intentions, which they have integrated or are integrating into their models of practice. Models of practice guide all their decisions and professional acts in accompaniment situations.

Aim:
Accompany the implementation of a prescribed and directed change

Intentions and actions

Develop accompaniment leadership
- Setting up a professional accompaniment process
- Developing accompaniment competencies

Engage in reflective-interactive practice
- Engaging in the change
- Promoting the creation of networks conducive to building reflective practice and learning communities

Spur professional collaboration
- Supporting work in teams of colleagues

Develop professional judgment
- Providing accompaniment for evaluation purposes with a view to helping develop competencies

Enrich the knowledge culture
- Establishing close connections between theory and practice

Initiate action from a reflective-interactive perspective
- Providing accompaniment for action plans

To achieve this general aim of implementing a socioconstructivist accompaniment process to update professional practices and develop professional competencies, certain organizational conditions must be met, as follows:

- Group meetings must be scheduled and spread out over more than a year. Experience suggests that groups of 8 to 24 individuals are best for this type of accompaniment.
- The number and length of meetings must be decided. Experience has shown meetings should be held for the equivalent of 4 to 8 days over the course of the year, in two-day blocks. However, this suggestion stems from past experience in a specific project and can be adjusted as necessary. If changes are made, remember to keep the model's accompaniment perspective in mind; a possibility is to have a single two-day session at the beginning to launch the process, followed by one- or half-day meetings depending on their frequency and spacing. For example, a project comprising 3 to 5 meetings, each lasting two or three hours, cannot be deemed a change accompaniment process centered on updating professional practices. Implementing such a change takes longer than six to fifteen

hours. Experience indicates that a minimum of 6 to 8 days (which can be increased to 12 to 16 days when the timeframe is longer than a year) allows participants to integrate the process and content. When a project is spread out over more than a year, accompaniment can be extended from one year to the next while taking staff turnover into account.

- Between meetings, accompaniment providers can follow up with staff to explore in greater depth those topics discussed during meetings. This personalized followup can be in the form of smaller group meetings, special e-mails, or telephone meetings. They are used to clarify ideas already discussed in meetings, continue planning means of action, or exchange documents. They are closely tied to meeting content, action initiation, and workplace project implementation between meetings. This followup often provides opportunity for feedback on experimentation that is planned or underway.
- Individuals may join accompaniment teams midstream to contribute to the reflection, give feedback about meeting plans, get more training, and become accompaniment providers themselves, thereby promoting further accompaniment in their workplaces.
- Providing dyadic accompaniment is a way to leverage complementary expertise and ensure continuity when staff turns over. Here too, a point should be remembered. Although dyadic work is important, it can be limited to meeting preparation and not include the meetings themselves. This can be a way of dealing with limited human and financial resources. However, the key is to promote collaboration before, after, and—if possible—during meetings.
- It is important to decide in advance which form, structure, and accompaniment perspective will be used and to inform participants so they do not think the process involves only a single training session or a series of sessions they can decide to attend or not based on the content. Beginning with the first meeting, it is important for them to view it as engaging in a process that will unfold over time. Holding random meetings is not in keeping with the accompaniment perspective recommended in this model.

As for content, accompaniment integrates and interrelates theory and practice, reflection and action. The aim is to activate accompanied individuals' expertise and prior knowledge and experience to promote construction and development of a knowledge culture, to encourage sociocognitive conflict and take advantage of that that emerges during

reflection and discussion, to coconstruct in action, to stress certain conceptions, and to leverage new awareness of certain constructions. It entails interaction between the accompaniment provider and those accompanied but also among accompanied individuals themselves (see also Lafortune and Deaudelin, 2001).

The "accompany the implementation of a prescribed and directed change" aim is defined through various intentions and ensuing actions, which are presented in the following sections.

FIRST INTENTION: DEVELOP ACCOMPANIMENT LEADERSHIP

In change implementation, the notion of leadership can emerge from the start, but also while the change is underway. Leadership can also change, which is what happened in the project that inspired this book—pedagogical leadership transformed into accompaniment leadership. The latter formed the basis of project actions given how difficult it is to implement change without developing and exercising leadership. But what kind of leadership? The notion of accompaniment leadership was coconstructed in discussions by the various teams of accompaniment providers and recipients.

Accompaniment leadership is a process that orients professional practices in relation to the goals pursued by the change. It is exercised and developed through individual and collective reflection and interaction with staff affected by the change. Leadership of this kind enhances awareness and leads to actions that are developed, carried out, analyzed, evaluated, adjusted, and repeated in a spirit of professional collaboration. This process is part of a reflective practice whereby reflection and analysis of practices pave the way for the development of one's model of practice and accompaniment competencies (Lafortune, 2008).

The concepts of leadership and accompaniment are associated here to show that the orienting process that leads to a change in professional practices requires establishing an individual and collective reflective process. This collective aspect of reflection calls for interactions that can lead to assumptions being challenged, ideas being compared and contrasted, and sociocognitive conflict being generated. This reflective-interactive dimension falls within a socioconstructivist perspective given that accompanied individuals structure their knowledge and competencies while interacting with others based on their representations of the

change. Socioconstructivist accompaniment leadership requires that one initiate action, draw connections between theory and practice, develop a reflective practice and knowledge culture, and establish networks. It also presupposes that accompanied individuals will put the results of their discussions and training into actual practice over a relatively long period to demonstrate their assimilation of the changes and new approaches. In this sense, reflection and action are complementary.

Two main actions contribute to the first intention, "develop accompaniment leadership":

- Setting up a professional accompaniment process
- Developing professional competencies for change accompaniment

Setting Up a Professional Accompaniment Process

The first intention requires a supportive professional accompaniment process that requires coherence between what accompaniment providers construct and achieve with those they accompany and what it is hoped these latter will carry out with those they in turn accompany. In other words, the goal is to model, or "be an example," of what should be transferred to workplace accompaniment. Such accompaniment is said to be "professional" since it aims to professionalize those individuals who will contribute to implementing the change among a group of staff. All in all, it is aimed at individuals who must implement a change requiring changes in professional practices, and thus entailing fears, doubts, ambiguities, reexamination of practices, and risk taking. It requires both accompaniment providers and those accompanied to be engaged in reflective practice.

This type of accompaniment is carried out collaboratively with accompanied workplaces. Each group chooses its own path on the basis of the needs expressed for accompanying the change together with the resources and expertise in the workplace. Themes and processes are chosen in cooperation with the accompaniment provider or team and the accompanied group or individuals, in keeping with the foundations of the change. Current practices in the workplace, individual expertise, and the aim and intentions of the change guide these decisions. Accompanied individuals transfer the accompaniment model by adapting the process to their intervention context, and are encouraged to keep evidence of their accompaniment approach and workplace experience. This helps track how accompanied individuals and groups have evolved and allows them to define their own process.

It can thus be said that professional accompaniment presupposes collective work that can evolve over time into professional collaboration. For it to become professional collaboration, there must be coordination of collective efforts, discussions that lead to collective decision making, and concerted actions. These actions are analyzed and adjusted collectively, which leads to shared responsibility for accompanying colleagues until competencies are developed—one's own and those of accompanied individuals.

Developing Professional Competencies for Change Accompaniment

Developing professional competencies[1] for socioconstructivist accompaniment enables accompaniment providers and those accompanied to move toward intellectual autonomy with regard to professional acts that ensure a directed change is implemented efficiently.

Below are the eight professional competencies for change accompaniment that must be developed to make use of the accompaniment model proposed in this book:

- **Competency 1** Take a stance conducive to the process of accompanying change
- **Competency 2** Model reflective practice when accompanying change
- **Competency 3** Take the affective domain into consideration when accompanying change
- **Competency 4** Maintain reflective-interactive communication in preparing for and facilitating the change process
- **Competency 5** Utilize professional collaboration to move the change process ahead
- **Competency 6** Make use of action plans to accompany the change process
- **Competency 7** Use evaluation in the change process
- **Competency 8** Use professional judgment, acting ethically and critically

1. For a complete explanation of the eight professional competencies for change accompaniment, see Lafortune (2008a), who has developed a frame of reference.

Competency 1, "Take a stance conducive to the process of accompanying change," is manifested in the following professional acts:

- Engaging in a socioconstructivist accompaniment process
- Understanding the foundations of the change
- Adopting a critical and reflective stance with regard to the change
- Building, explaining, and justifying a vision of the change
- Drawing on and enriching one's knowledge culture based on the foundations of the change

This competency can be deemed essential since accompanying a change without first applying a carefully thought-out and structured approach would be unthinkable. This implies developing skills, carrying out professional acts, and creating the right conditions. This in turn involves understanding the change and taking ownership of it while maintaining one's critical judgment and performing actions that are in line with the change's fundamental requirements and orientations.

Competency 2, "Model reflective practice when accompanying change," is manifested in the following professional acts:

- Adopting and encouraging reflective thinking and a reflective stance
- Integrating reflective practice into one's model of practice
- Developing one's model of practice

This competency is necessary for two main reasons. First, asking accompanied individuals to engage in reflective practice without engaging in it oneself carries a risk, as there can be a disconnect between what people think and what they do, and in the end this is reflected in their professional acts. This means accompaniment providers must model the process by engaging in reflective practice themselves. Second, modeling is a way of accompanying people while they engage in reflective practice, a way of assisting them in reflecting, taking action, and then analyzing the action. It is also a means of helping each individual develop his or her own model of practice in accordance with his or her progression, thinking, and actions—which are different from those of the accompaniment provider—and at the same time questioning practices in light of the prescribed change.

Competency 3, "Take the affective domain into consideration when accompanying change," is manifested in the following professional acts:

- Acting while taking the affective domain into consideration from a cognitive perspective
- Understanding one's own affective reactions in accompaniment situations
- Recognizing affective reactions as they occur
- Understanding the role of the affective domain and helping others understand it
- Implementing strategies for understanding the role of the affective domain in accompaniment situations
- Committing to a reflective practice linked to the affective dimension of accompaniment

In a change process, accompaniment providers are often faced with the effects of the affective domain. They must deal not only with their own reactions, but those of accompanied individuals, too. These situations are often unsettling, but they cannot be ignored as they always end up having an influence—whether positive or negative—on individual progress in the accompaniment process. Developing this professional competency is therefore essential, especially in the case of a prescribed and directed change.

Competency 4, "Maintain reflective-interactive communication in preparing for and facilitating the change process," is manifested in the following professional acts:

- Explaining the direction, foundations, challenges, and impact of the change
- Showing continued interest in staff involved in the change process
- Using reflective-interactive techniques as per a socioconstructivist communication perspective
- Communicating clearly using the terminology associated with the change.

When implementing a major change that includes prescriptive elements, it is vital to talk about the change, strive to comprehend it, and appreciate the issues at stake and the impact of the change on practices. Such comprehension can only come from developing this competency so as to avoid hasty judgments and interpretations that limit dialogue.

This means not only agreeing to compare, contrast, and reexamine ideas, but also critically examining one's own beliefs and practices as well as those of others.

Competency 5, "Utilize professional collaboration to move the change process ahead," is manifested in the following professional acts:

- Building partnerships with the staff engaged in the change process
- Engaging in the exercise in a spirit of collaboration, cooperation, and dialogue
- Developing professional competencies for accompaniment both individually and collectively
- Constructing a shared vision of the prescribed change
- Circulating information about resources, actions, and contributions among staff engaged in the change process
- Developing networks for sharing and communication between staff engaged in the change process

Reflection on how to implement change reveals the importance and value of working in teams of colleagues, which is the goal of this accompaniment competency. Working in teams of colleagues fosters interaction, promotes reflection, spurs those involved to carry out collective experiments, and provides opportunities to give and receive feedback and analyze practices and experiences. In this sense, creating teams of colleagues is part of establishing professional collaboration between partners. This complex process does not necessarily happen by itself and entails much more than two parties agreeing to cooperate. This relationship is built over time and is based on mutual trust and respect. It calls for understanding the requirements of the accompaniment process and is not based on a hierarchical relationship. Instead, it develops through discussion, flexibility, and reciprocity. It reflects the partners' strengths and limitations, as well as their collective achievements.

Competency 6, "Make use of action plans to accompany the change process," is manifested in the following professional acts:

- Discussing the nature of the change with a view to action
- Preparing accompaniment tasks and situations to help implement the change
- Encouraging the mobilization and development of a knowledge culture in the accompanied workplace

- Choosing processes, contents, means, tools, and accompaniment materials that facilitate a professional development stance
- Focusing on approaches and practices consistent with implementing the change
- Supporting the development, initiation, analysis, and adjustment of action plans

Without action initiation, it cannot be said that a change has been truly implemented, which is why it is essential to develop this competency. When change implementation begins, accompaniment providers may indeed have taken ownership of the change; modified, analyzed, and adjusted their practices; and engaged in a professional development process. However, they cannot stop there. Action must be initiated—one's own actions and accompaniment of actions by accompanied individuals. Accompaniment thus requires two levels of action.

Competency 7, "Use evaluation in the change process," is manifested in the following professional acts:

- Asking staff how they perceive the change and its progress in the workplace
- Observing how the change evolves
- Analyzing how the change evolves and the extent to which it is implemented
- Adjusting one's action over the course of the intervention
- Writing analytical summaries of one's actions and those of accompanied individuals

Evaluation enters into play during accompaniment of change implementation as much during the action as afterward, not only to help individuals progress professionally but also to evaluate the evolution and the impact of the change. Accompaniment providers and recipients must develop this competency to recognize evolution in practices and the impact of the change on the organization, on competency development in accompanied staff, and on the clientele with whom these staff interact.

Competency 8, "Use professional judgment, acting ethically and critically," is manifested in the following professional acts:

- Knowing one's model of practice and being able to explain it
- Exercising critical thinking with an open mind
- Justifying decisions and actions
- Recognizing and respecting others' values and representations

- Avoiding any forms of discrimination, hasty conclusions, or inappropriate words or acts in the workplace
- Taking a democratic approach
- Understanding the framework of the change and using it wisely
- Making connections between professional, critical, and ethical judgment in considering the cognitive, metacognitive, affective, and social domains

This competency is consistent with the viewpoint that rigorous, transparent, coherent professional judgment requires not only cooperation and consultation with colleagues, but also the comparing and contrasting of ideas (reexamination, not necessarily confrontation). Accompaniment is therefore required to promote reflective practice and the acceptance of such a viewpoint, so as to gain the benefit of colleagues' expertise and use it to make well-informed decisions, knowing that decisions can have a significant impact on accompanied individuals' progression and on change implementation. In this sense, developing professional judgment leads to a type of autonomy known as reflective-interactive. Such autonomy fosters interaction rather than stand-alone decision making; it requires acceptance that others examine one's practices and even call them into question and presupposes that one remains responsible for one's own professional acts.

Furthermore, accompanying staff in a process involving change, new professional practices, and the development of professional competencies requires

- Engagement
- In-depth knowledge of the change
- A knowledge culture
- A vision and representation of the change that one can explain
- Accompaniment practices that model the meaning of the change to others

SECOND INTENTION: ENGAGE IN REFLECTIVE-INTERACTIVE PRACTICE

Implementing a major change for which staff at an establishment, organization, or business must develop their competencies necessarily entails changes to practices. Engagement in a reflective-interactive

practice is therefore essential. Reexamining and changing one's practices means reflecting on, analyzing, and adapting them by questioning whether they are in keeping with the foundations and goals of the change. Given the collective nature of the accompaniment process proposed in this model (although it can be carried out individually), reflection on practices requires collaborative work with colleagues, which explains the interactive dimension of reflective practice and the encouragement of network building.

Engaging in the Change

Achieving this second intention requires engagement in a reflective-interactive practice. Accompaniment providers and recipients commit to reflecting not only on their own practices but also those that are commonly used in the workplace. They then discuss them in light of practices associated with the desired change. Participants must be engaged in the change process for the interaction to be productive. Colleagues sometimes exchange ideas, but can be more hesitant to submit their professional actions to scrutiny with the goal of adjusting their practices. The accompaniment process proposed in this model goes beyond the kind of training where interaction is a product of a hierarchical relationship between the accompaniment provider/trainer and those who are accompanied/trained. Accompaniment providers/trainers must be prepared to reveal and analyze how they perform their jobs in order to potentially change or improve their professional practices.

Thus, individuals reflect on and examine their practices, comparing and contrasting them with others' practices as well as those associated with the change. This process inevitably calls into question certain practices and habits and can even cause accompaniment providers to change or adjust their models of practice in interaction with the accompanied individuals. The adjustments often occur gradually, bit by bit, because the model evolves as the group's reflective process progresses, but also because of how participants adjust their workplace actions to the accompaniment process between meetings. Doing so enables them to test, analyze, and adapt certain aspects of the accompaniment process. They are able to observe and discuss problems and questions and thus take ownership of the change more effectively in order to better accompany the affected workplace. By developing a reflective-interactive practice, they develop awareness, which causes their models to evolve, thereby improving them so that their practices are broadly transformed. Engagement in a reflective-interactive practice becomes a springboard to new practices.

In addition, theoretical considerations, despite their lack of general appeal, are essential to promoting reflection on one's practice. According to Bodergat (2005, p. 47 [translation]), theoretical references "are valuable ... because they lend intelligibility and move the approach decisively forward." This author also maintains that theory is necessary to avoid the trap of intuition; it provides analytical instruments and gives meaning to complexity. Theoretical input shows the importance of developing a knowledge culture.

Promoting the Creation of Networks Conducive to Building Reflective Practice and Learning Communities

Accompanying groups of individuals, as conceived in this model, assumes the intention of creating a network of individuals engaged in the change or in accompanying the change. Various methods are proposed for creating an environment conducive to building such a network:

- Accompany groups, not individuals, to (1) promote knowledge of what is happening in other workplaces or work teams and to (2) spur interaction, reexamination, and comparison.
- Take what is done by one team and use it in an improved form with another group, and even share these improvements with the groups by explaining or justifying them.
- Avoid comparing groups to one another, but show the need for various forms of engagement; demonstrate how this contribution can be useful to the organization as a whole.
- Design a website and use it to (1) summarize what is happening in each group, (2) provide a schedule of meeting dates for all accompanied teams, (3) post documents that show groups' contribution to theory that emerges from the meetings or the project, and (4) solicit feedback on ideas and documents that have been contributed electronically (on the website or via e-mail) to spur continued reflections, content enrichment, and so forth.
- With the goal of introducing the change and producing follow-on effects, organize more general and reflective-interactive meetings on topics that emerge from the accompaniment exercise that may interest individuals not directly involved in the project. This can spark curiosity about what accompanied groups are doing and what is being tested in daily work.

- Organize group meetings to share (for example, in the form of personal accounts) areas of progress, to encourage the change, demonstrate that it is realistic, and show certain teams' or individuals' enthusiasm.

These techniques contribute to collective learning and promote the creation of communities where the focus is on learning from and with others; in addition, collective reflection on practices encourages the establishment of practice communities where the focus is on sharing, discussing, and reexamining professional practices.

Creating a network that connects accompaniment providers to those accompanied and the various groups involved in the process is extremely valuable. However, merely having the will to create such a network is not enough. Networks get built over time, through interacting, reapplying learnings from the various groups in other contexts, organizing meetings for individuals from multiple groups, creating websites that feature information on what is happening elsewhere, with accompaniment material that explains accompanied individuals' reactions during its use, and so on. It is essential to get to work on a network as soon as a project begins, even if the results or effects will not be evident for several months, or even one, two, or three years, and to constantly sustain and reinforce the network. It can also be used as a tool to continue interactions and sharing after a change accompaniment project has been completed. For this type of network to function, individuals must be open and willing to stop working in isolation.

Depending on the scope of the change accompaniment project, it is sometimes necessary and useful to establish partnerships. Partners can take advantage of complementary expertise and develop a spirit of cooperation in a mutually trusting environment. Such partnerships require engagement and an understanding of the varied and sometimes complementary roles. For example, the practice community is led to understand practice-theory connections, while the scientific community is tasked with finding ways of integrating theory and practice while avoiding treating them as two distinct entities or as ones that evolve in isolation. In addition, it benefits the scientific and research community to understand practice so that its members can adapt to it rather than requiring that practice conform to certain research imperatives, which do not always account for the realities of practice. Partnerships are complex to set up; they do not necessarily happen by themselves and entail much more than two parties coming to an agreement. Partnerships are built

over time, through mutual respect and understanding of the requirements of the accompaniment process. They develop on the basis of the partners' strengths, limitations, and collective achievements.

THIRD INTENTION: SPUR PROFESSIONAL COLLABORATION

Professional collaboration is closely related to creating networks. It spurs interaction that results in coordinated efforts, concerted action, and discussions that lead to collective decision making. These interventions are collectively analyzed and adapted. This leads to shared responsibility for accompanying colleagues until they develop competencies of their own, and also for one's own competencies. Professional collaboration is evidenced by support for work in colleague teams and presupposes specific actions.

Supporting Work in Teams of Colleagues

Several levels of professional collaboration can develop depending on how the accompaniment process is organized. Certain actions can promote this collaboration.

- Although it is not always easy to cofacilitate accompaniment meetings, dyadic accompaniment illustrates (1) the advantages of complementary expertise, (2) the need for continuity (expertise sharing) in the face of staff turnover, and (3) the dynamics created by facilitation-training-accompaniment teams based on their various approaches and makeups. Dyads also foster interaction during meeting preparation (scheduling and predicting).
- Management at the establishment, organization, or business or the accompaniment leader can play a variety of team roles, which demonstrates the need for all team members to be flexible and participate actively at all levels of the change accompaniment process and thereby better understand the various tasks that need doing. This is done by (1) providing accompaniment for the dyads and for meeting preparation, including reflective-interactive feedback; (2) creating ties between the various teams, even if they play different roles; (3) facilitating the first meetings attended by the accompaniment team that will eventually take over, with the goal of providing training; (4) holding regular meetings of the accompaniment team,

whose members can invite other individuals notable for their engagement or expertise and who would make good future members; and (5) holding regular team meetings facilitated by accompaniment management to help it fully grasp the dynamics of the accompanied groups or individuals.

- An accompaniment team that understands and appreciates the foundations of the change can be assembled when an accompaniment project is first set up. It will not, however, become a true team until its meetings become vital for sharing experiences, preparing upcoming meetings, and reviewing the success of past endeavors. At the beginning it is often the accompaniment management team that draws the various accompaniment providers or work teams together. Over time, the teams can become mutually dependent on one another while growing progressively more autonomous. This is not a contradiction, since professional autonomy entails accepting others' scrutiny and critique, in addition to being able to rely on them for interaction, expertise, advice, feedback, and so forth.
- During accompaniment-related meetings, teamwork is often used to identify and resolve problems, discuss simulation exercises, engage in synthesis, and so on. Those present may form subgroups according to their affinities or their work duties; however, on other occasions they will be encouraged to group together differently so they can learn other approaches and stay informed about what is being done in other workplaces or work teams.
- The concept of establishing work teams of colleagues stems from the same perspective as was used to develop the project upon which this book is based. Essentially a "partnership offer," it comes with certain organizational requirements: the number of meetings per year; the length of the meetings; and meeting content, which is part of a reflective-interactive perspective and relates to implementing the change and its goals, updating professional practices, developing competencies, and so forth. However, workplaces also have their requirements. Enunciating these requirements is a way to get both sides talking about how the partnership can serve their respective interests. Learning is carried out by both accompaniment providers and those accompanied, and all the suggested accompaniment situations are designed so there are common training elements.

Working in colleague teams as conceived within the change accompaniment process adheres to a socioconstructivist perspective that presupposes collaboration, coconstruction, cotraining, and mutual training

among team members together with awareness of the affective domain. It thus entails (1) coordinating one's efforts to promote professional competency development and (2) collectively monitoring and adjusting decisions and actions to be taken (Lafortune, 2004d). Working in teams gives team members the benefit of another point of view on their work and professional judgment. However, they must be willing to accept scrutiny and feedback from colleagues and even have their work called into question. This means opening the door somewhat to one's "professional intimacy." Colleagues working together in teams must therefore develop certain qualities, the most important being respect for others, which fosters mutual feelings of trust and safety and makes it easier for them to participate in debates and experiences that may challenge their ideas. Working in teams is a collective engagement.

Teamwork is often defined as working toward a common goal, vision, or understanding. From a socioconstructivist perspective and that of the proposed accompaniment model, it is difficult to achieve this common vision or understanding because people construct their representations based on their own experiences, knowledge, and competencies, but do not necessarily have the same background or expertise as their colleagues. Differences are sometimes difficult to accept, but they can also contribute to the development of others. This is why it is so important to be open to other points of view. Such openness often helps colleagues better understand why conflicts may develop in certain groups, but above all it allows the group to assert its collective strength. Socioconstructivist accompaniment fosters a shared vision or understanding through the exchange of ideas about how team members conceive the change and debates that may contrast and compare ideas, because ideas can be different and sometimes even upsetting to oneself or others. Debate does not mean confrontation, but rather recognition that exchanging with others influences beliefs and practices. During the process, descriptions of practices—one's own and those of others—bring people to examine or construct a vision of their own intervention models and find ways to present and justify them to others. This exercise is not always easy to carry out, but it helps people to understand their professional actions more clearly. It enables them to achieve a certain coherence in thought and deed. People are thus able to maintain a balance between thoughts and actions so as to remain consistent with their practices, but also open to the practices of others so they can better understand their acts and choices.

FOURTH INTENTION: DEVELOP PROFESSIONAL JUDGMENT

Evaluation is generally an important component of change implementation. One can evaluate how much a change has been applied at a given time or how efficient the methods chosen to apply the change are. One can evaluate how much progress the staff affected by the change have made. One can also evaluate how relevant or worthwhile the goals of the change are. One noteworthy area in the evaluative process surrounding changes in professional practices is the development and exercise of professional judgment in various decision-making situations of which evaluation is a part. In this area, it is thought that professional judgment can be exercised alone when one is faced with a decision or outcome, but it can also develop in teams, whose members benefit from each other's views. It is particularly crucial to address professional judgment in the context of professional competency development.

Professionals from various fields face problems that are complex, unusual, and even new to them entirely. These problems cannot be resolved using tried-and-true techniques or all-purpose processes. Instead, professionals must draw on their expertise (experience and training) and seek out solutions worth presenting for discussion and review so that they can be reexamined, validated, and improved. This makes people feel more confident about the solutions and able to adjust their actions as they go, based on input from colleagues.

It must also be clarified that exercising professional judgment is not only for evaluating what people produce, but also various professional acts that require certain decisions to be made, such as how to approach someone to convey results that are difficult to understand or accept; how to justify the approach chosen to promote competency development; or how to explain how to take advantage of specific, new, or innovative professional practices. In this model, evaluation is considered from two perspectives: one views evaluation as an aid to competency development and the other as an aid to competency recognition, and thus requiring the existence of criteria known to the evaluated individuals; in other words, judgment cannot be passed on the sole basis of past or unrelated judgments (MELS, 2006). Judgment requires reflection on how resources (including knowledge) are interconnected and used in real, live-action situations. In this model, professional judgment is not limited to evaluating competencies; it covers all professional acts carried out by staff affected by the change.

Provide Accompaniment for Evaluation Purposes with a View to Helping Develop Competencies

When a change is implemented, evaluation is often the first aspect that those implementing it bring up. Whether it is because they agree with the recommended change or have reservations about it, they are concerned about evaluating what the change will bring. In this accompaniment model, change evaluation accompaniment focuses on competency development. Competency recognition is included, but the model considers that competency development takes time and requires the interconnecting of resources, and further holds that evaluation is situational and takes place when accompanied individuals apply competencies in accordance with their developmental level. Accordingly, evaluation cannot be considered without also considering professional judgment and work in teams of colleagues.

Accompaniment actions related to evaluation are based on the fact that evaluating professional competencies is a complex process. Several factors explain this complexity. Evaluation is often seen as a professional duty to be carried out individually without necessarily allowing others to examine one's evaluation judgments or taking into account other individuals affected by the evaluation (management, colleagues, staff environment, and so on). Time is an important factor. It is difficult to imagine evaluating competencies over a short period of time (i.e., several weeks or months). Competencies are evaluated over a relatively long period (often longer than a year), although it is occasionally possible to examine how competencies have evolved. This can leave room for adjustments, but care should be taken not to call into question the very foundations of the change. That is often tempting, because change produces cognitive dissonance and can bother people to the point where they may want to slow the change. All of which goes to show the importance of the team. One aspect may discourage one person, but not others. Comments from team members help participants look at the big picture and not at one overly specific aspect or one event in particular.

In the context of a major change, it is important and even essential to provide accompaniment for both implementing and evaluating the change. Past evaluation practices may have to be seriously reexamined, while others may have to be overhauled to fit the new change perspective. In this model, evaluation can seem complex. It is a collective work requiring collectively thought-out judgments that are in keeping with

the prescribed change. It helps in developing competencies and it ensures rigor, coherence, and transparency to guarantee the level of fairness that staff have the right to expect.

When a prescribed change is being implemented, not just any form of accompaniment will suffice; accompaniment seeks to spur reflection on the process and how it will unfold, to ensure it is in full keeping with the goals being pursued. Accompaniment is supplemented with training, but also with followup actions that guarantee continuity over time. Thus, accompanied individuals can, in turn, accompany other staff or support them in implementing the change and evaluating it. Besides, "not accepting everything" is a real challenge when accompanying changes in practices, in particular those that concern evaluation.

FIFTH INTENTION: ENRICH THE KNOWLEDGE CULTURE

When a change occurs, it is often necessary to enrich the professional culture, especially if professional practices are to be improved. "Knowledge culture" refers to one's general knowledge when there is no specific context. When a change is implemented, a new culture emerges, because accompaniment providers feel the need to enrich their knowledge and resources in order to develop their accompaniment competencies.

Having a knowledge culture that contributes coherence and value to an accompaniment process and helps provide its theoretical underpinnings is a new idea, particularly in education. One should ask, however, how broad and deep this culture should be. According to Lafortune and Martin (2004), the knowledge culture is more than an inventory of knowledge. It is a set of attitudes, knowledge, strategies, skills, competencies, and experiences that enable accompaniment providers and accompanied individuals to develop their critical judgment, creativity, reflective viewpoint, and confidence. The culture is active in the sense that accompaniment providers draw on their resources and repertoire of examples in the accompaniment process and that these resources and examples change over the course of the accompaniment and intervention. This requires that there be a relationship between the proposed actions and the theoretical foundations put forward (adapted from Lafortune and Martin, 2004).

Enrichment of the knowledge culture helps provide the accompaniment and training necessary to understand the foundations that have guided the change. It thereby encourages an informed reading of the

change with the workplace community by providing credible arguments that can be presented to those resisting the change. The point is not to convince accompanied individuals of the value of the change, but rather to lead them to reflect on the purpose and scope of the change as well as the reasons for it, in order to move their thinking beyond the meetings and lead them to gradual change. Cultural enrichment helps individuals exercise critical judgment about various approaches that are proposed in the workplace affected by the change. They gain a better understanding of—and can help others to understand—the prescribed change and develop terms of expression and arguments to nourish discussion.

As they train individuals about the foundations, goals, and components of the change, accompaniment providers continue to develop and enrich their own professional culture. This boosts their confidence, giving them a leg up on those accompanied. They become better at conducting staff interventions since they participate in the accompaniment of "accompaniment training" while trying out an "accompaniment experience." They are led to an awareness of possible ways in which the process might be repeated by observing their own situational behavior, by reflecting interactively with colleagues, and by preparing to act in the workplace. By engaging in this type of process, they realize accompaniment requires certain competencies that they are eager to develop in accompaniment situations.

Establish Close Connections between Theory and Practice

When a change is implemented, accompanied individuals often want specific, concrete means or procedures to apply the change or the techniques to their own practice. It is sometimes difficult to define what people mean by "concrete" or "practical" because during a single meeting in which conceptual and practical elements are discussed, certain accompanied individuals will call the ideas concrete whereas others will say they are conceptual or theoretical. However, when people are asked to clarify what is meant by "specific or concrete means or procedures," the response differs from one person to the next. After discussing the meaning of these expressions, it would appear that "means are concrete" if accompanied individuals see how to transfer them into their own practice. Two details from a training session can explain this perception: (1) accompanied individuals had the prerequisites for such training and were ready for conceptual reflection and (2) there were numerous examples that enabled individuals to draw theory-practice connections.

Establishing a theory-practice dialogue encourages accompanied individuals to develop emergent theory-building skills. It enables them to enrich and support practices by providing certain theoretical bases for professional action. Theory and practice are reciprocally related since theory also draws enrichment from practice. Thus it could be said that in accompaniment, as conceived in this model, theory and practice are complementary. To maintain some kind of balance between the two, continuous connections must be drawn between them, thereby promoting enrichment of the professional culture.

When an accompaniment project has a research component, clarifying and defining the concepts is all the more important, for it will aid in drawing connections between theory and professional practice. Some concepts are familiar while others are less so since they are associated with change accompaniment. Defining concepts enables individuals to direct their action and progress in understanding the change. By comparing the representations they have of certain concepts to those of their colleagues, accompanied individuals are led to further clarify them. Through discussion of change-related concepts, individuals sometimes end up reconsidering their representations since they may be called into question when compared to their colleagues' or those of accompaniment providers. Representations may also be compared to those of various authors in fields related to the change or in other fields of expertise. Several examples of concepts that may be discussed in accompanying a change aimed at updating professional practices include accompaniment; competency; competencies and their development; evaluating competencies; reflective practice; metacognition; leadership; working in teams of colleagues; socioconstructivism; the affective domain in accompaniment; professional judgment; questioning; feedback; and synthesis.

SIXTH INTENTION: INITIATE ACTION FROM A REFLECTIVE-INTERACTIVE PERSPECTIVE

When a change is implemented, action initiation is a pivotal step, and is often difficult because change, especially if it is significant, forces people to adjust their models of practice. These adjustments vary with the individual, for some people will go so far as to call their professional practices into question. Action initiation is carried out by adapting professional actions or acts to gradually progress toward a transference of the accompaniment process, tools, or material to different accompaniment

contexts. Initiating action is essential to establishing practices associated with the foundations of the prescribed change. The process takes place in two main phases: (1) personal accounts of practices or experiences are given, and interactive-reflective feedback is received so participants know what is currently being done in various workplaces, from which they draw inspiration and learn to provide feedback; and (2) accompaniment in groups of varying size is provided for action plans. These two phases serve to encourage people to try out certain actions or experiments that are in line with the change or the accompaniment thereof and to support the change accompaniment process.

All of the foregoing entails taking time to reflect and plan ways of initiating action and reflecting on it afterward. Many questions arise during discussions about taking time for reflection. It is best to say things like "take the time to" or "accord ourselves the time to" reflect instead of "waste time" reflecting. We must reflect before acting, without allowing the reflection to hinder action. In addition, any action undertaken without prior reflection cannot produce the hoped-for results since adjustments in the course of action (which are always necessary) cannot easily be made without a previously thought-out, coherent plan. Reflection leads to action, and action is the product of reflection. Reflection occurs during the action and it also occurs afterwards. Action and reflection go hand-in-hand, leading to more interaction and coherence.

The complementary nature of action and reflection is in line with change implementation aimed at developing competencies. It can be said that developing an ability to draw on various types of resources, interconnect them, use them effectively in various novel situations, make adjustments for other situations, and reutilize one's ability as a means to become more competent or show one's level of competency requires taking time to pause, reflect, step back, distance oneself, interact, and discuss, individually or collectively. Accompaniment has been a means of ensuring that action and reflection remain complementary, but also of helping others understand how useful and necessary this relationship is.

Provide Accompaniment for Action Plans

Action initiation requires developing action plans for change implementation. These action plans require a process that includes items such as the following: (1) a collectively developed plan; (2) a pooling of competencies that underlies an acknowledgment of beliefs and practices,

reexamined with a view to change; (3) a structure; (4) action initiation; (5) continuity over time; (6) followup; (7) analysis; (8) adjustment; and (9) evidence keeping.

1. A collectively developed plan facilitates a more in-depth examination of the concepts of competency, competency development, and competency development evaluation with a view to furthering change progress. A plan such as this is developed in a climate of professional collaboration and cooperation. This implies analyzing various facets of the change implementation and the accompaniment that will be needed. A collectively developed plan means it is important to work within a collegial team perspective to develop an action plan in response to a workplace problem related to the change implementation.
2. A pooling of competencies that underlies an acknowledgment of beliefs and practices, reexamined with a view to change, means that all individuals who participate in action plans owe it to themselves to be engaged in reflective practice so they can actively collaborate not only on ideas but also on actions to be taken. Adopting a reflective stance and thought process enables individuals to take this necessary step back from all actions carried out within the context of their intention to reflect on professional practices and to change and update them.
3. A rigorous yet flexible structure is conducive to making adjustments throughout the creative process and also later when an action plan is implemented. Flexibility and rigor are not often associated. In change accompaniment, flexibility must be demonstrated since accompanied individuals react affectively to changes to their practices. Rigor must also be demonstrated in structuring the accompaniment in order to ensure progress toward the desired change and to be able to evaluate outcomes.
4. Action initiation ensures that all important facets of the project have been covered and takes account of the engagement of all participants. If no action is initiated in accordance with the goals of the change, no change can actually be expected to occur.
5. Continuity over time ensures a project will not only have a start, but also a "life," with all the ups and downs this entails. Accompaniment that takes place over too short of a time period leads to superficial changes that can seem big, but that may fail to be assimilated into practices over the longer run.

6 Followup actions enable accompaniment providers to stay in touch with what is being done and how, and to accompany individuals if ever they become involved in other projects. Such followup is characteristic of accompaniment, which, unlike ad hoc training, deems each meeting to be only one step in an ongoing process.

7 Analysis is required at several points in the project. In the development phase, analysis ensures coherence between action plans and the problems they address, to ensure intentions are honored. During implementation, it helps individuals look critically at what is being done and how. At project end, it enables accompaniment providers to verify whether intentions were fulfilled, whether the tools and approaches were adequate, and whether there are areas still in need of improvement and to predict how continuing the project could produce other effects.

8 Carrying out an action plan requires that adjustments be made at various times during the project. It is important to continue critically examining both the actions performed by accompanied individuals within the project context and the project's outcomes. Midstream adjustments are sometimes to fine-tune, other times to make the project's anticipated outcomes even more tangible.

9 Keeping evidence from the moment the project starts helps ensure consistency across ideas and actions. At various times throughout action plan development, it helps ensure the conceptual thread is maintained. During action plan implementation, keeping evidence enables participants to return to points that have already been discussed or established to determine visible and less-visible outcomes. Throughout the project, keeping evidence helps identify those conditions that guarantee success and that are worth recreating and maintaining; similarly, it helps identify difficult situations that should be avoided or improved in future. Keeping evidence enables individuals to do reflective reviews of their progress in the project and of their own practices.

CHAPTER 3

ACCOMPANIMENT-RESEARCH-TRAINING FOR CHANGE IMPLEMENTATION

When a major change is implemented, whether in an institution, organization, or company, there has to be a way to evaluate the change process and the extent of change implementation. This makes it important to collect evidence of the process. However, collecting evidence without examining it analytically is not very useful. This is why evidence can be examined not only with a view to reexamining past actions, but also to carry out research and produce status reports. In this sense, one can speak about accompaniment-research-training. In the concept of accompaniment-research-training, it is the hyphen (-) that is important. This little symbol shows how closely interrelated accompaniment, research, and training are. It is a way of

- extending research beyond data collection so that the research instruments serve as training tools and vice versa, and
- promoting adaptations in different accompaniment and training activities for reuse and action initiation, but also collecting evidence of these approaches and processes for analysis, conceptualization, and model building (see Lafortune, 2004b).

Along the same lines, Charlier (2006) deems that the link between training practices and research practices helps practitioners better understand their observations and experiences when they have doubts while executing actions or intervening. This is particularly true when implementing a prescribed change or one with prescribed elements. This idea thus applies to a variety of change situations when the link between accompaniment, training, and research makes it possible to collect evidence that has been analyzed, theorized, and used for model building throughout the entire process, and that can be deemed a professional construction. Such constructions, which are both individual and collective, and carried out with and by practitioners grappling with multiple and frequently new and complex situations, help in the implementation of major change.

Accepting that accompaniment is part of an accompaniment-research-training dynamic leads to a twofold view of accompaniment, one focused on accompaniment-training and the other on accompaniment-research. This dual nature lends coherence to the professional actions and acts that have been, and will be, performed throughout the change accompaniment process. The three words "accompaniment," "research," and "training" are associated in pairs: accompaniment-training and accompaniment-research. These associations are explained in the following sections.

ACCOMPANIMENT-TRAINING

Accompaniment-training aims to foster a reflective-interactive dynamic, inspired by the management team or the accompaniment team or provider[1], in order to accompany, train, and equip accompaniment providers who accompany and train other accompaniment providers in change implementation accompaniment. The point is not to intervene in a "top down," hierarchical fashion, but rather to understand the interaction dynamic that exists between accompanied individuals and those they in turn accompany. Given this research aimed at enhancing understanding, it is not enough for the accompaniment team to accompany and train accompaniment providers; it must engage extensively in the process by intervening regularly in all accompanied groups and work teams. This is a means of becoming immersed in the reflective-interactive dynamic of accompaniment. Along the same lines, members

1. Integrating research into a project presupposes that at least one person with research expertise is on the team.

of the management team, after developing competencies and acquiring experience, can engage in what is referred to as comprehensive followup, in which more personalized meetings of subgroups take place to foster action initiation through accompaniment of the development and implementation of action plans. Such followup can be stepped up as the change is understood and prospects for action materialize.

The accompaniment conception underlying this model deems training to be an integral part of accompaniment. Its inclusion brings theory and practice into closer connection. In this regard, one cannot claim that some meetings are for training and others for accompaniment. Rather, all necessary or useful conceptual or theoretical elements are integrated at the appropriate time and in various forms: conceptual or theoretical explanations when certain questions are asked; presentations with frequent references to accompaniment-related concerns; practical contributions or recounted experiences to which are added brief, more conceptual or theoretical presentations to promote theory-practice connections. This conception of theory-practice connections entails providing examples, explanations, and comparisons and contributing analytic elements with connections to theory. It is an incentive to new, founded experiences and the careful development of material. It enables understanding of a variety of work approaches. Moreover, training is also conducted in reference to various strategies associated with group facilitation, adapted for the selected accompaniment perspective. It is readily admitted that socioconstructivist accompaniment training, in integrating training, uses facilitation as much for fostering a dynamic as for promoting engagement.

This training associated with an accompaniment process aims for accompaniment providers to develop skills relating to adaptation and transference of what is experienced in meetings to different situations and contexts. In other words, the main point is to develop professional autonomy in accompaniment to achieve long term results when a change whose foundations are largely different from what has been done previously is applied.

ACCOMPANIMENT-RESEARCH

Generally speaking, accompanied individuals do not always grasp the value or utility of integrating a "research" component into an accompaniment process. It can sometimes be difficult to understand the dynamic effect that research has on the development and professional progress of

individuals involved in this type of process. On the other hand, by examining its role, we realize to what extent research can have a decisive influence on the accompaniment of a major change. In action and with time, we can see that the results from the collection and analysis of data gathered from a number of individuals actively helping train accompaniment providers or accompanied individuals contribute to the construction of a shared vision of change because these results are, in some way, the memory of the process and a witness to the interaction, reflection, and progress of all the individuals involved. Moreover, research enables accompaniment providers and those accompanied to either challenge their perceptions and beliefs or to reinforce them and thus ensure progress toward intellectual autonomy. In this sense, research must consist of more than just surveys whose results are compiled, analyzed, and interpreted by university research teams that do little review with the participating individuals and groups. In an accompaniment project, research requires consultation and collaboration so that the partners work as much on adjustments to data collection instruments as they do on the interpretation of results.

At the beginning of the experience that led to the model described in this book, research and accompaniment were instead perceived as two juxtaposed entities. Saying that research and accompaniment were complementary and indissociable did little to change perceptions. It was while the project was underway that conceptions slowly changed. Through an understanding that research could contribute to accompaniment, research and accompaniment were, little by little, perceived as useful to each other, meaning complementary, but also closely related.

By establishing a productive dialogue between theory and practice, research also participates in the development and enrichment of a knowledge culture associated with the change, which promotes understanding of the change. The reuse of research data with other groups also shows the importance of having a network. Interaction and sharing of research data and collection instruments encourages individuals to have certain interactions themselves with members of other groups, many of whom will be involved in the same project, whereas others will not be as familiar with it but want to learn about it and potentially take part in it.

Given this, research contributes to (1) guaranteeing both rigor and flexibility in accompaniment, providing in a way for adjustments to be made to the evolving realities of the various teams or workplaces; (2) adapting and progressing through openness and interaction between various individuals and partners; and (3) collecting evidence of the

process to bear witness to the experiences carried out in accompanied workplaces. Documenting the process makes it possible to develop accompaniment material that provides explanations of what happened in action, an analysis of reactions, precautions to take in future, suggestions for adjustments, etc. A part of the material is used for developing other tasks, situations, or families of accompaniment situations adapted to the training or accompaniment to be carried out. The material to support accompaniment can also be in the form of presentation documents, worksheets, diagrams, and syntheses of various problems or processes discussed in any of the accompanied groups. Research also (4) spurs and explains conditions conducive to implementation of the change and (5) helps with the development of intervention methods for online posting and consultation.

INTEGRATING ACCOMPANIMENT, RESEARCH, AND TRAINING

In conclusion, integrating accompaniment, training, and research makes it possible to

- promote the development of professional competencies where accompanied individuals move from grasping the concepts to taking ownership, deepening their understanding, and finally to professional autonomy in regards to implementation of the change, since research helps in identifying individual and group development;
- promote rigor in the process, since research demands a structured approach and training tools that make it possible to collect evidence and data in an organized and consistent fashion;
- highlight the need for ongoing accompaniment, given the time it takes to promote acceptance of change among accompaniment providers and recipients;
- stress the importance of followup knowing that accompaniment must be carried out over a certain time period and that between-meeting actions must be planned to ensure consistency;
- promote a process of analysis, evaluation, and interpretation that leads to conceptualization, theory building, and model building; and
- ensure that project outcomes are not left solely to intuition.

Throughout the process, accompaniment, research, and training are intimately interconnected. Accompaniment is aimed at accompaniment training toward change implementation, which calls for a deepened understanding of the foundations of the change and the means for implementing the foundations. Training provides theoretical foundations and develops skills used to adapt and transform accompaniment experiences. Research facilitates data collection, which allows for conceptualization of the experience and derivation of a professional accompaniment model for change. Research also makes it possible to provide accompaniment material that has been tested and adjusted based on comments and experiences. The research component is complementary to the reflection and practice updating process in accompaniment-training.

The accompaniment, research, and training structure is a novel approach (1) on the professional level with its clear support for accompanied individuals and (2) on the level of lifelong training with an emphasis on the development of professional competencies.

FACILITATION, TRAINING, ACCOMPANIMENT, AND RESEARCH

In the proposed model, accompaniment presupposes the existence of facilitation and training. Accompaniment and training cannot exist in isolation. Accompaniment is a process entailing support over the short or long term that helps connect theory and practice and coherently initiate action. The research component guarantees a more rigorous approach and helps in evaluating accompaniment and identifying reinvestment opportunities. It would probably be possible to conceive an accompaniment process without a formal research component, but the need to consider collecting evidence seems inescapable. The characteristics of facilitation, training, accompaniment, and research are summarized in Table 3.1.

The shift from training to accompaniment and the integration of accompaniment, training/facilitating, and research is a complex process. If the research is to be scientific and rigorous, the process must employ a research method centered on emergent theory building as per the proposed model.

Table 3.1
Characteristics Associated with Facilitation, Training, Accompaniment, and Research

Facilitation	Training	Accompaniment	Research
Being a good facilitator means • being energetic, • showing enthusiasm, • interacting, • listening, • reformulating to keep discussions moving forward • using group leadership techniques, and • managing the discussions (having expertise related to the subject under discussion is up to the participants).	Training can be ad hoc or spread out over time; depending on how spread out it is, it can make it possible to • develop theoretical and practical notions, • make connections between theory and practices, • provide examples along with explanations and comparisons, • provide analytical input, • encourage experimentation, • encourage development of material, and • explain and promote understanding of a variety of work approaches and theoretical perspectives.	Accompaniment entails • monitoring, • support, • continuity, • deepening of understanding, • encouraging accompaniment leadership • respect for the pace and needs of the workplace versus the necessity for change, • encouraging involvement, • better knowledge of self and accompanied individuals, and • development of an affective connection. Depending on the perspective, accompaniment can take different forms. For projects that are part of a socioconstructivist accompaniment perspective, this entails • a coconstruction process, • concern for fostering sociocognitive conflict, and • focus on training reflective practitioners and metacognitive individuals.	Research entails • a research method: research instruments (training tools); • validation, analysis, interpretation; • adjustment of actions; • meaning of outcomes, their explanation (how, why); • collection of evidence and data; • emergent theory building; • dissemination, reuse; • going beyond intuition and perceptions; and • model development. It requires • concern for rigor; • creativity; • a critical eye; • observation, reflection, questioning; and • ethical concern.

EMERGENT THEORY BUILDING

The conception of research underlying the proposed accompaniment model has the characteristics outlined below. If the decision is made to simply collect evidence throughout the process, the research characteristics can be adapted accordingly.

- Research is a rigorous, coherent, and transparent process constructed in partnership with various entities: establishments, organizations, companies (for example, universities, government ministries, school boards, schools).
- Research is important for individuals to be able to fully engage in directed and prescribed change.
- Research takes into account all accompanied individuals from the viewpoint of the change requirement.
- Research has practical goals. Its aim is for results to be used in the workplaces affected by the research. It has theoretical foundations, but deems the coconstruction of theories that emerge from reflection-interactions to be useful and important.
- Research makes it possible to take actions conducive to change implementation, to use the results and to innovate in the area affected by the change, to lend viability to the knowledge conceptualized by the accompaniment-research process, and to develop a model that can subsequently be transferred to other workplaces.
- Research targets a change in practices both in accompaniment providers and in those accompanied.
- Research entails engagement on the part of the person(s) in charge of research within accompaniment-training.
- Research promotes development of a model that can be transferred to other workplaces.

This conception of research is rooted in the literature. For example, Paillé (1994) discusses the concept of "research-action-training" in which the research dimension is related to the scientific process and aims to further knowledge. The "action" dimension is the central term, with researchers and subjects joined in a common approach. The training dimension leads to an updating of practices by creating a reflective space where theory and practice are brought together to produce lasting changes in certain beliefs and educational practices. Tochon and Miron (2004) use the expression "research-intervention," which stresses the interconnectedness of approaches that make evaluation possible (which

presupposes an analysis of the situation) while involving subjects in research-action, which lends a conscientizing aspect to the process. The theory-practice connections are not especially emphasized. Anadon and Couture (2007) use the expression "participative research," encapsulating research-action, research-collaboration, and research-training.

> These processes thus answer the need to establish a connection between research and action, between theory and practice, between researchers' logic and that of practitioners. The processes consider the subject (the individual or the workplace) in its context and try to understand the meaning and the implications of the research problem and its solution for the workplace. Specific factors contribute to the process and the results of this type of research, including the choice of methods to foster interaction with social actors, reciprocal input from researchers and participants, as well as the dynamic in reflection and action. The strength of this type of research lies in its ability to positively influence practice while systematically collecting data (Anadon and Couture, 2007, p. 3 [translation]).

Lafortune (2004d) speaks of "research-training-intervention," which entails three dimensions: rigorous scientific research, participant training, and workplace intervention with a view to changing practices. The takeaway from these authors is the idea of associating research with various forms of intervention or action, including training. Research projects must be designed in combination with training that connects theory and practice, especially when the workplace is involved in the research process. This is all the more necessary during implementation of a change whose foundations challenge beliefs and presuppose a change in practices. Training on the accompaniment method that integrates training and research appears to be highly appropriate and hold out good promise.

Accompaniment, research, and training are the three main components of the research method used. The method includes a qualitative analysis with the individuals involved in a change process who agree to train themselves by thinking about their practice from an accompaniment perspective in order to become, in turn, accompaniment providers in their respective workplaces. These workplaces then become fertile ground where research instruments do double duty as training tools.

The research method is refined in action and in interaction with the various accompanied teams. This openness to variable content and differing paths makes it easier to make adjustments while intervention is underway and encourages ongoing adjustment of the accompaniment process and greater engagement on the part of individuals. Although the accompanying team exercises accompaniment leadership by suggesting

certain important steps toward implementation of the change, the content of the meetings and sequencing of interventions are open and relatively different for each accompanied group. They are chosen in cooperation with the workplace, based on the latter's context, expertise, and action plan(s).

The data is studied in accordance with a principle of emergent theory building:

> ... emergent theory building is a process whereby theoretical discoveries are made based primarily on the action that a studied workplace takes as part of its own study. The workplace contributes to better understanding, by others and itself. It can suggest a problem, reorient research and intervention in more productive avenues, and critique and validate research results. The emergent theory building is the product of interaction and of the coconstructions created by individuals from the workplace and the research team. It is a means to coconstruct theory for new concepts ... because it draws on material constructed in a group setting and returns it to the group to be considered and improved while drawing on existing theories (Lafortune, 2004c, pp. 297–298 [translation]).

Emergent formulations are used for model building, which is a process of representing a real or potential situation leading to better understanding of its nature and evolution. This process can be used to analyze an existing system or to design another one (Legendre, 2005). In addition, the observation and self-observation grids that come out of this process more objectively illustrate the level of engagement in affected individuals with regard to the change and in change implementation.

In the project that was the basis for the model presented in this book, emergent theory building took various forms, such as

- Two main publications that provided a frame of reference on professional competencies for change accompaniment (Lafortune, 2008a) and a professional accompaniment model for change (this book).
- Accompaniment situations from activities, tasks, and situations tested as part of the project. These situations are not simply a list of what should or could be tested; they also include ideas about precautions to take and adaptations to consider and provide an important synthesis of accompanied groups' reactions to theoretical elements. They form an analysis of what occurred during the project.
- Documents about various subjects broached during the project, drawing links between what was said during meetings or written evidence of discussions or syntheses with theoretical elements. These documents relate to accompaniment, professional collaboration, reflective practice, knowledge culture, etc.

- A series of booklets about evaluation accompaniment that were developed to respond to the demand for an in-depth discussion on evaluation.

Professional autonomy in the accompaniment of a change can be explained as follows: Being autonomous in one's accompaniment of change, whether prescribed or not, means knowing how to act and decide in a conscious, reflective, and creative manner by drawing on and interconnecting one's professional resources (internal resources include competencies, attitudes, strategies, pedagogical culture, etc.), which continue to develop, and on those resources to which the accompaniment provider has access (external resources), in order to integrate them into one's action and professional practices in an accompaniment process. Such autonomy entails considering others' contributions by comparing and contrasting one's own resources and those of others (accompanied individuals, authors, etc.) and justifying actions from the standpoint of intentions and accompaniment contexts with the goal of leading others to become autonomous and to progress, with them, within the proposed innovation while building a practice community. Triangulation is also a possibility, based on various data sources (various instruments) and various individuals involved in the process who provide input on identical aspects of the project: conditions, outcomes, and material. These individuals are accompaniment providers responsible for change implementation.

CHAPTER 4

THE ORGANIZATION OF ACCOMPANIMENT

The change accompaniment process generally starts out much the same in each accompanied group, but then the groups gradually diverge under the influence of the accompaniment providers and accompanied individuals themselves, as well as the issues on which accompaniment providers spur reflection and interaction. During the process, new members may join groups while others leave (new hires, retirement, etc.) and special requests are made. Each group therefore follows a different path.

MAIN ACTIONS TO BE TAKEN

Certain main actions can be taken in order to organize accompaniment. The following list of actions[1] can be adapted to the context and situation:

- Have a change accompaniment project that leaves room for input from accompanied groups (explain the project, explore issues as a group, identify and suggest adjustments, consider modifications, even major ones, etc.)

1. These steps are from a project that ran for several years with a number of groups from different Québec regions. Steps may differ according to the accompaniment context or the transference applied to the model.

- Announce the intended form of accompaniment and discuss adjustments to be made for the different groups
- Form accompaniment teams, as needed
- Take steps to ensure the accompaniment process has the human resources (train accompaniment providers, train research staff, as needed) and material resources (draw up first drafts of the accompaniment materials needed for work in groups and gather relevant theoretical documents) it needs
- Decide how to evaluate the accompaniment process and the degree to which the change is implemented
- Begin putting in place conditions conducive to accompaniment of the change
- Seek to understand how open or resistant to the change participants are
- Recognize and anticipate certain outcomes of the accompaniment process
- Begin to understand and identify the competencies necessary for accompaniment
- Ensure that accompaniment providers develop and strengthen their competencies, and that they have a headstart on the groups they are training or accompanying
- Take advantage of the synergy of accompaniment teams and accompanied groups and ensure it benefits those affected by the change
- Ensure that a reflective practice has developed or been implemented.
- Help accompaniment providers grasp their role
- Begin evaluating the accompaniment process and to what degree the change has been implemented
- Consider how the accompaniment process and certain of its outcomes can be shared and promoted
- Show certain aspects of how professional competencies will be developed for accompanying the change and how professional practices will be updated
- Work towards a shared accompaniment model in which accompaniment providers cooperate with the team organizing accompaniment of the change in order to plan actions, take an active leadership

role, use and develop their professional competencies for accompaniment, and contribute to broader reflection on the change and its accompaniment

- In the very first meetings, encourage the sharing of personal observations and experiences to get to know accompanied individuals better and learn about workplace realities, as well as adjust meeting content to ensure it is in line with and complements the concerns of accompanied individuals
- During meetings, note the topics, themes, or issues that emerge in order to best support accompanied individuals with their questions and problems at subsequent meetings
- Make action a priority, particularly actions in line with the foundations of the prescribed change
- Acknowledge changes in accompanied individuals' level of engagement and provide support to these individuals in implementing action plans in tune with the needs of their workplaces
- Organize followup meetings (which become personalized, as explained below) to investigate the topics addressed at accompaniment meetings or to support action plan development and implementation
- Ensure that new groups are accompanied gradually
- Organize reflective-interactive presentations with a number of groups in order to help them better understand the theoretical thrust of the change
- Share reflections or ongoing theory building with accompanied groups
- Be aware of the autonomy that develops in relation to the change and encourage accompanied individuals to become aware of it
- Fine-tune accompaniment material for the workplace and based on feedback from the activities carried out
- Carefully consider the outcome of the project, by looking beyond those directly accompanied by the team

Two items on this list call for further explanation: personalized followup and reflective-interactive autonomy.

Personalized followup: Personalized followup is a dynamic, interactive process whereby small accompanied groups are provided with support in thinking about a workplace problem with a view to taking

action in line with the foundations of the change. Those providing personalized followup must spend some time participating in an accompanied group in order to interact with others and understand the actions of other individuals or groups.

Reflective-interactive autonomy: Various signs are evidence of reflective-interactive autonomy:

- Knowing how and when to encourage interaction
- Accepting feedback about one's ideas and actions
- Being able to justify one's ideas and actions
- Being able to identify situations where
  - Individual reflection is necessary
  - Others can contribute to reflection
  - A theoretical and practical understanding is useful or even essential
  - Collective thinking is crucial for innovation

Accompanied individuals develop reflective-interactive autonomy by learning about the foundations of the prescribed change, as well as through the broader understanding they gain from the various types of training they receive following discussions between peers or experts.

ORGANIZATIONAL FLEXIBILITY AND RIGOR

Organizational flexibility coupled with organizational rigor in an accompaniment project makes it easier to deal with the large numbers of people and workplaces that accompanied groups can represent, as well as the time constraints that most people are under in periods of major change. When people working in the same field pool their experience, potential solutions arise that are conducive to change implementation, particularly because potential solutions are closely tied to the problems of each particular workplace. This gradual empowerment of members of each accompanied group ensures efficiency and coherence in the acts of accompanied persons, accompaniment providers, and anyone following the change accompaniment process in any capacity.

As we have already noted, accompaniment is carried out in professional collaboration with accompanied groups. Each follows its own path based on its own expressed and anticipated needs, while exercising

leadership. The themes and processes are chosen by the group and accompaniment provider team according to workplace practices, the specific expertise of accompaniment providers, and the thrust of the change.

Following is a brief illustration of organizational flexibility and rigor in a two-day meeting that is part of a change accompaniment process. This suggested meeting structure should be adapted to the accompaniment providers and those they accompany.

1. Ensure open, flexible planning that allows for more than one way to address themes, topics, or processes at meetings in order to allow for adjustments on the fly
2. Thoughtfully choose tasks, accompaniment situations, situation families, and interdisciplinary ties to ensure greater coherence between ideas and actions
3. Complete forms to help foster reflection and discussion, as well as note taking and evidence keeping
4. Prepare conceptual or theoretical elements to "find out more," "develop expertise," and "get a headstart" in order to enrich the culture associated with the foundations of the prescribed change
5. Prepare examples or ideas of transference in practice
6. Validate the work plan with accompaniment managers and/or the accompaniment team
7. Encourage accompanied persons to tell their colleagues about completed or planned experiments in order to garner constructive criticism and feedback
8. Encourage accompanied individuals to experiment in the workplace between meetings and report back to colleagues
9. Encourage action plan development, share certain aspects of these plans, give feedback, and plan actions
10. Implement the accompaniment process (synthesizing, giving feedback, simulating conversations, observing questioning, etc.)
11. Participate in moments of individual or collective reflection (alone, in small groups, and in large groups)
12. Initiate a topic in preparation for an upcoming meeting
13. Prepare work plan content for the next meeting as a group
14. Complete reflection forms regarding learning outcomes, challenges, or experiments to attempt before an upcoming meeting

15 Reflect on learning outcomes, challenges, or experiments to attempt before an upcoming meeting or conditions that facilitate accompaniment and the impact of accompaniment (these forms can also be completed during a meeting)

16 Share comments regarding any of the aspects raised during the meeting

17 Send the meeting work plan to accompanied group members one or two weeks before the meeting

The following table describes the typical structure of a two-day meeting. This structure is meant to serve as a guide and can be adjusted according to the accompanied group.

Day 1	Processes	Day 2
Morning	Transversal consideration of processes such as questioning, giving feedback, synthesizing, observing, etc.	*Morning*
Introduction to the meeting.		Review of Day 1.
Introduction of theoretical or conceptual theme chosen with the help of the following:		Continuation of work in connection with the theoretical or conceptual theme.
Individual and group reflection		Synthesizing.
Teamwork		Or
Pooling of ideas		Continuation of work regarding action initiation in various forms.
Synthesizing or preliminary synthesizing		
Afternoon		*Afternoon*
Time set aside for sharing experiences, observations, work on action plans.		Initial discussion of a topic that emerges from action plan development for a future meeting.
Role playing, team reflection and simulation exercises.		Feedback on the meeting, synthesizing, or theoretical contributions, if any.
Ideas for transference, reflection on topics to be revisited.		Reflection on learning outcomes and challenges to address between meetings.
Consideration of topics or themes that emerge throughout Day 1.		Consideration of possible themes or topics for the next meeting.
Synthesizing, feedback on the day's activities or theoretical contributions, if any.		Round-the-table discussion of reflections inspired by the meeting.

The following key dimensions should be kept in mind when planning and carrying out a meeting.

Remember

- Ensure reflective-interactive communication that fosters reflection, action, interaction, and the development of accompanied staff
- Promote a sense of collegiality, of professional collaboration
- Encourage and recognize sociocognitive conflict, and take advantage of it
- Encourage awareness building throughout the process
- Take the affective domain into account
- Anticipate certain reactions or outcomes; put in place conditions conducive to accompaniment
- Allow for adjustments on the fly
- Model a reflective practice
- Act ethically and critically

How to Deal with Complexity

- Build one's personal understanding of theoretical or conceptual content while accompanying a group of people seeking to build their own understanding
- Help people move forward and develop competencies without imposing one's own vision, but instead by helping people develop their own models in order to accompany implementation of the prescribed change
- Take into account staff movement within work teams, as well as in accompanied groups and in the accompaniment or management team
- While accompanied persons are often placed in a situation of cognitive dissonance at the beginning or during a meeting, be sure to "complete the circle" or part of the "circle" before the meeting ends to promote the ongoing development of ideas afterward
- Examine one's leadership as an accompaniment provider throughout each meeting, as well as the value and coherence of actions to be taken with accompanied persons

How to Reflect on One's Work Experience and Help Accompanied Individuals in Their Own Reflection

- Use reflective writing for professional development (forms on learning outcomes and challenges in Appendix I)
  - To help people take a step back and get a different perspective on what happened, how it happened, why it happened the way it did, and how the experience can be transferred to another situation
  - To identify the challenges people are taking on to ensure action initiation and promote a broader perspective with a view to autonomy
- Go from telling stories (or telling about oneself) to describing and explaining (justifying) practices (experiences in the workplace), including feedback
- Distribute documentation with a specific intent and include reflective feedback on readings
- Reexamine the meaning of actions, their how and why, their effects or consequences, and solutions envisioned for the next time
- Anticipate responses to suggested tasks and situations for easing change and spur creativity
- Demonstrate credibility as an accompaniment provider through one's own work knowledge in order to support or reexamine intuitions or reflections
- Share real issues tied to implementation of the prescribed change and discuss them with a view to professional collaboration—both accompaniment providers and recipients can contribute to reflection and mutual training

How to Carry Out a Structured and Foundational Accompaniment Project

- Provide training-accompaniment to the accompaniment provider or accompaniment/management team using accompaniment providers who are accompanying others
- Leave time for training the individual or group in charge in accompanied work teams

- Plan for a certain number of days and work arrangements:
  - Plan 8 to 12 meeting days over two years. This can mean an optional two-day meeting to start the process and one- or half-day meetings with a one- or two-day wrap-up at the end.
  - Structure meetings in order to
    - Promote active, reflective, and interactive participation
    - Provide time for modeling
    - Encourage the sharing of experiences and feedback
    - Provide time for reflective writing for professional development
    - Ensure that comments or discussions are recorded if a research component is planned
- Plan from various perspectives and allowing for adjustments on the fly
- Associate actions with a socioconstructivist perspective—by no means "anything goes," but rather moments of coconstruction where synthesizing brings together theory and practice
- Bring together theory and practice to promote action
- Be sure to include training in the accompaniment process
- Collect comments including explanations, justifications, exchanges, questions, and possible adjustments
- Structure tasks and situations: reflection, interaction, reviewing, revisiting
- Identify specific intentions and a clear and coherent conceptual thread
- Work with accompaniment providers to set up a network
- Develop a reflective-interactive practice with both accompanied individuals and accompaniment providers
- Put in place reflective writing to help structure thinking and perform reviews to benefit both those engaging in reflective writing and those with whom reflections are shared
- Keep a certain amount of evidence, according to research priorities:
  - Written reports of each meeting by individual accompaniment providers or dyads
  - Notes taken during interventions

  - More detailed notes from recorded conversations in order to analyze the effects of accompaniment and review relevant points with accompanied individuals
  - Notes returned to accompanied individuals to help them see the progress they have made
- Promote synthesizing in action both by accompaniment providers and accompanied persons

ACCOMPANIMENT MODELED ON THE SPIRIT OF THE CHANGE

An accompaniment team is made up of accompaniment providers who work in cooperation with the team responsible for implementing the change. When meetings are organized and planned, these teams are both involved. Given our socioconstructivist perspective, it is important to envision this accompaniment model in a decompartmentalized environment where a sense of collegiality is valued. This type of work is not ordered or imposed; it is built on shared experience, interaction, and coconstruction with others. It is developed over time through trust, listening, and respect.

Interventions Tailored to the Path of Accompanied Groups

The accompaniment model developed in this book assumes that accompanied persons already have expertise and use it on the job; it promotes accompaniment that will support them in developing their existing competencies as well as the professional competencies needed to accompany an update or change in professional practices as prescribed by the change.

Obviously such a vision of accompaniment requires organization, a long term approach, and time and task planning over and above scheduled work meetings. Contrarily, it demands disciplined, flexible, and realistic planning of accompaniment that enables more people to relate and sign on to both the accompaniment offered and the change required. According to Lafortune and Martin (2004), socioconstructivist accompaniment, as discussed in this project, calls for

> ... the accompaniment provider to initiate an accompaniment process that includes planning (predicting), observation (self-observation), evaluation (self-evaluation), and regulation (adjustment). After taking

> action and assessing the accompaniment process and his/her perception of the results, the accompaniment provider adjusts his/her beliefs and practices (Lafortune and Martin, 2004, p. 52 [translation]).

The very nature of the topics and themes and how they are addressed makes it easier to communicate, transfer, and sustain this accompaniment model. Through its socioconstructivist perspective, this model is an example of openness to and consideration of diversity. Each intervention is planned, reflected on, designed, developed, and prepared on the basis of the accompanied group who will experience it. The model combines theory and practice, process and product; and it calls for moments of personal reflection and moments of interaction to help accompanied persons make connections and compare or clarify their thoughts verbally.

Professional Collaboration in Organizing Interventions

Providing accompaniment in collaboration with others can be a good way to support people. Lafortune and Martin (2004, p. 59) suggest

> "Team accompaniment," especially for initial accompaniment experiences, [as] team accompaniment makes it possible to pool abilities and attitudes, and to use complementary knowledge and activities. It is an effective way to ensure dynamic accompaniment, as well as mutual training of accompaniment providers. This cross-training approach fosters the development of an active educational culture [translation].

This leads to the coconstruction of professional competencies for accompaniment. In addition, the particular constraints of team accompaniment should be kept in mind and "it is best for accompaniment teams to consist of ... people with complementary resources and competencies" (Lafortune and Martin, 2004, p. 69 [translation]).

As accompaniment progresses, accompanied individuals can be given more opportunities to participate. This will help engage them in the tasks to be completed and develop a competent approach in the workplace. St-Arnaud (2003, p. 185) asserts that "the more the actor and interlocutor act as independent individuals, able to make choices and assume their responsibilities, the more inclined they will be to forge a cooperative relationship" [translation]. Each group's particular approaches will therefore emerge as accompaniment progresses, and will be reviewed and tested. Of course, all this requires that accompaniment providers interpret the acts and expressions of those they are accompanying carefully and thoughtfully, and that accompanied persons respond

favorably to the needs expressed by their peers. Groups and solutions may vary, even if the prescribed change affects everyone. The change will be experienced differently according to the person and context.

Cofacilitation

The facilitation-training-accompaniment in the project underpinning this model was mostly in dyads (cofacilitation). It is not, however, always easy or even possible to put a dyad in place in accompaniment contexts or environments. To palliate this and partially follow the proposed model, colleagues may be queried about or asked for feedback on meeting preparations, and their input can then be considered in the accompaniment process. However, under the proposed accompaniment model, it is still preferable to work in dyads for its ability to address multiple goals: ensure continuity; work in synergy; benefit from a broad knowledge culture enhanced by the past knowledge of two persons; offer mutual support (affective domain); encourage one another; provide an outside perspective to analyze, comment, and critique; share tasks; and nurture discussion to guide selection of content, intervention methods, and strategies.

Cofacilitation is a form of collegiality, of professional collaboration. This approach enables accompaniment providers to better grasp and understand the model, and better play their role. It also provides a "safety net" that affords accompaniment providers an additional element of trust.

In addition, cofacilitation encourages the sharing of theoretical foundations, which enriches team culture. It injects an element of dynamism into the process by allowing each of the cofacilitators to contribute to the construction, justification, and consolidation of their own intervention models and gain an awareness of accompaniment in general and teamwork. Cofacilitation is a way for each partner to develop professional competencies by exercising and enhancing his or her accompaniment leadership.

It could be said that cofacilitation enables decision making and promotes the sharing of ideas and responsibilities or aspects to be emphasized in the prescribed change. A flexible dyadic structure aids decision making with regard to the acts and actions to include in professional interventions. It also reflects the principles inherent to the model that guides actions: interaction, professional collaboration, and consideration of individual dynamics in an accompaniment context and how these systems influence each other.

CHAPTER 5

WORK SEQUENCE FOR MEETINGS WITHIN AN ACCOMPANIMENT PROCESS

The proposed work sequence for meetings in a change accompaniment process is conceived within a reflective-interactive accompaniment-training dynamic involving both accompaniment providers and those accompanied. This work sequence is a process that requires discussing various aspects chosen in an iterative fashion. It also implies continuity in individuals' and accompanied teams' work. This chapter is based on a guide that was written to support accompaniment providers working in pairs at meetings that were part of the project associated with this model. The sequence presented here reflects the process that the accompaniment teams favored throughout the accompaniment process: before the action; while action is underway; at the end of the meeting and postaction; and, lastly, between two accompaniment sessions.

BEFORE THE START: PLANNING A MEETING WITHIN AN ACCOMPANIMENT PROCESS

In accompanying change, accompaniment providers must develop intervention sequences, accompaniment plans, or action plans to address any difficulties experienced in the workplace with respect to the change.

The purpose is to ensure the planned interventions are coherent and relevant and that they lead to actions in accordance with the thrust of the change. The task is complex because it is necessary to take several dimensions into account at once; think outside the box; question certain habits and reflexes; take time for reflection; reexamine practices; insist on explanations; collectively construct concepts or actions; and so on. Accompaniment providers ensure that whatever is done or planned meets the requirements of the change implementation accompaniment process.

This chapter is the product of work on change accompaniment in education that was carried out over more than five years with multiple groups. The results took shape as accompaniment meetings proceeded, based on an analysis process of data collected in various ways. Depending on how this model is applied, certain actions can be adjusted, changed, or transferred. The goal is not to systematically reproduce all these actions, but rather to draw inspiration from them to improve one's own intervention work.

Preliminary Steps

Accompaniment providers can take various actions right from the meeting planning stage. Here are several examples:

- Call and e-mail accompanied individuals to confirm their attendance at the meetings
- Perform administrative tasks such as reserving a meeting space, photocopying handouts, completing the meeting file for colleagues who must carry out similar work, verifying audio arrangements (if the meeting is to be recorded for research purposes), and so on
- Retrieve and read documents in preparation for the meeting
- Welcome new accompanied individuals by e-mail or telephone, as the case may be
- E-mail materials from past meetings or ones that could be used to prepare for upcoming meetings
- Meet with a colleague to prepare the work plan and get management and peer feedback on the plan
- Anticipate topics that people may request, as well as reactions and responses to certain questions
- Preparation by accompaniment providers on the planned topics and possible syntheses thereof and feedback

Drawing Up a General Work Plan

A general work plan provides structure for the meeting, explains its purpose, and through its recurrent elements offers a reassuring framework that acts as a counterweight to the potential imbalances that can unsettle individuals during a meeting. It is also a tool for keeping general evidence from one meeting to another.

General plans are sent to accompanied individuals one or two weeks before the meeting. They should be rather open and flexible in order to facilitate adjustment before or during the meeting. Certain aspects recur from one meeting to the next: the meeting topic(s), implicitly addressed processes, the conceptual thread, presentations of experiences, reflective writing sheets, suggestions for future meetings, comments on the session, and dates for the next meeting.

Drawing Up a Detailed Work Plan

A detailed plan includes a rather specific sequence of actions to be performed during the meeting, written in such a way that a person outside the planning process could easily follow it. It plays a useful purpose, since it spurs more productive, constructive, and critical interaction within the accompaniment team. Among other things, it keeps everyone on the same wavelength and, though the interaction it encourages, fosters a team operating mode (although it often takes quite a while to feel comfortable with the other accompaniment providers, i.e., their approaches, strengths, group leadership limits, etc.). The detailed plan makes it possible to reproduce certain actions if someone wishes to share them with others, thus promoting networking and accessibility. It is a tool, a means of leaving rather accurate evidence about both the content and the processes that intersect throughout an accompaniment process, which is very useful for research purposes. This approach underlines the true value of keeping evidence in a socioconstructivist accompaniment process.

Circumstances sometimes dictate that adjustments be made in the heat of the action, something it can be very useful to anticipate while planning the session. It is good to have a “Plan A,” but having a “Plan B” in one’s toolkit is even better. Having a backup plan ready to go can avoid a too-obvious break in the action. It also makes accompaniment providers feel more at ease and focused on listening to those accompanied, especially if their plan allows them to adjust the situation to the accompaniment context. It is nevertheless important to maintain consistency, even

when ideas appear to have completely changed, and to ensure that connections are logical and the whole forms a logical sequence. Keeping in mind the meeting's conceptual thread, which the group knows, makes it possible to assimilate the changes made.

Predicting

In planning a meeting, it is generally necessary to predict responses, reactions, questions, interactions, and so on. Experience has shown, however, that people often fail to include predictions in their preparations. Predicting is more important in an accompaniment process than in ad hoc training since the accompaniment provider must make adjustments on the go, sometimes rather quickly. If no advance thought is given to this possibility, it can be difficult to make adjustments that are consistent with the conceptual thread. The more importance an accompaniment provider places on interaction and collective reflection, the more necessary it is to predict questions and reactions from those accompanied. Even responding to one's own prepared questions is a way of predicting. One can also put oneself in the place of accompanied individuals and ask how they would react. Predicting makes it possible, in a way, to predict the unexpected.

When dissonance is provoked, it must be carefully planned. Possible reactions must be anticipated to avoid provoking too great a disequilibrium, which can provoke such feelings of incompetence that accompanied individuals withdraw into themselves or disengage. Moreover, failing to predict or too much spontaneity can lead to difficulty in reacting or adjusting certain acts or interventions in the thick of the action. Accompanied individuals can also sense a lack of preparation, which can harm the accompaniment provider's credibility.

Development of Worksheets or Reflection Forms

As has already been noted, an accompaniment process can only be evaluated if evidence is kept. One way of combining training with analysis and evaluation of actions is to use work sheets to record ideas and to complete reflection forms to reflect back on learnings and practices and on challenges to tackle between meetings. Completing these forms encourages evidence keeping.

Having worksheets promotes uniformity, coherence, and consistent visual presentation of actions performed during an accompaniment meeting. They lend clarity and spur interaction between accompaniment providers and recipients, which also cuts down on wasted time and facilitates later reuse of the forms (reproduction and updating). The forms are easy to reproduce when circumstances dictate that suggestions be made to others about accompaniment strategies, methods, or tools. They can also inspire new actions and are adjustable from one team to the next. Teams can contrast or compare their proposed actions or professional acts. The forms are very useful for designing socioconstructivist accompaniment material and are also a way of keeping evidence—for oneself, to analyze and evaluate the accompaniment process (and possibly for research purposes), to guide the process and adjust the intervention of accompaniment providers or teams, and also to fuel the reflections of members of the lead accompaniment team or management, enabling them to profit even from groups in which they have not participated. Lastly, certain forms used for compiling data can, once transcribed, be returned to the accompanied individuals to contribute to their progress and training.

Designing and Developing Accompaniment Situations

Accompaniment providers show their rigor, judgment, and creativity in the detailed design and development of accompaniment situations by using what is already at their disposal[1] and creating or adapting tasks as necessary to include in accompaniment situations directly related to a problem, subject, topic, or concept that is central to the accompanied group's concerns. Their actions are overseen by accompaniment-training management, whose contribution provides critical guidance and helps ensure that adjustments will enrich future actions.

Visual Aids

Visual aids (in the form of a series of slides) provide structure, ensure coverage of points of theory, and are easily reusable tools. They contribute to the development and enrichment of accompaniment providers' intervention models and can provide inspiration at any time as needed. The series of slides help accompaniment providers structure their

1. At the beginning of the project that this book is based on, the first accompaniment situations were carried out based on the prior experiences of the researcher (Louise Lafortune). They were the basis for the first interventions.

thoughts, especially if they use the "comment pages" function to note down their ideas. During actual meetings, these slides are generally not all used or are not always presented in their prepared order, and sometimes they may not even be used at all. They are thus reference documents that accompanied individuals can consult to review what the team has gone over. Generally speaking, it is recommended that the same style of slide be used throughout the process, to make it easier to draw from a variety of series of slides when putting together new series. Using the same style also cuts down on layout time.

Individual or Team Preparation

Individual preparation can vary slightly from one person to another, but there are some constants: individual readings on chosen subjects, discussions with one's partner, studying alone or with others before the meeting, and careful re-reading of the detailed plan to have the most accurate picture possible of the sequence of events, which makes it easier to make adjustments as needed and to immerse oneself in the conceptual thread while feeling confident about how the meeting will unfold generally. Individual or team preparation is important for accompaniment providers, who will feel more competent and in control.

Discussions with Colleagues during Preparation

Learning, practicing giving feedback and synthesizing what has been said, profiting from and accepting others' scrutiny and critique, and presenting the materials one has prepared to colleagues to get their feedback are all important aspects of accompaniment. They make it possible to cast a critical eye on what is presented with the goal of ensuring the relevance and coherence of proposed actions. Looking at things from different angles makes it possible to weigh the logic of the ideas put forward by other accompaniment providers, identify the essence of the subject, meet the needs of those accompanied, and ascertain whether the development areas are well covered. It is also worthwhile to pass judgment on the form of the accompaniment, that is, Are the presentations, proposed tasks, and acts and actions to be performed original enough?

Discussing preparations makes it possible to examine the content, ensure it flows logically from previous meetings, and take an outsider's look at the conceptual thread. These meetings make it possible to enrich the proposed sequence of events, to question it, to ensure a connection

between accompaniment providers, and to promote continuity and consistency between groups. It also enables accompaniment providers to profit from what is happening elsewhere in other groups. These outside examinations also make it possible to refocus the intervention and to place it on an accompaniment path that takes account of the directions and intentions specific to the accompanied group. This has the advantage of reframing the action, adjusting interventions, contributing aspects connected to enrichment of the knowledge culture, and enlivening the meetings by providing a balance between action and reflection (theory-practice), questioning and suggesting professional acts to maintain the pace of the meeting, and avoiding certain misalignments with socioconstructivist accompaniment or the nature of the change, or that do not promote implementation of the change. These outside examinations make it possible to avoid straying off topic and wasting time. They lead individuals to better structure their interventions and to ask clarifying questions to better understand the intervention and to justify the actions that are to be taken.

Accompaniment providers can also promote discussion or reflective-interactive exchange by inviting individuals with different workplace duties to participate. These resources—sometimes outside resources—contribute to collective reflection. They participate in constructing knowledge and new exchange networks (Lafortune and Lepage, 2007).

WHILE ACTION IS UNDERWAY: RESPECTING THE SPIRIT OF ACCOMPANIMENT

Planning an accompaniment-training meeting presupposes there will be a meeting. During the meeting, in addition to executing the prepared work plan (with any adjustments), other points must be considered.

Greeting Participants

How participants are greeted is very important. Accompaniment providers should spend the first few minutes explaining the meeting, welcoming participants, introducing themselves to newcomers (if there are any), reminding participants of the conceptual thread for the year, and reformulating or reframing the intentions for the session. This is also a good time to mention any organizational matters. It is important to take full

advantage of this opportunity. Arriving before the beginning of the meeting (approximately 30 minutes) helps the accompaniment provider establish a rapport with the group, respond to questions, and get into the spirit of the meeting—and the minds of those accompanied. Listening unobtrusively to what colleagues have to say to each other helps the accompaniment provider get to know the group and identify tense or enjoyable situations in the recent past that should be taken into account in the upcoming meeting.

Taking Quick Action

Taking quick action means no long PowerPoint presentations, for example, or talking for too long about what will happen in the meeting, or presenting conceptual aspects at length. Taking quick action means getting people involved right away in reflecting, taking stock of what they know, thinking back on past experiences, discussing, and so forth. This is how to get participants to engage. Diving right into the subject is stimulating, both for accompaniment providers and recipients. It engages the mind and focuses it on a task, a question, a matter. There will be little risk of running out of time—the bane of presenters everywhere—and thereby disrupting the accompaniment dynamic.

Personal Goal and Moments of Reflection

At the beginning of the session, participants can be invited to take a moment to reflect on a goal they would like to achieve that will give meaning to the whole accompaniment process. The goal should be consistent with the conceptual thread and the topics to be discussed during the meeting. During moments of reflection, individuals can change or adjust their personal goals after reexamining them, or continue on as they originally intended. Moments of reflection give accompanied individuals time to activate prior knowledge, recollect experiences, integrate learning, ponder various subjects, and so forth. These reflective breaks enable them to examine their professional accompaniment competencies while enhancing their awareness and better assimilating the process. They help them take a step back and become aware of the process, or look at it from a metacognitive and reflective perspective. They are also a spur to individual and collective reflections on one or more aspects of accompaniment or learning.

The "natural" integration of questions used as moments of reflection enables everyone to refocus and think about the progress they have achieved, to formulate unresolved questions, or to write down ideas or comments that would be good to share during a future group session.

Worksheets and Reflection Forms

Having accompanied individuals complete worksheets or reflection forms while action is underway helps to keep evidence and encourages participants to do so. Such evidence makes it possible to identify the group's progress, use the evidence to make progress oneself, and also help the group see its own progress. In this sense, if accompanied individuals, after several months or one or two years of group work, end up saying, "We were already doing that before" or "That didn't change anything," an accompaniment provider can show the progress through "concrete" examples that stem from individuals' or the group's own experiences and writings. To successfully encourage such awareness, several methods can be used, such as worksheets or reflective forms.

Two types of forms can primarily be used: (1) worksheets (at the beginning, during, or at the end of meetings) specifically about the content to be covered or (2) reflection forms, which can be either (a) forms filled out during moments of reflection or (b) forms mostly filled out at the end of meetings about the learning outcomes, anticipated challenges or actions, conditions helpful to the accompaniment process, or the outcomes of such accompaniment. The goal of the former type is mainly reflection on accompaniment-training action (it is generally not collected), while the latter type is used in accompaniment-research to collect data and build awareness of how the process is proceeding (it is collected). Thus writing (whether reflective or not, or professionalizing or not) is part and parcel of the accompaniment perspective underlying this model.

Individual and Collective Worksheets during and about the Action

In an accompaniment-training process, consideration of prior knowledge and experiences is facilitated by the forms, which encourage individual reflection before sharing in small or large groups. Questions can be asked such as, "What are the two or three strategies that you consider most effective in taking the affective domain in change into account?" or, "What helps you progress when you receive feedback on a professional

action you have taken?" It is a way of putting one's ideas to paper before sharing and discussing them. It is a way of defining one's thoughts so as to better communicate, justify, and compare them with others' and thereby enrich them. In addition to activating prior knowledge and experiences, such forms can be used for interactive teamwork based on written questions and instructions. For example, participants could analyze a series of reflective questions provided for them to reformulate and make more reflective and to explain how these new questions encourage reflection more than the original ones. Their answers and explanations would then enable accompaniment providers to design new forms containing the participants' questions and explanations, which they would resubmit in some other form at a subsequent meeting. The forms can be used as a starting point for a topic to be addressed at the next meeting. This could take the form of team brainstorming, with the results collected by the accompaniment provider to be compiled and structured, then returned to the accompanied individuals so they can continue the theoretical or practical reflection at the next meeting. Thus these reflective forms serve to spur moments of reflection at any point in the process—the start, middle, or end—beginning with individuals or small groups, as much to contribute to collective construction as to draw connections between practice and theory. They are a way of keeping evidence of what has been done, thought, and discussed, but they are also a good source of accompaniment material for adaptation and use in other contexts. These forms keep evidence of the accompaniment process not only for oneself, but also to guide and adjust the process, and to fuel the reflections of the accompaniment team or management, enabling them to profit even from groups in which they have not participated. In addition, certain forms used for compiling data can, once the data is transcribed and synthesized, be returned to the accompanied individuals to contribute to their progress and training. They can also contribute to research.

Reflective Forms Used during Breaks

This type of form can be used for moments of reflection to ponder the development of one's accompaniment competencies, to enhance one's awareness, or to better assimilate the process. These breaks help take a step back from the process, become aware of it, and look at it from a metacognitive and reflective viewpoint. Reflective times vary in length and occur alone or in small groups on specific, contextualized situations or simulations or on one or more aspects of accompaniment or learning. Questions or instructions can be provided to participants to help guide and structure the reflection and sharing. The "natural" integration of

moments of reflection enables everyone to refocus and think about the progress they have achieved, to formulate unresolved questions, or to write down ideas or comments that could be good to share, for example during a future group session. These reflective moments can be planned in advance, but they can also be spontaneously suggested while training is underway.

Personal Approach Reflection Forms That Can Also Serve for Research Purposes

These forms help identify one's professional approach, but also provide evidence to evaluate whether one's approach is more professionalizing or research-centered, or both. They are often used to go back over what one has learned, anticipate how one will reapply these learnings, identify conditions conducive to change accompaniment, and list observed or foreseeable outcomes of change accompaniment. In an accompaniment process, various steps can be included.

Step 1: At the end of each meeting, the accompanied participants can complete a form called "Learning and Future Directions," with the number of questions rising based on the number of accompaniment-training days (or meetings) that have occurred (see Appendix 1 for examples of questions and how they have changed). The time given to complete them depends on the number of questions, the length of the meeting, and the number of meetings that have occurred, because the farther individuals progress in the model, the more reflective they become. For a two-day meeting, 30 or even 40 minutes can be set aside. For a half-day meeting, 10 to 15 minutes is enough. It is important to note participants' names and e-mail addresses, to be able to return the forms to them at some point in the future, if useful to the process. To allow consultation between meetings, to help keep evidence of the process oneself, and for later review the content as required, they can be electronically transcribed and returned by e-mail. Another way is to make copies of the forms for the accompanied individuals. If forms are returned via e-mail, it is important that confidentiality be maintained and that each person receive back only the form that he or she completed.

In a research context, the data from all the groups is pooled together. Participants have commented that getting their own forms back makes them feel like they are being monitored and supported, and it provides a reminder about the challenges they have set for themselves. Merely keeping the forms in a meeting file does not, however, produce

the same effect, because too often notes from a meeting are not reviewed until the next meeting. In addition, after completing the forms, participants can review the meeting and express comments; it is therefore good to have a large number of individuals express themselves and do so in one or two sentences (something that was learned; something that was enjoyable, satisfying, or frustrating; a request; an interest; and so on). Writing beforehand fosters introspection and enables individuals to contribute something useful to the group. Expressing themselves in front of others after writing helps them grasp ideas that others have expressed, put their impressions of the meeting into perspective, and sometimes initiate action. It can also be an opportunity for accompaniment providers to gauge the success of their work and leave the meeting with input from others, which contributes to better *a posteriori* analysis.

Step 2: During the accompaniment-research process, it was noted that accompanied individuals, despite their best intentions, did not always have enough time or sufficiently clear minds to complete the forms and were sometimes exhausted after one or two days of meetings. Moreover, if the meeting took place over two days, it was not easy to remember all the learning that had occurred. They often forgot what had happened the first day and spoke more readily about the second day. Hurried writing is not conducive to a reflective writing stance. Certain questions can help individuals get used to writing about their learning experiences by only asking them to note down a list of what they learned. Given past experience in this regard, the decision can be made to distribute the forms at the beginning of the meeting or during the first half-day and to plan time to complete them, in order to spur a reflective writing stance. It is important, however, to leave room for spontaneity, so that participants can decide when they will take a break to write about their learnings and the process. Being able to do so considerably influenced what accompanied individuals' wrote—they wrote longer answers and explored ideas in greater depth. This led to changes to the form questions (see Appendix 1 for how the form questions changed).

Step 3: During the project on which the proposed model is based, twice over the course of accompaniment-research-training all accompaniment providers (some were able to complete the process twice and others only once) received a file containing the forms they had completed over the prior one or two years. This had two training goals: (1) individually and collectively perform a reflective review of the process and one's progress as accompaniment provider or recipient and (2) go back over the writing process and its influence on one's professional practices (see Appendix 2 for the two types of forms used). On the research level, there

were two goals: (1) contribute to data collection on project outcomes and (2) contribute to results by documenting the value of keeping evidence in an accompaniment process. Everyone then had the opportunity to read or reread their own forms to discuss them and note the outcomes. This made it possible to ascertain the value of keeping evidence, but above all of reviewing this evidence to enhance personal awareness.

Pace and Sequence of Various Tasks

In task sequencing, it is important to maintain a pace that is suitable for the accompanied individuals, in order to encourage their involvement in the tasks at hand. Likewise, it is important not to always work in the same way, using the same types of tasks. Varying the types of tasks (conceptual, presentations about experiences, moments of reflection, transference into practice) and work groups breaks up the monotony and breathes new life into reflections and discussions. By keenly observing and understanding the people one is accompanying, and by noting their degree of concentration and level of cognitive and affective receptivity, it is easier to select the best ways to provide accompaniment.

Synthesis

A synthesis of ideas at the right time ties the exercise in with the conceptual thread the group has chosen for itself. It can also provide an opportunity to compare and contrast one's own ideas with those of the group. It is something both accompaniment providers and recipients should do. In accompaniment situations, accompaniment providers make connections between what has been said. It is instructive to consider synthesis as serving both accompaniment providers and those accompanied. Carrying out a synthesis provides structure for information and a framework for knowledge under construction. Synthesis requires recognition of a conceptual thread that allows the person carrying out the synthesis to forge connections to the whole. It is important to remember that synthesis is not the same thing as a summary. A summary is a relatively brief report on the subject content.

A synthesis can be partly prepared in advance or, with experience, entirely as the action unfolds. Accompaniment providers must anticipate certain points and how they are organized, then through attentive listening and meticulous interpretation of what is said or seen, successfully

construct a compelling synthesis that is in keeping with what the group has said. Doing so on the fly can, however, be a challenge for those not accustomed to it.

Reformulation

At certain times during a session, it can prove helpful to reformulate a thought or a question; such reframing ensures that everyone understands what has been said and the interpretations thereof. By reformulating a person's or a group's ideas, accompaniment providers can better distinguish their own ideas from those of others. Reactions to reformulations help accompaniment providers get to know the participants better and see whether their intervention is taking participants' ideas into account—and not only their own.

Looking at All Aspects of Interaction

In change accompaniment, tasks and simulations can encourage learning (cognitive domain), get participants to examine their learning processes (metacognitive domain) or to update practices (reflective practice), lead to feelings of tension, or produce affective reactions (affective domain). This means that accompaniment providers have at least two things to keep in mind: what they have to do and how they will do it, i.e., through interaction. In addition one can add observing and listening to affective reactions in order to react according to what is happening; reactions observed; causes and consequences of these reactions; as well as solutions to implement during the action. This requires vigilance, diplomacy, and tact to defuse delicate situations.

Presentation of Past or Future Accompaniment Experiences and Feedback

Participants are in the best position to give an account of their practices. During each meeting, everyone is invited to think about one or more specific practices or experiences to share with colleagues. This approach enables presenting individuals to think about aspects of their own practices while enabling the group to think, question, grasp nuances, and practice feedback. The exercise has a training purpose and allows fascinating evidence to be collected for theory building on practices and the changes underway.

It is very important and even indispensable, as Wolfs mentions (2005, p. 27 [translation]), when

> ... individuals are invited to describe or analyze their past experiences (whether for research or training purposes), to clearly define the goal of the process, the "status" afforded their statements, and the methodology needed to collect this information.

While experiences are presented, it is important to listen to the presenter(s) in order to grasp the content, quickly determine the structure of what is presented, and give immediate feedback on both the content and process. It is important to be careful about the feedback provided, because those who express themselves in front of peers can be relatively uncomfortable and reticent to reveal professional acts to colleagues. It is good to support them by asking questions or making comments that lead to a better understanding of the actual experience. Generally a specific time is set aside during the two days for an accompanied person to present his/her experience; the accompaniment providers and those accompanied choose a time together that is suitable for the group.

At these times, feedback is an intervention method that aims to encourage interaction between two individuals, either an accompaniment provider and an accompanied individual, or an accompaniment provider and a group. During feedback, accompaniment providers act, through their comments, as catalysts for reflection with the goal of motivating and promoting the emergence of awareness that will lead to change. Feedback is often used in accompaniment, training, and facilitation and is reflective-interactive. Nevertheless, especially in a context of familiarization and assimilation, sometimes feedback is not very reflective-interactive. It is more reflective-interactive when it takes the form of comments and questions that guide individuals in their reflections and bring them to ask themselves about their approaches, thus paving the way for the emergence of awareness that leads to action. It is less reflective-interactive when it provides mostly unidirectional information, up to and including directing the desired change. Reflective-interactive feedback has more chance of producing an integrated and lasting change because it is constructed by individuals themselves and comes out of the reflection they were encouraged to have.

Workplace initiatives and actions are heavily encouraged, and the accompaniment team supports and assists the accompanied groups by sharing with them certain aspects that have been developed or discussed in other accompanied groups. This shows the diversity of paths that can be followed in moving forward in the change process. The accompaniment process is thus constructed with the accompaniment teams, hence

the importance of establishing relationships based on mutual respect and trust that engender real engagement in the various partners. To ensure success, the accompaniment team uses what is already being done in the accompanied workplaces as a starting point. The team must

- know what is being done in the workplace;
- encourage, support, and guide specific initiatives by individual groups;
- support the transfer of accompaniment activities to accompanied individuals by putting them in a position to continue the process while promoting change;
- encourage an (affectively) reassuring (cognitive) dissonance that challenges participants about some of their convictions;
- create a network by encouraging networking activities (applying what one group does to another reality, sharing information on a website, and so forth); and
- thoroughly follow up to support action plans.

Interaction

Participants are encouraged to share thoughts, compare and contrast ideas, and discuss together during accompaniment sessions. In both small and large groups this results in coconstruction, which accompaniment providers point out and explain. Having strategies to encourage interaction between peers promotes engagement in critical analysis of accompaniment practices with accompanied staff. The support provided by peers in recognition of one's own difficulties facilitates an awareness of aspects that must be changed or adopted in order for individuals to fully assume the role of an autonomous professional.

DURING AND AT THE END PROCESS: PROMOTING REFLECTION AND ADJUSTMENT

There are other actions that can be taken during the interaction work or at the end of a meeting. For example, even though reflective review is something people tend to put at the end of a meeting, it can be done at the end of a specific activity or at the end of an important section within a meeting.

Reflective Review

Reflective review is an important action that helps individuals refocus on the conceptual thread and on the ideas that have emerged, in order to make connections between theory and practice while enabling adjustment of some of the actions to be performed. When the accompaniment-training meeting takes place over two or more days, reflective review can be done either at the end of the first day and/or the beginning of the second day. Time can be set aside for this purpose before resuming work after a meal, or at the beginning of a second day. Accompaniment providers must show careful attention and insight to ensure everything has come full circle with regard to content and process, when necessary, so that individuals are not left too long in a state of disequilibrium.

Starting a New Subject

Experience has shown that accompaniment providers appreciate the idea of touching on a new subject at the end of a meeting and continuing it at the next meeting. These subjects or topics emerge from the group, their problems, and their action plans. This approach makes it possible to urge individuals to continue their reflections between meetings and be open to new perspectives, but also stresses the coherence of the accompaniment provided.

Ending with Listening Time

Taking time to listen to participants' comments and reflections at the end of an accompaniment-training session is a way to better grasp what was accomplished during the session, ascertain accompanied individuals' "affective state," and have a clear idea of areas to prioritize during followup or upcoming meetings. It is a way of bringing the meeting to a close.

Here are several examples of end-of-day actions that can be used to bring accompanied individuals closer together:

- Work meetings with accompanied individuals about problems or questions related to their work situations (these meetings can take place after the first day of the session or during a meal where a certain aspect, experience, or problem is discussed)
- Work meetings with a colleague after the first day of a two-day accompaniment session to review what happened, validate the next steps, and exchange viewpoints on how the session unfolded

- Proposed changes to the meeting structure after reflection and discussion by participants concerning the context, ideas expressed during the meeting, time limits, and so forth
- Recording notes and important data right from the first day of the session since they can influence the rest of the meeting
- Consultation and discussion to identify ways of interesting less-engaged participants.

Professional Development Evidence As a Spur To Reflective Writing

Right from the beginning of a change accompaniment process, participants are invited to take the time to write down what they have learned and the challenges they must meet between meetings. They express themselves freely using questions formulated to spur their reflection. Little by little, these writing times evolve into reflective writing. Participants draw from what they learned in the meeting to reflect on their practices and record their thoughts, ideas, comments, and questions on paper.

Reflective writing is a technique that uses writing to reflect on one's professional practices and analyze them *a posteriori*. It helps build knowledge and develop competencies, and is also useful for training and self-learning. The goal of reflective writing is to help construct a professional practice model; it thus aims to conceptualize practice by examining it from a critical distance even if there are benefits to observation in action (Lafortune, 2009).

Reflective writing differs from narrative writing. Narrative writing tells stories; recounts anecdotes; communicates facts, experiences, and practices; or clarifies contextual, affective, and other elements. Reflective writing deals with contextualized, potentially transferable experiences.

This reflective writing can be understood as a source of knowledge construction and training; it has a stimulus effect. By engaging in reflective writing, participants enter a loop where they simultaneously build knowledge, educate themselves, and perform professional acts. Through writing and subsequent acts, they conceptualize their practices and put in practice their conceptualizations—just like a reflective practitioner developing his or her own model of practice. By distancing themselves from their actions, reflective writers step back, decenter themselves, and decontextualize what they have done. They may even engender a generalizable, communicable theory. It is no longer the personal self that is

writing, but the professional self. Individuals engage in reflective writing in order to reflect on the development of their professional competencies with the aim of eventually discussing their reflections with others, and thereby improving their practice. Professional competency development becomes a reflection topic and possibly a self-learning process.

Reflective writing can promote professional development; it helps develop professional identity, build experiential knowledge, and so on. Writing this way is not an innate skill. It is learned and involves a healthy dose of humility and of trust in oneself and others. It also acknowledges that people learn through the mistakes they make. Used in socioconstructivist accompaniment, reflective writing, unlike "free" writing, incorporates certain predetermined elements and criteria (Lafortune, 2009).

AT THE END AND AFTER: REFLECTING ON ACTION

Reflecting on action can come at the end, but it is most often the continuation of reflection that originated mid-intervention, although not always in a formal or conscious way. For reflection to take place at the end and collectively, time must be set aside for this purpose. This is not easy to do, but it is essential—planning time at the end of the meeting to collectively go over what has been achieved is a way to recognize what competencies have been developed, to give or receive feedback, and to anticipate what comes next, because accompaniment is not a one-off activity and involves actions between meetings. From a motivation standpoint, Wlodkowski (1988) considers this concluding moment to be very important. According to this author, training sessions and meetings often end too abruptly to motivate participants to continue their reflection after the meeting ends. For Perrenoud (2004), reflecting on action after the meeting assumes that those doing so have "an ability to commit to memory the observations, questions, doubts, and rough reasoning that they do not have the time to delve into more deeply in the moment, but that they plan to return to at leisure" (p. 42 [translation]). Thinking about action means reflecting about one's own action and comparing it with what has already been done, in order to ask oneself what could have been done differently, and to explain it to oneself or to critique it. It can be done collectively, at the end of the intervention, or alone or with colleagues later.

Reflection on action is an opportunity to review one's interventions, to recognize one's strengths and limits, to question one's practices and the approaches in other workplaces, to self-challenge, and to validate one's actions in order to improve one's own accompaniment approach. This form of reflection is a way to step back from things. It could be said that reflection at the end and afterwards links the past to the future; in other words, it is simultaneously retrospective and prospective. It is retrospective because individuals examine what was accomplished to take stock of it and understand what worked and what did not. It is also prospective because it enables them to subsequently face analogous situations and to welcome the unexpected. In summary, it is a form of learning because individuals can take the experience and "transform it into knowledge that is likely to apply to other [similar] circumstances" (Perrenoud, 2003, p. 36 [translation]).

POSTACCOMPANIMENT REFLECTION: EVIDENCE TO KEEP

Once the meeting is over, accompaniment providers must take time to reflect *a posteriori* about what happened; what they accomplished as accompaniment providers; and their perceptions of what others were able to take away from the meeting conceptually, or in regard to practices or any other aspect connected to the change.

Detailed Work Plan, As It Was Carried Out

After the accompaniment session, it is time to review the detailed plan and update it to reflect what actually occurred. This makes it possible to keep a record of every detail of how the accompaniment session unfolded and to refer to it as needed. This work plan can also be consulted by another accompaniment provider, who can draw inspiration from it in similar accompaniment contexts.

Meeting Summary

Writing a meeting summary is another way of keeping evidence. It is an interesting way of examining what was done and how. Summaries paint a picture of a group's progress. In the proposed model, summaries are

posted on a site so that all participants can freely access them.[2] Thus the group's progress becomes apparent after a certain number of meetings. It is also possible to examine other groups' progress.

Writing an Accompaniment Report

Writing an accompaniment report should be done as soon as possible, while everything is still fresh in one's mind. If the meeting was recorded, the tapes can be used to transcribe evidence. Tapes are just as valuable for writing reports as for continuing the accompaniment, following up later, or carrying out research, as the case may be. Writing reports puts into words what was discussed, along with questions, comments, elements of emergent theory building, and so forth. The reports serve as the basis for continuation of the accompaniment for the group and they can also enrich the accompaniment of other groups.

ACTIONS BETWEEN TWO ACCOMPANIMENT SESSIONS: FOLLOWUP

In an accompaniment perspective, the time between two meetings is also important for ensuring followup, support, and one's own training.

Followup

Following up between accompaniment sessions facilitates continued contact with those accompanied, helps keep them engaged, and addresses any needs that might arise. It can take a variety of forms—telephone messages, e-mails, sending of requested documents, visits between meetings, suggested readings or websites to consult, and so forth. E-mailing documents about the meeting to those absent and new participants is also a form of followup. Optional followup can range from participating in work committees with accompanied groups or visiting workplaces for further training input to using the website to interactively validate documents under construction, compiling and returning reflection forms; giving feedback on accompaniment or reflection journals, and helping small groups of people get up to speed if they want to join various

2. For an example of summaries, see <www.uqtr.ca/accompagnement-recherche>.

groups. Followup can also be done on developing and implementing an action or accompaniment plan with a group of individuals participating in the change accompaniment process.

In addition to helping accompaniment providers stay in contact with accompanied individuals, followup can be a boost to engagement whereby accompaniment providers suggest one or more actions to be performed by a specific deadline chosen in conjunction with accompanied individuals. Followup helps participants analyze practices and transfer to their professional acts their learnings about the goals of the change, its components, staff accompaniment, or updating of practices.

Training Actions

Between meetings, accompaniment providers may need to self-document, clarify certain points, research certain answers to questions, consult experts, colleagues, and so forth. They may also be called to work with accompanied individuals from a group, with certain resource staff, or with management on meeting followup, anticipated topics for upcoming meetings, and actions to be taken to recruit new individuals to the project. They may also need to make telephone calls regarding the addition of new people to the group and followup with certain accompanied individuals from their regions.

These actions sometimes resemble followup, but at other times are closer to the self-learning activities of a provider who accompanies various workplaces.

To conclude this chapter, it should be remembered that the work sequence set out here for organizing meetings as part of an accompaniment process was inspired by a set of actions that were pursued over the course of several years with various groups. Depending on the usage context of the model, the actions can be adjusted, changed, or transferred.

CHAPTER 6

REFLECTIVE PRACTICE

In the accompaniment model proposed here, the accompaniment process flows from a socioconstructivist perspective and fosters reflective practice. The model provides accompanied individuals with moments of reflection enabling them to reexamine their practices and develop a reflective stance. Given the importance of reflective practice in the accompaniment model, we have devoted this chapter to this topic.

In reflective practice, interaction and, more particularly, collective reflection play an important role because questions and comments from colleagues and the discussions they foster facilitate the analysis of one's own actions and decisions. Peer perspectives are useful because they allow individuals to compare and contrast their vision of practice with those of their colleagues, as well as familiarize themselves with other practices and ways of analyzing them. Peer input also encourages reexamination and adjustment, leading to changes in practice or helping validate actions that contribute to change. When such interactions are directed toward implementing prescribed change, they can be of vital importance to the implementation process.

THE MEANING OF REFLECTIVE PRACTICE

Several expressions denote the process of reflecting on and analyzing one's practice. Donnay and Charlier (2006) use the expressions "analysis of practices," "reflective approach," and "reflective practice" to express this idea, while Perrenoud (2003) sticks to "reflective practice." In fields like education, for example, one expression may have different meanings, and more than one expression can be used to communicate the same idea—all of which is somewhat confusing. We use the term "reflective practice" in this text as it is the one that is the most clearly defined in the literature (Lafortune and Deaudelin, 2001; Schön, 1994; St-Arnaud, 1992) and best represents the meaning of our model. Reflective practice has three components—reflecting on and analyzing one's practices, initiating action, and building an adaptive model of practice. The first and third components are based on Lafortune and Deaudelin (2001). The second is derived from emergent theory building in accompaniment-research. These three elements involve actions or experiences, as well as adjustments flowing from individual and collective analyses.

For Lafortune (2005, 2007a), reflective practice is the act of stepping back to critically examine one's operating modes and analyze, both individually and collectively, the acts and actions carried out in the course of a professional intervention. This critical perspective involves an awareness of one's consistencies and inconsistencies, thoughts and actions, and beliefs and practices. Accompanied individuals who consider themselves to be engaged in reflective practice note that they step back from what is happening in their accompaniment work to take a more critical look at their practices and their role as accompaniment providers. This can involve assessing what happens, how it happens, why it happens that way, and how things could be done differently. The process also has to do with the ability to model one's practices, even as they change. Reflective practice is not static. People's representations of their practices change over time in light of their experiences. As a result, these representations may need to be revisited during the accompaniment process. Here, the challenge is not just learning to reflect on one's practices, but to accept the scrutiny of others for feedback purposes. In essence, it boils down to the following assertion: "I observe my process in action and agree to subject it to scrutiny so that others can provide me with the feedback I need to make adjustments."

Reflective practice evolves over the course of peoples' careers and in response to their various experiences. The reflective process creates a dynamic whereby they continue to progress in their fields through ongoing

assessment of their intentions, objectives, goals, beliefs, and values. It entails engaging in a continuous process of constructing the theoretical foundations of one's practice, either individually or by interacting with others (from Perrenoud, 2003). In fact, reflection becomes an integral part of the professional practice of staff who accept these principles.

In short, reflective practice is comprised of three components: (1) reflecting on and analyzing one's practices; (2) initiating action; and (3) building an adaptive model of practice. It entails stepping back to critically examine one's career. Examining practices can involve four possible areas: (1) what happens; (2) how it happens; (3) why it happens that way; and (4) how things could be done better.

Reflective practitioners use critical and constructive thinking (Perrenoud, 2001), stepping back from situations to understand them better and learn from their experiences; in doing so, they build knowledge that can be successively reused, challenged, or adapted. They "distance themselves from their practices with words that help conceptualize the knowledge they create and facilitate its dissemination and transmission " (Donnay et Charlier, 2006, p. 69, [translation]). Reflective practitioners are "capable of describing and analyzing their own practices and the effectiveness thereof on the one hand, and of building or adapting their own models of practice on the other hand by drawing on existing intervention or accompaniment models to make their practices more effective" (Lafortune et Deaudelin, 2001, p. 205, [translation]).

THE FUNCTIONS OF REFLECTIVE PRACTICE

Donnay and Charlier (2006), who mainly use the term "analysis of practices," propose three functions of this activity: (1) to understand one's practice, (2) to change one's practice, and (3) to become more professional. For these authors, analyzing practices improves people's understanding of their practices by helping them build, based on their experiences, the theoretical and practical knowledge by which they can explain the meaning of their actions. It also is a way of changing their practices because after analyzing their experiences and comparing them with those of their colleagues, individuals can adjust their actions or make different choices the next time around. In fact, when accompanied individuals are asked what makes them believe they are engaged in a reflective process, they respond, "I'm starting to see certain changes in my accompaniment practices"; "I'm always trying to improve my practices"; "The way I tackle problems and solutions I envisage are different than usual." Some go so

far as to say, "I think differently." This type of analysis helps improve the professionalism of staff affected by the change as it gives them "a better handle on work situations ... [and] a reflective analysis [of their] practice [makes] possible ... the transfer of the acquired experience to other situations" (Donnay and Charlier, 2006, p. 88 [translation]).

THE COMPONENTS OF REFLECTIVE PRACTICE

In the model outlined here, the process of reflective practice has three components: (1) reflecting on and analyzing one's practice, (2) transferring learning to future actions and reviewing experiences, and (3) developing an adaptive model of practice.

First Component: Reflecting on and Analyzing One's Practice

Reflecting on and analyzing one's practice must not be limited to discussing one's work with colleagues or a group of accompanied individuals. This is only useful if it involves an intention to change practices.

Analyzing and reflecting on one's practice involves describing one's practice in such a way that others can understand it well enough to be able to use various aspects of it for their own purposes. It consists of examining its various aspects—past or future actions (interventions, approaches, strategies, etc.), competencies and skills acquired, knowledge built, and attitudes adopted. It also involves establishing links between these various aspects. These links also have to be understood, which is achieved by describing the approaches and explaining why one approach was chosen over another and how they were implemented; by describing the reactions of the accompanied individuals and discussing the reasons for these reactions as well as their consequences; and by pinpointing and explaining difficulties encountered and successes achieved. Reflecting and analyzing entails making comparisons, providing justifications and explanations, and accepting to have one's ideas and practices called into question and challenged. It could also be added that the advantage of analyzing one's practices with colleagues is that actions can be compared and contrasted and people can become familiar with other approaches and other ways of analyzing practices. All of this helps them build their

models of practice and develop representations that ensure consistency between beliefs and practices, and thoughts and actions (Lafortune and Fennema, 2003; Lafortune, 2004a; Thagard, 2000).

Reflecting on and analyzing one's actions leads to changes in practices in keeping with the foundations of the prescribed change.

Analyzing is not limited solely to asking what has been achieved, but also consists of examining how the process unfolded, which reactions were observed, what the reasons for the reactions were, what was learned, what could be done differently in the future, and why. It is important to record what happened in the immediate aftermath of an intervention so that the analysis is based as much as possible on what really happened.

Analyzing entails examining an object or subject by breaking it down into its component parts in order to understand the associated links, manifestations, consequences, challenges, and successes and to obtain a schematic overview. Applying the principles of analysis to one's professional practice consists of examining one's actions (interventions, approaches, strategies, training, etc.), competencies, skills, knowledge, attitudes, and values in order to understand the associated links, manifestations, consequences, challenges, and successes, and to develop a representation of one's practice in the aim of consistency. Analyzing one's practice is a complex skill involving much more than describing or exchanging practices. In the accompaniment process, simulations can be a useful analytical tool to help people step back from their own practices and critically assess the practices being proposed.

Second Component: Transferring Learning and Reviewing Experiences

Reflecting on and analyzing practices entails questioning one's previous practices and considering changes to one's actions in future interventions. Some people may say, "I can't believe I didn't do this before" or "I'll use what we did today and adapt it to my practice." However, in practice, in the rush of work, people forget what they intended to do, and the reflections and analyses do not necessarily translate into action. At other times, the new awareness does bring about changes in people's actions over the short term, but not viably over the long term.

Initiating action is a necessary step in expressing the level of reflection and the relevance of the analysis. Initiating action requires people to achieve a deeper level of awareness in order to bring about lasting change. It is part of the transference process that results from reflection and analysis, and it leads to individual and collective reexamination of actions in order to foster interaction, debate (not confrontation), and adjustments in view of future actions.

In accompanying reflective practice, we have clearly noted that actions, and particularly opportunities for reviewing them, must be planned. In this way, people can set realistic challenges, meet them, and then reexamine them. Moreover, if actions are not successful, it makes it easier to examine what got in the way. It is, however, important to avoid judging the content of the actions and especially the fact that they were not successful.

In practice, initiating action is the hardest step. Even if it seems obvious from a conceptual standpoint, it is not easy to get accompanied individuals to put to use what they have learned in their actual day-to-day work. In the workplace, people perform numerous acts in the course of their daily work, but the types of acts that accompaniment is designed to encourage require changes in practice that grow from newfound awareness, the kind of awareness manifest in expressions like "Yes! It's true that this could help me be more effective in my work; this could help me move forward in implementing the desired change." If this newfound awareness does not result in action, it is essentially superficial. It is through ongoing accompaniment, action plans, and personalized accompaniment that people can integrate this awareness and use it to effect change in their practices (Lafortune, 2007). This means that change cannot be brought about quickly, especially major prescribed change aimed at updating practices.

In short, initiating action is a crucial step in implementing a change, but is often difficult to achieve because change, especially major change, obliges people to adjust their work model. These adjustments will vary in scope depending on the individuals involved, but in some cases may call their professional practices into question. When action is initiated, actions and professional acts need to be adapted so that the accompaniment process, tools, and material can gradually be transferred to other accompaniment contexts.

Third Component: Developing an Adaptive Model of Practice

Reflective practice also consists of building and adapting one's own model of practice (see Lafortune and Deaudelin, 2001). The process is divided into three parts: (1) describing and explaining one's practice, (2) presenting the theoretical and practical dimensions leading to particular actions, and (3) studying existing models and adapting and reorganizing them into a coherent representation (text, diagram, table, drawing, list of categories, list of characteristics or principles, and so on). This model evolves over the course of one's professional career, as it is periodically reexamined, analyzed, called into question, and adjusted, as required.

To build and develop representations of their models, people need to reflect deeply on their practices and analyze their beliefs (conceptions and convictions) in the light of their previous actions. The unusual and complex nature of the process creates a need for group accompaniment and for accompaniment providers to go through the same process and develop their expertise in this type of accompaniment (Lafortune, 2005, 2007a).

Successful completion of this component of reflective practice entails thoroughly familiarizing oneself with a situation (a certain form of engagement is necessary), engaging in exploration (which implicitly requires accepting some degree of cognitive dissonance), and being flexible. In other words, "developing a model of practice" requires people to accept risks and unknowns, be open to new ideas, draw upon those ideas, and explore new strategies. Used in a coherent manner, this approach helps accompaniment providers understand how they function and even how they learn, thus enabling them to better recognize the approaches and processes of accompanied individuals (Lafortune, 2005, 2007a).

Describing one's practices and those of others allows people to reexamine or construct a vision of their own models of professional practice and justify them to others. This can be difficult, but it helps people reach a better understanding of their professional work and ensures consistency between their thoughts and actions. It allows them to balance their thoughts and actions in accordance with their practices, while keeping an open mind for understanding the choices and actions of others (Lafortune and Lepage, 2007).

Successfully implementing reflective practice depends on a number of characteristics of accompanied individuals and accompaniment providers, and on the particular circumstances of the accompaniment process.

For accompanied individuals, these characteristics include their level of engagement, their desire to take action, how they perceive the change in their practices, and their personal and professional priorities.

For accompaniment providers, they include their commitment to reflective practice, their leadership style in the accompaniment process, their attitudes towards those they are accompanying and their vision of their practice and the prescribed change, and the accompaniment situations they choose.

Particular circumstances may include the requirements of the institution, organization, or company; the needs of accompanied individuals; individual affective, social, professional, or other situations or attitudes of those being accompanied; institutional priorities; organizational structures; material and human resources; and time allotted to reflective practice.

Together, these factors are worth examining with accompaniment recipients as part of the reflective practice accompaniment process.

STEPPING BACK FROM ONE'S PRACTICE

Fostering reflective practice encourages accompanied individuals to self-observe and reflect on how they accompany others while taking a critical look at how they function themselves. Accompaniment-training meetings provide them with an opportunity to reflect upon and analyze their accompaniment practices and their role as accompaniment providers as they reexamine certain interventions with the aim of adjusting or improving them. Reflective practice teaches people to anticipate their accompaniment role and reflect on their actions before and while they implement them.

During the accompaniment process, not all accompanied individuals will engage to the same degree in reflective practice comprised of reflection, analysis and model building. In the experiment conducted to develop this model, we noted that a number of accompanied individuals tended to associate reflective practice with a reflection on one's own practices. However, true reflective practice involves analyzing one's professional practices from a critical distance—and accepting criticism from others—

with a view to understanding how the practices effect oneself and one's work environment. The ultimate goal is to adjust them accordingly, while at the same time anticipating the repercussions of these adjustments.

In short, reflective practice is the act of stepping back to critically examine one's operating modes and analyze, both individually and collectively, the acts and actions carried out in the course of a professional intervention. This critical perspective involves an awareness of one's consistencies and inconsistencies, thoughts and actions, and beliefs and practices. Reflective practice has show itself to be important for accompaniment providers and those accompanied and even essential for the long term viability and integration of the applied change.

A CONTEXT THAT FACILITATES REFLECTION ABOUT CHANGING PRACTICES

In the conception of accompaniment specific to our model, reflective practice is crucial to implementing change aimed at updating professional practices. Reflective practice requires a context that facilitates reflection about changing practices.

- *Ensure that accompaniment training and the accompaniment process are conducted over a sufficiently long period.* This allows accompaniment providers to integrate the meaning of the prescribed change, reflect on their practices from a change perspective, implement changes to their practices, and analyze the repercussions of their actions during their training process.
- *Ensure that accompaniment providers can carry out an accompaniment process in their workplace.* Too often, trained accompaniment providers cannot support, guide, and train their groups over a long enough period, or through meetings that allow for reflection, comparison, action, and collective analysis of action.
- *Respect the time required by a professional to go through the change process.* Before thinking about changing others, accompaniment providers must start by changing their own ways of thinking and doing things.
- *Implement change in the spirit in which it was conceived.* This requires accompaniment that helps avoid overly divergent interpretations of the foundations of the prescribed change. It helps ensure consistency in how change is described.

- *Supply accompaniment material tested in various workplaces and adjusted to take into account the reactions of accompanied individuals*. This makes it possible to respond more to the spirit of the change and bring about change in a more realistic manner.
- *Explore certain theoretical aspects more deeply, keeping in mind that individuals trained for accompaniment want tools that are rapidly available for direct application in their work*. Depending on their experiences after at least one, if not two or three years, of accompaniment-training, accompanied individuals may want to explore different aspects in more depth. They realize that a superficial understanding of the various concepts and methods is insufficient for accompanying groups in a way that generates coconstruction opportunities conducive to a more thorough understanding of concepts and strategies.
- *If evaluation is to be performed, ensure that it is conducted in the same spirit as the process provided for within the framework of the prescribed change*. This makes it possible to recognize the outcomes, but especially to understand them in order to adapt the accompaniment process for, or transfer it to, other situations.

To conclude, the accompaniment process proposed in the model helps foster reflection on one's practices, which may be called into question when compared and contrasted with those of others or with change-related practices. The act of comparing and contrasting can significantly contribute to the introduction or accompaniment of new practices in an organization, particularly if the organization respects the foundations of the change to be implemented.

CHAPTER 7

WAYS TO FACILITATE ACCOMPANIMENT AND REFLECTIVE PRACTICE

Means of accompaniment take into account two overlapping views: the view of accompanied individuals concerned with their professional practices and the view of accompaniment providers wondering about concepts, principles, and approaches that can be transferred into knowledge to be constructed and coconstructed in the workplace. The task of accompaniment providers is complex because in addition to questioning their actions, they have to recognize and name epistemological, psychological, cognitive, metacognitive, and affective obstacles to be overcome in order to construct knowledge, develop competencies, clarify and implement approaches, and fit everything together, all while bearing their ethical responsibility in mind.

TASKS, ACCOMPANIMENT SITUATIONS, AND SITUATION FAMILIES

Tasks, situations, and situation families are complex and require accompaniment providers to be able to intervene from a socioconstructivist accompaniment perspective. It is important to take care when using these situations to preserve the socioconstructivist perspective. It may be

tempting to return to a transmission-based mode, especially from a time-saving point of view, but if construction is superficial, it will not sustain the change or updated practices.

Accompaniment situations are developed and used from a socio-constructivist accompaniment perspective and should be employed in a spirit of openness and transference. Accompanied individuals must welcome and accept them so that they can later alter and transform them as problems arise.

Tasks, situations, and situation families envisaged from an accompaniment perspective are what help accompaniment providers develop professional accompaniment competencies (for themselves and those they are accompanying) in order to exercise accompaniment leadership. Tasks are chosen based on accompaniment-training intentions or the accompaniment needs of staff experiencing change. Situations lead accompaniment providers to mobilize resources and develop competencies to carry out the tasks asked of them. Situation families are groups of situations with shared characteristics, sometimes on a particular theme so that the situations are used in a specific sequence to put forward ideas and drive the process forward.

WEBSITE DEVELOPMENT

Developing a website can be a valuable—and, sometimes, essential—way to accompany the implementation of a major project. Websites make it easier to exchange, circulate, and share information. They help individuals learn about the change and build networks by bringing all participants together. They can contain general information on accompaniment, accompaniment tools and materials, information on accompanied groups and their progress, reflective-interactive techniques to work into the accompaniment process, a glossary, a themed bibliography, links of interest, and other sections to be added as needed, depending on the accompaniment context. They are aimed at all individuals affected by the change, and perhaps others. Website content should obviously reflect the purpose and direction of the prescribed change.

Accompaniment materials and tools on the website should reflect an ongoing implementation and validation approach. They should be an invitation to action, reflection, and change. The content should be made available to accompaniment teams to help them support the accompaniment process. Individuals who use the material and tools may be urged to adapt, adjust, enhance, and take ownership of them to continue the

validation process. They may also be invited to inform those in charge of the accompaniment process of their discoveries and achievements by indicating what changes they have made to the material or tools or by suggesting new avenues to explore.

ACCOMPANIMENT JOURNAL

In an accompaniment-research-training project, keeping evidence with the help of an accompaniment journal can be useful and even necessary. A number of authors mention keeping a log, but just as the notion of accompaniment is now part and parcel of training and intervention practices, the idea of keeping an accompaniment journal is only beginning to emerge.

Under the model, an accompaniment journal is a tool for accompaniment, training, and research used to record observations and personal reflections that aid understanding of the change process as it evolves. Its content can address both personal progress and progress of the accompaniment process itself. It is generally made up of a number of sections that can be arranged as follows: learning outcomes (knowledge, competencies, attitudes, etc.), progress (evolution, awareness, questioning), evidence of an action or accompaniment project (e.g., favorable conditions, model components, ramifications, elements of emergent theory), and other information (reading notes, personal reflections, observations or reflections following meetings with accompanied staff). From an organizational point of view, information contained in the accompaniment journal can be divided into three broad sections: the accompaniment process, expected results, and reflections on one's professional approach to accompaniment.

The first part of the journal, which looks at the accompaniment process, may include what has been done with regard to accompaniment (description), the perceived reactions of accompanied individuals (observation, manifestations), analysis and interpretation of the reactions (the whys and wherefores), and adjustments to be made in the future, including the reasons for such changes.

The part of the journal that deals with anticipated results may include a model of the accompaniment approach, e.g., elements of the accompaniment approach for a particular group, establishment, organization, or business (characteristics, principles, general aspects, etc.). It may also set out which conditions facilitate accompaniment and why. Moreover, by way of a conclusion, it may explore the outcomes for

accompanied individuals or accompaniment providers. Accompaniment journals are completed by accompaniment providers, while accompanied individuals may keep reflection journals. In the project that led to the current model, there was no reflection journal per se, just reflection forms that became reflective writing forms and were even used for professional development in certain cases. They could have been part of a reflection journal or notebook.

In addition, accompaniment journals may include reflections on professional approaches within an accompaniment process. In this sense, journals may list individual learning outcomes, individual evolution with regard to the professional approach, reflections about changes to practices, and workplace challenges within the accompaniment process. Accompaniment providers who keep journals choose what they would most like to share, but close attention is nevertheless paid to analysis (explanation, justification, criticism, etc.).

Regarding a reflective return to practice,

> [the] journal assumes that writing will be a means of communication. It is a way to not only record ideas, experiences, and reflections, but to go back over events or thoughts. Various experiences suggest that writing requires us to organize our thoughts, which raises awareness and leads to a reflective return to one's actions (Lafortune and Cyr, 2004, p. 250 [translation]).

There is no doubt that "keeping a journal involves collecting, day by day, in a notebook (or nowadays on a computer) one's observations, descriptions of experiences, encounters, readings, analyses, impressions" (Hess, 1998, p. 3 [translation]). In such a context, "writing is a creative instrument, and journals are a creation in themselves. They must therefore reflect the individuals who created them. Journals are essentially mirrors in which one (re)discovers oneself" Paré, 1984, p. 27 [translation]).

In the completed project, accompaniment providers kept accompaniment journals relating to their accompaniment experiences. The journals were e-mailed to the people in charge of the accompaniment process. In this case, the journals were accompaniment, training, and research tools as they were used to record observations and reflections that shed light not only on how the change implementation was proceeding, but also on how the accompaniment process itself was evolving and how those involved in the process were progressing individually.

As one would expect, journals can take many forms. There is no set model that would be appropriate and easy to use for all, as individuals express their development, experiences, awareness, and questioning in different ways. The journals received nevertheless reveal the following common content:

- Remarks about one's own expertise and competencies
  - Discoveries
  - New awareness
- Remarks about meetings and interviews at one's own workplace
  - Discoveries
  - New awareness
- Remarks about one's challenges and work plan for the remaining work relating to
  - Self-observation
  - Observation of accompanied individuals
  - Action to be taken
  - Commitment to reflective practice

E-mailing feedback not only keeps individuals in contact, but lets them interact by sharing comments and reflections that could go as far as calling practices into question.

QUESTIONING

> Questioning is a process that involves asking an organized set of questions. The process is reflective if it leads accompanied individuals to consider their pedagogical practices for [accompaniment] strategies or processes implemented when carrying out a task (Lafortune, Martin, and Doudin, 2004, p. 11 [translation]).

In reflective practice, questioning encourages people to speak out and helps foster greater awareness about their practices, questioning them without eliciting undue resistance and without forcing blanket acceptance of change. From this standpoint, people use questioning to promote reflection, thereby creating dissonance that helps call accepted wisdom into question. Questioning represents a real challenge, given its role and usefulness in eliciting in-depth reflections, fostering sociocognitive conflict, stimulating interaction, and leading accompaniment providers and

those they accompany to a new state where they reflect on their newfound awareness and their progress toward reflective-interactive autonomy. This type of autonomy

> ... aims to be a means for accompanied individuals or accompaniment providers to think about their own practices and prepare and revisit their own interventions by calling them into question or consulting others with a view to fine-tuning their practices and reexamining their approaches (Lafortune, Martin, and Doudin, 2004, p. 15 [translation]).

In accompanying reflective practice, questioning calls for the preparation of questions, but also reflection as to their value by anticipating possible responses and subjecting the questions to the critical eye of colleagues before using them. Another possible step is to examine the types of questions asked and assess the level of reflection they demand in order to reformulate them to elicit even more reflective engagement. Depending on its relevance, questioning is more likely to foster reflective engagement if it elicits new awareness that fuels reflection and leads to action.

Questioning can be a way to elicit reflective practice. In this sense,

> ... questioning linked to an accompaniment process is closely related to the feedback provided about the planning and conduct of the intervention, and *a posteriori* analysis of the action. Be it in the form of comments, information, stock taking, or questioning, this feedback may have broader significance and foster reflection, comparison, or new awareness that requires a reframing, reexamination, or regulation for the purpose of change, advancement, evolution, or explanation. The feedback becomes reflective and interactive if it leads the individuals being accompanied to reflect on their actions, productions, attitudes, or behaviors and to envisage a solution that they can discuss with others in order to obtain critical feedback or answer questions that require additional exploration or explanation (Lafortune and Martin, 2004, p. 15 [translation]).

SELF-EVALUATION

In reflective practice, self-evaluation is a process by which accompaniment providers recognize strengths and weaknesses in the way they prepare, conduct, analyze, and adjust interventions, and in the way they guide others to do the same. Self-evaluation is "an evaluation or ... critical reflection on the qualitative value of ideas, work, situations, steps, procedures, processes, skills, and knowledge based on criteria determined by the learner" (Paquette, 1988, cited in Lafortune and Deaudelin, 2001,

p. 201 [translation]). For self-evaluation to be meaningful and engender changes in practice, keeping a reflection or accompaniment journal to clarify one's self-evaluation process and sharing notes with colleagues are good ways to strengthen reflective practice. We can also use

> ... group discussion of simulated, real, or experienced cases; dyadic discussion of an intervention; and analysis of an approach or outcome ... to develop the critical judgment necessary for self-evaluation. It is enough to spur reflection and discussion using sentences to be completed or simple questions like "What was I aiming to do? What did I actually do? Why did I do it? What conditions or contextual elements helped or hindered implementation of the intervention or production?" (St-Pierre, 2004, pp. 37–38 [translation]).

People can also self-evaluate prior to observing themselves in action, for example by rating in advance their ability to perform a given task. After performing the task, they can review their self-evaluation for accuracy. In short, self-evaluation is useful in the accompaniment process because it enables participants to take a closer look at how they prepare, take action, and perform when in action, as well as carry out a synthesis or provide feedback afterwards.

To sum up, self-evaluation provides an opportunity to judge one's work. It can be performed individually, but can also be combined with coevaluation to obtain feedback from colleagues or accompaniment providers. Self-evaluation can be carried out using question forms to be completed at different phases of the intervention or accompaniment process. Such forms can include questions on knowledge building, competency development, the progress of an intervention, or experiential predicting. Questions can be open-ended or come with a choice of checkbox answers (e.g., "not a all," "a little," "somewhat," "a lot"). To make the reflection as comprehensive as possible, justification may be requested. Self-evaluation can be performed prior to action. Once a task is completed, reviewing the self-evaluation allows the individual to compare initial and final perceptions.

MODELING

Being a model means doing as one would like things to be done in an accompaniment process, in the workplace, and in everyday work. Modeling means being an example rather than giving examples (Lafortune and St-Pierre, 1996). For example, to develop reflective practice among accompanied individuals, it is not enough to simply explain reflective practice—the approach must be brought to life by making it part of the

way one intervenes and showing individuals how acts and actions are part of reflective practice. Modeling, therefore, is more like a demonstration of a process in action than a step-by-step procedure. For accompaniment providers, this means remaining open to changing their practices and showing they use reflective practices themselves. Modeling of this kind requires an ability to self-question, self-evaluate, and self-observe, as well as an ability to get accompanied individuals to do the same. Asking others to change or reexamine their practices without showing a reciprocal willingness to do so oneself can lead to frustration and mistrust on the part of the individuals being accompanied.

In short, modeling can be a powerful tool for developing competencies used to implement change and update practices. It is a way to demonstrate coherence between thoughts and actions, and beliefs and practices. This coherence is vital for training, accompaniment, credibility, and engagement. Questioning leads one to consider one's practices, and to describe them, analyze them, think about adjustments, provide feedback, foster engagement and awareness, and have people consider action to be taken. Self-evaluation is used to gain a better understanding of ourselves and our actions, and achieve a state of autonomy so that we can think independently as well as with others.

SUPPORT FOR PRACTICE ANALYSIS

It is unusual to describe practices, let alone analyze them. Analysis can be performed alone, but is more valuable and productive if carried out with colleagues. Description is essential, but analysis even more so if the aim is to move toward the change (Lafortune, 2005). Providing support can make individuals attentive to the effects of their acts and lead them to subsequently draw "parallels between acts and the theories underlying them" (Lafortune and Deaudelin, 2001, p. 47 [translation]). Accompaniment providers can also suggest tasks to support practice analysis such as describing and analyzing accompaniment and coconstruction experiences, as well as model building and modeling practices. Such support is associated with the first and last components of reflective practice.

It is essential to select tasks and accompaniment situations in which accompanied individuals have to describe work or accompaniment experiences. These descriptions become increasingly important as individuals come to know each other, a climate of trust is created, and theoretical content and more involved aspects of the accompaniment process are reapplied in practice. Moments of sharing enrich one's repertoire of

practices, structure thoughts to describe and explain practice, and provide a vocabulary that is increasingly understood and shared by colleagues. Such sharing fosters group construction, which fuels creativity through ideas that one would not necessarily have come up with alone and enriches thinking through input from colleagues. Sharing is a help not only when it comes to accepting certain professional risks and reflections on practice, but with practices themselves (Lafortune, 2005).

MODEL BUILDING

Model building—when accompanied individuals identify their models of practice using existing models or elements of various models—provides an opportunity for accompanied individuals to make statements about their practices and develop conceptual models. Model building therefore emerges from observations "in the form of statements that put into relation a context, an action, and the effects of the action" (Lafortune and Deaudelin, 2001, p. 47 [translation]). Individuals are then called upon to tie these observations or statements together. This second step requires at least a means of support to identify those elements to be tied together and to provide feedback on proposed relationships that, if not questioned or challenged, may be minimal and hard to grasp for people other than the individuals who thought them up (Lafortune, 2005).

Models of reflective practice emerge from professional acts like the following:

1. Adopt and solicit reflective thinking and a reflective stance through discussion, questioning, drawing comparisons, reexamination, etc.
2. Integrate reflective practice into one's model of pedagogical or professional intervention (observation, reflection, self-reflection, action, analysis, regulation)
3. Question observed practices by reflecting on them and discussing them with others from a change perspective
4. Challenge and question beliefs (conceptions and convictions) and practices associated with change
5. Foster and spur reflective practices and engagement from accompanied individuals
6. Spur sociocognitive conflict or cognitive dialogue, recognize it in action, and use it to fuel reflection and action associated with change

7 Analyze one's practices and the practices of others to understand them and move toward change

8 Identify one's own model of intervention to act while ensuring thoughts and deeds remain coherent

Moving from the description and analysis of practices to model building is not straightforward, especially if it has not been planned from the outset. And it is not easy to plan because accompanied individuals tend to be taking part in a reflective practice for the first time and find it hard to conceive of a model of their practice. It is therefore difficult to come up with a certain representation of one's practice once the accompaniment process is underway. Accompanied individuals do not always see the point of this, often considering it a waste of time. Moreover, conceptually representing one's practice is not easy. Accompaniment providers can make life easier both for themselves and those they are accompanying by setting aside time for reflection, regularly encouraging feedback in understandable language, and drawing on synthesis to sum up progress in the course of the process.

PART 2

AN EXPERIENTIAL MODEL OF PROFESSIONAL ACCOMPANIMENT

CHAPTER 8

CONDITIONS CONDUCIVE TO CHANGE ACCOMPANIMENT

To transfer the professional accompaniment model for change proposed here into other contexts, the right conditions must be created to help individuals and groups advance through the change process and ensure that professional practices are updated in a lasting manner. One prerequisite for the conditions discussed in this chapter is the accompaniment context described in earlier chapters. The experience showed that changes, especially those that are major, directed, or prescribed, or that contain prescriptive elements, require special accompaniment. To ensure the change proceeds smoothly, the institutions, organizations, or companies must examine questions about its implementation right up to the time it its actually implemented. In the proposed model, certain conditions are associated with accompaniment, while others are linked to reflective practice, the development of professional competencies, or the exercise of leadership.

The conditions presented herein stem from a process of emergent theory building developed as part of an accompaniment-research-training project on the implementation of a change in the education field. The content of collected data was analyzed (see Chapter 3) using various data collection instruments. Many of the completed reflection forms explicitly asked individuals to describe which conditions were conducive to the

change. Other conditions stem from other sources that touch in varying degrees on conditions such as accompaniment meeting reports and the recording of discussions during accompaniment meetings and accompaniment provider team meetings.

Before discussing the conditions per se, it is worth examining the conceptual background associated with conditions conducive to change accompaniment.

CONCEPTUAL BACKGROUND ASSOCIATED WITH CONDITIONS CONDUCIVE TO CHANGE ACCOMPANIMENT

The conceptual background associated with conditions conducive to change accompaniment helps explain the accompaniment and the leadership associated with it. The conceptual background focuses on a prescribed change or one with prescriptive elements aimed at updating professional practices, an ordered series of modifications to be made to professional acts and actions in a workplace situation. Such change is based on foundations that lend it coherence and help those affected by the change to respect its various facets. The notion of prescribed change implies a certain obligation. While the change may be prescribed, working with persons who are professionals requires flexibility, although a certain degree of rigor is also necessary. Since flexibility and rigor are at opposite ends of the spectrum, accompaniment is essential to help strike a balance between the two.

Socioconstructivist Accompaniment

Socioconstructivist accompaniment is a support measure that aims to build knowledge among those being accompanied through interaction with their peers. It must be continued over time and monitored. From a metacognitive and reflective viewpoint, this type of accompaniment aims to activate past experiences to foster the building of knowledge and the development of competencies and a knowledge culture, trigger sociocognitive conflict and profit from those that emerge from reflections and discussions, coconstruct in action, bring to light beliefs (conceptions and convictions), and take advantage of newfound awareness of certain constructions. It requires interaction between the accompaniment provider and those being accompanied. The various roles these people play enrich

the process, which takes on the form of a true partnership. Such accompaniment takes into account the cognitive, metacognitive, affective, and social dimensions of the individual. From a content perspective, accompaniment combines theory, practice, reflection, and action in an integrated, complementary manner. Socioconstructivist accompaniment requires a knowledge culture associated with the foundations of the prescribed change as manifested in five components: attitudes, knowledge, strategies, skills, and experiences. It also requires development and use of professional competencies that encourage accompaniment leadership (see Lafortune and Deaudelin, 2001; Lafortune and Martin, 2004; Lafortune, 2008a).

Professional Competencies for Accompaniment

Taking a stance conducive to accompanying change calls professional acts and actions into play. Certain professional acts provide a clearer understanding of this competency, such as engaging in a socioconstructivist accompaniment process; understanding the foundations of the change; adopting a critical and reflective stance with regard to the change; building, explaining, and justifying a vision of the change; and drawing on and enriching one's knowledge culture based on the foundations of the change (for explanation, see Lafortune, 2008a).

Accompaniment Leadership

Accompaniment leadership orients professional practices by providing direction for change. It must be developed and exercised through individual and group reflection in interaction with personnel affected by the change. Leadership of this kind builds awareness and leads to initiatives that are developed, carried out, analyzed, evaluated, adjusted, and revisited in a spirit of professional collaboration. This process is part of reflective practice where reflection and practice analysis paves the way for the development of models of practice and professional competencies for accompaniment.

Accompaniment Process

The accompaniment process and associated leadership is a dynamic process that fosters action and leads to change. It involves a set of professional acts and actions with defined aims that are planned and

structured from a socioconstructivist perspective on the basis of a partnership with a specific group. The process includes strategies for leading discussions, training, and accompaniment and draws on various processes and tools (coconstruction, modeling, self-questioning, interaction, reflection, synthesis, and so on). It is an assistance, support, and mediation measure designed to help individuals within a group to move forward and develop professional autonomy while taking into consideration cognitive, metacognitive, affective, and social domains. By its duration and continuous nature, the process encourages change and helps ensure that its foundations, directions, and content are integrated in a durable way. More generally, it fosters the creation of networks based on mutual aid, professional collaboration, and communication of the change.

This conceptual background of change accompaniment conditions translates into four general conditions, each with its own subset of conditions:

- Implement socioconstructivist accompaniment
- Work toward reflective practice
- Aim for the development of professional competencies for change accompaniment
- Work toward exercising accompaniment leadership

These conditions must be set out and explained from the perspective of the accompaniment provider or team using them or acting in a context to which the conditions can be adjusted.

IMPLEMENTING SOCIOCONSTRUCTIVIST ACCOMPANIMENT

The type of accompaniment in this model is explained in detail in the previous chapters. It is part of a socioconstructivist approach that presupposes that the accompanied individuals structure their knowledge through interaction with their peers. This section looks at some of the characteristics of socioconstructivist accompaniment and the questions to be considered in cases where an accompaniment process is already underway.

Fostering Interaction during the Accompaniment Process

Since accompaniment from a socioconstructivist perspective calls for interaction between accompaniment providers and recipients, accompaniment meetings must be prepared with this in mind. When there is interaction, people may hold divergent points of view, question ideas, or change their minds or even their beliefs. The role of the accompaniment provider or team is to foster sociocognitive conflict, listen to what people say, and ask questions to get people thinking and reacting. Encouraging interaction also means that not every comment can be accepted at face value and that not everything will be exactly in line with the foundations and goals of the change.

QUESTIONS

How do accompaniment meetings foster interaction?

What strategies can be used to call ideas into question, compare and contrast beliefs, and foster sociocognitive conflict?

Providing Accompaniment That Models What Accompanied Individuals Will Have to Achieve in Their Own Accompaniment

Change accompaniment, especially from a socioconstructivist perspective, involves more than simply explaining how to do things and what the purpose and foundations of the change are. The experience on which the proposed model is based brought to light the importance of modeling, that is, being an example to others as to how they, too, can accompany change. Modeling is a way to ensure coherence between thought and action, theory and practice. Accompaniment providers must ask themselves what it is the persons they are accompanying need to achieve and to keep this in mind when preparing the accompaniment process. This does not mean the accompanied individuals must do everything exactly the same way they will in their workplace. The most important thing is that they take a reflective-interactive stance.

QUESTIONS

How does the accompaniment provided offer a model for what the accompanied individuals will have to accomplish in their workplace?

What consistencies and inconsistencies exist between the intended model and the actions taken?

Providing Accompaniment to Ensure Continuity and Followup

Accompanying a guided, prescribed change presupposes that certain people will readily accept the change, some will need time before they accept it, and others will simply refuse it. This means that the change accompaniment process cannot be rushed if those implementing the change and updating their practices are to understand the foundations of the change and how to apply it. The experiment showed that accompaniment must be carried out over a fairly long period, in some cases over a year, to allow for staff turnover and all the different types of events that take place over the course of the year. Under this model, a few hours of meetings cannot be considered as accompaniment. Rather, the process must be spread over 6 to 8 days over the year as well as a one or two-day meeting to kick off the accompaniment process. Furthermore, between meetings various forms of followup should be planned to support the actions taken or to be taken, to promote engagement, and provide feedback to make adjustments.

QUESTIONS

How has the accompaniment process been planned so that it is spread over time and monitored?

How does this ensure that the change is implemented and that the accompanied individuals take ownership of the prescribed change?

Using Predictions As an Accompaniment Meeting Preparation Tool

In the course of the project that served as the basis for the proposed model, an important point came to light regarding meeting preparation. In addition to preparing meeting plans, material, and content, it is important to

anticipate the reactions of the individuals being accompanied. This stage often appears to be overlooked due to lack of time or simply because it is assumed that adjustments can be made on the fly. However, when implementing a major change—which is also a major change for the accompanied individuals—things are not necessarily so simple. This is why it is important to predict possible responses to the questions that will be put to the participants; to anticipate reactions to the proposed activities, tasks, and situations; to foresee adjustments in light of the time available and the time required to carry out what has been planned; and, especially, to be prepared to forego certain activities, tasks, and situations. Attempting to cover absolutely all the prepared material can lead to overload, loss of motivation, and even resistance to the change.

QUESTIONS

How are the accompanied individuals likely to react?

What adjustments will have to be made and aspects skipped during the meeting?

Integrating Facilitation and Training into the Accompaniment Process

The proposed accompaniment model calls for facilitation and training. In this sense, accompaniment and training are indissociable. This means that a meeting is not necessarily an accompaniment meeting simply because the accompanied individuals are put in a situation spurring reflection. Likewise, meetings cannot be considered training meetings solely because they include relatively conceptual or theoretical aspects. The fact that training is integrated into accompaniment presupposes that certain points of theory are to be introduced at the meeting and will be used at the opportune time, such as during moments of reflection or synthesis to make connections, or when questions are posed in relation to theoretical aspects. This does not mean that PowerPoint presentations cannot be used, but if they are, they must be prepared with a view to activating previous knowledge, spurring reflection, and fostering discussion, while introducing conceptual aspects. This requires prior reading and a professional culture associated with the content of the desired change. In the project from which this is drawn, research was integrated into the accompaniment-training. Research ensures the process is rigorously designed and easier to evaluate and helps identify learnings that

can be applied elsewhere. While it is possible to envisage an accompaniment process without a formal research component, evidence keeping is clearly essential.

QUESTIONS

What training aspects will be integrated into the accompaniment process?

How will the training aspects be integrated into the accompaniment process?

What is planned to provide training or evoke self-training with regard to the theoretical content to be discussed?

Making Accompaniment Part of Professional Development

The type of accompaniment put forward by the model takes a different view of professional development, turning it from occasional, one-time training sessions (where specific expertise is provided for a relatively short and clearly defined period, usually ranging from a few hours to a few days) into relatively long term support in the form of accompaniment. The objective is to provide accompaniment over a fairly long period so that there is a noticeable integration of the changes and new methods. It is provided over several days of meetings spread over at least one year, together with at least two days to kick off the process, full or part-day followups, and at least one day to wrap up and evaluate the accompaniment sequence. Accompaniment provides staff with training, but also with support and followup to ensure they continue to progress in the change process. A culture of professional development must therefore be cultivated whereby accompanied individuals identify aspects of training that enhance their expertise with regard to their existing competencies and those they need to develop. This can be achieved through university courses, training sessions provided by consultants, scientific or professional conventions or seminars, round table discussions with colleagues, readings, and other ways.

QUESTIONS

In the planned accompaniment process, what strategies will promote a culture of professional development?

In the accompaniment process, how is the importance of developing a culture of professional development expressed?

Maintaining Reassuring Dissonance (Reassuring in Affective Terms, Dissonant in Cognitive Terms)

Changes cause ideas to be called into question, which can lead to cognitive dissonance and fear. By building on the existing workplace, people can be made to feel less insecure about the change, and individuals and groups can be encouraged to take specific initiatives. For this to happen, accompanied individuals must be empowered to move forward, but in a way that promotes the change process and also spurs reassuring dissonance (reassuring in affective terms and dissonant in cognitive terms). This can lead to a comparing and contrasting of convictions. Despite the fact that some resistance may arise, it is wrong to underestimate the expertise of accompanied individuals or their interest in the change, especially if it is aimed at improving practices, performance, or the workplace structure. Staff are generally willing to change once they understand the meaning of the change or the positive effect it will have on their work environment.

QUESTIONS

What means will be used to spur and sustain cognitive dissonance?

What strategies will be used to respect the affective domain while fostering cognitive dissonance?

Making Connections between Theory and Practice

It is a considerable challenge to delve into theory and make connections between theory and practice, knowing that accompanied individuals like to have tools they can reinvest quickly and directly in their work. However, making these connections not only gives meaning to the theory, it also helps nurture it by comparing and contrasting it to practice. Major changes often have a big impact on workplace organization, and adjustments often need to be made to reconcile what is proposed with what can actually be done within the change context. These adjustments are

not always the same, since theory will impact practice as much as the other way around. This cross-relationship encourages buy-in and a shared vision of the change.

QUESTIONS

What methods will be used to make connections between theory and practice?

How will the accompaniment provider become aware of the conceptual or theoretical notions in order to make connections to practice at the opportune time?

Evidence Keeping

Evidence keeping is part of the accompaniment process, but depending on how much emphasis is placed on research, the type and quantity of evidence can vary considerably. Some examples include writing reports after a meeting, taking notes during or after an intervention, or recording and relistening to proceedings, then taking detailed notes in order to analyze the impact and go back over pertinent points with the accompanied individuals. Forms or notes completed by participants can be compiled, then returned to them so they can measure their progress. Keeping evidence and determining together which types of evidence should be preserved helps track the evolution of the group, but also helps accompaniment providers to evolve themselves, adjust their interventions, and reflect this evolution back to the group. Thus, if accompanied individuals, after several months or one or two years of group work, say, "We were already doing that before" or "That didn't change anything," the accompaniment provider can show the progress through concrete examples from the evidence preserved by the individuals or the group.

QUESTIONS

How will you keep evidence of the accompaniment process and the evolution of the accompaniment providers and recipients?

How will this evidence be used to foster awareness among accompaniment providers and recipients of their professional development and the updating of their practices?

Evaluating the Change Process

Every change process and its accompaniment requires some form of evaluation. This can mean evaluating the accompaniment process, the degree of change implementation, how professional competencies have changed, or how much practices have changed. However, it is important to keep evidence throughout the process. The type of evidence depends on the objectives pursued, but there is not much point keeping evidence if it is not subsequently analyzed. Evidence can be examined with a view to reviewing past actions, conducting an analysis (which can take the form of research), or simply documenting the process (make a report). Documenting actions serves to prolong the effects of the accompaniment beyond the time when evidence or data is collected and ensures that training tools can be used as research instruments. This approach to evaluation helps conceptualize and model the accompaniment process.

QUESTIONS

What needs to be evaluated in the accompaniment process?

What actions are planned to evaluate certain aspects of the accompaniment process?

Making Professional Collaboration Part of the Change Process

Making professional collaboration part of the change process signifies that, wherever possible, professionals make an effort to work in collaboration with their colleagues, e.g., to prepare meetings, discuss planning, ask for help or feedback on preparation or facilitation, bounce questions off them, and provide feedback on the proposals of others. Dyadic work or teamwork among colleagues has several aims: ensuring continuity; working in synergy; tapping into a culture enhanced by individuals' past knowledge; providing mutual support (affective domain); helping each other at difficult times; taking advantage of an outside perspective to analyze, provide comments, and critique; sharing tasks; and contributing to discussions with the goal of selecting content, methods of intervention, and possible actions and strategies. Professional collaboration refers not only to collaborating as an accompaniment provider, but also to the idea of getting accompanied individuals to collaborate.

QUESTIONS

What strategies are envisaged to promote professional collaboration?

How will people be trained to accompany in such a way that professional collaboration becomes a priority?

WORKING TOWARD REFLECTIVE PRACTICE

"Progressing to reflective practice" refers to the fact that when change accompaniment requires practices to be updated, it also requires reflective practice, which cannot be imposed. Reflective practice can be implemented gradually. The degree of engagement can vary from one individual and one group to another. Our experiment showed that the level of engagement does not necessarily have to be the same for accompanied individuals as for accompaniment providers. Changes in practices are observable from the onset of reflective practice. However, varying the methods shows the true value of sustained reflective practice. Accompanied staff become more engaged in the change.

As they work toward change, accompanied individuals reflect on and analyze their practices. The entire model rests on this reflective practice that promotes the idea of stepping back and taking a critical look at one's own behavior. It also fosters individual and group analysis of the actions and decisions taken during the process. This critical stance presupposes a newfound awareness of one's consistencies and inconsistencies, one's thoughts and actions, one's beliefs and practices. There are three components to reflective practice: reflection on and analysis of one's practices, action initiation, and construction of an evolving model of practice (see also Lafortune and Deaudelin, 2001, for components 1 and 3).

Considering Reflective Practice As a Component of Accompaniment

Progressing to reflective practice requires that management or the accompaniment team view and treat reflective practice as a relatively long term goal. In other words, accompanied individuals initially perceive that their practices are shared and put to discussion. It is only in the subsequent

stage that practices are reflected on and analyzed individually and by the group. Timing is decided by the accompaniment providers, with input from those they are accompanying.

QUESTIONS

- *How can accompanied individuals be made to understand that their practices are an integral part of the accompaniment process?*
- *What can be done to recognize when accompanied individuals are ready to reflect on their practices and analyze them as a group?*

Reflecting On and Analyzing One's Practices

Getting people to reflect on their professional practices requires setting aside time during which the accompanied individuals reexamine what they are doing to implement the change. These moments are also a good time for accompaniment providers to pose questions. For such reflection to lead to change, both individual and group analysis is necessary. Practices must be explained and justified, and may be called into question. At this stage, participants probe further into their practices and accept that they may not necessarily meet the requirements of the change, which is why at the very least they must reflect on their practices. But analyzing one's practices is a complex and progressive process that requires a high degree of acceptance of the change. This means that analysis can only come about during the accompaniment process and only if a climate of dialogue has been created that is conducive to interaction and the reexamination of ideas and practices.

QUESTIONS

- *What actions are planned to spur participants to reflect on their practices?*
- *What means are envisaged to get people to analyze their practices?*

Ensuring Action Is Taken

One of the components of reflective practice is action initiation, that is, for individuals to put into practice the ideas that emerge from reflecting on and analyzing practices. If action is not initiated, there can be no

reflection or discussion on how practices have been modified and on how successful the changes have been, in order to adjust them to other situations. Once action is initiated, participants can share their experiences, which encourages interaction and feedback. Again, it is vital to create a climate of mutual respect for the process to advance beyond the meetings set up by the accompaniment providers, so that the accompanied individuals develop autonomy and decide to organize meetings themselves to continue their dialogue.

QUESTIONS

How is the groundwork laid for initiating action?

What strategies will be used to spur discussion of experiences and to continue discussions beyond the meetings in the accompaniment process?

Model Building around Practice Change

Model building around practice change is not in itself a prerequisite for updating practices to implement change. However, it is important to keep in mind that people can be encouraged in this regard. Management or accompaniment providers can present their own models of practice and explain the motivation behind their own approaches and what they like about the prescribed change. Such conceptualization helps accompanied individuals to structure their thinking. Even if not all accompanied individuals explicitly present their models of practice, some can manage to during the accompaniment process and help others lay the groundwork for their own models.

QUESTIONS

What strategies are used to show that it is possible to explain one's own model of practice?

What means of reflection are planned to show that explaining one's model of practice helps develop greater professional self-awareness?

Modeling Reflective Practice

Accompanying reflective practice in the change accompaniment process calls for professional acts and actions that demonstrate consistency between what is asked of participants in terms of reflecting on and analyzing their practices and what the accompaniment providers themselves do in terms of their own practices. This can be referred to as modeling of reflective practice, that is, using oneself as an example as a person who exercises reflective practices. In providing change accompaniment to help people work toward reflective practice, it would be difficult to imagine asking accompanied individuals to engage in reflective practice if the accompaniment providers themselves have not made the same engagement.

QUESTIONS

Is what is being asked with regard to reflective practice consistent with the actions of management or the accompaniment team?

How can the level of engagement in reflective practice be assessed?

AIMING FOR THE DEVELOPMENT OF PROFESSIONAL COMPETENCIES FOR CHANGE ACCOMPANIMENT

In change implementation, one could assume that the persons appointed to the change accompaniment team already have the professional competencies they need for the task. Yet in actual fact, experience has shown that there is significant variation in the level of competency development. Moreover, many accompaniment providers come to the realization that they, too, have considerable room for improvement. The result is that accompaniment providers and recipients move forward together.

Fostering Reflection on the Professional Competencies to Be Developed to Accompany Change

During the project that led to the model proposed herein, those who were accompanied, and who in turn accompanied others in their workplaces, were brought to reflect on the competencies they possessed and those

they could develop to accompany the change. It was this group work that led to the development of a frame of reference on professional competencies for accompanying change (Lafortune, 2008a). It is work that can be carried out by any team engaging in an accompaniment process in institutions, organizations, or companies. Keeping a record of the proceedings and going back over it during the course of the process can help raise awareness of the progress made and provide motivation to continue.

QUESTIONS

What means have been planned to foster reflection on the professional competencies to be developed to accompany change?

What strategies have been envisaged to foster reflection on the modifications to these competencies as people gradually realize the complexity of the accompaniment process?

Encouraging the Development of Professional Competencies for Accompaniment among Workers Engaged in the Change Process So They Can, in Turn, Accompany Others in Their Organizations

In the same project, eight professional competencies for accompaniment were deemed necessary in accompanying change: (1) take a stance conducive to the process of accompanying change, (2) model reflective practice when accompanying change, (3) take the affective domain into consideration when accompanying change, (4) maintain reflective-interactive communication in preparing for and facilitating the change process, (5) utilize professional collaboration to move the change process ahead, (6) make use of action plans to accompany the change process, (7) use evaluation in the change process, and (8) use professional judgment, acting ethically and critically. Since these competencies are exercised in specific situations, in interaction with others and in a way that is consistent with the workplace and its own work culture and habits, it is important to create situations that facilitate the development of these competencies. It is true that, in interventions, they manifest themselves in an integrated and complementary fashion, in keeping with accompaniment providers' models of practice, notwithstanding any adjustments they make to their own models as per their interpretation of the competencies to be developed. However, discussions can help people distinguish

between interpretations consistent with the foundations of the change and those that lead the process astray or that are at odds with the spirit of the change.

QUESTIONS

What strategies have been envisaged to help people understand the professional competencies to be developed to accompany change?

What actions have been planned to foster reflection on the competencies that accompanied individuals have developed—or believe they have developed?

Developing a Stance As an Accompaniment Provider That Shows That You Are Engaged in a Process to Develop Professional Competencies to Accompany Change

The development of professional competencies for change accompaniment presupposes that the accompaniment providers take a stance and reflect it in their own professional acts and actions vis-à-vis the various competencies. These acts and actions are a part of the accompaniment process, and the competencies make up a system in which reflection and interaction influence the intervention context of the prescribed change.

QUESTIONS

How do the accompaniment providers demonstrate their own stance on the development of professional competencies?

How do the accompaniment providers demonstrate that they agree to having their own ideas called into question, that they tolerate ambiguity, and that they take risks?

WORKING TOWARD ACCOMPANIMENT LEADERSHIP

As pointed out on a number of occasions in the previous chapters, major changes, especially those that are prescribed and directed, cannot be implemented without some form of accompaniment and the exercise of special leadership. Whatever the workplace, human beings are the ones

affected by the change, and professional acts and actions cannot be imposed on them. However, progress can be made toward the change. This entails becoming able to influence through a form of leadership to spur action consistent with the change; ensure cohesion, coherence, and shared comprehension of the change; develop a workplace culture associated with that of the change; aim to forge partnerships; and encourage the forming of learning and practice communities or networks. It also requires the affective domain to be taken into consideration when accompanying change.

Spurring Action Consistent with the Change

When exercising leadership to implement change, the action initiation stage is especially important. A change cannot be said to have been implemented simply because the accompanied individuals discuss the change, understand its foundations, and perceive its pertinence if they do not take actions consistent with the goals of the change. Such action can include the development of action plans by accompaniment providers. These action plans involve a process that can include (1) a plan developed by the group, (2) a pooling of competencies and their collective recognition, (3) a flexible yet rigorously structured plan, (4) actions to be carried out, (5) characteristics that promote continuity and duration, (6) means to ensure followup, (7) an analysis process, (8) possible adjustments, and (9) evidence-keeping mechanisms.

QUESTIONS

What means will be employed to spur action?

What type of action plans would be acceptable and still respect the thrust of the change?

Ensuring Cohesion, Coherence, and Shared Comprehension of the Change

It is difficult to implement a change until it has been gauged against the reactions of the accompanied workplace and the various situations experienced by the accompanied individuals. Accompaniment can help prevent certain diversions or misinterpretations, but it is not easy to avoid confusion altogether. However, if accompaniment is carried out as proposed by

the model herein, it can ensure cohesion in how the change is talked about and can help in building a shared vision of the change since workers take ownership of and use the same vocabulary to talk about the change and examine, discuss, and analyze the same concepts.

In seeking to establish coherence between what the change proposes and how things are done in the accompanied workplace, it is vital to get people to share a vision of the change. This does not mean they can interpret the change any way they want. Rather, they must reflect on it as a group to arrive at a shared comprehension of the change and compare and contrast it with current practices in order to work towards coherence between beliefs and practices, between thoughts and action, while keeping in mind the foundations of the change. To foster such coherence, change accompaniment calls for a thorough comprehension of the ideas and key concepts underlying its goals and directions, as well as the means to be employed to implement it. While total coherence is not always attainable, it is possible to develop an awareness of incoherence. Doing so permits the desired outcome to be adjusted to the actual situation. The desired outcome may be coherent, but reality may demand that adjustments be made and may lead to inconsistencies that are unavoidable, but explainable.

If an evaluation is planned, it is important to ensure that the evaluation process is carried out in the same spirit as that underlying the change process. This helps to identify outcomes and, especially, to understand them, so as to be able to adapt or transfer the accompaniment process to other contexts (Lafortune, 2007a).

QUESTIONS

How will the various conceptions of the change be discussed?

What strategies will be employed to develop a shared comprehension of the thrust of the change?

Developing a Workplace Culture in Keeping with the Change

Developing a workplace culture in keeping with the change and its goals requires that one know what one is talking about, understand the foundations and aims of the change, be better versed on the topic than

accompanied individuals, read up on the topic, and discuss it with others—all of which are ways to develop and enrich one's comprehension of the change. This means delving deeper than mere discussion of the theoretical content the accompanied individuals have already acquired.

To successfully develop a workplace culture that is in keeping with the change, the change accompaniment training must be voluntary and extend over a relatively long period to ensure that the accompaniment providers being trained have time to assimilate the meaning of the desired change, reflect on their practices from a perspective of change, make adjustments to their practices, and analyze the results of their actions. Too often the work conditions of those being trained to provide accompaniment are not conducive to supporting, guiding, and training groups of people over a sufficiently long period through meetings that foster reflection, comparing and contrasting of ideas, action, and group analysis of these actions. This hinders the development of a broader workplace culture that is receptive to the desired change. It is vital that accompaniment professionals take time for the change process since one cannot expect to change others before changing one's own ways of thinking and acting.

QUESTIONS

What means will be put in place to develop a workplace culture in keeping with the change?

What will be done to ensure sufficient time is earmarked to update the practices of accompaniment recipients and providers alike?

Aiming for Partnerships

The organization (government ministry, institution, company, or other) may work in partnership with the persons or groups who provide research and training expertise such as a university, consulting or training firm, or other organizations associated with the accompaniment project. However, it is important to keep in mind that it is not so much a partnership between organizations or institutions as one between accompaniment providers and recipients, each of whom bring different expertise to the table. This means that accompaniment providers can also learn from the people they accompany. Their leadership is exercised in a more collaborative than hierarchical manner. While it is true that the early stages of project development may be carried out by people who view themselves

as partners, the project should include enough flexibility and room for modification for accompanied individuals (who can also be accompaniment providers in their workplaces) to gradually feel they are partners in the project and come to take ownership of it.

QUESTIONS

What will be done to prepare the perspective of partnership development?

What aspects of the projects can be modified to incorporate things suggested by accompanied individuals?

Encouraging the Formation of Learning and Practice Communities or Networks

Under this accompaniment model, actions can lead to the formation of learning or practice communities or networks. To encourage this, it is important to promote networking activities such as the sharing of information, tools, expertise, and resources and the adaptation of work by individual groups to other situations. A website can be useful for relaying information and communicating with accompanied individuals. It can serve to disseminate accompaniment material (tools, techniques, situations) for accompaniment situations associated with the change. It can also be used to forward documents, follow up with all individuals or groups in the network by allowing the broader community to access and benefit from information archived on the site, and serve any number of other purposes. Every aspect of the model related to professional collaboration, the reflective-interactive dimension, group analysis, sociocognitive conflict, dialogue, discussion, and sharing can lead to the creation of learning and practice communities or networks.

QUESTIONS

What will be done to recognize the formation of learning and practice communities?

If a website will be used, what features could it include to help form networks? What is realistic? What could be of interest to accompanied individuals?

Taking the Affective Domain into Consideration When Accompanying Change

Any change will spark affective reactions in the people it affects. Some reactions, e.g., enthusiasm and pleasure, can be positive, but these reactions often go unnoticed. Others can elicit withdrawal, frustration, or resistance. These reactions can stem from fears of the unknown, a lack of tolerance for uncertainty or ambiguity, feelings of incompetence, or simply a lack of knowledge about the change. To deny the affective reactions that emerge during change implementation is to deny that human beings are the ones implementing the change. It is therefore important to take these affective reactions into consideration, to be able to name them and their manifestations, causes, and consequences, and to envisage potential solutions.

QUESTIONS

What strategies have been planned to take the affective domain into consideration when accompanying change?

What affective reactions can be expected?

■ ■ ■

In conclusion, it is important to remember that certain conditions must be put in place to optimize the model. If organizations do not create the necessary conditions for change accompaniment, it is wishful thinking to expect they can apply the model explained in Chapter 9 and achieve the outcomes described in Chapter 10. Organizations that wish to take inspiration from the model while failing to take into account the fact that accompaniment is a long term and ongoing process cannot expect to achieve the same results as those that were observed during the project that resulted in this model for change accompaniment. Even though use of the term "accompaniment" in the sense of workplace accompaniment is relatively new, it has already been generalized, and workplaces that plan two or three meetings or occasional training days are a far cry from the accompaniment model described herein and in *Professional Competencies for Accompanying Change: A Frame of Reference* (Lafortune, 2008a). As we have seen, socioconstructivist accompaniment for change with prescriptive elements and aimed at updating professional practices calls for the building of knowledge among accompanied individuals

through interaction with their peers. From a metacognitive and reflective viewpoint, this type of accompaniment aims to spur the activation of previous experiences to foster the building of knowledge, the development of competencies and a knowledge culture, trigger sociocognitive conflict and profit from conflict that emerges from reflections and discussions, coconstruct through action, bring to light beliefs (conceptions and convictions), and take advantage of newfound awareness of certain constructions. The various roles enrich the process, which takes on the form of a true partnership. Accompaniment combines theory and practice, reflection and action, in an integrated, complementary manner. Socioconstructivist accompaniment requires a knowledge culture associated with the foundations of change as manifested in five components: attitudes, knowledge, strategies, skills, and experiences. It also involves developing and using professional competencies that encourage accompaniment leadership (see also Lafortune and Deaudelin, 2001; Lafortune and Martin, 2004).

CHAPTER 9

BUILDING A PROFESSIONAL ACCOMPANIMENT MODEL FOR CHANGE

This chapter presents a schematic representation of a professional accompaniment model for change derived from an experiment on accompanying change in the field of education. Before considering this representation, we will take a look at what model building is and how the representation of a model can facilitate its communication and dissemination so that it can be transferred to other professional accompaniment situations, types of organizations, and fields of work.

REPRESENTATION OF A MODEL

Model building is a process of representing a real or potential situation in order to help people understand its nature and evolution. It can serve to analyze an existing system or design a new one (Legendre, 2005). The project on which this model is based, which featured a major prescribed change, brought into play a number of innovative ways of doing things. The model building process helps us understand the nature and evolution of this experiment, which was carried out over a period of several years (from two to five years, depending on the group) with a

number of groups. It enables us to extract a model that may inspire other organizations preparing to implement a complex, directed, prescribed change, or one that has various prescriptive elements.

The model building process was initiated at the beginning of the project and continued to develop and evolve over the six years of its existence. Some aspects of the model were already present early on while others became apparent over the course of the project. Like the approach used in the model, the model itself gradually took shape through interaction with various individuals and groups and their professional expertise, allowing for a process of ongoing adjustment. At the interface between the change, the new practices it proposed, and those already in use in the workplace, the experiment provided a forum where people discussed the meaning of the proposed change and the professional actions and acts required to accompany its implementation. In this sense, ongoing theory building fostered the development and characterization of an innovative professional accompaniment model using components constructed by individuals and groups, who compared and contrasted them with existing theory in a given field of expertise. Certain theoretical aspects emerged from the examination and reflection generated by the change. These aspects were discussed, compared, examined, improved, and validated based on existing theory and on practices in the accompanied workplace.

USING DIAGRAMS

Diagrams are often used to represent models, but it is sometimes difficult to express the complexity of certain models and illustrate all their dimensions as well as the entire set of factors and variables that would do them justice. A combination of several diagrams would probably express a complex model more effectively. Even if the diagram seeks to represent a complex reality, it is still a global, summarized view that is also influenced by the perspective of the person who creates the diagram and by how he or she understood the experience. In the light of these remarks, a number of questions guided the development of the model and its representation in one or more diagrams:

- How can we represent the complexity of a model in a diagram without excluding important dimensions? Some omissions might detract from the illustration and get in the way of people understanding and transferring the model, or could trivialize it. On the

other hand, too many concepts and ideas can render the model too complicated and thus unreadable and incomprehensible, making it seem inaccessible and unrealistic.

- How can we ensure that the diagrams are representative (have meaning) for the people who analyze them, particularly if they did not participate in the project on which the model is based?
- Will the diagram be effective or useful when transferred to another work situation, organization, or field of work?
- Can the model be designed for one situation and then generalized in order to facilitate its transfer? In other words, does the model have a life beyond the initial project? If so, how can we highlight the aspects that allow it to be transferred to other situations of professional accompaniment for change?

The purpose of reflecting on the model is not only to contribute to theory, but also and above all to contribute to professional practices in a workplace and enable other workplaces to benefit from the process by generalizing the experience. A number of different representations should give us a better grasp of those aspects of the project directly linked to practices in the workplace, both in terms of the accompaniment process and the actions required to accompany change implementation, role complementarity, and transferable actions. Using several diagrams to create a model of an experience also allows us to represent the complexity of the change process and its accompaniment, as the people affected by the change are also changing. By using several diagrams, we can highlight various aspects, so they can be examined independently but situated within the model to help in understanding the overall perspective.

The model building process presented here supports the notion that a large scale accompaniment project cannot be coherent without a finely tuned articulation of the foundations, principles, and means associated with the change. The engagement of the participants, the nature of the accompaniment, the professional acts and actions of the staff, and the means used must all reflect this coherence when change is implemented.

WHAT IS A MODEL?

What are the model's characteristics? What do we mean by the term "model?" Explanations can vary from one author to another, but we could say that the model is a response to the complexity of the change and to the problems that arise when professional practices are updated.

Drafting, describing, and illustrating the model are all important, as they enable us to explain, communicate, disseminate, and transfer the model to various work situations. Making it intelligible enables other professionals to use it to accompany others in the change process, and its generalization may inspire other workplaces to use it as well.

The model reflects and represents the various components of a change accompaniment process and illustrates how they operate and interact with each other—for example, the interaction between accompaniment, research, and training. The complexity of an undertaking rich in interactions and outcomes inevitably leads to the development of a model of it. The model helps us represent this complex reality and explore its many facets by considering all of its components, as well as the resources (knowledge, competencies, means, tools, and strategies) used to implement the change and accompany staff on an ongoing basis in order to ensure their professional autonomy.

A PROFESSIONAL ACCOMPANIMENT MODEL FOR CHANGE

The proposed professional accompaniment model pertains to a change implementation process in an institution, organization, or business. Its articulation requires a certain level of dynamism, structure, and flexibility and must take into account the staff who are called on to implement the change. These considerations are important because they make it easier to transfer the model to various types of organizations, domains, and sectors of activity. The model is a useful tool for accompanying staff who face a major change, particularly if the change has prescriptive elements. It can be applied on a large scale but can also be adapted to small work organizations and groups.

The model is based on construction of a shared vision of the change. To develop this collective vision, people engage in reflective practice, interact with others to build the vision, and validate it in the light of theoretical knowledge and the reality of the workplace in which the change is being carried out. Piloting a major change is a complex undertaking; the model helps people understand the change more clearly and, to do so more effectively, is relatively flexible and easy to adapt.

The model calls for the development of a veritable accompaniment culture to break the isolation of staff and eliminate resistance to the change in the workplace or organization. Accompaniment providers can

take advantage of the large number of means, strategies, tools, and professional acts presented in the model. They can draw on and reorganize the various components in order to tailor them to the needs of the staff and workplace they are accompanying.

One can decide, propose, prescribe, or accompany a change, but one cannot predict all the ramifications of its introduction in the workplace because the change process can sometimes take unexpected turns that were not necessarily planned by those who designed the change. This does not necessarily mean, however, that the problems are insurmountable, because the workplace has and can deploy resources that may sometimes result in creative solutions that otherwise would never have been put forward. Fortunately, some ideas that emerge from the workplace go beyond those anticipated when the project was designed as staff explore various avenues or go much further than initially intended. From a socioconstructivist perspective, the change will undergo modifications or take paths that are less than ideal. Some routes will be shortcuts while others may be turn out to be very necessary detours. The components of the change will be challenged by people's conceptions and convictions, subjected to the culture of the workplace, and put to the test by the practices and daily reality of the people who are expected to live with and implement the change. Actions undertaken to accompany the change can guide and support people and help them ensure that the ongoing adjustments are consistent with each other and also with the foundations and aims of the change. A good way to do this is by appreciating and acknowledging the quality of the work and expertise in the accompanied workplace by acting in partnership with staff, even if their decisions or actions do not coincide with what one would consider necessary for carrying out the change. Accompaniment providers can learn a great deal from those they accompany to the extent to which they remain open to discussion, which fosters the construction of a shared vision.

Remaining open does not mean accepting the status quo, but rather helping people understand that the status quo is no longer good enough given our constantly changing world and the consequent need for organizations to adapt. For people to change, it is necessary to provide the accompaniment tools and materials that help them understand the proposed change and to grasp its importance and impact and therefore the rationale behind it.

The professional accompaniment model for change proposed in this book emerged from an accompaniment practice. It can easily be transferred to other accompaniment situations, thus enabling staff to move

forward in the change process in various types of organization. The model presupposes that staff will gradually engage in reflective practice, examining and analyzing their professional practices in the light of those integral to the change in order to see how they can modify, adjust, or update their practices in keeping with the change. This process is the cornerstone of the model—the implementation of a change depends on the staff engaging in reflective practice. Without it, there is a risk the change will be only superficial, or will not occur at all.

Reflective practice is the act of stepping back to critically examine one's operating modes and analyze, both individually and collectively, the acts and actions carried out in the course of one's work. This critical perspective brings new awareness of one's consistencies and inconsistencies, thoughts and actions, beliefs and practices. As explained in depth in Chapter 6, reflective practice comprises three components: reflecting on and analyzing one's practices; initiating action; and building an adaptive model of practice.

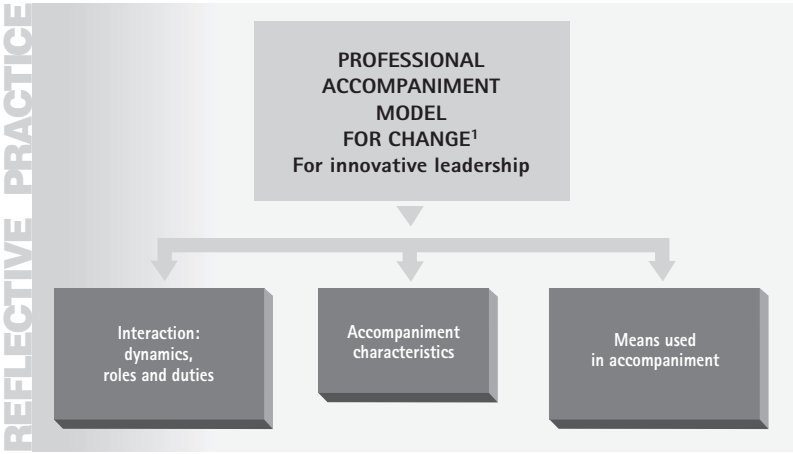
In addition to evaluating their professional practices, staff are also called upon to observe how far they have come in the change process. In accompaniment, evaluation is a complex process that consists of taking a critical look at one's professional practices in order to judge one's progress, and that of the staff one is accompanying, in adopting the change and developing professional competencies for accompaniment. Evaluation has a support and assistance role in change accompaniment; it is part of the process of moving forward and developing professionally from a viewpoint of the prescriptive elements and direction of the change to be implemented in the workplace. Evaluation is carried out using information gathered from accompanied individuals according to clearly stated criteria. Once analyzed and interpreted, the data is discussed with the staff, who can thus measure and validate the updating of their practices or the development of their professional competencies for accompanying a change. Evaluation practices help guide their choice of actions in the future and their decisions as to what measures to take to advance professionally and move towards adopting the change. In accompaniment, evaluation is a reflective-interactive process, meaning that it emphasizes reflection as well as the contribution and engagement of accompanied staff by taking into consideration their ideas, values, points of view, expertise, and professional judgment.

In the proposed model, reflective practice cuts across the entire model. It is linked to the analysis of practices and to the evaluation of the change process. The model includes three dimensions that are complementary and interlinked:

- Interaction in accompaniment: dynamics, roles and duties
- Characteristics of accompaniment
- Means used in accompaniment

The text that follows this diagram and subsequent diagrams provides explanations for the concepts that appear in the highlighted boxes within each diagram.

Diagram 1



1. The text following each diagram explains the components in each box.

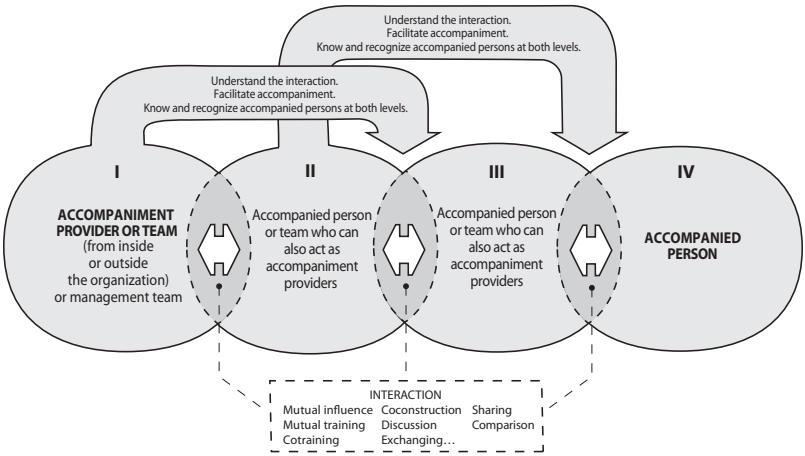
Interaction: Dynamics, Roles and Duties

In the proposed model, interaction is an important dimension and indicates that the model does not advocate a hierarchical relationship. Interaction brings accompaniment providers and those they are accompanying together so that they learn from each other and progress by sharing, exchanging, discussing, giving feedback, and comparing, all of which may take various forms and directions. The dynamics of this interaction vary according to the roles and duties of staff engaged in the accompaniment.

Interaction Dynamics

The interaction influences the quality of the exchanges, the development of professional competencies for accompaniment, the updating of practices, and the progress towards change. Although Diagram 2 illustrates a sequence that might appear to be hierarchical, this is not the model's intention.

Diagram 2
Interaction Dynamics in the Accompaniment Process



It is the interaction between individuals and groups that is important in that it fosters coconstruction, which occurs at various points in the process, and assists accompanied individuals in evolving into accompaniment providers. Both accompanied individuals and accompaniment providers participate in the coconstruction process. Some people may alternate between these two roles within the model or occupy both at the same time depending on whether they are going through a change process, training to be an accompaniment provider, or accompanying staff through a change process.

It is not a matter of one group of people intervening with another; what is important is the number and quality of the interactions between all of the individuals in an accompaniment process when constructing a vision of the change. The point is to capitalize on these interactions, no matter what the roles or duties of those interacting. The reason why

accompaniment providers interact with those they are accompanying as if the latter will have to accompany others is that they will, in fact, have to do so fairly quickly when their turn comes to exercise a leadership role in socioconstructivist accompaniment, and it is important to pass seamlessly from one role to the next. The following example will clarify this idea, although the number of teams can vary depending on the size of the organization and the scale of the change.

To put an accompaniment process in place for teams of colleagues, an accompaniment team is created made up of a manager or management team or an accompaniment provider or team (from inside or outside the organization). The accompaniment team works in partnership with individuals who will in turn intervene with other staff. In such a model, the accompaniment teams take into account the accompaniment work that the accompanied teams will be performing with their colleagues, because the accompanied teams will transfer the model they gradually assimilated into their model of practice during the accompaniment process and they will do the same with those they accompany in their respective workplaces.

The first accompaniment team works not only with the people in the second group, who may be various colleagues or personnel from specific departments or sectors of the organization, but also through them with the people the second group will accompany in their workplaces. The first accompaniment team may visit the accompanied groups in order to understand the interactions, facilitate the accompaniment process, and get to know and recognize the accompanied persons in the two groups as well as change process issues in their work organization. It gives them the opportunity to hear what people say as they interact and engage in mutual influence and training, cotraining, discussing, exchanging, sharing, comparing, and so on. This interplay between groups fosters the development of a shared vision of the change and also enables the accompaniment team to monitor how the change process is progressing in the organization and adjust the ongoing process or sequence as necessary.

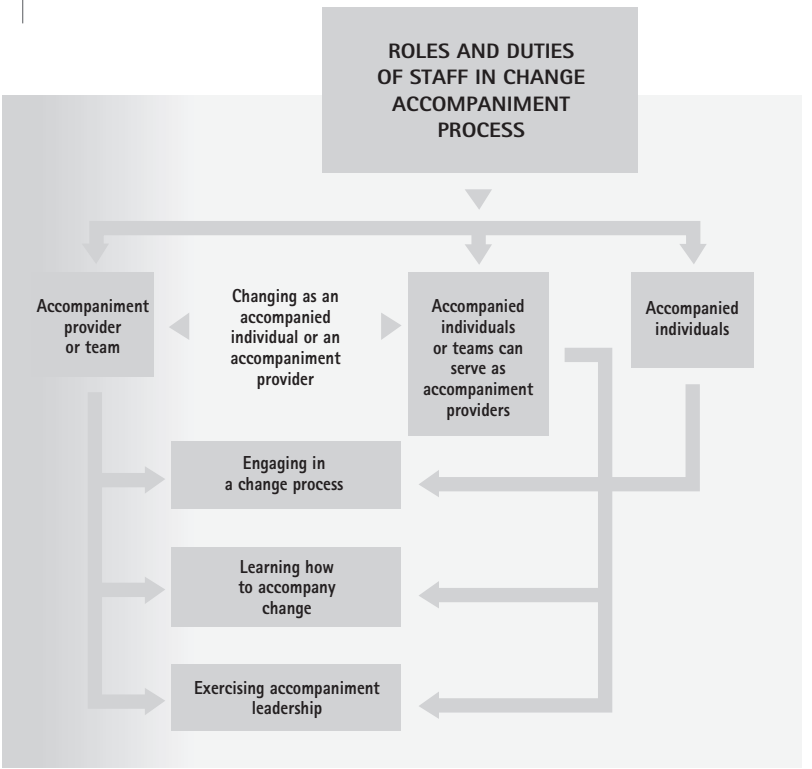
In an institution, organization, or business, a management team can accompany those who in turn accompany individuals and work teams, and the management team can be replaced or accompanied by an outside expert. It is recommended that they attend several meetings among accompaniment providers and those they accompany in order to understand the interactions and facilitate the process. As mentioned above, depending on the size of the organization and the number of teams, the level and frequency of the interactions may vary.

Interaction: Roles and Duties

As we have just seen, people can play more than one role and fulfill various duties in an accompaniment process. Certain people (accompaniment providers) accompany other people (accompanied individuals), but the latter can also be called on to accompany other staff. Depending on their roles and duties, individuals are led to (1) engage in a change process, (2) learn how to accompany a change, and (3) exercise accompaniment leadership (Diagram 3).

When people engage in a process of change, they must accept and understand the foundations, direction, and aims of the change. Under the model proposed here, they are gradually led to accompany implementation of the change by training to accompany a change process. This

Diagram 3



twofold role increases the complexity of the process, as these people not only have to deal with the change, but also with their own resistance and cognitive dissonance. They feel insecure with regard to the role they are being asked to fulfill in exercising leadership with other staff while they themselves are going through a change process. This raises the level of insecurity, but it also underlines the importance of considering the human dimensions and the time required to accompany a change process.

In order to change, accompanied individuals must discuss together and adopt a shared representation of the prescribed change. Redefining roles and adopting their model of intervention can seem difficult, but it lends the process credibility—when confronting change, the accompaniment providers, like those they are supporting, find themselves in a learning situation where they have to remain open. Accompaniment providers evolve through contact with those they accompany and also benefit from the interactions. Lafortune (2004a) points out that a

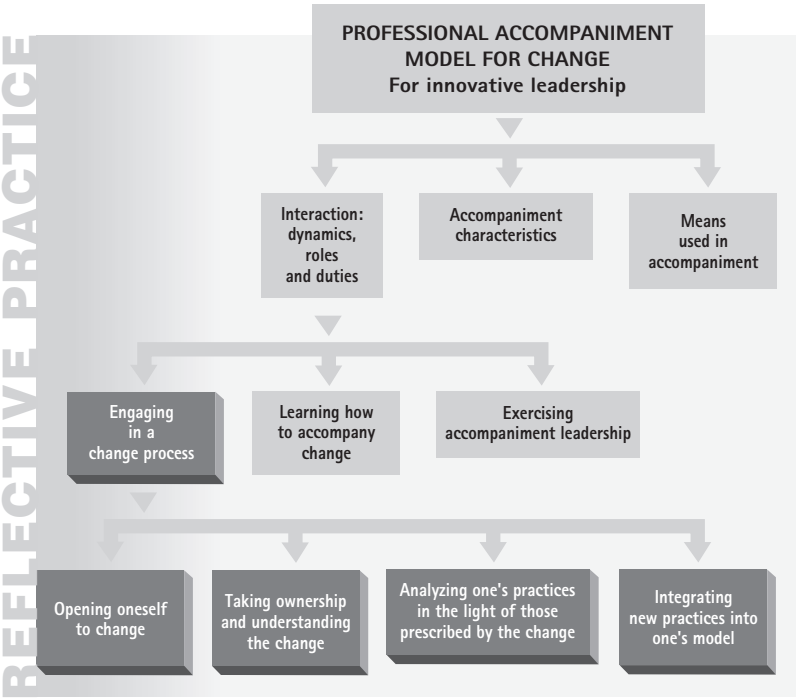
> ... group is almost always changing. Some members of the group modify their objectives based on the ideas and actions of other members, and certain agreements are discussed and negotiated more pragmatically in order to avoid breaking up the team. We even see subgroups forming temporarily, in order to explore one or more avenues that do not interest the rest of the group—these subgroups may rejoin the main body to compare their thinking with that of the other members (Lafortune, 2004a, p. 22 [translation]).

For people to update their professional practices in a period of transformation, they need time to take ownership of and understand the change and to develop the professional competencies necessary to accompany it. It should be remembered that depending on their role, individuals fulfill various duties and carry out a variety of tasks. These roles and duties influence the interaction dynamic in which the staff

- engage in a change process,
- learn to accompany a change, and
- exercise accompaniment leadership.

These actions punctuate their progression towards change. Actions associated with these roles are sometimes iterative, or they may be present to a greater or lesser degree and vary depending on how much people have deepened their understanding of and moved forward in the model. This is admittedly just a rough representation, but it can help in understanding the various roles people play by considering the model's nature.

Diagram 4



Engaging in a Change Process

Engaging in a change process takes time. Time appears have proven to be a decisive factor in staff engagement. The model highlights four important moments or phases in leading others to engage in the change process:

- Opening up to the change
- Taking ownership and understanding the foundations and objectives of the change
- Analyzing one's practices in the light of those prescribed by the change
- Integrating new practices (updating practices) into one's model

Opening Up to the Change

Engaging in a process of change requires people to open up and be receptive to the change. Faced with the insecurity of change, some people welcome novelty and want to learn more, while others simply refuse any suggestion of change before even knowing what it is all about. They remain closed to any possibility of change and do not want to adapt. Among these, some will deny the change, saying they already "did that before," or will refuse outright to consider anything in any way associated with the change. Fortunately most people are generally interested in change, especially if they know why it is necessary and if they feel they are being accompanied in the complex change process. No matter one's level of openness, engaging in a transformation process is unsettling—people experience significant cognitive dissonance and often feel insecure or fear the unknown. Change calls into question certain practices and provokes affective reactions that are not always easy to deal with. It may even leave some people feeling incompetent because they have lost their professional bearings. They fear the judgment of others and are insecure about being evaluated by their colleagues or higher-ups in their institution, company, or organization. They do not want to have to engage further, invest more time when they are already pressed, or do more work in addition to all the tasks they have to perform and the energy they require, and so on. Overcoming these negative perceptions requires time, although not so much as to unduly prolong the process. Time helps people examine the signs and causes of their resistance to change. Giving people more time helps them take ownership and understand the change. When people are not open to the change, it hinders their engagement in the process.

Taking Ownership of and Understanding the Change

In this phase, taking ownership and understanding the foundations and objectives of the change spurs increasing interest and greater acceptance of it. Reflecting on one's practices and examining them in the light of those prescribed by the change helps people become more aware of the issues involved, the positive or difficult aspects, the challenges the change poses to the accompanied workplaces, the adjustments or modifications that staff must gradually make to their professional practices, and the engagement (individual and collective) required to implement the change. Staff also realize that they need to develop professional competencies for accompaniment. A better understanding of the change helps launch the process of coconstruction and the consideration of collective experiences analyzed by teams of colleagues. Discussing and analyzing concepts with

colleagues fosters the construction of a shared vision of the change. A collective vision gives people more assurance and helps them have more confidence in themselves and in their colleagues. The accompaniment process also helps them better understand their roles and duties: namely to change, learn to accompany a change, and exercise accompaniment leadership in their respective workplaces.

Analyzing One's Practices with Regard to Those Prescribed by the Change

Examining and analyzing one's practices in the light of those prescribed by the change contributes to implementation of the change. The process of deepening one's understanding of the change, engaging in reflective practice, building a shared vision with others, presenting change-related experiences to colleagues in order to analyze and test them, or providing feedback on the experiences of others fosters integration and attempts to use new practices and thus initiate action. People gradually modify their models of practice by seeking to integrate new practices that are in keeping with the change. They make individual and collective decisions to initiate action. They choose, prepare, and carry out actions or action plans in collaboration with their colleagues. They engage in the process in a more and more professional manner, progress toward the change, develop their professional competencies for accompaniment, and so on. Creating a climate of reflective engagement spurs a greater awareness of the positive aspects of sociocognitive dissonance (experienced together), which helps people create and innovate as a group, and even enjoy working together.

Integrating New Practices into One's Model

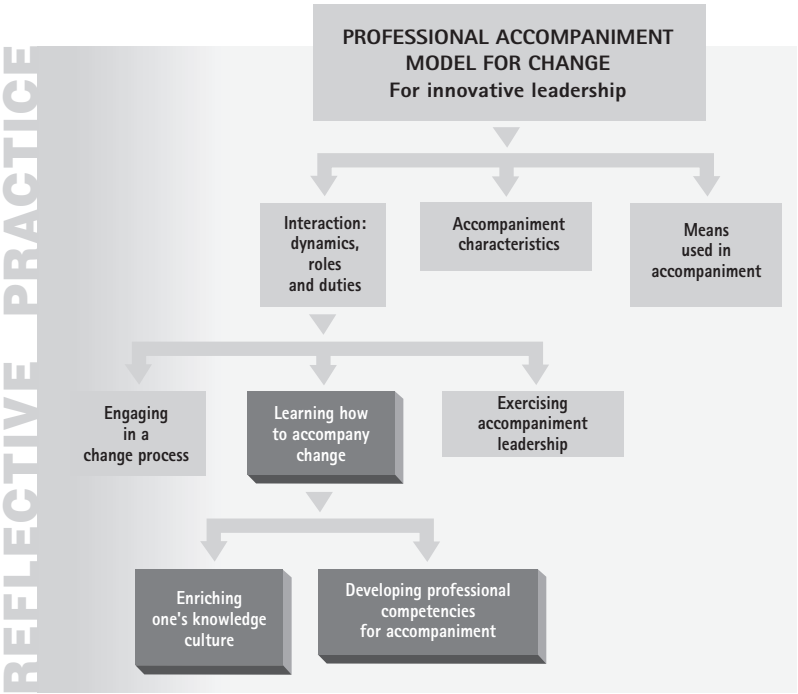
Experimenting with new practices and integrating them into one's model of practice facilitates and reinforces action initiation. Sharing expertise, experiences, responsibilities, methods, tools, and a vision of the change while also developing professional competencies for accompaniment gives people a feeling of professional competence that is strengthened when collective efforts are coordinated to face and accompany the change.

Engagement maps out the path in a change process and helps staff commit to the change. To support and guide them, various methods—such as examining, interacting, reflecting, and giving feedback—are an integral part of the proposed professional accompaniment model.

Learning How to Accompany a Change

In an interaction dynamic, people engage in a change process, but they also learn how to accompany the change and exercise accompaniment leadership. Learning how to accompany a change involves enriching one's professional culture and developing professional competencies for accompaniment.

Diagram 5



Enriching One's Professional Culture

Enriching one's professional culture presupposes that staff have a professional culture and a model of practice (initial training, professional development, readings, symposiums, conferences, experiences, etc.) since they are already active in the workplace. However, not everyone has a clearly defined, organized, consciously held model. When engaging in a change process, staff take ownership of the foundations and aims of the change, but in order to enrich their professional culture, they examine and discuss

concepts associated with the change and gradually assimilate them into their professional vocabulary and the practices associated with the model they are building.

Participants increasingly establish connections between the various concepts as they explore them with a view to accompanying change. Understanding the concepts oneself is a necessary step towards being able to explain them to others. Participants quickly realize the difference between "understanding a concept for oneself" and "having to understand a concept in order to discuss it and help others to grasp it," as if to integrate the change, they also had to take ownership of the language associated with updating practices. Gaining this ability gives people confidence and makes them feel professionally competent. It allows them to establish a wealth of connections between theory and practice as they go back and forth between the two, successively adjusting what they have learned. Questioning concepts and comparing them to real-world practice helps people better understand the connections between theory and professional practice, but it also increases their awareness of the differences between the practices prescribed by the change and those in use in the workplace. The adjustments are necessary anchor points by which staff move towards adopting the change. They often experiment with and test these successive adjustments as they learn how to accompany change as well as to "operationalize" change by providing examples increasingly adapted to the situation at hand.

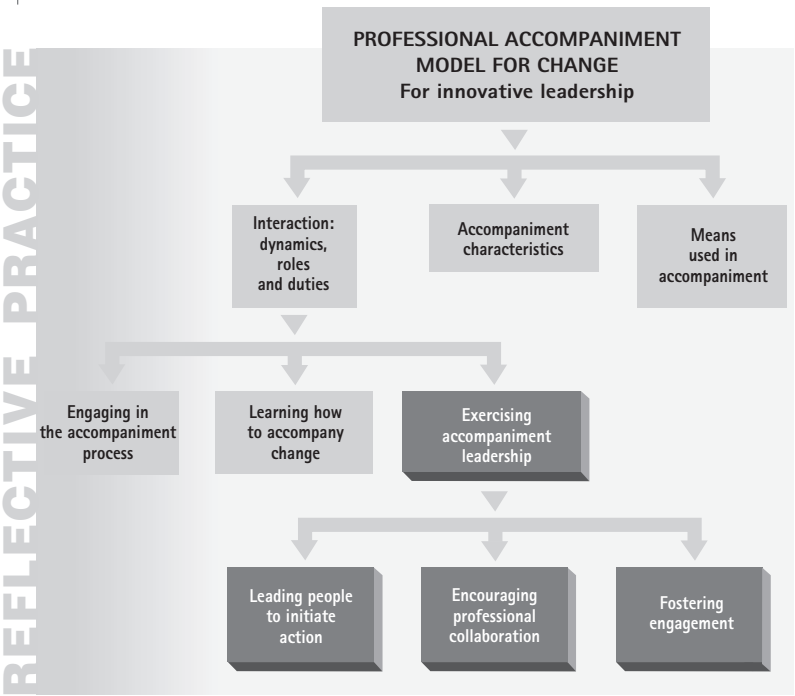
Developing Professional Competencies for Accompaniment

Staff quickly come to realize that to accompany a change process according to the roles and mandates conferred on them, they must not only engage in the change, but also develop the professional competencies to accompany it. In other words, can we ask others to change if we do not do so ourselves? In the project that inspired this model, people were asked to reflect on the competencies, professional acts, and actions to take as accompaniment providers or when intervening with people when they accompanied change (Lafortune, 2008a). The frame of reference that emerged was generalized so that it could be used in situations other than that in which it was initially developed. In other accompaniment situations, staff could be invited to reflect on how to adapt the frame of reference to their accompaniment situation and fine-tune the competencies so as to take into consideration their professional reality.

Exercising Accompaniment Leadership

Exercising accompaniment leadership entails sharing influence with colleagues and various partners engaged in implementing the change process. Accompaniment providers contribute their professional competencies to a group with which they share their knowledge of the change as well as how to accompany other people through a change process which calls them to examine and change their professional practices. The collective dimension is important because it allows people not only to pool their expertise with regard to a workplace but also to give each other mutual support. They will then be receptive to building a common vision of the change and sharing the tasks and responsibilities associated with the change process.

Diagram 6



In the professional accompaniment model for change, exercising accompaniment leadership involves leading other staff to initiate action, encouraging professional collaboration, and fostering the professional engagement of staff in the change process.

Leading People to Initiate Action

Initiating action is a critical step that is sometimes difficult to take because people are very often unsettled by the coming change. Some try to understand the change and gradually accept the new professional practices, while others try and swim against the tide, taking refuge in their old models of practice. Faced with a major change, most people experience a feeling of professional insecurity; they lose their bearings and no longer feel competent regarding the new practices prescribed by the change. While unsettling, cognitive dissonance is an essential prerequisite to change, but one that requires accompaniment in an affectively reassuring context. If it is too unsettling, people will cling to their resistance, or worse completely drop out professionally. To make the transition, they must become comfortable with and take ownership of the change in order to really understand and appreciate it and ultimately engage in it. Integrating new professional practices takes time and a certain level of personal and professional engagement. How long it takes may vary depending on the nature and complexity of the change and the pace at which different people adjust. It may depend on how much resistance there is, the gap between the existing and proposed models of practice, the engagement and professional collaboration of staff, and the training, support, and followup provided to assist them in the change process.

Before initiating action by preparing and carrying out action plans in the workplace, people experiment and test various options. They discuss their findings with their colleagues in order to fine-tune their accompaniment skills. These discussions concern the process of implementing the change more than its content. The farther people advance in the change process, the more they feel comfortable exchanging with their colleagues and giving feedback on other people's experimentations. In these discussions, the group's collective expertise contributes to everyone's professional development.

Preparing for action includes anticipating the reactions and comments of the people being accompanied. Preparation, implementation, and accompaniment must all be consistent with the proposed change. The foundations and aims of the change guide the actions and professional acts of the accompaniment providers. This is why it is important they advance to a certain point in the process in order to be a little

more familiar with the change and how to accompany it. For these reasons, action initiation does not come as quickly as management or accompaniment providers could wish, but if people are given the time, they gradually acquire a level of confidence that enables them to take this step.

Action initiation involves developing action plans for implementing a change in a company or organization. These action plans are structured, sequenced, collectively designed, and spread over time, they include actions to initiate, monitor, analyze, and adjust, they draw on beliefs, practices, and pooled competencies, and they use reexamination in moving toward change.

Encouraging Professional Collaboration

Professional collaboration involves cooperation, consultation, and coordination of collective initiatives as well as discussions that lead to group decision making and concerted action. Actions are regularly analyzed and adjusted at the group level in order to share responsibility for accompanying change among team members. This form of collaboration is termed "professional collaboration" because it takes into account the viewpoints that colleagues bring to bear on various practices, discussing and questioning them in a climate of mutual respect and trust. This can imply a certain degree of "professional intimacy."

In this model, professional collaboration is one of the professional competencies for accompanying change (Lafortune, 2008a). The following are the professional acts associated with this competency:

- Build partnerships with staff engaged in the change process
- Engage in the exercise in a spirit of collaboration, cooperation, and dialogue
- Develop professional competencies for accompaniment both individually and collectively
- Construct a shared vision of the change
- Circulate information about resources, actions and contributions within the workplace
- Develop networks for sharing and communication between staff engaged in a change process

Teamwork and professional collaboration foster action initiation because people share tasks and responsibilities and benefit from the support and expertise of other staff engaged in implementing the change.

To exercise accompaniment leadership, this professional collaboration must be included in the accompaniment process so that everyone can benefit from the synergy and complementarity between members of the practice community. The accompaniment process helps people appreciate, share, and draw on the contributions of others. These experiences and the discussions they generate can occur in various situations, including planning meetings, discussions during or after professional interventions, or when feedback is given. People can thus benefit from a wealth of complementary and varied expertise.

Fostering Engagement

Change is a process that takes time. Giving people time does not mean not encouraging them to take action or not fostering their professional engagement. Engaging oneself and fostering engagement are part of the professional accompaniment model for change. Without engagement, interaction remains superficial, and building with others becomes difficult. Without engagement, it is difficult to construct a shared vision of the change. Developing and supporting this engagement requires accompaniment, because some people may take action yet be little or not at all engaged in the change process. Faced with change, they can adopt a fatalistic attitude, saying "I'll do it because I have to." Accompanying others involves trying to understand through reflective analysis why they engage or do not engage in accompaniment relationships, examining oneself as a person as well as one's practices and beliefs. To engage, people must be able to see meaning in what they do. Obligation does not foster engagement. People can choose to engage or not; it is a voluntary act. Professional engagement may reflect how staff interpret the goals and values of the organization or profession, or those that underpin their practices and the proposed change (adapted from Pauchant *et al.*, 1996, reported in Duchesne, 2004).

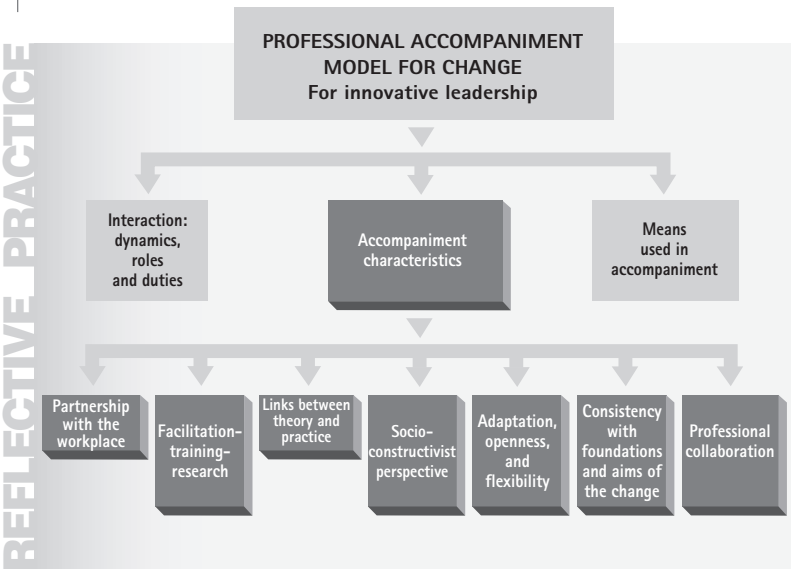
In a professional accompaniment model, developing and maintaining engagement requires creating conditions that reflect people's attitudes and professional acts and establishing a reassuring work atmosphere based on mutual trust and respect, networking, partnership, and the support and encouragement of colleagues and partners. It is also important to discuss the change, plan moments for reflection, take into consideration the workplace culture, anticipate questions and reactions, model professional practice, create conditions conducive to socioconstructivist accompaniment, and have a professional stance and professional objectives.

In the case of a major change, exercising accompaniment leadership requires that one work toward the change by integrating its components into the characteristics of the accompaniment process. Action initiation and professional collaboration and engagement are professional acts that require professional accompaniment. Exercising accompaniment leadership thus requires that one follow up on and analyze the success of the intervention. Accompaniment providers thereby support the accompanied groups, monitor their progress in the change process, adjust or modify the accompaniment sequence, and allow people to see how far they have progressed, individually and collectively.

Accompaniment Characteristics

To move a change process forward in an organization, the professional accompaniment model for change proposes an innovative way of exercising leadership that emphasizes certain accompaniment characteristics.

Diagram 7



Partnership with the Workplace

Working in partnership with the workplace can go as far as arranging for people with varied expertise and from different sectors or workplaces to meet. Partnership stresses professional collaboration rather than a hierarchical relationship and thus ensures that all the resources necessary for implementing the change in the organization are put to work. The form of accompaniment proposed here focuses on groups. Although some interventions can be carried out with individuals or small groups, accompaniment is primarily a collective effort that draws on the strengths and dedication of the individual members of the group, who work together to coconstruct a shared vision of the change.

Taking into account the reality of the workplace means acknowledging the actions, needs, expectations, representations, beliefs, practices, resources, and expertise of the accompanied workplace while considering the reexamination that must be provoked and the resulting cognitive dissonance that will need support. Thus, accompaniment providers encourage accompanied individuals to take charge of the accompaniment process by themselves accompanying staff in turn. This entails being receptive to the workplace and respecting staff choices and actions as long as they are in keeping with the change and the updating of practices. However, it also means posing questions if their choices and actions are not consistent with the change. Although quite rigorously structured, the model is also flexible enough to adapt to the work environment and make full use of available resources. If there is a research component to the model, the results are applied in the workplace so that practices consistent with the ideas that emerge from the model develop.

Facilitation-Training-Research

Facilitation, training, and research are all part of the accompaniment proposed in this model. Facilitation mainly refers to the animation and energy accompaniment providers display in the accompaniment process as well as to the attitudes, skills, techniques, and means used to support and guide a group. Training refers to what people have to learn about the content of the change and how to accompany it as well as the means and tools they intend using to advance the vision of the change in their workplaces and thus adjust their models of practice.

To understand the impact of an accompaniment-training process, it is good to include a research component as it can generate data on the group's progress and document its decisions, experiences, and the vision

being constructed within the organization. For research purposes, it is important to keep in mind the scale and complexity of the process, the fact that there will be a large data set to analyze, and that the length of the period of accompaniment and followup makes it easier to adjust the data collection tools, which may be used for training, reflection, and evaluation. Although a rigorously structured process, accompaniment-research is flexible enough for adjustments to be made midstream by examining and applying the research findings. The accompaniment tools and documents created with and for the accompaniment providers allow for the new methods workplaces will develop to deal with the change.

Links between Theory and Practice

In the model, links between theory and practice are constantly drawn. Participants go back and forth between the theory associated with the change or the accompaniment thereof and their professional practices. These links are made in accompaniment situations as people interact (share, discuss, compare) or reflect with accompaniment providers and colleagues. Participants continue to draw links in the intervals between meetings when they return to their respective workplaces and reflect on the change by comparing issues dealt with during the accompaniment process with their own professional practices. Questions, realizations, and observations are often brought to the following meeting for discussion and examination by the group. This to and fro also occurs when people go back over certain aspects of the process or carry out an action plan in the workplace. The constant interaction between theory and practice greatly contributes to building and enriching a shared vision of the change and spurring staff engagement in the change.

Socioconstructivist Perspective

The form of accompaniment featured in the model takes a socioconstructivist perspective. This perspective was one of the original foundations of the project that inspired the model, but it rapidly became an important characteristic of the accompaniment model in light of the importance accorded to interactions and the contribution of others in developing a shared vision of the change. Developing this stance requires, however, a clear understanding of one's role and mandate and of the change at hand. It also demands consideration of a number of personal dimensions: cognitive, affective, metacognitive, and so on.

Adaptation, Openness, and Flexibility

Time is what sets accompaniment apart from regular training. The ongoing nature and duration of accompaniment make it different from the ad hoc training of limited duration (generally several hours or one or two days) usually provided in organizations—by consultants or different firms from one time to the next—which does not always take into consideration the staff's prior experience and training and which leaves little or no time for followup. In the model, training is designed to take into account the objectives of the change as well as the aspirations and intentions of the group of people who will play a dynamic role in the change process. The accompaniment occurs over several meetings spread out over more than a year. Participants return to their workplaces between meetings, test things out, experiment, and follow up with the work teams. A conceptual thread guides the meetings. Unlike standardized, one-size-fits-all training modules, accompaniment is adapted to individual situations and draws on the resources and expertise in each workplace. It aims to develop the professional autonomy of staff and train them not only in the content of the change but also in how to accompany this complex process. In addition to engaging in a change process, people develop the ability to accompany others. This creates a ripple effect throughout the organization. Accompaniment is an ongoing process that ensures that the proposed changes take root and followup is provided on workplace practices, which continue to evolve between meetings. Time continues to work its magic between meetings, and the process pursues its course. Upon their return to the workplace, people try things out, continue to reflect on their practices, and are confronted with new problems, which they may bring to the next meeting in order to discuss them with others faced with similar situations.

The openness and flexibility of the model are reflected in the way the accompaniment teams adapt to the groups' progress and in the possibility of approaching the change process from different angles. Even though certain problems, processes, or training contents associated with a change or the accompaniment thereof may be a recurring theme in different groups, the choices that staff make and the expertise available in the workplace will influence the accompaniment sequence, which can vary considerably from one group to another.

Leveraging the diversity of the paths in the model requires awareness and understanding of the accompaniment dynamics in the groups and what conditions are most conducive to implementation of the change. A variety of paths emerge when interventions respond appropriately to

the problems of the accompanied group. When the accompaniment process is spread over a relatively long period, long enough that the change has engendered new problems and issues, participants respond to them by taking action and drawing on their creativity and know-how. This leads to the gradual acquisition of professional autonomy and the updating of certain ingrained practices that the change or accompaniment process has caused to be reexamined.

The model assumes that groups will progress at different rates. Not all groups necessarily follow the same path in moving towards change. Despite the fact that the foundations and objectives of the change remain the same, the change process moves forward through the concerted effort of accompaniment providers and those they accompany. Each group follows the path best suited to its needs, one that takes into consideration the group's makeup, the workplace, and the choices group members make in order to move forward in the change process given their colleagues, actions already undertaken in the workplace, actions plans they intend to implement, current and anticipated problems and needs, the expertise of the accompaniment providers and those they accompany, and so on.

Consistency with the Foundations and Objectives of the Change

Being consistent with the change means understanding the ideas and broad concepts associated with its foundations, aims, and thrust. Although consistency is not always easy to achieve, especially at the beginning of the process, being aware of inconsistencies (one's own as well as those of the accompanied groups) allows one to make the necessary adjustments to facilitate the change. Consistency is also a concern in the accompaniment process. Aiming for consistency results in an accompaniment process that enables accompanied individuals to learn how they should accompany others or implement the change in a way that is in keeping with its foundations and aims

Professional Collaboration

As we have already mentioned, professional collaboration involves the coordination of collective efforts as well as discussions that lead to group decision making and concerted action. Such collaboration is termed "professional" because it takes into account the viewpoints that colleagues bring to bear on various practices, discussing and questioning them in light of the prescribed change, and also considering the affective domain, which requires a climate of mutual respect and trust. The

socioconstructivist perspective inherent to the model presupposes teamwork, dialogue, collegiality, and professional collaboration. Working with others, giving them feedback on their work, making choices as a group, exchanging with others, and sharing successes fosters a positive outlook on working in teams with colleagues. In the accompaniment process, putting people in a professional collaboration situation helps them make decisions and choices as a group, aid and support each other, carry out collective undertakings, and benefit from each other's expertise.

By adopting this perspective, a group of people who engage in a process of accompanying and implementing a change may be considered to take on, over time, a number of characteristics of a learning and practice community (Wenger, 2005). Accompaniment providers and recipients have a shared vision of the undertaking. The core of this vision is shared expertise, which ensures the viability of the accompaniment process in which the accompaniment providers and many of those they accompany are engaged. There is continuous interaction and dialogue between them to pool ideas, strengths, and professional culture, which can vary from one person to another or among workplaces. In meetings between accompaniment providers or during accompaniment interventions, ideas emerge and participants compare and contrast them, share their ways of doing things, and discuss solutions. This process fosters the development of professional competencies for accompaniment.

The gradual construction of a learning and practice community may come about through the many reflective-interactive discussions between accompaniment providers and those they accompany. The four characteristics of professional communities (Lafortune, 2004d) can be adapted to spur reflection on the emergence of a learning and practice community in accompanied individuals' development.

1. *Committing to the proposed change*. It is important the foundations of the change be utmost in accompaniment providers' minds and play a key role in developing professional competencies for accompaniment.
2. *Coordinating efforts to foster the development of professional competencies for accompaniment*. This characteristic brings collective efforts into play, focused on the development of competencies and stressing teamwork.
3. *Collectively validating important decisions that affect how the change is to be approached*. To collectively validate these decisions, accompanied individuals discuss approaches, compare and

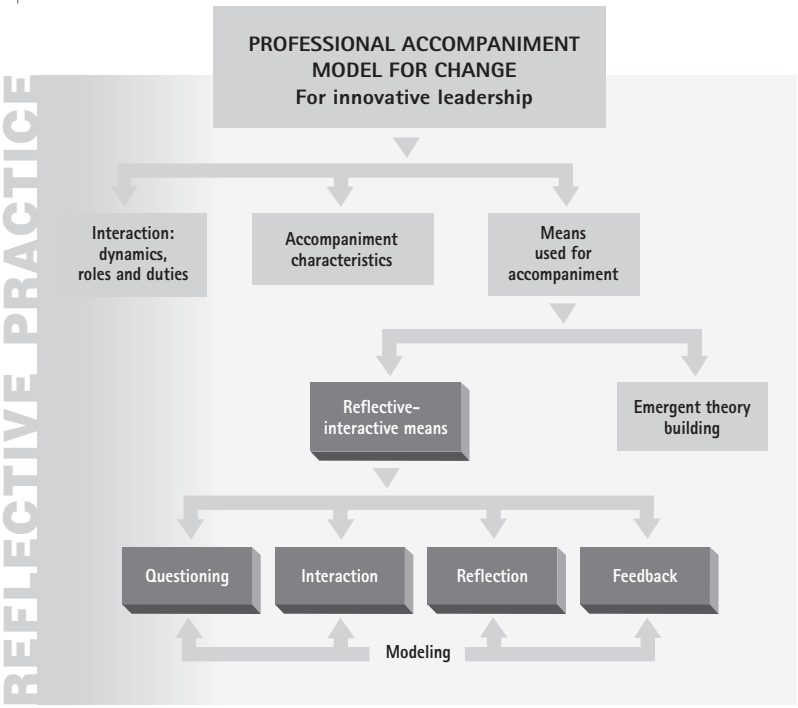
contrast their ideas in order to get to know each other, try to understand each other, and make sure that collective decisions are implemented.

4 *Engaging in collaborative professional development.* This is part of the mutual training and cotraining process. Colleagues can train their colleagues (mutual training) or a team can set itself a training objective and divide up the task of acquiring the necessary expertise to train everyone on the team (cotraining).

Means Used for Accompaniment

A number of means are useful, and even essential, for accompanying a major change, with or without prescriptive elements. Among the principal means selected for and used in the model (Diagrams 8 and 9), some focus

Diagram 8



on reflection and/or interaction while others contribute more specifically to theory building. Depending on the accompaniment situation, accompaniment providers may also use other tools such as accompaniment journals, self-evaluation, etc., discussed in Chapter 7, "Ways to Facilitate Accompaniment and Reflective Practice."

Accompaniment providers draw on these means in planning their accompaniment situations and working with groups. While they are learning to accompany a change, they observe accompaniment providers modeling these methods and then gradually integrate them into their own professional practices by trying them out in the group before using them in their workplace.

Reflective-Interactive Means

Questioning, interaction, reflection, and feedback help develop a vision of the change and foster dialogue, the comparison and contrasting of ideas, and reflective-interactive communication. The new awareness engendered by questioning, interaction, reflection, and feedback helps staff move forward in the change process by initiating action and adjusting their models of practice as they integrate them into their professional practices.

Questioning

Questioning consists of asking a series of questions in a way that encourages expression, dialogue, sharing, reflection, cognitive conflict, reassessment, etc. It is reflective if it leads participants to reflect on their professional practices or think about the strategies and processes used to perform tasks or professional acts. It is socioconstructivist if it fosters knowledge- or competency-building, elicits interaction, or provokes sociocognitive conflict (adapted from Lafortune, Martin, and Doudin, 2004). It encourages accompanied individuals to verbalize what they think, what they do, how they do it, how they could do it differently, and how they could help promote new awareness or encourage action on the part of their accompanied peers. Questioning can also lead them to take a closer look at the process of accompanying change and to transfer their experiences into their own accompaniment practices.

Interaction

Interaction spurs discussion, sharing, debate, and the comparison of ideas and practices. Interaction fosters coconstruction, which is why it is important to aim for quality and frequency of interactions between those

accompanied. Regardless of staff members' roles or status within an organization, it is through interaction with each other that they eventually build a vision of the prescribed change. It also encourages individual and group questioning, awareness building, adjustment, fine-tuning, analysis, evaluation, observation, etc. The model seeks to use these interactions to help staff move forward in adopting change and in updating their professional practices, or in adapting their models of practice.

Reflection

Reflection helps activate previous knowledge, experiences, and competencies, integrate what one has learned, and question oneself on various aspects of the change or the accompaniment thereof. It is a vital part of awareness-building, the change integration process, and the development of professional competencies used in accompaniment. Moments of reflection require that one be comfortable with silence. Accepting silence and making room for it is conducive to reflection and to the emergence and exploration of new ideas. Considered responses are often more nuanced, because the underlying ideas have been pondered, weighed, and assessed before being shared with others. Moments of reflection are appreciated by those being accompanied, because they quickly realize how important and useful they are. Encouraging people to take time to think and actively seek answers fosters reflection and helps them integrate and take ownership of a change in a way that strengthens their autonomy. Moments of reflection are necessary, but are made more meaningful if they are explained, and if participants can share their reflections with others.

Feedback

For Wlodkowski and Ginsberg (1995), feedback is information provided to learners about the quality of their work. It is probably the best way to have an impact on learners' competencies, because it encourages them to reframe, reexamine, or adjust their knowledge with a view to change, advancement, evolution, or explanation. Its goal is to inform rather than control, but feedback should be encouraged in order to promote efficacy, creativity, and autonomy among staff. Feedback appears to have an impact on learners' motivation because it allows them to better evaluate their progress, understand their performance, sustain their efforts, and receive encouragement (Wlodkowski and Ginsberg, 1995).

In the accompaniment process, feedback can serve as a springboard for discussing and analyzing a situation, communicating information, or taking stock. It can be limited in scope to specific information destined

for a single person or refer more broadly to reflections, comparisons, or new awareness that spur a group to reframe, reexamine, or adjust practices with a view to change, advancement, evolution, or explanation. The type of feedback most widely used in the accompaniment process ranges from minimally to highly reflective, i.e., feedback that promotes diverse levels of reflection.

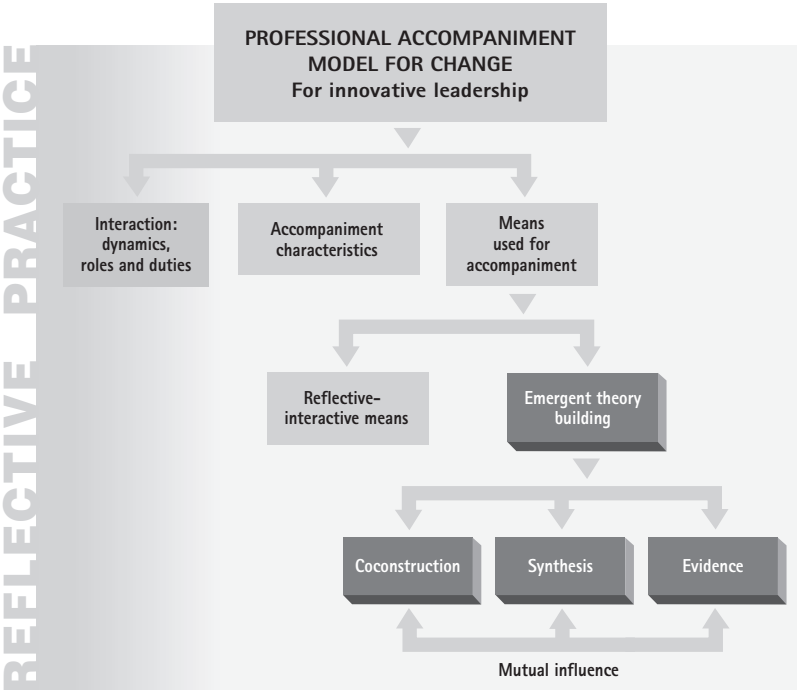
> In reflective-interactive feedback ... the degree of reflection and reflective interactivity may vary. Non- or minimally reflective-interactive feedback supplies information about actions, outcomes, attitudes, or behavior in the form of commentary, evaluation, or suggested solutions for a given situation. Feedback at the reflective-interactive end of the continuum encourages feedback recipients to reflect on their actions, outcomes, attitudes, or behaviors and to envisage and discuss solutions (Lafortune 2004d, pp. 296–297 [translation]).

Using feedback in the context of a prescribed change is a challenge for accompaniment providers, since not all experiences and ideas will be appropriate for the change at hand. Giving feedback in a change context means keeping the following goals in mind: (1) situating the foundations of the change; (2) ensuring the coherence of the feedback; (3) agreeing to take a critical view that reexamines ideas and practices; (4) taking into account the affective domain while also considering the change and the professional relationship in question. Accompaniment providers who act as guides learn to recognize the strengths and weaknesses of proposed actions and to support individuals as they develop in their roles and grow their competencies. Feedback can be facilitated with strategies such as the following: (1) identify key words when listening to people recount experiences and make proposals; (2) build on the words or expressions they use; (3) ask questions in a way that engages the entire group, avoiding asides and two-way dialogue; (4) limit the amount of time people can take to describe their experiences.

Modeling

In the accompaniment process, modeling involves accompanied individuals observing the behavior of accompaniment providers who, by their manner, "turn themselves into examples." They implement—in word and deed—their models of practice. By verbalizing their models of practice or pointing out certain acts to those they accompany, accompaniment providers are "modeling" or being examples. They think aloud, ask themselves questions, announce their intentions, and justify their decisions or choices, professional acts, the means and tools used, etc. They make their models visible to help foster understanding, but also to encourage other people to follow the model or use parts of it in their own models of

Diagram 9



practice. In addition, they help accompanied persons see how these strategies can be transferred to new accompaniment situations or used with other staff affected by the change.

Ideally, model building should precede modeling because in order to "be an example," it is best to have built a model of practice ahead of time, to be in the midst of doing so, or to have integrated at least some of the attendant professional acts by developing the appropriate competencies and knowledge culture. In reality, not all accompaniment providers have clearly defined models of practice. This can cause confusion and misunderstanding, because there may be inconsistencies or disconnects between what people think, what they say, and what they do by way of an example. Thanks to its reflective-interactive perspective, the accompaniment approach encourages the ongoing construction and fine-tuning of models of practice. By comparing and contrasting ideas, the persons being accompanied gain newfound awareness of the difference between their words and their professional acts. They can also evaluate options

for linking their thoughts, words, and actions. By seeking to understand the model of practice of the accompaniment provider who is helping bring about a change, the group acts like a reflective mirror.

Emergent Theory Building

Reflective practice helps people better understand and take ownership of the foundations and objectives of the change and evaluate its impact on their workplace. Depending on the model, people reflect on the change, gain new awareness, and make connections and observations. Some of their new findings may lead to theorizing, because they bear witness to the experience underway. But this information must first be collected as evidence and kept for subsequent examination and comparison. It must be analyzed, interpreted, and validated before any theoretical statements (definition of concepts associated with change or the accompaniment of change) can be formulated or any experiential models (professional accompaniment model for change) or models of practice can be built.

Coconstruction

Knowledge of a change is constructed based on one's own model of practice, which, in the course of the accompaniment process, is subject to successive adjustments as new learning occurs or as the person progresses through the change process, during which new learning also occurs. In the course of socioconstructivist accompaniment, participants compare and contrast their constructions with those of others engaged in a similar process. They validate their constructions against the literature and existing theoretical models. Individual constructions are thus forged as they are challenged and called into question by various influences. They contribute to the development of a shared vision of the change, a collective construction of a model of practice for the change. Staff take ownership of this collective construction and integrate it into their own model as they continue challenging and testing it in everyday work situations. In the course of this complex process, there is constant back-and-forth movement between theory and practice as staff members share and discuss their representations with others, drawing on individual and collective expertise within the group before starting a new cycle with other persons or groups (adapted from Lafortune, 2004c,d; Lafortune and Deaudelin, 2001. For further explanation, see Lafortune, 2008a,b).

Synthesis

Comparing and contrasting with a view to sharing representations, in other words reexamining rather than challenging, requires moments of interaction and coconstruction. Some might see the comparing and contrasting of ideas as an obstacle to synthesis because of the different, even opposing ideas that can emerge. Synthesis based on group interactions may represent the group's ideas or values, but perhaps not the ideas and values of each individual member of the group. The results are not necessarily integrated into the process, but may instead be used for group questioning and for fostering new awareness. Synthesis—the product of comparing and contrasting ideas—is an interpretation by individuals or members of a group that draws on individual and collective reflections. It takes inspiration from and speaks to a diversity of viewpoints, but not necessarily all viewpoints. Individuals carrying out synthesis select ideas, establish connections, and organize information hierarchically in keeping with their understanding and interpretation of the matter at hand. They may decide to eliminate aspects that do not dovetail with the proposal, or add new ones to make it more meaningful. Their models of practice (training and experience) will strongly influence the aspects they deal with in preparing the synthesis by serving as a sort of interpretation guide. Their models of practice are among the available resources on which they can construct new knowledge about change.

Synthesis is a way of organizing information at a particular moment; clarifying or explaining one's understanding of a situation, process, or subject; and situating oneself and one's thoughts and understanding about a given situation. It can also help accompaniment providers gain insight into the individuals or groups they accompany, see where they stand on the change, and understand their comprehension of the change and the way they tie it in to their professional practices.

Evidence Keeping

Evidence keeping is useful for understanding the evolution of the process and identifying its strengths and weaknesses. It adapts and improves the accompaniment process. Evidence keeping encourages reflection as well as the analysis of practices. Evidence is also useful for reviewing learning outcomes from the process and for evaluation purposes. When developing action plans, the accompaniment provider determines which types of evidence should be preserved and how the information should be collected and used. Evidence provides benchmarks for the accompaniment process and can be revisited at different times along the way. It is used

as a starting point, and for reviewing, evaluating progress and steps taken, summarizing the process, and establishing ties between meetings or when taking stock, etc.

Mutual Influence

The notion of mutual influence is related to interaction and to the fact that socioconstructivist accompaniment is not simply a juxtaposition of training sessions, accompaniment situations, and knowledge. People influence each other by their ideas, their ways of thinking and acting, their practices, and their knowledge and they also use means to demonstrate this mutual influence. For example, coconstruction shows that it is possible to produce something as a group that is not the fruit of consensus but something that is developed through discussion and that contributes to individual constructions such that each person is influenced by the collective effort. Synthesis is not the presentation of all the group's ideas but a coherent text that can be justified by the person that drafts it. In addition, evidence keeping records the results of coconstruction and synthesis, and thus contributes to theory building that can be applied to the remainder of the project.

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To conclude this chapter on building a model of an accompaniment experience, we should remember that a professional accompaniment model aims to facilitate the implementation of a major, directed, prescribed change. To facilitate implementation, staff construct a shared vision of the change by engaging in a change process, learning how to accompany a change, and exercising an innovative form of accompaniment leadership that integrates the foundations, aims, and thrust of the change into a professional model of practice. In doing so, staff develop their autonomy for accompanying a change as they develop from accompanied individual to accompaniment provider by applying anew the components, characteristics, and means associated with the model. Staff gradually change or adapt their models of practice and integrate a professional accompaniment model into their activities in view of implementing a major change in their organization.

CHAPTER 10

OUTCOMES

PROFESSIONAL DEVELOPMENT WITH A VIEW TO ORGANIZATIONAL CHANGE

After examining the prerequisites for successful accompaniment of a change and reviewing model building as part of the change accompaniment process, this is a look at the outcomes that can be expected if the model for accompanying individuals and groups in this complex process is used. These outcomes were identified by staff who took part in the project that inspired the model. Certain outcomes are directly tied to creating the proper conditions for applying the model.

Among the outcomes identified, it can be stated that the model leads accompanied individuals to structure their professional identity; update their professional practices in connection with the change by acquiring new knowledge, abilities, and strategies and developing professional competencies; reapply the model and means of accompaniment by taking action; gain awareness of or observe the accompaniment of a major change; and have an influence on the implementation of the change and those it affects.

CONTRIBUTION TO STRUCTURING A PROFESSIONAL IDENTITY

Gohier, Anadon, Bouchard, Charbonneau, and Chevrier (2001, cited in Savoie-Zajc, Landry, and Lafortune, 2007) define the professional identity of teachers as the image they have of themselves as teachers. This identity is influenced by the image teachers have of themselves, of colleagues, and of the profession. This image relates to the knowledge, beliefs, attitudes, values, behaviors, abilities, goals, and projects with which teachers identify. They build their identities through different types of situations they face and various professional experiences they encounter (Érikson, 1973, 1982; Gohier, Anadon, Bouchard, Charbonneau, and Chevrier, 2001, reported in Savoie-Zajc, Landry, and Lafortune, 2007).

Engagement in the model fostered the development and consolidation of certain knowledge, attitudes, abilities, strategies, and professional competencies. People said that they were more open to change and others and were also bolder and more creative. They also said they were more self-confident as well as more confident in their colleagues. They asserted that they had developed a feeling of professional competency, a better understanding of the change, and a clearer definition of their role in the accompaniment process and the competencies to be developed to accompany the change. They recognized the importance of others and professional collaboration, which helped structure their identity.

Developing a Feeling of Professional Competence

With regard to professional competence, people said they felt more competent because the model encouraged them to learn about the change and helped enrich their professional culture—a culture associated with the foundations of the proposed change. The inclusion of theoretical components (theory capsules, readings, seminars, etc.) contributed greatly to building accompanied individuals' knowledge about the change. It provided a head start, and people said they felt reassured because they had the feeling of offering better accompaniment. They realized the importance of enriching their professional culture in order to be effective accompaniment providers who were more in tune with the direction and foundations of the change. A richer culture also contributed to critical thinking.

Application of the model also led them to develop and update their professional competencies for accompaniment and exercise accompaniment leadership by reflecting on (reflective practice) professional acts,

practices, and the type of support to provide to staff being accompanied (accompaniment stance, reflective-interactive communication, affective domain, professional judgment), while remaining aware of the value of socioconstructivist accompaniment, being faced with new and varied accompaniment situations, being led to create such situations themselves in order to initiate action, or developing a greater ability to provide feedback on the situation (professional collaboration).

Taking Ownership of the Change and Understanding It

When applying the model, people assimilated the change but also prompted others to change by using the model in their respective workplaces. By discussing the foundations (main concepts), direction, and implications of the change with others who were faced with the change process, they benefited from the expertise of others and advanced their thinking on the change. A shared understanding of these aspects and knowledge of the accompanied workplace helped draw ties between theory and practice as it pertained to the change. Applying the model helped people build an enlightened and shared vision of the change and reflect on professional practices, actions, and acts to be implemented to accompany the change. They evaluated themselves and their practices, analyzed their interventions and adjusted them as necessary to be consistent with the change, and developed possible solutions tailored to the workplaces they were to accompany. Accompanied workplaces are meaningful contexts for staff to engage in updating their practices.

After one, two, or three years of accompaniment-training, those accompanied sought to go back over certain previously addressed issues for further investigation. They noted that a superficial understanding of concepts and solutions was not enough to accompany groups and be able to lead others to coconstruct a vision of the change.

Clarifying Roles and Duties

With the model, people developed greater awareness of their roles—which they associated with the leadership they must show—and of the duties and professional acts required to fulfill it. Understanding their roles and learning to view themselves as accompaniment providers also led them to ponder which professional competencies they needed to develop to exercise accompaniment leadership so as to have an impact on practices

in the workplace. People could take action in complex and varied accompaniment situations and were more able to name resources they drew on to accompany others in the change process. Expertise developed in the context of the model helped plan the accompaniment of a change and implement it through action. The model ensured better management of the change and encouraged people to pursue greater professionalism and autonomy. Structuring a professional identity helped people to better meet the expectations of their workplace and associated them more closely with the change.

Recognizing the Importance of Professional Collaboration

In addition to the network of professional ties participants were able to create, applying the model demonstrated the importance of professional collaboration and the benefits of teamwork to individuals, organizations, and the intervention plan. Sharing expertise, interacting with others, and enriching, adjusting, and modifying one's professional acts are initiatives that positively affect the structuring of professional identity for those being accompanied in a change process.

Professional accompaniment also calls for collegiality, which may develop into professional collaboration over time. This form of professional collaboration implies coordination of collective efforts and discussions that lead to collective decisions and concerted interventions. These interventions are analyzed and adjusted collegially, which results in shared responsibility for colleague accompaniment until the competencies of accompaniment providers and those being accompanied are developed.

Sharing Expertise

By sharing their expertise, those being accompanied can compare their ideas, beliefs, and practices with those of others and thereby gain access to one or more types of expertise or ideas that are different from their own. Sharing with and exposing to others their thoughts, experiences, questions, intervention approaches, methods, tools and strategies promotes progress in the change process. As people progress, they help others progress.

Dealing with Others

Breaking the barrier of professional isolation helps people realize that they are not alone in what they are experiencing, which facilitates dialogue, sharing, and concerted action with colleagues. Professional collaboration gives them the desire to undertake actions in the workplace, especially if they can count on the synergy of a team of colleagues and the complementary talents of those on it. The simple fact of seeing and hearing the examples, experiences, and successes of others provides ideas on how they themselves can transfer and reuse this knowledge. Professional collaboration also facilitates the integration of new individuals, as they are welcomed and supported by a team that already has achievements or successes to its credit.

Enriching Actions, Interventions, and Professional Strategies

Professional collaboration is a way to seek out new ideas and different outlooks, qualify intentions, further thought, change beliefs and images, update practices, identify possible solutions, and advance the cause of change. It also helps enrich one's range of professional acts by making one aware of different types of intervention and different ways of intervening by considering various accompaniment realities and contexts. Original solutions were found that could be tailored to different accompaniment needs. This approach promotes both individual and group engagement; fuels the desire to do more, commit more, and collaborate more; and can open the door to learning and practice communities.

Adjusting and Updating Workplace Actions

Working with colleagues makes it easier to validate one's ideas, practices, tools, actions, and professional acts. Collaboration helps put them in perspective, create a critical distance, and take a step back. All these actions provide a safety net that is professionally reassuring. Actions that are undertaken or planned are collectively examined for the purpose of improving them and making them consistent with the accompaniment goals.

In addition, professional collaboration leads to new ways of working together, organizing work, and sharing responsibilities. The scope of the change often requires engagement in a spirit of professional collaboration. During model application, professional collaboration helped ascertain the feasibility of the change, provided help from others in coping with the change, better charted the course for future interventions, and enabled choices to be made that were consistent with the change.

UPDATING PRACTICES IN CONNECTION WITH THE CHANGE

Through the model, staff direct their attention to what they can do to change things rather than wait for things to change through an order from on high. They become open to other approaches to addressing issues pertaining to the accompaniment of a change.

Risk-Taking and Innovation

People took risks and dared to innovate by trying new approaches, means, and strategies. They said the model was inspiring and comforting, unlike the change, which was very often perceived as unsettling and intrusive and was therefore resisted. The model breathed new life into their intervention approach, which gradually became more reflective and interactive. The model promoted engagement, but also perseverance in the engagement of those being accompanied. People said they were no longer mere spectators; they wanted to be players by being right in the heart of the action. They welcomed interaction, teamwork with colleagues, and the fact that accompaniment leadership was shared, but also the ensuing responsibilities. This collective responsibility was an incentive to organize work "together" instead of assigning tasks to different people without any real discussion.

The actions and professional acts, interactions, active participation, shared experiences, and collective achievements all pointed to staff engagement in updating practices for the change. People took great satisfaction in experimenting with the socioconstructivist perspective. They felt it was important, because they in turn would have to work with others from the same perspective.

Professional Progress and Development of Professional Competencies for Change Accompaniment

The model prompted participants to examine their professional development as change accompaniment providers and as trainers of accompaniment providers. During the process, they learned, constructed new knowledge about the change (concept of competence, metacognition, cycle team work, resistance to change, etc.), and developed new attitudes (openness, boldness, desire to innovate, engagement, ability to listen,

respect, etc.) and abilities (solicit debate, provide feedback, carry out synthesis, prompt those being accompanied to further reflect on their new learnings and practices, model their accompaniment approach, hold accompaniment interviews, etc.) to help others think about their practices in order to progress in the change process.

Faced with the imminence of the task of implementing a change and the work they were assigned and given the innovative nature of the model, they were forced to think about the professional competencies required for accompanying a major change in education while undergoing training to accompany staff who had to engage in the same process. For some this meant developing new competencies, while for others it meant developing in greater depth those they already had. Reflection generated in the exercise resulted in a frame of reference on professional competencies for accompaniment (Lafortune, 2008a). This type of outcome (change, training for change accompaniment, and development of a frame of reference for professional competencies for change accompaniment) requires a lot of time. It is too often forgotten that those being accompanied must not only take ownership and understand the foundations of the intended change, but also cope with their own conceptions of and resistance to the change.

Development of professional competencies for accompaniment fostered action or the establishment of action plans, because it helped familiarize participants with the goals of the change; take ownership of the change; recognize the conditions that would make accompaniment successful as well as strategies, means, and tools to make implementation easier; experiment, take risks, and innovate in a spirit of research and professional development; develop material to accompany staff; and adopt an active change stance.

Developing a frame of reference for professional competencies for change accompaniment was a major outcome of the project (Lafortune, 2008a). In another accompaniment context, another outcome could be appropriation of the professional competencies contained in the frame of reference or adaptation of the frame of reference for a new accompaniment context.

Moving beyond Ad Hoc Training

Accompaniment providers said they took or granted more time to prepare for accompaniment: planning and developing work and activity plans, predicting reactions, and creating socioconstructivist accompaniment

tools and material. They updated their practices because the model prompted them to maintain a climate conducive to interaction, given that synthesis, reflection times, the contrasting and comparing of ideas, the development of accompaniment tools and material, and the validation of experiences help build a shared vision of the change within teams. While rigorous, the process was flexible enough to allow for a variety of accompaniment techniques in accompanied workplaces. This led staff to question the value of ad hoc training, because the expected payoff did not always materialize. Accompaniment goes beyond ad hoc training, with both training components and links between theory and practice. It is an ongoing process spread over time. This makes it possible to measure the progress of the change, perform followups, and draw conclusions during the process.

Updating Models of Practice

During the process, accompanied individuals performed an analysis of practices (including their own) in light of the change to be implemented. Constructing a socioconstructivist interpretation and analysis grid can lead to a practical accompaniment model that draws on the various means and tools that accompaniment providers use for planning or intervening with accompanied individuals, such as reflection, interaction, questioning, and feedback. With this model, people gradually integrated this interpretation and analysis grid, which helped them adjust their models of practice. They built their own models of practice associated with the model's foundations. Not everyone develops their model of practice in an organized and conscious manner. Those who did demonstrated major commitment and, more especially, remain engaged in the accompaniment project over many days (over 20).

Updating one's model of practice is associated with one of three components of reflective practice: reflecting on one's practice and analyzing it, taking action, and creating or adapting one's model of practice (see Lafortune and Deaudelin, 2001). Such construction or adaptation consists of three elements: (1) conceiving and developing a description and explanation of the practice, (2) being able to present theoretical and practical aspects that lead to specific actions, and (3) drawing inspiration from existing models and adapting them to create a coherent model (text, diagram, table, drawing, categorization, specification of characteristics and principles, etc.). The model develops during the professional progression of individuals, who are led to reexamine or analyze it at various

stages of their careers and make certain changes or adjustments as required. In a context of change, people are called upon to reexamine their models of practice (even if they do not call them "models") and tailor them to the change.

Promoting the Model in Accompanied Workplaces

A number of new individuals joined the group thanks to the promotion efforts of people involved in the project, who welcomed the model and contributed to the project's popularity in accompanied workplaces. These individuals joined the group following a presentation of the model by colleagues or because certain reflections by project participants piqued their curiosity and attracted their interest. Some regretted they had not come earlier, while others who had not been officially designated and came as substitutes asked for permission to take part in further meetings.

At the end of the project, a number of people expressed a desire to continue the process, which they found "helpful" in performing their work. This does not mean they have not developed professional autonomy; they did, however, become aware that updating practices is important in the change process and support must be provided during updating, especially when previous practices are strongly entrenched and not in keeping with the change.

Changes to the Organizational Structure of Accompanied Workplaces

Accompanied workplaces showed an interest in teamwork among colleagues and in cofacilitated accompaniment (dyads). Certain workplaces made adjustments or freed up staff to permit meetings between colleagues, seek ways to create networks, or network people together by promoting networking activities. The workplaces realized that certain changes in approaches could be made, and even how work was organized. A halt could also be put to certain changes, depending on the context and reality of the workplace. It was generally difficult to consider changes that would help but would require major change. Nevertheless certain changes were merely contemplated while others were in fact carried out.

ACTION INITIATION

Action initiation is a very important outcome. For it to occur, the action initiation precondition must exist. Action initiation includes various reuses of learning and multiple trials that people make during the process, before they draw up and implement action plans.

From Expectancy to Action

With the model, accompanied individuals went from a stance of expectancy to one of intention, then gradually progressed to taking action or setting action plans in motion. Action initiation appeared as a change in stance, an adjustment, or a modification of accompaniment practices and the ways people applied what they had learned to the workplace.

The ongoing nature of the process prompted them to see these workplace possibilities; revisit them; transfer certain means, tools, or accompaniment situations; and persevere in their engagement vis-à-vis the change process. They were motivated by the desire to try out actions and acts associated with the change. They agreed to take risks and innovate in the spirit of research. They wanted to transfer the accompaniment model to their workplace through concrete actions, such as applying what they had worked on during the process to actual situations and tailoring means and tools to the reality of the workplace they were accompanying. To do so, they drew on the knowledge they had constructed of the change and the attitudes, abilities, and professional competencies that the model led them to develop or pursue through action. In short, they completely transformed their models of professional practice.

Improving Intervention

The model resulted in better preparation of workplace intervention or accompaniment by accompanied individuals. They spent more time preparing meetings (planning and predicting), were more conscious of the importance of the intention and conceptual thread, learned to make adjustments as they went along, and predicted what would happen by anticipating the answers and reactions of those they were accompanying. Better preparation provided a feeling of greater competency while enhancing self-assurance, because staff predicted what could happen with respect to the intention and goal, thereby ensuring intervention coherence.

In reflective practice, action initiation is necessary to show the level of reflection and the relevance of analysis. Initiating action presupposes a profound awareness, one deep enough to elicit lasting change. It is part of the transference process that results from reflection and analysis and it leads to a review of actions.

Although initiating action would appear simple, it is a difficult step to take. It is not possible to reapply what one has learned to one's day-to-day work and professional acts without first changing practices in response to individual and collective awareness generated previously. If this awareness does not lead to action, it is superficial. It is integrated into practices by means of sustained accompaniment, particularly in action plans. This is why a change—especially a major, directed change—cannot progress quickly.

NEW AWARENESS OR OBSERVATION

Awareness generally precedes action initiation, although certain actions may also give rise to new awareness. Accompaniment, however, through its ongoing and sustained nature, will foster, guide, and support action initiation. Otherwise learnings are not always applied and certain types of awareness are forgotten and little used or not used at all.

Certain topics were addressed in connection with the previously described outcomes, but in terms of action initiation or change, whereas here they are addressed in terms of awareness. Through awareness people realize what can and must be changed in themselves, in others, or in workplace organization. Occasionally they consider or observe a need for change without necessarily taking action or making major changes, which is why it is important for accompaniment to continue and progress.

From Sparking New Awareness to Its Integration

According to Lafortune (2007c), Piaget (1974) considers new awareness to be a conceptualization process that in his opinion is a reconstruction that leads to logical links in order to promote understanding, while Channouf (2000) considers new awareness to be a conceptualization process that results from a reconstruction based on an internal process or external intervention. It presupposes verbal or nonverbal recognition of the outcome of its own process through either personal reflection or interaction with others.

The project experience at the root of the model showed that certain types of newfound awareness were superficial. Accompanied individuals recognized that what they thought was actually not quite accurate or that their practices were not consistent with their beliefs, or that they had to adjust the structure of their knowledge or competencies for the prescribed change. However, this new awareness was often only a "spark of consciousness" that shone for a brief moment without leading to any real change. If change did occur, it was not lastingly integrated for the purposes of intervention.

Piaget (1974) does not use the expression "sparks of consciousness." He maintains that some awareness is automatic and related to ongoing actions. Deeper awareness implies conceptualization pertaining to previous action. This author speaks of the shift from enlightenment to assimilation, which refers to the shift from practical to conceptual aspects and means that such awareness leads to the adjustment of actions in various contexts.

In the context of a change, it would seem important that "sparks of consciousness" lead to integration of new ideas and innovative practices or the development of more effective competencies. In this sense, it is necessary to pay "conscious attention" to or create cognitive conflict (cognitive dissonance), which ensures that those intervening are unsettled, ask themselves questions, call into question their beliefs or practices, and initiate action.

Going from sparking awareness to assimilating and acting on it is not always easy or systematic. In a socioconstructivist accompaniment model, raising awareness requires taking planned steps, predicting reactions, recognizing awareness as it is raised in order to take advantage of it, and fostering better integration of this awareness into action. Despite the actions of those intervening, however, "sparks of consciousness" may not lead to concrete action or changes that are integrated into the newly aware person's approach. Steps must be taken to go from sparking awareness to integrating it and achieving lasting change. Lafortune (2007c) proposes six steps:

1. Awareness as trigger: A discussion, questionnaire, or special intervention can trigger awareness.
2. Thinking about action: Awareness can trigger a desire to initiate action or make a change (e.g., contemplation of the importance of integrating self-evaluation into practices).

3. Questioning what to do in various contexts: The desire to initiate action can lead to exploring ways to make sure awareness leads to change (e.g., discussing ways of integrating self-evaluation into practices).
4. Action initiation: Awareness leads to corresponding action (e.g., taking steps to ensure that those being accompanied evaluate their own actions and learnings).
5. Examination of action: The experience gained can lead to a critical, analytical examination of actions in terms of their outcomes for accompanied individuals (e.g., discuss observations as a team while using intervention points for self-evaluation).
6. Model building: Conceptualization or theoretical links based on the steps taken. Model building is a way to reapply the results of reflection and analysis (e.g., draw connections between the meaning of self-evaluation or develop an intervention model where self-evaluation is very important).

These six steps demonstrate that "sparks of consciousness" (superficial awareness) do not necessarily lead to action and analysis of action. Profound awareness presupposes integrating the results of reflections into one's practice, which spurs change in practices or conceptual change (how one conceives one's practices or model of practice). Actualization of awareness in the context of the development of reflective thought should lead to greater coherence between thoughts and actions.

From this perspective, the professional accompaniment model for change generated awareness or observations, such as the importance of progressing toward socioconstructivist accompaniment leadership through development of professional competencies for accompaniment as well as professional collaboration with colleagues, the need to provide time for change and change accompaniment, and evidence keeping of the accompaniment process.

Progressing toward Socioconstructivist Accompaniment Leadership

The model fulfilled a need for change implementation training. When accompanied individuals themselves became accompaniment providers, their interventions were more from a socioconstructivist accompaniment perspective. Developing this professional stance required, however, that they have a better understanding of their roles, their duties, and the

change to be implemented. Improving one's intervention methods means being more aware of the professional competencies one needs to develop to accompany a change process and paying heed to these competencies because they facilitate accompaniment leadership. Project participants realized that change accompaniment was a complex process that required time and care. They also became aware of the importance of preparing their interventions. After their experience, they specified their accompaniment intentions and considered them in the context of an accompaniment situation or sequence. They also realized the importance and value of the conceptual thread in understanding the process and situating themselves in the progression of change accompaniment. Furthermore they observed that the quality and level of engagement greatly conditioned the success of the change.

Awareness of the Necessity and Value of Professional Collaboration

With the model, participants became aware of the necessity and value of working together. During the project, teamwork became a more enriching and stimulating experience than usual. Interaction with colleagues seemed to contribute to professional development. The perception of teamwork changed considerably: those being accompanied felt more enthusiastic about the idea of working with others and felt they were more open to the ideas of others and more receptive to change. With the model they learned to trust more in others and their own potential. Certain people assimilated the notion of professional collaboration, while others simply became aware of it. Assimilation sometimes came with time, but not always. It was time and the pursuit of collective goals and success that would change their perceptions of teamwork.

Taking More Time

Engaging in a change process requires time—time to reflect on the direction, foundations, and challenges of the change in order to discuss its impact on practices; time to understand the change and develop a shared vision of it; time to construct knowledge about the change in order to determine what practices fit with the change and which ones needed to be improved; time to read, structure one's thoughts, and review one's model of practice by comparing one's practices to those associated with the change; and time to prepare and plan change accompaniment.

The question of time (continuity and duration) is crucial in the accompaniment of a directed change—especially a major one—with prescribed elements. This issue came up continually in discussions with accompanied staff at various stages of the process, generating much conflict because people and organizations had trouble agreeing on the time required to do things. They were generally more concerned with the idea of not wasting time. With the model, they realized that taking time did not mean wasting time. They were not only aware of this, but it could be said that by choosing a professional accompaniment model for change, they initiated action by "giving themselves time."

Keeping More Evidence

The model has confirmed on more than one occasion the usefulness and necessity of keeping evidence of the process, observations made during accompaniment, the progress of individuals, their moments of reflection (individual or collective), group discussions, etc. Keeping evidence allows one to revisit aspects of the process with those being accompanied, provide feedback, plan followup, and draw conclusions at various stages of the process. In reviewing their evidence, people observe how far they have come and decide what they would like to do to continue making progress in the change process or pursue their professional development.

Recognizing the Importance and Usefulness of Evidence Keeping

With the model, participants realized the importance of keeping evidence of their practices: they recorded their observations, described their interventions (reports, accompaniment material), and became aware of their progress as individuals who must change (moments of reflection, reports, forms, accompaniment journals) but also accompany a change. They considered how to transfer this practice to those they were accompanying in the workplace by adapting the model to their reality. This outcome is associated with the necessity of evidence keeping.

Developing Accompaniment Material

The project that inspired the model generated a lot of material, such as accompaniment tasks and situations, as well as various tools (tasks, grids, questionnaires). Participants had access to accompaniment material they could transfer or adapt to a variety of accompaniment action plans and

contexts. This material can be consulted on the project website[1]. Such a vast quantity of material is available because accompaniment evidence keeping (accompaniment reports, records of accompaniment situations that occurred, situations experienced by various groups with suggested adaptations, transferences, etc.) was a condition of the model. All situations were recorded and improved to ensure that accompaniment material was produced to accompany new groups, give evidence of the process undergone by various groups or all groups, and develop a professional accompaniment model for change. The first versions of situations were often summarily recorded before being reviewed and enhanced by accompaniment providers with input from one or more groups. Initial versions were continually fine-tuned throughout the process.

IMPACT ON CHANGE IMPLEMENTATION

To properly understand this last outcome, it is difficult not to refer to the accompaniment-research-training project on which the model set out in this book is based. This outcome is therefore presented and explained in reference to education.

When the accompaniment project began, quick results in the classroom were the clear goal of the accompaniment team. However, even if such results were obtained, they cannot be explicitly described in this list of outcomes given the individuals involved in the project (those accompanying teachers), who generally do not intervene directly with students. One must also consider the professional progress that accompaniment providers had to undergo with respect to their understanding the change, and the need for these individuals to develop from a professional standpoint given the shape accompaniment took in the project. Outcomes are therefore identified below in this context, with brief explanations.

A number of action plans were deployed to generate outcomes that could be felt by the students. They included the following:

- Develop an evaluation perspective and evaluation tools while respecting the foundations of the change

1. The project website (www.uqtr.ca/accompagnementrecherche) contains material that was developed as part of the project and on which the model proposed in this book is based.

- Pay attention to incoming staff so that they understand the meaning of actions in order to respect the purpose of the change and join with other staff in the same perspective
- Take action to develop a community of practice in order to progress toward professional collaboration
- Form dyads or triads to accompany teams of teachers, e.g., in developing a metacognitive booklet for use with students in order to research action, so that interventions not using this tool can be compared
- Transfer several aspects of the professional accompaniment model virtually as is to school principals and their teaching staff
- Consider forming a number of professional development groups while respecting a number of aspects of the model
- Ensure that school board directors of educational services engage in the accompaniment of their staff and thereby foster engagement in the change
- Accompany various projects on evaluation, such as providing support for evaluation supervision or guiding the development of learning and evaluation situations
- Nurture reflection about beliefs and practices to determine what is or is not compliant with the change to better ensure that practices are updated
- Develop autonomy among various groups so that they can take charge of developing their own accompaniment projects
- Nurture reflection by groups that already have accompaniment projects but realize that changes are required to better reach teaching staff and students
- Give new meaning to pedagogical supervision through accompaniment interviews, which will foster reflection and the development of leadership associated with change accompaniment. Pedagogical supervision will become pedagogical accompaniment
- Give new meaning to "pedagogical counseling" for a yet-to-be-defined function, taking into account accompaniment based on the proposed model

This list cannot be exhaustive, mainly because all projects carried out are not known given that teams took part in the project for 6, 8, 10, or 20 days out of a possible 8, 12, 20, or 30 days. No arrangements were made to follow the accompaniment teams after the project. However,

considerable research data pertaining to projects underway, just begun, or yet to be started will come available in one or two years, after project followup data is collected.

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To conclude this chapter, it should be remembered that the outcomes were identified by those who took part in the project that inspired this model. Certain outcomes relate to certain conditions conducive to change and would likely not have occurred if these conditions had not been previously put in place. Organizations that do not implement these conditions cannot expect such outcomes.

CONCLUSION

A Professional Accompaniment Model for Change will inspire individuals and organizations that have to implement directed or prescribed changes, or changes that include prescriptive elements. Depending on how sweeping or complex the changes are, and according to the type of institution, business, or organization, staff accompaniment can be quite a challenge. Organizations looking to introduce major changes encounter all sorts of resistance and have to deal with staff insecurities over the change.

This experience has proven that change cannot be imposed and that individuals need time to take ownership of it and better understand it. The proposed model can be used to address large groups of people and support them by working directly with those who will experience and accompany the change and ensure it spreads throughout the workplace. It leads individuals to engage in the change process by examining and comparing their professional practices with those being advocated. Of course, they may see the usefulness of change, but not actually want to change, choosing instead to preserve the model of practice they have sought to develop throughout their working lives. The fact therefore remains that although the model facilitates understanding and further development of change-related issues and the development of professional competencies for accompanying the process, successful and lasting

change in an establishment, organization or business is best achieved through reexamination of past practices with a view to updating and renewal. Yet comparing and questioning practices can be not only difficult and unsettling, but also disturbing. Accepting the benefits of change requires time, and the process is fraught with uncertainty for staff, hence the importance of accompanying individuals to help and support them.

Change can always be decreed, but a decree is not the same as change. Without accompaniment and followup, the change may well only scratch the surface. And questions might be raised over how long the new practices will survive in the workplace. How can one ensure the lasting adoption of new practices if staff do not have a sense of the requested change, if they do not share a vision with their colleagues, if they do not make decisions, if they do not take action or perform professional acts in step with the prescribed change, and if there is no real desire to put in place conditions that will ensure its success?

Some of the perspectives arising from this professional accompaniment model for change concern research, and others accompaniment-training. From a research angle, it would be instructive to validate the model in various domains and identify adaptations to be made according to the type of organization and the scope and type of change to be implemented. For accompaniment-training, using the frame of reference on professional competencies for accompaniment (Lafortune, 2008a) and the model with accompaniment providers who prepare the accompaniment process in the workplace would be one option. It would be interesting to help accompaniment providers develop reflective-interactive autonomy when using these documents. This would require them to self-evaluate their competencies and professional progress with regard to the process, as well as identify the collaboration needed to show their autonomy and their ability to accept feedback from others in order to make better progress.

A Professional Accompaniment Model for Change was written to report the results of an experiment and make them available in various other domains, contexts, and situations in which changes are being faced. It is in this spirit of transference that the model is proposed in tandem with *Professional Competencies for Accompanying Change: A Frame of Reference* (Lafortune, 2008a).

APPENDIX 1

MEETING FOLLOWUP FORMS

FORMS COMPLETED AT MEETINGS ON INFORMATION LEARNED AND CHALLENGES ENVISAGED BY ACCOMPANIED INDIVIDUALS

At the beginning of the project, forms were handed out *at the end of the second day* of the meeting. Starting in 2005–2006, some accompaniment providers began handing out forms to accompanied individuals *at the end of the first day* to give them more time to respond. This meant that information from the first day was not lost in the shadow of information from the second day because processes and content were fresher in the memory. Then, from 2006 to 2008, forms were handed out *at the start of the first day* so that individuals could complete them whenever they wished or at particular moments during the meeting.

Questions, Meetings 1–2

- What do you think you have learned over the past two days of training?
- Action(s) or challenge(s) to undertake before the next meeting.

Questions, Meetings 3–4

- What do you think you have learned over the past two days of training?

- What would appear to have fostered this learning?
- Action(s) or challenge(s) to undertake before the next meeting.

Questions, Meetings 5–6

- What do you think you have learned over the past two days of training?
- How do you think you could make use of this learning with the individuals you are accompanying?
- Action(s) or challenge(s) to undertake before the next meeting.
- What conditions would be conducive to such experimentation?

Questions, Meetings 7–8

- What do you think you have learned over the past two days of training?
- How do you think you could make use of this learning with the individuals you are accompanying?
- What action(s) are you planning to undertake before the next meeting? (Provide theme, background, conditions, or other information to help understand the experiment.)
- How do the learning outcomes, reflections, and actions in the accompaniment-research-training project and your workplace help with implementation of the Québec Education Program?

Questions, Meetings 9–10

- What do you think you have learned over the past two days of training?
- How do you think you could make use of this learning with the individuals you are accompanying?
- What action(s) are you planning to undertake before the next meeting? (Provide theme, background, conditions, or other information to help understand the experiment.)
- How do the learning outcomes, reflections, and actions in the accompaniment-research-training project and your workplace help with implementation of the Québec Education Program?

Questions, Meetings 11–12

- What are you aiming to learn for developing your accompaniment competencies over the next two days?
- What do you think you have learned?
- What changes do you think you will make to your own accompaniment practice?
- Through what actions or experiments will these changes be reflected or implemented? (Provide theme, intention, conditions, or other information to help understand the action or experiment.)
- How do the learning, reflections, actions, or experiments already or soon to be taken, as part of the accompaniment-research-training project and in your workplace help with implementation of the Québec Education Program?
- How satisfied are you with what you have decided to learn? How has it been confirmed, become clearer, or changed?

2007–2008 Questions

- Regarding the development of my professional accompaniment competencies,
  (a) my learning intentions are...
  (b) what I am learning is...
  (c) the conditions I consider favorable to the development of my professional accompaniment competencies are...
- Regarding my action plan,
  (a) I have taken the following action:
  (b) I intend to take the following action:
- Regarding professional actions I can attribute to the accompaniment I have received,
  (a) those I identify to be part of my professional development are...
  (b) those I identify to be part of the professional development of the accompanied individuals are...
  (c) the conditions I consider favorable to accompaniment are...
- My observations, reflections, state of awareness, etc., are...

APPENDIX 2

SUMMARY REPORT FORMS

While doing a year end summary, the participants looked back over the forms (see Appendix 1) they had filled out at meetings in the previous year. After examining them, they completed the summary report forms, which led them to take a look back at their personal progress and role and what outcomes the process had had in their workplaces (Form 1), the importance and value of keeping accompaniment evidence (Form 2), and what they hoped to achieve over the year ahead (Form 3).

2005 Forms

Form 1 (Progress of the Accompanied Individual)

- After reading through the forms filled out over the course of the meetings, write three statements summarizing your progress in the accompaniment-research-training project.
- What aspects of the process most contributed to your role of accompaniment provider?
- What outcomes do you attribute to this process and action taken in your workplace to implement the Québec Education Program?

Form 2 (Evidence Keeping)

- How can keeping evidence be useful to accompaniment?
- How could these forms and this procedure be reused with the people you are accompanying?
- How could accompanied individuals be encouraged to keep evidence of their interventions for Years 4 and 5 of the project (2005–2007)?

Form 3 (Outlook for 2005–2007)

- In the future how would you like the provincial accompaniment team to intervene in the accompaniment-research-training project?
- In your opinion, how can this type of intervention meet the aims of the accompaniment-research-training project?
- How does this type of intervention help with implementing the Québec Education Program in your workplace?

2007 Forms

Form 1 (Progress of the Accompanied Individual)

- After reading through the forms filled out over the course of the meetings, what aspects of your progress in the accompaniment-research-training project do you feel are most noteworthy (things you have learned, reflective practices, questioning, self-observation, actions, issues linked to implementation of the Québec Education Program and to your practice)?
- What aspects (content, processes) of the accompaniment-research-training project most contributed to developing...
  (a) Your role as an accompaniment provider?
  (b) Your accompaniment leadership?
- Describe any action taken/to be taken or changes that you perceive in your workplace with regard to implementing the Québec Education Program that you attribute to your role as an accompaniment provider or with your accompaniment leadership.

Form 2 (Evidence Keeping)

- How has keeping evidence...
  (a) Been useful to you?
  (b) Been useful to the individuals you are accompanying?
- How can keeping evidence be useful to accompaniment?
- How could these forms and this procedure be reused with the people you are accompanying?
- How could accompanied individuals be encouraged to keep evidence of their interventions?

AFTERWORD

Developing One's Own Model

A healthy dose of clear-sightedness is required to get beyond the ethnocentric belief that one's practices are universal, especially when helping others to change. Managers and advisers tasked with ensuring the development and support of practices adapted to new requirements must be aware that they may also have to change their own practices.

The effort is worthwhile, however, especially when the change is major and aimed at a large number of people. This is currently the case in many fields, notably education. The scope of the challenges facing the school system in this period of intense pedagogical reform and the need to determine how the system will cope with these challenges are the reasons for having published *A Professional Accompaniment Model for Change* as a complement to *Professional Competencies for Accompanying Change: A Frame of Reference*.

Understanding and engaging in change is essential, but not enough in itself to achieve significant change—those concerned must first and foremost feel professionally secure in the new practices. This is why the reassuring accompaniment of a third party is so valuable. It facilitates

the transition from familiar methods that may not be suited to today's challenges to new, more promising approaches that have yet to be mastered.

With this second publication, Louise Lafortune's research team presents a companion volume to the first book inspired by the Québec-wide research-training project on change implementation within the context of the overhaul of the preschool to secondary school curriculum. Although ten of the eleven administrative regions took different tacks to implementing the changes, it was nevertheless possible to identify common elements that formed the basis of the model proposed in this book. This shows that beyond anecdotal aspects of accompaniment practices are common strategies and principles that can be transferred to other contexts. The appeal of this book therefore lies in the theoretical and practical model it offers diversified workplace communities faced with the variegated challenges posed by change.

The book's title refers to a MODEL. Its content shows the reader the value of a supple and adaptable model of reference. It encourages readers to provide ongoing accompaniment to individuals in their workplaces for a period of time that is long enough to develop new practices. It recalls the importance of fostering coherence by constructing a shared vision within work teams and through broader networking with other workplace communities facing the same challenges. Coherence is a key word in this model since it is at once the ultimate goal and an important part of the change mechanism. Analyzing coherence in one's intention to change versus one's current practices can lead to new practices. It is not a matter of doing away with past practices altogether, but rather making them more consistent with new intentions. For accompanied individuals, the main focus is on why they are being asked to change, while for accompaniment providers it must be on the very mechanisms of change.

This document sets out a model to organize and structure accompaniment with the help of examples, tools, and strategies. This practical dimension is vital to those wishing to take action and support change. Moreover, a website[1] designed as a venue for sharing information provides access to reflections, tools, and accompaniment material, not only to the entire network of accompanied individuals, but to the broader community.

1. <www.uqtr.ca/accompagnement-recherche>.

In short, this book is an excellent companion to reflection on change and offers a toolkit of practical resources on how to accompany it. It should contribute to a better understanding of change, its effects, and the challenges facing individuals and organizations. It is therefore an excellent model of a research-accompaniment-training project from which we were able to draw lessons for the benefit of a broader public operating in a variety of contexts.

It remains up to readers to define their own conceptions of change and accompaniment to create their own models. Readers can then reuse the fruits of their own experiences in the development of this model by remembering that partnership is key to a shared vision of change.

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BIOGRAPHY

Louise Lafortune, Ph.D., is a professor in the Education Department at Université du Québec à Trois-Rivières. She is the author of numerous articles and books on affectivity and metacognition in learning; the issue of women and math, science, and technology; intercultural pedagogy; and sociopedagogical equity, as well as on mathematics-adapted philosophy for children, professional development, the socioconstructivist accompaniment of education reform and change, reflective thinking, work in school or colleague teams, and professional judgment. She boasts special expertise in the areas of affective dimension of learning and mathematics and the socioconstructivist accompaniment of directed, prescribed change.

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She is currently at work on books focusing on the affective dimension of accompaniment, professional writing with a professionalizing effect for navigating change, reflective-interactive practice, research methods adapted for action-research.

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FUSION COLLECTION Edited by Louise Lafortune

Increasing globalization, new technologies, and the updating of competencies have considerably impacted the workplace. Major change requires staff to adapt quickly to new situations. It is in this context that the book *Professional Accompaniment Model for Change. For Innovative Leadership* is a valuable reference tool for reflection, implementation, analysis, and evaluation of a professional change accompaniment process. This process facilitates the updating of practices and the development of professional competencies required to accompany the change. The competencies are fully described in the book *Professional Competencies for Accompanying Change. A Frame of Reference*, which complements the model.

The model is the result of an accompaniment-research-training project carried out in the field of education. However, the results and consequences of the project to update professional practices will be an inspiration to all individuals, groups, institutions, organizations, and companies wishing to implement directed changes, or changes that include prescriptive elements.

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