



GUIDE FOR ACCOMPANYING CHANGE

Louise Lafortune
With Chantale Lepage and Avril Aitken

GUIDE FOR
ACCOMPANYING
CHANGE



The Fusion Collection published by Presses de l'Université du Québec is the product of observations and concerns about the need for innovation, the possibility of transposing ideas for training, and the crucial importance of bringing about change in a variety of fields. This general interest collection, edited by Louise Lafortune, features works on training and accompaniment that explore themes, theories, reflections, and theoretical and practical perspectives.

**PROFESSIONAL COMPETENCIES
FOR ACCOMPANYING CHANGE**
A FRAME OF REFERENCE

Louise Lafortune
2009, 206 pages, ISBN 978-2-7605-1609-0

**PROFESSIONAL ACCOMPANIMENT
MODEL FOR CHANGE**
FOR INNOVATIVE LEADERSHIP

Louise Lafortune
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Le Delta I, 2875, boulevard Laurier, bureau 450
Québec (Québec) G1V 2M2
Telephone: (418) 657-4399 • Fax: (418) 657-2096
Email: puq@puq.ca • Website: www.puq.ca

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Louise Lafortune
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With the participation of

Kathleen Bélanger, Nicole Boisvert, Karine Boisvert-Grenier,
Bernard Cotnoir, Bérénice Fiset, Sylvie Fréchette,
Grant Hawley, Carine Lachapelle, Nathalie Lafranchise,
Reinelde Landry, Carole Lebel, Franca Persechino,
France Plouffe and Gilbert Smith

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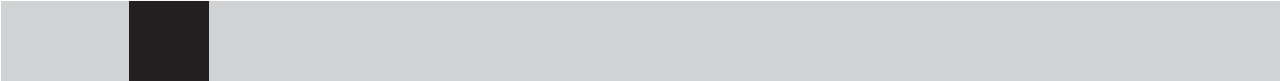
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Louise Lafortune



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INTRODUCTION

The world is changing, and organizations are having to look at change differently if they are to meet the multiple challenges posed by today's job market. It is therefore important to provide the resources and conditions that professionals need to cope with change and to see it as a way to improve models of practice and drive organizations forward, along with their employees and the people who benefit from their services.

Sweeping changes to Québec's education system gave rise to the publication of *Professional Competencies for Accompanying Change: A Frame of Reference* (Lafortune, 2008a) and *A Professional Accompaniment Model for Change: For Innovative Leadership* (Lafortune, 2008b). These two books record the work undertaken as part of the Accompaniment-Research-Training Project on the Implementation of the Québec Education Program¹ and are aimed at individuals accompanying a change process in an educational organization. That being said, the project spawned an accompaniment model and a frame of reference on professional competencies that can be adapted to other types of organizations, institutions, and businesses. The model and frame of reference are the result of a collective effort involving reflection, discussion, and debate with various groups throughout the Québec

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1. The accompaniment-research-training project set up a website, mainly for the purposes of providing information, submitting documents, following up on the project, and reporting on actions and events. It includes tools and accompaniment materials made available not just to the entire network of accompanied individuals, but also to the broader community (groups not included in the project) for the benefit of all. The site facilitates the sharing and free circulation of documents of value to the change process given the helpful and targeted information they offer 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. The website can be found at <www.uqtr.ca/accompagnement-recherche>.

educational network. They are based on the work of a team that traveled the length and breadth of Québec to observe the acts and actions associated with accompanying a change in education for itself. This accompaniment guide is built upon the findings of this accompaniment-research-training project that spawned the frame of reference on professional competencies and the accompaniment model.

The experience showed that change cannot be forced upon professionals. Imposing or prescribing change is no guarantee that it will be implemented or that professional practices will be updated in a lasting manner. On the other hand, individuals can be encouraged to see the benefits of change or to better understand its focus and why it is helpful. In order to get results, certain conditions need to be put in place to accompany this complex process. These conditions are even more important when individuals accompanying other staff in implementing a change are themselves involved in the process. From their front row seats, they are often no more than a step or two ahead of those they are accompanying, hence the importance of supporting them in their work and ensuring proper followup.

This accompaniment guide is made up of two sections that draw on the works *Professional Competencies for Accompanying Change* and *A Professional Accompaniment Model for Change*. The first section looks at the professional accompaniment model for change, while the second deals with the frame of reference on professional competencies for change accompaniment. Both feature excerpts and diagrams from the aforementioned books, along with suggestions on how to get the most out of the content. A glossary is provided at the end to clarify and put the terms and concepts associated with the model and the frame of reference into context.



A PROFESSIONAL ACCOMPANIMENT MODEL FOR CHANGE

Drawing on the results and consequences of a project to update pedagogical and professional practices, *A Professional Accompaniment Model for Change* (Lafortune, 2008b) will be an inspiration to all individuals, associations, institutions, organizations, and businesses wishing to put in place directed changes or changes that include prescriptive elements.

In some contexts, the model put forward will be a vital ally in the implementation of change. 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 coherence 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.

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 these foundations when training their staff or provide staff with implementation tools, 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 coherence 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 individuals share their 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 over more than a year). Accompaniment also includes a staff training component, together with support and followup for staff as they progress through the change process.

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 the staff mandated to implement the change and providing them with direction to this effect. A change of this order aims to update practices and demands the development of new professional competencies. 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 workplace community. The goal is to bring people to develop 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 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.

Task 1

■ ACCOMPANIMENT INTENTIONS AND CHARACTERISTICS

In the course of this task, staff explore the rationale of the accompaniment by reflecting on the intentions and characteristics of this model of intervention. The first step is to draw out staff perceptions of the accompaniment process by getting them to think about its intentions and characteristics. Staff then compare and contrast their perceptions with the

characteristics and intentions they observe in action. As well as observing the perceptions they predicted, they may encounter new ones. They can also observe the means, strategies, resources, actions, and professional acts used by the accompaniment provider over the course of the accompaniment process. By identifying the reasons behind the accompaniment and the means employed in the process, staff are able to adjust and hone their perceptions of the accompaniment accordingly. Not only does this foster greater understanding of the meaning of this process, it helps staff distinguish real accompaniment from the rest.

ACCOMPANIMENT INTENTIONS AND CHARACTERISTICS

BEFORE THE PROCESS

Based on my own experiences, I think the accompaniment intentions are

-
-
-
-

Based on my own experiences, I think the accompaniment characteristics are

-
-
-
-

DURING THE PROCESS

In an accompaniment situation, I observed that the means, strategies, resources, actions, and professional acts employed made it possible to meet the following intentions:

-
-
-
-

In an accompaniment situation, I observed that the means, strategies, resources, actions, and professional acts employed made it possible to identify the following characteristics:

-
-
-
-

In an accompaniment situation, I observed that there were other intentions met and other characteristics identified than those predicted.

Other intentions

-
-
-

Other characteristics

-
-
-

Comments: _____

AFTER THE PROCESS

Looking back on the process, I note that the anticipated intentions were met for the following reasons:

-
-
-
-

Looking back on the process, I note that the anticipated intentions could have been met using the following means:

-
-
-
-

Looking back on the process, I note that the accompaniment characteristics were implemented for the following reasons:

-
-
-
-

Looking back on the process, I note that the accompaniment characteristics could have been implemented for the following reasons:

-
-
-
-

Comments: _____

Diagrams 7 and 8 of the model illustrate the characteristics and means put in place in the professional accompaniment model for change. To learn more about the characteristics and means used in the professional accompaniment model for change, see the general diagram at the end of this guide and Chapter 9 of the model (Lafortune, 2008b, pp. 143–176).

*Task 2***ACCOMPANYING AN ACTION PLAN** (Lafortune, 2008a, Competency 6, p. 105)

Action plan implementation helps facilitate change, the updating of professional practices, and the development of professional competencies. These action plans presuppose a close link between the planning, predicting, design, development, implementation, and evaluation of a set of tasks, at the same time taking into account the knowledge culture in the field and the accompanied workplace. These plans are reflective actions comprised of a series of professional acts, actions, and means that foster collegial effort to implement a change. Accompaniment providers (or dyads) undertake to put in place a complex reflective-interactive mechanism that encourages accompanied individuals to gradually engage in the change. This is achieved through interaction, using socioconstructivist accompaniment tasks and situations. People manifest their desire or intention to change or learn by engaging in the accompaniment process; initiating action by planning and developing action and accompaniment plans; conducting experiments in their workplace; and revisiting the process, means, and tools used to develop competencies among the people being accompanied.

Successful change implementation involves taking action, which means we can speak of implementing action plans. Such plans require thorough preparation and offer realistic opportunities for adaptation, given the learning paths of accompanied staff. By structuring action plans to accompany the change, accompaniment providers develop a long term vision to support those being accompanied. In doing so, they ask how their plans will support people working to develop new professional practices, or how they will foster buy-in to the change.

Plan development helps mobilize change-inclined resources and knowledge culture. It provides support, followup, and continuity, and promotes the reinvestment of learning. During the planning process, accompaniment providers use their collective competencies by working with their colleagues. Together, they set priorities and choose actions, strategies, and means for the change that are structured coherently with the foundations, aims, and intentions of the change. In the course of planning, accompaniment providers question the object (the what) of their intervention and how they plan to achieve it. Together they explore and discuss their actions and practices with a view to analysis, reexamination, and regulation. They critically examine the means and actions implemented to develop and exercise their accompaniment leadership.

Planned actions are generally developed over a number of meetings that include training (theory and practice) and followup. In addition to broadening their understanding of the change through contact with their colleagues, individuals come to have a shared vision of the change. Action planning leads them to analyze and reexamine practices and encourages them to

update them by experimenting with certain aspects of the change in the workplace and discussing them with colleagues. Sharing experiences of the change fuels individual and group reflection.

Preparing (planning and predicting) action plan accompaniment

In a change situation, initiating action in an organization is often difficult because the changes required affect both the staff that must accompany the change and the people they accompany. For some, this unsettling experience can even lead them to question their professional identity. Nevertheless, this key moment is a turning point in the process's success, even if those accompanying other staff are themselves caught up in the change process. Depending on the workplace or accompaniment context, accompaniment providers are often only one or two steps ahead of those they are accompanying. However, this step is vital as it helps staff move forward through the change process. It places accompaniment providers in a position that allows them to make use of their understanding of the change, putting into action the model they are constructing while they intervene.

Action plans are comprised of several components (Lafortune, 2008a, p. 109):

- A conceptual thread
- Intentions
- Actions and justifications
- Predictions
- Possible adjustments
- Reflections
- Followup
- Evidence keeping mechanisms

ACTION PLAN

In a team with colleagues, plan an accompaniment situation or sequence based on an accompaniment intention.

Situation or sequence title:

Intention(s):

Conceptual thread:

Actions and justifications:

Predictions and possible adjustments:

Followup to be implemented:

Evidence to be kept and method:

Reflections about the action plan as a whole:

For further explanation on the components of an action plan, see Competency 6 in the frame of reference (Lafortune, 2008a, p. 108).

*Task 3***CHANGE ACCOMPANIMENT CONDITIONS**

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 was present in the accompaniment project that took place in the school system. This 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 is actually implemented. With the model, certain conditions are associated with accompaniment, while others are linked to reflective practice, the development of professional competencies, or the exercise of leadership (for more, see Chapter 8 of the model, Lafortune, 2008b, pp. 119–141).

There are therefore four general conditions associated with specific conditions that foster change implementation.

- Condition 1: Implement socioconstructivist accompaniment
- Condition 2: Work toward reflective practice
- Condition 3: Aim for the development of professional competencies for change accompaniment
- Condition 4: Work toward exercising accompaniment leadership

*Condition 1***Implement 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. Using 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 that which emerges from reflections and discussions, coconstruct through action to 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 associated with accompaniment leadership (see Lafortune and Deaudelin, 2001; Lafortune and Martin, 2004; Lafortune, 2008a, b).

Condition 1 IMPLEMENT SOCIOCONSTRUCTIVIST ACCOMPANIMENT	
SPECIFIC CONDITIONS	QUESTIONS
Foster interaction during the accompaniment process	<ul style="list-style-type: none"> ▪ How do accompaniment meetings foster interaction? ▪ What strategies can be used to call ideas into question, compare and contrast beliefs, and foster sociocognitive conflict? <p>Answers: _____</p> <p>_____</p> <p>_____</p> <p>_____</p>
Provide accompaniment that models what accompanied individuals will have to achieve in their own accompaniment	<ul style="list-style-type: none"> ▪ 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? <p>Answers: _____</p> <p>_____</p> <p>_____</p> <p>_____</p>
Provide accompaniment to ensure continuity and followup	<ul style="list-style-type: none"> ▪ 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? <p>Answers: _____</p> <p>_____</p> <p>_____</p> <p>_____</p>
Use predictions as an accompaniment meeting preparation tool	<ul style="list-style-type: none"> ▪ How are the accompanied individuals likely to react? ▪ What adjustments will have to be made and aspects skipped during the meeting? <p>Answers: _____</p> <p>_____</p> <p>_____</p> <p>_____</p>

<p>Integrate facilitation and training into the accompaniment process</p>	<ul style="list-style-type: none"> ▪ What training aspects will be integrated into the accompaniment process? ▪ How will the training aspects be integrated into the accompaniment process? ▪ What strategies are planned to provide training or evoke self-training with regard to the theoretical content to be discussed?
	<p>Answers: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Make accompaniment part of professional development</p>	<ul style="list-style-type: none"> ▪ 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?
	<p>Answers: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Maintain reassuring dissonance (reassuring in affective terms, dissonant in cognitive terms)</p>	<ul style="list-style-type: none"> ▪ 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?
	<p>Answers: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Make connections between theory and practice</p>	<ul style="list-style-type: none"> ▪ What methods will be used to make connections between theory and practice? ▪ How will the accompaniment provider become aware of conceptual or theoretical notions in order to make connections to practice at the opportune time?
	<p>Answers: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

Keep evidence	<ul style="list-style-type: none"> ▪ 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? <p>Answers: _____</p> <p>_____</p> <p>_____</p> <p>_____</p>
Evaluate the change process	<ul style="list-style-type: none"> ▪ What needs to be evaluated in the accompaniment process? ▪ What actions are planned to evaluate certain aspects of the accompaniment process? <p>Answers: _____</p> <p>_____</p> <p>_____</p> <p>_____</p>
Make professional collaboration part of the change process	<ul style="list-style-type: none"> ▪ 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? <p>Answers: _____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>ITEMS TO REFLECT ON (self-evaluation)</p> <ul style="list-style-type: none"> ▪ What do I think about the concept of socioconstructivist accompaniment? ▪ How do I use socioconstructivism in the meetings I organize, given that the concept is one of the foundations of the change to be implemented? ▪ What is the disconnect between what I think, what I say, and what I do professionally? ▪ How do I ensure my professional development in an accompaniment situation? What could I do? ▪ What sort of evidence could help me support and keep track of the groups I accompany? ▪ How would I describe myself as an accompaniment provider? ▪ What would my colleagues say about how I provide accompaniment? <p>Commentaires: _____</p> <p>_____</p> <p>_____</p>	

For more information on the conditions, see the sections of the model dealing with the "Implementing Socioconstructivist Accompaniment" condition (Lafortune, 2008b, pp.122–130).

*Condition 2***Work toward reflective practice**

Accompanying a change that involves updating practices presupposes a reflective practice. Though it cannot be imposed, reflective practice can be implemented gradually. The degree of engagement can vary from one individual and one group to another, depending on the accompanied individuals or the 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).

Condition 2 WORK TOWARD REFLECTIVE PRACTICE	
SPECIFIC CONDITIONS	QUESTIONS
<p>Consider reflective practice as a component of accompaniment</p>	<ul style="list-style-type: none"> ▪ 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? <p>Answers: _____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Reflect on one's practices and progress toward analysis</p>	<ul style="list-style-type: none"> ▪ What actions are planned to spur participants to reflect on their practices? ▪ What means are envisaged to get people to analyze their practices? <p>Answers: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Ensure action is taken</p>	<ul style="list-style-type: none"> ▪ 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? <p>Answers: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Move toward model building around practice change</p>	<ul style="list-style-type: none"> ▪ 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? <p>Answers: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

Think about how to model reflective practice

- 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?

Answers: _____

ITEMS TO REFLECT ON (self-evaluation)

- How has the change embarked upon called some of my professional practices into question?
- What techniques can I use to help spur reflection on my practices or to encourage others to do so?
- What ideas could I use to explain my model of practice to a colleague?
- How would I qualify my level of engagement in the ongoing change process? What shows my engagement?
- Am I prepared to discuss some of my practices with my colleagues?
- If I had to present my model of practice to colleagues, what thoughts would first come to mind?

Comments: _____

For more information on the conditions, see the sections of the model dealing with the "Working Toward Reflective Practice" condition (Lafortune, 2008b, pp. 130–133).

*Condition 3***Aim for the development of professional competencies for change 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 the knowledge culture based on the foundations of the change (for explanation, see Lafortune, 2008a).

Moreover, 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. 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.

Professional Competencies for Accompaniment (Lafortune, 2008a)

- 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

Condition 3 AIM FOR THE DEVELOPMENT OF PROFESSIONAL COMPETENCIES IN CHANGE ACCOMPANIMENT	
SPECIFIC CONDITIONS	QUESTIONS
<p>Foster reflection on the professional competencies to be developed to accompany change</p>	<ul style="list-style-type: none"> ▪ 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? <p>Answers: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Encourage the development of professional competencies for accompaniment among workers engaged in the change process so they can, in turn, accompany others in their organizations</p>	<ul style="list-style-type: none"> ▪ 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? <p>Answers: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Develop a stance as an accompaniment provider that shows that you are engaged in a process to develop professional competencies to accompany change</p>	<ul style="list-style-type: none"> ▪ 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? <p>Answers: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

ITEMS TO REFLECT ON (self-evaluation)

- How competent do I feel about accompanying other individuals in a complex change process?
- Which professional competency for accompaniment do I hope to best develop? Why? How?
- How could I show the staff I am accompanying that I am also continuing to develop my professional competencies for accompaniment?
- What techniques could I use to continue to develop my professional competencies for change accompaniment and follow up on my progress in the change process?
- How would I explain the difference between using a competency and developing it?

Comments: _____

For more information on the conditions, see the sections of the model dealing with the "Aiming for the Development of Professional Competencies in Change Accompaniment" condition (Lafortune, 2008b, pp. 133–135).

*Condition 4***Work toward accompaniment leadership**

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, but this entails developing and exercising accompaniment leadership as a form of influence over professional practices to orient them in the direction of the change. Such leadership is 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 whereby reflection and practice analysis pave the way for the development of models of practice and professional competencies for accompaniment.

Condition 4 WORK TOWARD ACCOMPANIMENT LEADERSHIP	
SPECIFIC CONDITIONS	QUESTIONS
<p>Spur action consistent with the change</p>	<ul style="list-style-type: none"> ▪ What means will be employed to spur action? ▪ What type of action plans would be acceptable and still respect the thrust of the change? <p>Answers: _____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Ensure cohesion, coherence, and shared comprehension of the change</p>	<ul style="list-style-type: none"> ▪ How will the various conceptions of the change be discussed? ▪ What strategies will be employed to develop a shared comprehension of the goals of the change? <p>Answers: _____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Develop a workplace culture in keeping with the change</p>	<ul style="list-style-type: none"> ▪ 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? <p>Answers: _____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Aim for partnerships</p>	<ul style="list-style-type: none"> ▪ 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? <p>Answers: _____</p> <p>_____</p> <p>_____</p> <p>_____</p>

<p>Encourage the formation of learning and practice communities or networks</p>	<ul style="list-style-type: none"> ▪ 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? <p>Answers: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Take the affective domain into consideration when accompanying change</p>	<ul style="list-style-type: none"> ▪ What strategies have been planned to take the affective domain into consideration when accompanying change? ▪ What affective reactions can be expected? <p>Answers: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>ITEMS TO REFLECT ON (self-evaluation)</p> <ul style="list-style-type: none"> ▪ How do I perceive myself as an individual who exercises and develops accompaniment leadership? ▪ What would help me to exercise better accompaniment leadership? ▪ What personal or professional reasons sometimes prevent me from taking action? ▪ Am I prepared to share my conception of the change with my colleagues? With the individuals I accompany? ▪ How could I encourage networks to be set up in my workplace? ▪ If I were involved with a learning or practice community, what would I aim for with regard to my professional development, and why? <p>Comments: _____</p> <p>_____</p> <p>_____</p> <p>_____</p>	

For more information on the conditions, see the sections of the model dealing with the "Working toward Accompaniment Leadership" condition (Lafortune, 2008b, pp. 135–141).

In conclusion it should be remembered that certain preconditions are essential for optimizing the model. If organizations do not put the necessary change accompaniment conditions in place, it is futile to think they are using the model and can attain the same results. Should an organization attempt to apply the model without taking into account that accompaniment is an ongoing process spread over time, it cannot hope to achieve the same outcomes as were observed in the project that inspired the professional accompaniment model for change. Even though the term “accompaniment” is relatively new in the sense of coaching or mentoring a workplace, it is already too easily misapplied. Merely planning two or three ad hoc training sessions is not in keeping with the accompaniment model nor the professional competency frame of reference (Lafortune, 2008a, b).

ACCOMPANIMENT PRECONDITIONS FOR SPECIFIC CONTEXTS	
With reference to an accompaniment situation, series of action, or action plan that I am preparing to carry out, as well as my accompaniment context and the staff affected by the change, what essential and realistic preconditions can I put in place to provide change accompaniment for specific purposes within my organization?*	
GENERAL CONDITIONS	SPECIFIC CONDITIONS
	<ul style="list-style-type: none"> ▪ ▪ ▪ ▪ ▪
	<ul style="list-style-type: none"> ▪ ▪ ▪ ▪ ▪
	<ul style="list-style-type: none"> ▪ ▪ ▪ ▪ ▪

* The conditions listed may vary in number and description from those in the guide and model, given that they will be adapted to the accompaniment context of the planned actions.

*Task 4***ACCOMPANIMENT ORGANIZATION AND STRUCTURE¹**

The next three tables deal with organizing the accompaniment process and refer to action to be taken and aspects to be considered when structuring accompaniment meetings. These tables, which were inspired by the project that spawned the accompaniment model and the frame of reference on professional competencies, can be used to stimulate reflection and create a development framework for staff wishing to set up professional accompaniment models for change in their organizations. Depending on the context, scope, and complexity of the change, as well as conditions and available resources, staff may use these tables to prioritize action, or as a memory aid in order to organize and structure the accompaniment process.

The organization of accompaniment

Certain main actions² can be taken in order to organize accompaniment. The following list of actions can be adapted to the context and workplace accompaniment situations. It can help structure group reflection or act as a memory aid, depending on the organization's choices and priorities. The level of satisfaction with regard to the actions to be taken could also be consigned to the right hand column. For example, (– –) would mean that the action had not been taken at all, (–) that it had not really been taken, (+) that it had been taken in part, and (+ +) that it had been finalized or was ongoing.

1. In Lafortune (2008b), see pp. 67–70.

2. 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.

ACCOMPANIMENT ORGANIZATION For group reflection or as a memory aid	
ACTIONS TO BE TAKEN	
Have a change accompaniment project or planned action 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.)	
Announce the intended form of accompaniment and discuss adjustments to be made for the different accompanied 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 to promote implementation of the change	
Ensure that plans and the means are in place to progressively develop a reflective practice	
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 individuals join with the accompaniment 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 accompaniment thereof	
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	

ACTIONS TO BE TAKEN (<i>cont'd</i>)	
During meetings, note the topics, themes, or issues that emerge in order to best support accompanied individuals with their questions and concerns 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	
Ensure that new groups are accompanied gradually	
Organize reflective-interactive presentations for the various 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 also 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	

Organizational flexibility and rigor³

Organizational flexibility coupled with organizational rigor in an accompaniment project makes it easier to deal with such things as 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 each member of an 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 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, to which accompanied individuals respond while also 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.

3. In Lafortune (2008b), see pp. 66–68.

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 obviously be adapted to the accompaniment providers and those they accompany.

ASPECTS TO CONSIDER WHEN ORGANIZING A MEETING For group reflection or as a memory aid	
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	
Thoughtfully choose tasks, accompaniment situations, situation families, and interdisciplinary ties to ensure greater coherence between ideas and actions	
Complete forms to help foster reflection and discussion, as well as note taking and evidence keeping	
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	
Prepare examples or ideas of transference in practice	
Validate the work plan with accompaniment managers and/or the accompaniment team or colleagues	
Encourage accompanied persons to tell their colleagues about completed or planned experiments in order to garner constructive criticism and feedback	
Encourage accompanied individuals to experiment in the workplace between meetings and report back to colleagues	
Encourage action plan development and share certain aspects of these plans, this feedback, and action planning	
Implement the accompaniment process (synthesizing, giving feedback, simulating conversations, observing questioning, etc.)	
Prepare moments of individual or collective reflection (alone, in small groups, and in large groups) on topics related to the meeting content	
Initiate a topic in preparation for an upcoming meeting	
Prepare work plan content for the next meeting as a group	
Complete reflection forms regarding learning outcomes, upcoming challenges, or experiments to attempt before an upcoming meeting	
Encourage reflection on learning outcomes, upcoming 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)	
Share comments regarding any of the aspects raised during the meeting	
Send the meeting work plan to accompanied group members one or two weeks before the meeting	

For more information on organizing accompaniment and aspects to consider when organizing a meeting, see Chapter 4 of the model (Lafortune, 2008b, pp. 67–74).

WORK SEQUENCE FOR MEETINGS WITHIN AN ACCOMPANIMENT PROCESS For group reflection or as a memory aid	
<p>BEFORE THE PROCESS – Preparing for a meeting</p> <ul style="list-style-type: none"> ▪ Hold preliminary planning meetings ▪ Draw up general work plan ▪ Draw up detailed work plan ▪ Predict responses, reactions, questions, interactions, etc. ▪ Develop worksheets or reflection forms ▪ Design and develop accompaniment situations ▪ Develop visual aids (transparencies) ▪ Prepare individually or as a team ▪ Hold discussions with colleagues during preparation <p>Comments: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	
<p>DURING THE PROCESS – Respecting the spirit of accompaniment</p> <ul style="list-style-type: none"> ▪ Greet participants ▪ Take quick action ▪ Set personal goals and take a moment to reflect ▪ Prepare worksheets and reflection forms ▪ Set the pace and sequence for various tasks ▪ Synthesize ▪ Reformulate to ensure understanding ▪ Look at all aspects of interaction ▪ Present past or future accompaniment experiences and feedback ▪ Organize interaction <p>Comments: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	

<p>DURING AND AT THE END OF THE PROCESS – Promoting reinvestment</p> <ul style="list-style-type: none"> ▪ Undertake a reflective review ▪ Start a new subject ▪ End with listening time ▪ Keep professional development evidence as a spur to reflective writing <p>Comments: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	
<p>AT THE END OF AND AFTER THE PROCESS – Reflecting on the process</p> <ul style="list-style-type: none"> ▪ Revisit one's own interventions (reflect on one's actions) ▪ Analyze one's actions ▪ Explain successes and areas in need of improvement <p>Comments: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	
<p>POST-PROCESS REFLECTION – Keeping evidence</p> <ul style="list-style-type: none"> ▪ Complete a detailed work plan ▪ Draw up a summary of the meeting ▪ Write up an accompaniment report <p>Comments: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	
<p>ACTION TO BE TAKEN BETWEEN TWO ACCOMPANIMENT MEETINGS – Followup actions to be taken</p> <ul style="list-style-type: none"> ▪ Planned followup actions ▪ Training for oneself and accompanied individuals <p>Comments: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	

For more information on the work sequence of an accompaniment meeting and explanation of the actions relating to it, read Chapter 5 of the model (Lafortune, 2008b, pp. 75–96).

*Task 5***THINKING ABOUT ONE'S MODEL OF PROFESSIONAL PRACTICE⁴**

A sweeping and complex change process will necessarily alter the professional practices of staff affected by the change. By engaging in a change process, staff examine, analyze, and compare their models of practice with those associated with the change. Some of the practices put forward may lead accompanied individuals to alter their representations, values, and beliefs or develop new attitudes and competencies. Certain individuals might even go as far as altering their conception of teaching and learning or reexamining their competencies and professional identity.

Professional practices are based on the model created by individuals over the course of their (initial and ongoing) training and the experience they have collected throughout their working lives. Their model guides their choices and helps them make decisions and perform professional acts that should be in line with what they think, who they are, and what they do. It helps structure an identity that professionals naturally seek to preserve, even if they may show openness to the change.

In the interests of coherency, it is important for an individual to be aware of his or her own model of practice so as to be able to gauge how different or similar it is to that proposed by the change. This leads individuals to think about the values that characterize their own model of practice. They will thus be able to compare them to that which is proposed by the change to determine how or if they can buy in to the change and consider what they need to change, alter, or adjust to adhere to it. Individuals are then invited to choose five things that best describe their professional practices and that could belong to their models of practice. It is important to limit the choice to just five items in order to show what is most important in a model of practice. Choosing too many items makes it harder to tell two people apart and to justify which items have been chosen, and hinders constructive discussion.

4. For an explanation of reflective practice, see Lafortune (2008b), Chapter 6, pp. 97–106.

MY MODEL OF PRACTICE

If you had to present your model of practice to a colleague or management, what principles, values, characteristics, aims, or means would reflect your approach to intervening in an accompaniment (or teaching) situation? Pick five key items to illustrate your model. Items can take the form of a word, expression, or short statement.

■

■

■

■

■

For more information on the professional accompaniment model for change developed for the accompaniment-research-training project, see Chapter 9 of the model, which presents it in diagram form (Lafortune, 2008b, pp. 143–176), as well as the main diagram in this guide.

Present the professional accompaniment model for change and ask individuals to draw connections between the model and their models of professional practice.

*Task 6***ACCOMPANIMENT OUTCOMES IN CONNECTION WITH A PRESCRIBED CHANGE**

When a training or accompaniment process is put in place, outcomes are expected. Some are explicit, others implied; some are clearly tied to the initial aims and intentions, others emerge over the course of the process; some are intuitive, others born of in-depth reflection and research. The outcomes provided here as a basis for reflection were spawned by the project used to develop the accompaniment model outlined in Lafortune (2008b). If the model were applied as a whole, similar outcomes could be expected, but it is highly unlikely that the same context and conditions could be reproduced. These outcomes are thus those that the accompaniment team predicted, an exercise this task is designed to spur reflection on.

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.

For more information on these outcomes, see Chapter 10 of the model (Lafortune, 2008b, pp. 177–194).

Outcome 1**CONTRIBUTION TO STRUCTURING A PROFESSIONAL IDENTITY**

- Developing a feeling of professional competence
- Taking ownership of the change and understanding it
- Clarifying roles and duties
- Recognizing the importance of professional collaboration
 - Sharing expertise
 - Dealing with others
 - Enriching actions, interventions, and professional strategies
 - Adjusting and updating workplace actions

Outcome 2**UPDATING PRACTICES IN CONNECTION WITH THE CHANGE**

- Risk-taking and innovation
- Professional progress and development of professional competencies for change accompaniment
- Moving beyond ad hoc training
- Updating models of practice
- Promoting the model in accompanied workplaces
- Changes to the organizational structure of accompanied workplaces

Outcome 3**ACTION INITIATION**

- From expectancy to action
- Improving intervention

Outcome 4**AWARENESS OR OBSERVATION**

- From sparking awareness to assimilating it
- Progress toward socioconstructivist accompaniment leadership
- Awareness of the necessity and value of professional collaboration
- Taking more time
- Keeping more evidence
- Recognizing the importance and usefulness of evidence keeping
- Developing accompaniment material

Outcome 5**IMPACT ON CHANGE IMPLEMENTATION**

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.

Given the situation, action plan or accompaniment sequence noted and explained in Task 2 (p. 8 of the guide), the accompaniment context, the staff affected by the change, and the conditions realistically required to put it in place, one could ask what outcomes may be predicted over the short, medium, and long term and how they can be verified.



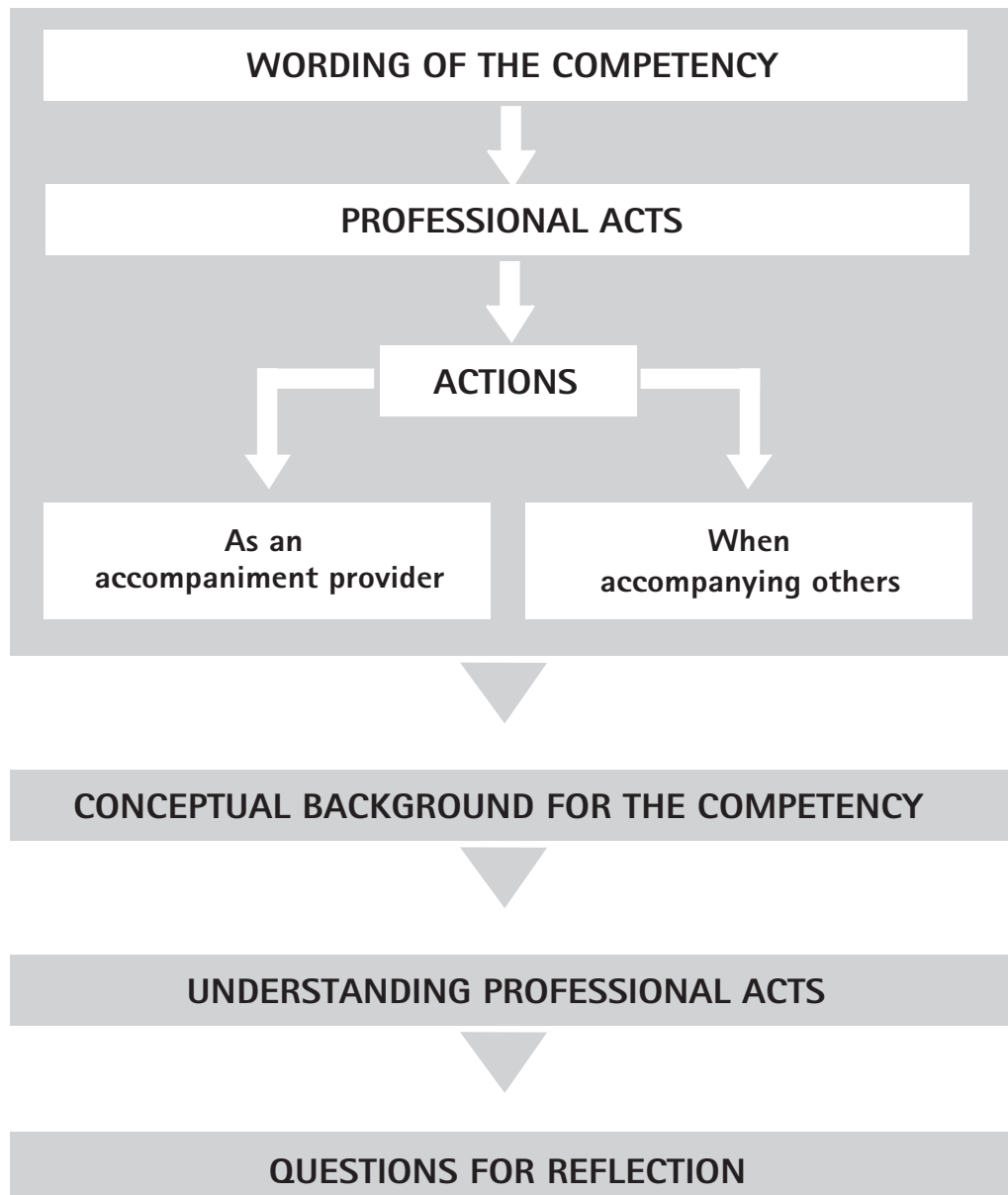
A FRAME OF REFERENCE FOR ACCOMPANYING CHANGE

The frame of reference on professional competencies for accompanying change consists of eight competencies. Each competency is presented with the help of a diagram that illustrates the professional acts and main actions associated with it (Lafortune, 2008a). In the frame of reference, each competency is put in context using conceptual elements and definitions that situate it in the socioconstructivist accompaniment perspective.

In the second part of this guide, readers are invited to reflect on the actions and professional acts associated with the various competencies in the frame of reference. To do so, they should take into account their accompaniment context, the knowledge culture of their workplace or organization, and the staff they are accompanying. They should then examine how these actions can be applied to their organizations and illustrate their observations with examples adapted to their accompaniment context. With respect to their intentions, they should ask what these actions mean in concrete terms in the workplace. In addition to fostering the development of professional competencies for accompanying change, the forms created are a means of monitoring the progress of completed or ongoing actions in the workplace while keeping evidence of this progress as well as other data on the means or conditions that facilitated or hindered it.

Task 7

ORGANIZATIONAL STRUCTURE OF THE FRAME OF REFERENCE



Source: Lafortune, 2008a, p. 8.

Professional competencies for accompanying change

- 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

Usefulness of a frame of reference on professional competencies for accompanying change

the frame of reference on professional competencies for accompanying change sets out how to adopt an accompaniment stance and engage in the resulting reflective practice. It encourages accompaniment providers to develop and hone their professional competencies. However, nurturing such development requires using the frame of reference in a special way that involves self-evaluation, self-observation, self-reflection, and self-teaching. It also goes without saying that on the practical level, we can make use of theory to nurture reflection and continued professional development. The frame of reference offers support for teams of colleagues or peers engaged in accompaniment. During discussions with various partners, it can serve as the basis for dialogue about the accompaniment needed to update practices, as well as the commitment to initiate action.

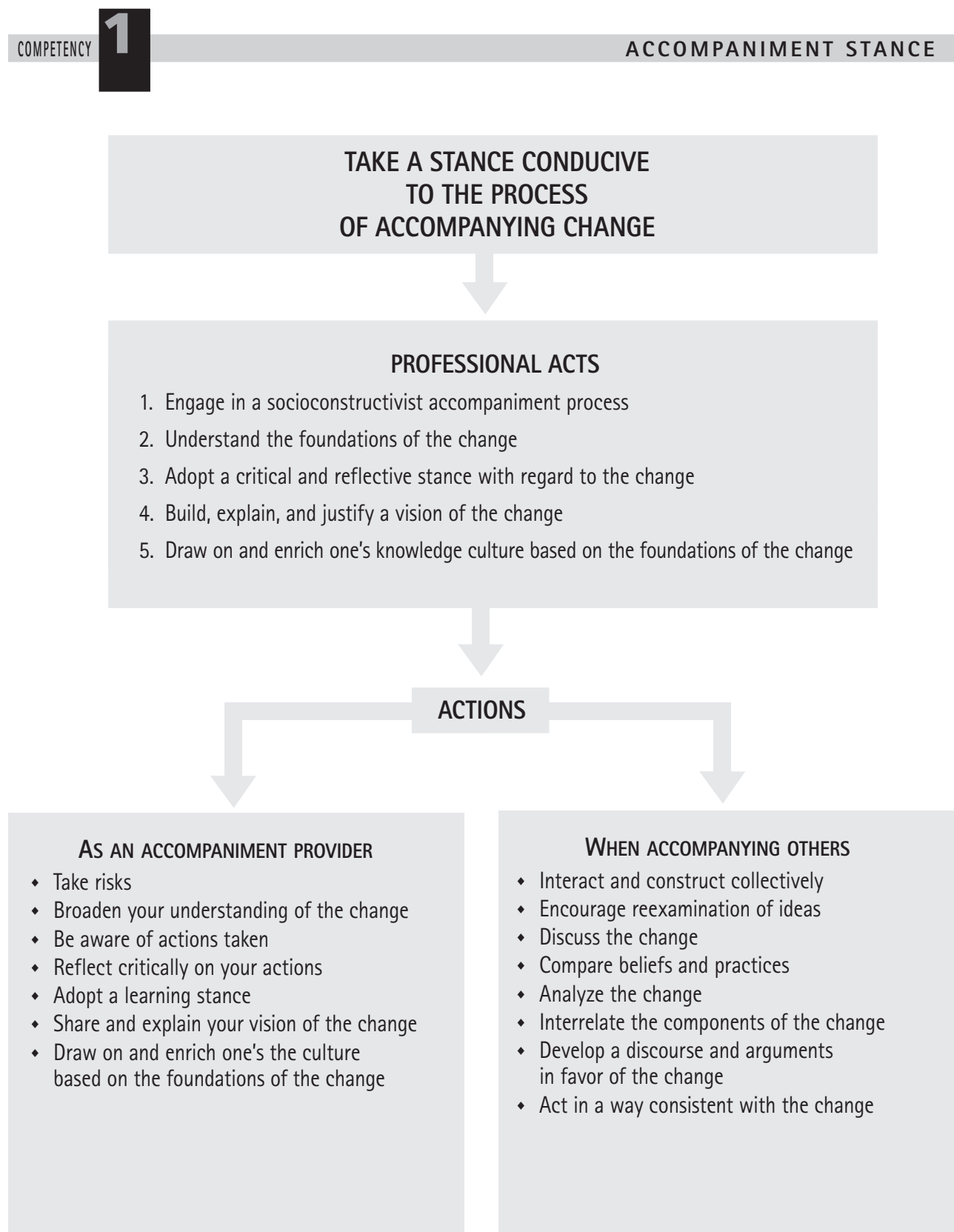
This frame of reference helps accompaniment providers better understand the importance of their role. They can draw on it to model their interventions and make adjustments using a socioconstructivist perspective as they improve their competencies. By consulting the frame of reference, they deepen their theoretical and practical understanding for use in the accompaniment process.

It can also serve as a tool for reflection and intervention in initial and ongoing training to explore certain concepts more deeply, especially those related to the development of a culture associated with staff accompaniment at institutions, organizations, and companies, and the development of professional competencies. This requires professional practices that are consistent with the foundations of the change to be implemented.

How to use the frame of reference on professional competencies for accompanying change

the frame of reference is for anyone involved in training, consulting, teaching, and accompaniment; it is for all those serving as accompaniment providers within their organizations or institutions who wish to improve their intervention skills, further develop their competencies, challenge their models of practice, or improve their professional efforts.

The chapter entitled “Conceptual Basis of the Frame of Reference on Professional Competencies for Accompaniment” in the frame of reference provides examples of how it can be used (Lafortune, 2008a, p. 9), and explanations provided throughout the book expand upon the underpinnings of these methods to help the reader employ them in a coherent, integrated manner.



Actions associated with the professional acts for Competency 1

Given your accompaniment context, what actions are related to your accompaniment intentions? How will these actions play out in your organization? There is one form for each competency. Targeted actions may vary from one workplace to another (see example below) depending on the accompaniment context, the accompanied individuals, and the actions identified by the accompaniment provider.

Example

ACTIONS ASSOCIATED WITH THE PROFESSIONAL ACTS FOR COMPETENCY 1			
TAKE A STANCE CONDUCIVE TO THE PROCESS OF ACCOMPANYING CHANGE			
Given your accompaniment context, what actions are associated with your accompaniment intentions? How will these actions play out in your organization?			
Actions associated with competency use ¹	Actions specific to accompaniment intentions ²	Actions taken ³	Reflections ⁴
AS AN ACCOMPANIMENT PROVIDER			
Take risks	Discuss practices—your own and those of others	X	It's sometimes easier to question other peoples' practices than one's own.
	Have school principals work in partnership with educational consultants	X	Occasionally, getting two groups that occupy different roles within the establishment to work together can create resistance. For example, in some groups, principals may want to keep their work with pedagogical consultants to a minimum (or vice versa). This can be due to difficult past experiences, noncollaboration, etc. Try coming up with action plans that can be completed collaboratively.
	Make a synthesis while actually in front of the group	X	I am getting better at synthesis, but I'm still a bit hesitant about transforming the result into actions. I don't feel comfortable enough yet to work the results into a situational context in front of the group. As I've been advised, I would be wise to prepare notes to help me engage in synthesis in front of the group. That way, I would already have a good idea of the form it can take. Plus, it could help me direct my listening and note-taking.

ACTIONS ASSOCIATED WITH THE PROFESSIONAL ACTS FOR COMPETENCY 1			
TAKE A STANCE CONDUCTIVE TO THE PROCESS OF ACCOMPANYING CHANGE			
Given your accompaniment context, what actions are associated with your accompaniment intentions? How will these actions play out in your organization?			
Actions associated with competency use ¹	Actions specific to accompaniment intentions ²	Actions taken ³	Reflections ⁴
AS AN ACCOMPANIMENT PROVIDER (<i>cont'd</i>)			
Broaden your understanding of the change	Analyze the first three chapters of the <i>Québec Education Program</i> (QEP)	X	The rereading of the QEP sparked a comparing and contrasting of ideas within our team of colleagues. Gaining insight into the vision of the others helped enhance my understanding and also made me aware of the importance of discussing our ideas together before meeting our groups since we didn't all have the same interpretation of certain sections. At the time, it wasn't easy to discuss my ideas, but afterwards, I really had the feeling I was part of a team.
	Put together a file on evaluation based on articles in <i>Vie pédagogique</i> . Identify certain concepts and make connections to the frame of reference with regard to evaluation. Attend training sessions, seminars, or conventions	X	I also realized that analyzing involves more than just reading. It can mean making connections between chapters, explaining my understanding, and coming up with mechanisms to discuss ideas with the groups of accompanied individuals. My team of colleagues was not in the habit of assigning ourselves articles to read or planning discussion meetings. In fact, we had trouble finding time to meet. However, we realized that our discussions helped us prepare our meetings with various groups and that they weren't a waste of time. We decided that, if we were to repeat the experience, we would share our readings and the information we had collected. After attending training sessions, we discussed among colleagues the possibility of integrating certain aspects touched on during the meeting into our accompaniment process or action plans.

ACTIONS ASSOCIATED WITH THE PROFESSIONAL ACTS FOR COMPETENCY 1			
TAKE A STANCE CONDUCTIVE TO THE PROCESS OF ACCOMPANYING CHANGE			
Given your accompaniment context, what actions are associated with your accompaniment intentions? How will these actions play out in your organization?			
Actions associated with competency use¹	Actions specific to accompaniment intentions²	Actions taken³	Reflections⁴
WHEN ACCOMPANYING OTHERS			
Encourage reexamination of ideas	Use questioning to spur reflection on current practices by asking to what degree and why people think they correspond to the foundations of the change	X	It's not easy to ask these kinds of questions. I'm not used to asking them, and the people I am accompanying are not used to being asked them either.
Interrelate the components of the change	Draw up a list of components of the change and work as a team to interrelate them and explain how they are interrelated	X	Which components can I identify myself, and how would I interrelate them?
Develop a discourse and arguments in favor of the change	Group together arguments that highlight certain benefits of the change	X	To do this, start by pinpointing arguments to counter resistance with regard to the scope of the task, the fear of having to change, the imposition of change, and the emphasis on developing knowledge-related competencies.

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3. These are actions that have actually been taken.
4. This section can be used to record items to reflect on, adjustments and improvements to make, observations, new learnings, anticipated repercussions, etc. It can also be used to record actions and professional acts by individuals working to develop their professional competencies for accompanying change.

ACTIONS ASSOCIATED WITH THE PROFESSIONAL ACTS FOR COMPETENCY 1			
TAKE A STANCE CONDUCTIVE TO THE PROCESS OF ACCOMPANYING CHANGE			
Given your accompaniment context, what actions are associated with your accompaniment intentions? How will these actions play out in your organization?			
Actions related to competency use¹	Actions specific to accompaniment intentions²	Actions taken³	Reflections⁴
AS AN ACCOMPANIMENT PROVIDER			
Take risks	<ul style="list-style-type: none"> ▪ ▪ ▪ 		
Broaden your understanding of the change	<ul style="list-style-type: none"> ▪ ▪ ▪ 		
Be aware of actions taken	<ul style="list-style-type: none"> ▪ ▪ ▪ 		
Reflect critically on your actions	<ul style="list-style-type: none"> ▪ ▪ ▪ 		
Adopt a learning stance	<ul style="list-style-type: none"> ▪ ▪ ▪ 		
Share and explain your vision of the change	<ul style="list-style-type: none"> ▪ ▪ ▪ 		
Draw on and enrich one's culture based on the foundations of the change	<ul style="list-style-type: none"> ▪ ▪ ▪ 		

WHEN ACCOMPANYING OTHERS			
Interact and construct collectively	<ul style="list-style-type: none"> ▪ ▪ ▪ 		
Encourage reexamination of ideas	<ul style="list-style-type: none"> ▪ ▪ ▪ 		
Discuss the change	<ul style="list-style-type: none"> ▪ ▪ ▪ 		
Compare beliefs and practices	<ul style="list-style-type: none"> ▪ ▪ ▪ 		
Analyze the change	<ul style="list-style-type: none"> ▪ ▪ ▪ 		
Interrelate the components of the change	<ul style="list-style-type: none"> ▪ ▪ ▪ 		
Develop a discourse and arguments in favor of the change	<ul style="list-style-type: none"> ▪ ▪ ▪ 		
Act in a way consistent with the change	<ul style="list-style-type: none"> ▪ ▪ ▪ 		

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3. These are actions that have actually been taken.
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QUESTIONS FOR REFLECTION associated with Competency 1

"Take a stance conducive to the process of accompanying change"

At the beginning or during the process

- ◆ What is meant by "understanding the foundations of the directed change and its prescriptive aspects?"
- ◆ What is meant by "a critical and reflective analysis of aspects of the culture associated with the change?"
- ◆ What is meant by "comparing and contrasting various beliefs and practices?"
- ◆ How can peers play an important role in developing a clear vision of the change to be implemented?
- ◆ What acts or actions are a sign that a person is professionally engaged?
- ◆ What are the characteristics of a professionally engaged person?
- ◆ What range of engagement is likely to be observed in people being accompanied in a process of change?

During or at the end of the process

- ◆ How critical is the engagement of persons accompanying and being accompanied in a process of directed change with prescriptive aspects?
- ◆ What links can be made between having an understanding of the foundations of the change and possessing a knowledge culture associated with the area of expertise and workplace being accompanied?
- ◆ What are the possible aspects of the knowledge culture (knowledge, skills, and attitudes), depending on the role played in implementing the change?
- ◆ In what ways can taking a critical stance help promote acceptance of the change?

MODEL REFLECTIVE PRACTICE WHEN ACCOMPANYING CHANGE

PROFESSIONAL ACTS

1. Adopt and encourage reflective thinking and a reflective stance
2. Integrate reflective practice into one's model of practice
3. Develop one's model of practice

ACTIONS

AS AN ACCOMPANIMENT PROVIDER

- ◆ Think about and analyze one's own practice
- ◆ Be open to new avenues for reflection and action
- ◆ Adjust one's practice
- ◆ Identify the characteristics of one's model using reflective practice
- ◆ Adapt one's model of intervention

WHEN ACCOMPANYING OTHERS

- ◆ Solicit reflection on one's practices and those of others
- ◆ Compare one's viewpoint with that of others
- ◆ Question ideas, beliefs, representations, and practices
- ◆ Introduce new avenues for reflection and action
- ◆ Raise doubts and spur new thinking on ideas, beliefs, representations, and practices
- ◆ Provoke sociocognitive conflict
- ◆ Translate reflective components into actions
- ◆ Engage in action based on reflection and in reflection based on action
- ◆ Interact and analyze by questioning ideas, beliefs, representations, and practices
- ◆ Foster and spur reflective practice

ACTIONS RELATED TO THE PROFESSIONAL ACTS COMPETENCY 2			
MODEL REFLECTIVE PRACTICE WHEN ACCOMPANYING CHANGE			
Given your accompaniment context, what actions are related to your accompaniment intentions? How will these actions play out in your organization?			
Actions related to competency use¹	Actions specific to accompaniment intentions²	Actions taken³	Reflections⁴
AS AN ACCOMPANIMENT PROVIDER			
Think about and analyze one's own practice	<ul style="list-style-type: none"> ▪ ▪ ▪ 		
Be open to new avenues for reflection and action	<ul style="list-style-type: none"> ▪ ▪ ▪ 		
Adapt one's practice	<ul style="list-style-type: none"> ▪ ▪ ▪ 		
Identify the characteristics of one's model using reflective practice	<ul style="list-style-type: none"> ▪ ▪ ▪ 		
Adjust one's model of intervention	<ul style="list-style-type: none"> ▪ ▪ ▪ 		
WHEN ACCOMPANYING OTHERS			
Solicit reflection on one's practices and those of others	<ul style="list-style-type: none"> ▪ ▪ ▪ 		
Compare one's viewpoint with that of others	<ul style="list-style-type: none"> ▪ ▪ ▪ 		

Question ideas, beliefs, representations, and practices	<ul style="list-style-type: none"> ▪ ▪ ▪ 		
Introduce new avenues for reflection and action	<ul style="list-style-type: none"> ▪ ▪ ▪ 		
Raise doubts and spur new thinking on ideas, beliefs, representations, and practices	<ul style="list-style-type: none"> ▪ ▪ ▪ 		
Provoke sociocognitive conflict	<ul style="list-style-type: none"> ▪ ▪ ▪ 		
Translate reflective components into actions	<ul style="list-style-type: none"> ▪ ▪ ▪ 		
Engage in action based on reflection and in reflection based on action	<ul style="list-style-type: none"> ▪ ▪ ▪ 		
Interact and analyze by questioning ideas, beliefs, representations, and practices	<ul style="list-style-type: none"> ▪ ▪ ▪ 		
Foster and spur reflective practice	<ul style="list-style-type: none"> ▪ ▪ ▪ 		

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3. These are actions that have actually been taken.
4. This section can be used to record items to reflect on, adjustments and improvements to make, observations, new learnings, anticipated repercussions, etc. It can also be used to record actions and professional acts by individuals working to develop their professional competencies for accompanying change.

QUESTIONS FOR REFLECTION associated with Competency 2

"Model reflective practice when accompanying change"

At the beginning or during the process

- ◆ What is meant by "having a model of professional practice?"
- ◆ What is meant by "building a reflective-practice model?"
- ◆ What is meant by "modeling one's reflective practice?"
- ◆ What is meant by "accompanying reflective practice?"

During or at the end of the process

- ◆ Why is reflective practice necessary for implementing a change?
- ◆ How does modeling reflective practice encourage accompanied persons to engage in this process?
- ◆ How does engaging in reflective practice foster the development of professional competencies for accompaniment?
- ◆ How do we spur people to engage in reflective practice when confronted by a major, prescribed change?
- ◆ How can we ensure that we, as well as others, engage in reflective practice?
- ◆ What are the benefits of building one's reflective-practice model and being able to account for it to colleagues? To the people we accompany?

Source: Lafortune, 2008a, p. 54.

**TAKE THE AFFECTIVE DOMAIN INTO CONSIDERATION
WHEN ACCOMPANYING CHANGE**

PROFESSIONAL ACTS

1. Act while taking the affective domain into consideration from a cognitive perspective
2. Understand the affective domain in accompaniment situations
3. Recognize affective reactions over the course of the process
4. Understand the role of the affective domain and help others understand it
5. Implement strategies for understanding the role of the affective domain in accompaniment situations
6. Commit to a reflective practice related to the affective dimension of accompaniment

ACTIONS

AS AN ACCOMPANIMENT PROVIDER

- ♦ Anticipate affective reactions
- ♦ Make choices to help the process succeed
- ♦ Recognize the causes of affective reactions
- ♦ Show openness and empathy toward affective reactions
- ♦ Plan affective domain feedback strategies
- ♦ Develop one's model of practice while bearing in mind the influence of the affective domain on the development of individuals and groups

WHEN ACCOMPANYING OTHERS

- ♦ Understand affective reactions associated with the change process
- ♦ React to what happens in the accompaniment situation
- ♦ Embrace and understand affective reactions
- ♦ Act according to affective reactions
- ♦ Use the affective domain as a lever to accompany the change
- ♦ Recognize manifestations of affective reactions
- ♦ Pinpoint the causes of these reactions
- ♦ Anticipate solutions and means to regulate these manifestations
- ♦ Use language appropriate to manifestations of the affective domain
- ♦ Interpret reactions by drawing on one's professional knowledge

ACTIONS RELATED TO THE PROFESSIONAL ACTS FOR COMPETENCY 3			
TAKE THE AFFECTIVE DOMAIN INTO CONSIDERATION WHEN ACCOMPANYING CHANGE			
Given your accompaniment context, what actions are related to your accompaniment intentions? How will these actions play out in your organization?			
Actions related to competency use¹	Actions specific to accompaniment intentions²	Actions taken³	Reflections⁴
AS AN ACCOMPANIMENT PROVIDER			
Anticipate affective reactions	<ul style="list-style-type: none"> ▪ ▪ ▪ 		
Make choices to help the process succeed	<ul style="list-style-type: none"> ▪ ▪ ▪ 		
Recognize the causes of affective reactions	<ul style="list-style-type: none"> ▪ ▪ ▪ 		
Show openness and empathy toward affective reactions	<ul style="list-style-type: none"> ▪ ▪ ▪ 		
Plan affective domain feedback strategies	<ul style="list-style-type: none"> ▪ ▪ ▪ 		
Develop one's model of practice while bearing in mind the influence of the affective domain on the development of individuals and groups	<ul style="list-style-type: none"> ▪ ▪ ▪ 		
WHEN ACCOMPANYING OTHERS			
Understand affective reactions associated with the change process	<ul style="list-style-type: none"> ▪ ▪ ▪ 		
React to what happens in the accompaniment situation	<ul style="list-style-type: none"> ▪ ▪ ▪ 		

Embrace and understand affective reactions	▪ ▪ ▪		
Act according to affective reactions	▪ ▪ ▪		
Use the affective domain as a lever to accompany the change	▪ ▪ ▪		
Recognize manifestations of affective reactions	▪ ▪ ▪		
Pinpoint the causes of these reactions	▪ ▪ ▪		
Anticipate solutions and means to regulate these manifestations	▪ ▪ ▪		
Use language appropriate to manifestations of the affective domain	▪ ▪ ▪		
Interpret reactions by drawing on one's professional knowledge	▪ ▪ ▪		

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QUESTIONS FOR REFLECTION associated with Competency 3

"Take the affective domain into consideration when accompanying change"

At the beginning or during the process

- ◆ What is meant by "taking the affective domain into consideration from a cognitive perspective?"
- ◆ How does one understand one's own affective reactions in a change accompaniment situation?
- ◆ What influence can an affective reaction have in an accompaniment situation for a prescribed change?
- ◆ What does engaging in a reflective practice linked to the affective domain of accompanying a change mean?

During or at the end of the process

- ◆ How can one take the affective domain into consideration from a cognitive perspective?
- ◆ How can understanding one's own affective reactions and those of others foster professional accompaniment?
- ◆ What affective reactions can most undermine a person's engagement when implementing a prescribed change? Explain your answer.
- ◆ How can a reflective practice linked to the affective domain of accompaniment foster commitment to implementing a change?
- ◆ How can knowledge culture improve understanding of the influence of the affective domain when accompanying a change?

Source: Lafortune, 2008a, p. 72.

**MAINTAIN REFLECTIVE-INTERACTIVE COMMUNICATION
IN PREPARING FOR AND FACILITATING
THE CHANGE PROCESS**

PROFESSIONAL ACTS

1. Explain the direction, foundations, challenges, and impact of the change
2. Show continued interest in staff involved in the change process
3. Use reflective-interactive techniques as per a socioconstructivist communication perspective
4. Communicate clearly using the terminology associated with the change

ACTIONS

AS AN ACCOMPANIMENT PROVIDER

- ♦ Express your ideas, intentions, and understanding of the change
- ♦ Share your understanding and vision of the change
- ♦ Integrate the appropriate terminology into your message and actions
- ♦ Be open to other people's ideas, representations, and vision of the change
- ♦ Be an active listener and show respect and mutual trust
- ♦ Properly interpret the messages and needs expressed by the workplace community
- ♦ Follow up on discussions and idea sharing
- ♦ Collaborate and consult with others to prepare and facilitate accompaniment tasks or situations

WHEN ACCOMPANYING OTHERS

- ♦ Suggest content, processes, techniques, and tools to facilitate understanding of the change, encourage people to update practices, and enrich the knowledge culture
- ♦ Discuss the direction, foundations, challenges, and impact of the change
- ♦ Develop definitions or grasp the meaning of the terms and concepts associated with the change
- ♦ Help people to integrate these words and concepts when discussing their practices
- ♦ Promote the development of a shared vision of the change
- ♦ Work to develop professional expertise in the workplace with regard to the change
- ♦ Question, give feedback, synthesize, reflect, and encourage moments of reflection to engender ideas and promote dialogue and communication

ACTIONS ASSOCIATED WITH THE PROFESSIONAL ACTS FOR COMPETENCY 4			
<p>MAINTAIN REFLECTIVE-INTERACTIVE COMMUNICATION IN PREPARING FOR AND FACILITATING THE CHANGE PROCESS</p> <p>Given your accompaniment context, what actions are related to your accompaniment intentions? How will these actions play out in your organization?</p>			
Actions related to competency use ¹	Actions specific to accompaniment intentions ²	Actions taken ³	Reflections ⁴
AS AN ACCOMPANIMENT PROVIDER			
Express your ideas, intentions, and understanding of the change	<ul style="list-style-type: none"> ▪ ▪ ▪ 		
Share your understanding and vision of the change	<ul style="list-style-type: none"> ▪ ▪ ▪ 		
Integrate the appropriate terminology into your message and actions	<ul style="list-style-type: none"> ▪ ▪ ▪ 		
Be open to other people's ideas, representations, and vision of the change	<ul style="list-style-type: none"> ▪ ▪ ▪ 		
Be an active listener and show respect and mutual trust	<ul style="list-style-type: none"> ▪ ▪ ▪ 		
Properly interpret the messages and needs expressed by the workplace community	<ul style="list-style-type: none"> ▪ ▪ ▪ 		
Follow up on discussions and idea sharing	<ul style="list-style-type: none"> ▪ ▪ ▪ 		
Collaborate and consult with others to prepare and facilitate accompaniment tasks or situations	<ul style="list-style-type: none"> ▪ ▪ ▪ 		

WHEN ACCOMPANYING OTHERS			
Suggest content, processes, techniques, and tools to facilitate understanding of the change, encourage people to update practices, and enrich the knowledge culture	<ul style="list-style-type: none"> ▪ ▪ ▪ 		
Discuss the direction, foundations, challenges, and impact of the change	<ul style="list-style-type: none"> ▪ ▪ ▪ 		
Develop definitions or grasp the meaning of the terms and concepts associated with the change	<ul style="list-style-type: none"> ▪ ▪ ▪ 		
Help people to integrate these words and concepts when discussing their practices	<ul style="list-style-type: none"> ▪ ▪ ▪ 		
Promote the development of a shared vision of the change	<ul style="list-style-type: none"> ▪ ▪ ▪ 		
Work to develop professional expertise in the workplace with regard to the change	<ul style="list-style-type: none"> ▪ ▪ ▪ 		
Question, give feedback, synthesize, reflect, and encourage moments of reflection to engender ideas and promote dialogue and communication	<ul style="list-style-type: none"> ▪ ▪ ▪ 		

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QUESTIONS FOR REFLECTION associated with Competency 4

"Maintain reflective-interactive communication in preparing for and facilitating the change process"

At the beginning or during the process

- ◆ How can maintaining a relationship of trust and respect help promote reflective-interactive communication with accompaniment recipients?
- ◆ For those being accompanied, what is meant by "expressing oneself using accessible vocabulary?"
- ◆ How does one go about translating the complexity of the change in a comprehensible manner?
- ◆ What is meant by "implementing reflective-interactive communication?"
- ◆ What is meant by "preparing for and facilitating the change process?"

During or at the end of the process

- ◆ How does one exercise active and respectful listening?
- ◆ How can using the correct terms in referring to theories (socioconstructivism, metacognition, reflective practice, sociocognitive conflict) hinder the engagement of certain people?
- ◆ How can a person's interpretation of ideas impair his or her engagement and trigger affective reactions?
- ◆ How can the use of reflective-interactive techniques help improve communication?

Source: Lafortune, 2008a, p. 90.

UTILIZE PROFESSIONAL COLLABORATION TO MOVE THE CHANGE PROCESS AHEAD

PROFESSIONAL ACTS

1. Build partnerships with staff engaged in the change process
2. Engage in the exercise in a spirit of collaboration, cooperation, and dialogue
3. Develop professional competencies for accompaniment both individually and collectively
4. Construct a shared vision of the change
5. Circulate information about resources, actions, and contributions among staff engaged in the change process
6. Develop networks for sharing and communication between staff engaged in the change process

ACTIONS

AS AN ACCOMPANIMENT PROVIDER

- ◆ Be familiar with the resources in the workplace
- ◆ Be open to various interpretations of the change
- ◆ Acknowledge professional expertise in the workplace
- ◆ Increase responsibility by involving people in the accompaniment process
- ◆ Share leadership, responsibilities, and tasks

WHEN ACCOMPANYING OTHERS

- ◆ Work in teams of colleagues
- ◆ Share one's perspective of teamwork
- ◆ Create conditions that foster collaboration
- ◆ Build group ownership with regard to the change
- ◆ Share expertise with others
- ◆ Compare and contrast one's vision of the change with others
- ◆ Modify conceptions of the change
- ◆ Work to create a shared understanding of the change
- ◆ Take stock of professional expertise in the workplace
- ◆ Appreciate and disseminate expertise and actions
- ◆ Foster networking by promoting the circulation of information and the revisiting of experiences and actions
- ◆ Record the process
- ◆ Mobilize the professional community
- ◆ Identify theoretical aspects of practices in the workplace

ACTIONS ASSOCIATED WITH THE PROFESSIONAL ACTS FOR COMPETENCY 5			
UTILIZE PROFESSIONAL COLLABORATION TO MOVE THE CHANGE PROCESS AHEAD			
Given your accompaniment context, what actions are related to your accompaniment intentions? How will these actions play out in your organization?			
Actions related to competency use¹	Actions specific to accompaniment intentions²	Actions taken³	Reflections⁴
AS AN ACCOMPANIMENT PROVIDER			
Be familiar with the resources in the workplace	<ul style="list-style-type: none"> ▪ ▪ ▪ 		
Be open to various interpretations of the change	<ul style="list-style-type: none"> ▪ ▪ ▪ 		
Acknowledge professional expertise in the workplace	<ul style="list-style-type: none"> ▪ ▪ ▪ 		
Increase responsibility by involving people in the accompaniment process	<ul style="list-style-type: none"> ▪ ▪ ▪ 		
Share leadership, responsibilities, and tasks	<ul style="list-style-type: none"> ▪ ▪ ▪ 		
WHEN ACCOMPANYING OTHERS			
Work in teams of colleagues	<ul style="list-style-type: none"> ▪ ▪ ▪ 		
Share one's perspective of teamwork	<ul style="list-style-type: none"> ▪ ▪ ▪ 		
Create conditions that foster collaboration	<ul style="list-style-type: none"> ▪ ▪ ▪ 		
Build group ownership with regard to the change	<ul style="list-style-type: none"> ▪ ▪ ▪ 		

Share expertise with others	▪ ▪ ▪		
Compare and contrast one's vision of the change with others	▪ ▪ ▪		
Modify conceptions of the change	▪ ▪ ▪		
Work to create a shared understanding of the change	▪ ▪ ▪		
Take stock of professional expertise in the workplace	▪ ▪ ▪		
Appreciate and disseminate expertise and actions	▪ ▪ ▪		
Foster networking by promoting the circulation of information and the revisiting of experiences and actions	▪ ▪ ▪		
Record the process	▪ ▪ ▪		
Mobilize the professional community	▪ ▪ ▪		
Identify theoretical aspects of practices in the workplace	▪ ▪ ▪		

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QUESTIONS FOR REFLECTION associated with Competency 5*"Utilize professional collaboration to move the change process ahead"*

At the beginning or during the process

- ◆ What is meant by "professional collaboration" in a change implementation process?
- ◆ What is meant by "working complementarily?"
- ◆ What is meant by "working in consultation?"
- ◆ What is meant by "working in teams of colleagues?"
- ◆ What is meant by "cotraining?"
- ◆ What is meant by "mutual training?"

During or at the end of the process

- ◆ How can we work in synergy with a team of colleagues?
- ◆ How does working in a team of colleagues encourage the development of professional competencies?
- ◆ How does professional collaboration help implement a prescribed change?
- ◆ How does the development of a network for sharing and communication promote the updating of practices?

Source: Lafortune, 2008a, p. 103.

MAKE USE OF ACTION PLANS TO ACCOMPANY THE CHANGE PROCESS

PROFESSIONAL ACTS

1. Discuss the nature of the change with a view to action
2. Prepare accompaniment tasks and situations to help implement the change
3. Encourage the mobilization and development of a knowledge culture in the accompanied workplace
4. Choose processes, contents, means, tools, or accompaniment materials that facilitate professional development stance
5. Focus on approaches and practices consistent with implementing the change
6. Support the development, initiation, analysis, and adjustment of action plans

ACTIONS

AS AN ACCOMPANIMENT PROVIDER

- ◆ Take steps to enrich one's knowledge culture
- ◆ Develop affective security in the face of the change
- ◆ Construct a representation of the change and share it with others to validate understanding
- ◆ Think about how people will react to questions and proposed actions
- ◆ Recognize the signs, causes, and consequences of resistance to the change
- ◆ Verbalize one's mental processes
- ◆ Explain one's actions
- ◆ Monitor the progress of the change
- ◆ Exercise accompaniment leadership

WHEN ACCOMPANYING OTHERS

- ◆ Choose actions, prioritizing those that facilitate the understanding of the change.
- ◆ Question, compare, and reexamine ideas, beliefs, representations, and practices
- ◆ Anticipate the reactions of those being accompanied
- ◆ Choose gateways and a process to follow in order to move the change forward
- ◆ Keep evidence of the process, the experiments conducted, and the progress achieved
- ◆ Collectively plan accompaniment
- ◆ Encourage participants to speak out
- ◆ Use techniques that encourage adjustment
- ◆ Review experiences with a critical eye
- ◆ Set goals for learning and change
- ◆ Justify approaches and practices by explaining how they tie in to goals
- ◆ Provide back-and-forth feedback on intervention preparation, predicting, implementation, monitoring, and analysis
- ◆ Encourage participants to self-evaluate with a view to professional autonomy
- ◆ Help foster a feeling of affective security in the face of the change

ACTIONS ASSOCIATED WITH THE PROFESSIONAL ACTS FOR COMPETENCY 6			
MAKE USE OF ACTION PLANS TO ACCOMPANY THE CHANGE PROCESS			
Given your accompaniment context, what actions are related to your accompaniment intentions? How will these actions play out in your organization?			
Actions related to competency use¹	Actions specific to accompaniment intention²	Actions taken³	Reflections⁴
AS AN ACCOMPANIMENT PROVIDER			
Take steps to enrich one's knowledge culture	<ul style="list-style-type: none"> ■ ■ ■ 		
Develop affective security in the face of the change	<ul style="list-style-type: none"> ■ ■ ■ 		
Construct a representation of the change and share it with others to validate understanding	<ul style="list-style-type: none"> ■ ■ ■ 		
Think about how people will react to questions and proposed actions	<ul style="list-style-type: none"> ■ ■ ■ 		
Recognize the signs, causes, and consequences of resistance to the change	<ul style="list-style-type: none"> ■ ■ ■ 		
Verbalize one's mental processes	<ul style="list-style-type: none"> ■ ■ ■ 		
Explain one's actions	<ul style="list-style-type: none"> ■ ■ ■ 		
Monitor the progress of the change	<ul style="list-style-type: none"> ■ ■ ■ 		
Exercise accompaniment leadership	<ul style="list-style-type: none"> ■ ■ ■ 		

WHEN ACCOMPANYING OTHERS			
Choose actions, prioritizing those that facilitate the understanding of the change	<ul style="list-style-type: none"> ▪ ▪ ▪ 		
Question, compare, and reexamine ideas, beliefs, representations, and practices	<ul style="list-style-type: none"> ▪ ▪ ▪ 		
Anticipate the reactions of those being accompanied	<ul style="list-style-type: none"> ▪ ▪ ▪ 		
Choose gateways and a process to follow in order to move the change forward	<ul style="list-style-type: none"> ▪ ▪ ▪ 		
Keep evidence of the process, the experiments conducted, and the progress achieved	<ul style="list-style-type: none"> ▪ ▪ ▪ 		
Collectively plan accompaniment	<ul style="list-style-type: none"> ▪ ▪ ▪ 		
Encourage participants to speak out	<ul style="list-style-type: none"> ▪ ▪ ▪ 		
Use techniques that encourage adjustment	<ul style="list-style-type: none"> ▪ ▪ ▪ 		
Review experiences with a critical eye	<ul style="list-style-type: none"> ▪ ▪ ▪ 		
Set goals for learning and change	<ul style="list-style-type: none"> ▪ ▪ ▪ 		
Justify approaches and practices by explaining how they tie in to goals	<ul style="list-style-type: none"> ▪ ▪ ▪ 		

Provide back-and-forth feedback on intervention preparation, predicting, implementation, monitoring, and analysis	<ul style="list-style-type: none"> ■ ■ ■ 		
Encourage participants to self-evaluate with a view to professional autonomy	<ul style="list-style-type: none"> ■ ■ ■ 		
Help foster a feeling of affective security in the face of the change	<ul style="list-style-type: none"> ■ ■ ■ 		

1. These actions are related to the competency use identified as conducive to accompanying change.
2. These actions are tied to the competency-related actions, but are more specifically aimed at a group's or organization's accompaniment intentions. They are more closely tied to the accompaniment context, the knowledge culture of the workplace or organization, and staff taking part in the process.
3. These are actions that have actually been taken.
4. This section can be used to record items to reflect on, adjustments and improvements to make, observations, new learnings, anticipated repercussions, etc. It can also be used to record actions and professional acts by individuals working to develop their professional competencies for accompanying change.

QUESTIONS FOR REFLECTION associated with Competency 6

"Make use of action plans to accompany the change process"

At the beginning or during the process

- ◆ What is an action plan for implementing a change?
- ◆ Why are planning and predicting important phases in preparing an intervention?
- ◆ What motivates the commitment to initiate action?
- ◆ How would one define and explain the modeling of an accompaniment process?

During or at the end of the process

- ◆ In what way is evidence keeping a professional act?
- ◆ How is knowledge culture mobilized in an accompaniment situation?
- ◆ How can feedback on interventions be provided from a socioconstructivist perspective?
- ◆ In what way does thorough but flexible preparation lay the groundwork for accompanying a prescribed change?
- ◆ How can accompaniment providers help accompanied persons overcome their resistance to change?
- ◆ What can be done to help foster a professional development stance?
- ◆ What can be done to carry out action plans rather than juxtaposing ad hoc initiatives?

Source: Lafortune, 2008a, p. 117.

USE EVALUATION IN THE CHANGE PROCESS

PROFESSIONAL ACTS

1. Ask staff how they perceive the change and its progress in the workplace
2. Observe how the change evolves
3. Analyze how the change evolves and the extent to which it is implemented
4. Adjust one's actions over the course of the intervention
5. Write analytical summaries of one's actions and those of accompanied individuals

ACTIONS

AS AN ACCOMPANIMENT PROVIDER

- ♦ Be aware of how one has evolved oneself
- ♦ Consider evaluation as an accompaniment aid
- ♦ Step back from the action to analyze it and make adjustments
- ♦ Put in place means to evaluate professional competency development
- ♦ Set observation goals and criteria
- ♦ Examine one's practices along with those of colleagues and accompanied individuals
- ♦ Evaluate one's development and progress

WHEN ACCOMPANYING OTHERS

- ♦ Spur reflection on intervention and evaluation practices
- ♦ Consider various evaluation practices to follow the change as it evolves
- ♦ Keep evidence of progress
- ♦ Measure the progress of accompanied individuals
- ♦ Share and discuss one's observations and reflections
- ♦ Analyze how the change has evolved and adjust intervention
- ♦ Get staff to interact, work together, and consult each other at various times about adjustments to be made
- ♦ Build the accompaniment sequence according to choices, needs, progress, and expertise

ACTIONS ASSOCIATED WITH THE PROFESSIONAL ACTS FOR COMPETENCY 7			
USE EVALUATION IN THE CHANGE PROCESS			
Given your accompaniment context, what actions are associated with your accompaniment intentions? How will these actions play out in your organization?			
Actions related to competency use¹	Actions specific to accompaniment intentions²	Actions taken³	Reflections⁴
AS AN ACCOMPANIMENT PROVIDER			
Be aware of how one has evolved oneself	<ul style="list-style-type: none"> ▪ ▪ ▪ 		
Consider evaluation as an accompaniment aid	<ul style="list-style-type: none"> ▪ ▪ ▪ 		
Step back from the action to analyze it and make adjustments	<ul style="list-style-type: none"> ▪ ▪ ▪ 		
Put in place means to evaluate professional competency development	<ul style="list-style-type: none"> ▪ ▪ ▪ 		
Set observation goals and criteria	<ul style="list-style-type: none"> ▪ ▪ ▪ 		
Examine one's practices along with those of colleagues and accompanied individuals	<ul style="list-style-type: none"> ▪ ▪ ▪ 		
Evaluate one's development and progress	<ul style="list-style-type: none"> ▪ ▪ ▪ 		

WHEN ACCOMPANYING OTHERS			
Spur reflection on intervention and evaluation practices	<ul style="list-style-type: none"> ■ ■ ■ 		
Consider various evaluation practices to follow the change as it evolves	<ul style="list-style-type: none"> ■ ■ ■ 		
Keep evidence of progress	<ul style="list-style-type: none"> ■ ■ ■ 		
Measure the progress of accompanied individuals	<ul style="list-style-type: none"> ■ ■ ■ 		
Share and discuss one's observations and reflections	<ul style="list-style-type: none"> ■ ■ ■ 		
Analyze how the change has evolved and adjust intervention	<ul style="list-style-type: none"> ■ ■ ■ 		
Get staff to interact, work together, and consult each other at various times about adjustments to be made	<ul style="list-style-type: none"> ■ ■ ■ 		
Build the accompaniment sequence according to choices, needs, progress, and expertise	<ul style="list-style-type: none"> ■ ■ ■ 		

1. These actions are related to the competency use identified as conducive to accompanying change.
2. These actions are tied to the competency-related actions, but are more specifically aimed at a group's or organization's accompaniment intentions. They are more closely tied to the accompaniment context, the knowledge culture of the workplace or organization, and staff taking part in the process.
3. These are actions that have actually been taken.
4. This section can be used to record items to reflect on, adjustments and improvements to make, observations, new learnings, anticipated repercussions, etc. It can also be used to record actions and professional acts by individuals working to develop their professional competencies for accompanying change.

QUESTIONS FOR REFLECTION associated with Competency 7

"Use evaluation in the change process"

At the beginning or during the process

- ◆ What does observing how a change has evolved mean?
- ◆ How can evaluation practices be used in a change process?
- ◆ What role can colleagues play in updating one's professional practices?
- ◆ How can self-evaluation, coevaluation, and mutual evaluation be used to spur engagement in a change process?
- ◆ How can evaluation practices linked to the change be used in the accompaniment process by adopting a socioconstructivist perspective?
- ◆ How can reexamining one's perceptions and beliefs support professional competency development with regard to the use of evaluation practices?

During or at the end of the process

- ◆ How is it possible to reexamine practices without generating certain forms of resistance?
- ◆ What does an observation that raises awareness or leads to adjustments and new practices consist of?
- ◆ How does teamwork among colleagues help adjust and fine-tune actions and professional acts?
- ◆ How can analysis be facilitated when the change is directed or involves prescriptive elements?

Source: Lafortune, 2008a, p. 140.

USE PROFESSIONAL JUDGMENT, ACTING ETHICALLY AND CRITICALLY

PROFESSIONAL ACTS

1. Know one's model of practice and be able to explain it
2. Exercise critical thinking with an open mind
3. Justify decisions and actions
4. Recognize and respect other's values and representations
5. Avoid any form of discrimination, hasty conclusions, or inappropriate words or acts
6. Take a democratic approach
7. Understand the framework of the change, and use it wisely
8. Make connections between professional, critical, and ethical judgment in considering the cognitive, metacognitive, affective, and social domains

ACTIONS

AS AN ACCOMPANIMENT PROVIDER

- ◆ Be able to explain one's model of practice
- ◆ Accept criticism and feedback from others
- ◆ Be creative
- ◆ Show reflective-interactive autonomy
- ◆ Recognize one's attitudes and beliefs
- ◆ Understand the role of rational and affective elements
- ◆ Take the critical distance to ensure discipline, coherence, and transparency
- ◆ Practice modeling by being an example
- ◆ Be aware of one's inconsistencies
- ◆ Accept uncertainty, tolerate ambiguity
- ◆ Take risks
- ◆ Respect others by considering their "zone of proximal development"
- ◆ Fight stereotypes and prejudice
- ◆ Avoid categorization, labeling, unfair generalization
- ◆ Take into account the complementarity of accompanied staff

WHEN ACCOMPANYING OTHERS

- ◆ Examine problems as a whole, considering their complexity
- ◆ Explore different points of view and justify, compare, and reexamine one's own
- ◆ Review, validate, confirm, reexamine, and adjust decisions
- ◆ Use interaction, reexamination, reflection, and feedback to support the reconstruction or emergence of a new system of values
- ◆ Create an open attitude toward diversity
- ◆ Identify and implement strategies adapted to the response observed
- ◆ Challenge positions, create uncertainty
- ◆ Be prepared to explain interpretations

ACTIONS ASSOCIATED WITH THE PROFESSIONAL ACTS FOR COMPETENCY 8			
USE PROFESSIONAL JUDGMENT, ACTING ETHICALLY AND CRITICALLY			
Given your accompaniment context, what actions are associated with your accompaniment intentions? How will these actions play out in your organization?			
Actions related to competency use ¹	Actions specific to accompaniment intentions ²	Actions taken ³	Reflections ⁴
AS AN ACCOMPANIMENT PROVIDER			
Be able to explain one's model of practice	<ul style="list-style-type: none"> ■ ■ ■ 		
Accept criticism and feedback from others	<ul style="list-style-type: none"> ■ ■ ■ 		
Be creative	<ul style="list-style-type: none"> ■ ■ ■ 		
Show reflective-interactive autonomy	<ul style="list-style-type: none"> ■ ■ ■ 		
Recognize one's attitudes and beliefs	<ul style="list-style-type: none"> ■ ■ ■ 		
Understand the role of rational and affective elements	<ul style="list-style-type: none"> ■ ■ ■ 		
Practice modeling by being an example	<ul style="list-style-type: none"> ■ ■ ■ 		
Be aware of one's inconsistencies	<ul style="list-style-type: none"> ■ ■ ■ 		
Accept uncertainty, tolerate ambiguity	<ul style="list-style-type: none"> ■ ■ ■ 		

Take risks	<ul style="list-style-type: none"> ▪ ▪ ▪ 		
Respect others by considering their "zone of proximal development"	<ul style="list-style-type: none"> ▪ ▪ ▪ 		
Fight stereotypes and prejudice	<ul style="list-style-type: none"> ▪ ▪ ▪ 		
Avoid categorization, labeling, unfair generalization	<ul style="list-style-type: none"> ▪ ▪ ▪ 		
Take into account the complementarity of accompanied staff	<ul style="list-style-type: none"> ▪ ▪ ▪ 		
WHEN ACCOMPANYING OTHERS			
Examine problems as a whole, considering their complexity	<ul style="list-style-type: none"> ▪ ▪ ▪ 		
Explore different points of view and justify, compare, and reexamine one's own	<ul style="list-style-type: none"> ▪ ▪ ▪ 		
Review, validate, confirm, reexamine, and adjust decisions	<ul style="list-style-type: none"> ▪ ▪ ▪ 		
Use interaction, reexamination, reflection, and feedback to support the reconstruction or emergence of a new system of values	<ul style="list-style-type: none"> ▪ ▪ ▪ 		
Create an open attitude toward diversity	<ul style="list-style-type: none"> ▪ ▪ ▪ 		

Identify and implement strategies adapted to the response observed	<ul style="list-style-type: none"> ▪ ▪ ▪ 		
Challenge positions, create uncertainty	<ul style="list-style-type: none"> ▪ ▪ ▪ 		
Be prepared to explain interpretations	<ul style="list-style-type: none"> ▪ ▪ ▪ 		

1. These actions are related to the competency use identified as conducive to accompanying change.
2. These actions are tied to the competency-related actions, but are more specifically aimed at a group's or organization's accompaniment intentions. They are more closely tied to the accompaniment context, the knowledge culture of the workplace or organization, and staff taking part in the process.
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4. This section can be used to record items to reflect on, adjustments and improvements to make, observations, new learnings, anticipated repercussions, etc. It can also be used to record actions and professional acts by individuals working to develop their professional competencies for accompanying change.

QUESTIONS FOR REFLECTION associated with Competency 8

"Use professional judgment, acting ethically and critically"

At the beginning or during the process

- ◆ What are the characteristics of a person who uses professional judgment wisely?
- ◆ What are the characteristics of professional judgment?
- ◆ What are the links between ethics and professional judgment?
- ◆ What is the role of a critical perspective in the use of professional judgment?
- ◆ What does it mean to show consistency between thoughts and actions?
Between beliefs and practices?
- ◆ How can one ensure that professional judgment is disciplined, consistent, and transparent?

During or at the end of the process

- ◆ How can engagement in a reflective practice promote the use of professional judgment?
- ◆ How can the ability to explain one's model of practice help a person develop and use professional judgment?
- ◆ What factors can influence the use of professional judgment?
- ◆ How can one use professional judgment ethically in making certain professional decisions?
- ◆ How does teamwork help develop professional judgment?

Source: Lafortune, 2008a, p. 155.



GLOSSARY

This glossary is intended as a form of dictionary to provide explanations for concepts and expressions used in the education community and other fields where change involves accompaniment. It covers concepts and expressions that have been developed or used in a particular way as part of an accompaniment-research-training project related to changes in education. These concepts and expressions serve as benchmarks used by a group of people to describe, situate, and circumscribe change and better understand the requirements for accompanying change within an organization. This glossary contributes to the development of a shared vision of change. It is largely based on the following works: *Compétences professionnelles à l'accompagnement d'un changement. Un référentiel* (Lafortune, 2008a); and *Un Modèle d'accompagnement professionnel d'un changement. Pour un leadership novateur* (Lafortune, 2008b).

Accompaniment

Accompaniment is a form of support based on a process of professionalization. It assumes consistency between the work of accompaniment providers and the goals set for them in the accompaniment process. The process involves a form of modeling that uses a working example transferable into a workplace or group accompaniment situation. It is designed for those implementing changes that demand modifications to professional practice, with all the questions, apprehensions, uncertainties, ambiguities, and risk-taking that this entails. It requires reflective-interactive practice on the part of the accompaniment providers and those being accompanied.

Accompaniment is conducted in collaboration with workplace communities and groups that chart their own course with respect to their need for help in navigating a change. These choices are the result of collective decisions made on the basis of resources, staff expertise, existing workplace practices, and the aims and intentions of the change. The accompanied persons transfer the accompaniment model by adapting the approach to their particular situation. To do so, they are encouraged to document their process of accompaniment and the experiments conducted in their workplace. This makes it possible to track the progress of the accompanied persons and groups and understand their approach. Accompaniment also implies collegiality that may develop into professional collaboration over time (for further explanation, see Lafortune, 2008a).

Accompaniment leadership

Accompaniment leadership is a process that orients professional practices by providing direction for change. It is exercised and developed through individual and group reflection and through interaction with personnel affected by a 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.

Normally, accompaniment leadership influences the level of staff engagement and encourages steps to translate commitment to the change into concrete action or into action and accompaniment plans. Such leadership fosters innovation and initiative, but also presupposes a certain form of collegiality and the sharing of power and responsibility with accompanied staff. This type of leadership cannot be imposed. It is recognizable through its achievements, the relationship the leader maintains with the work team or staff at the organization or business involved, the trust he or she inspires, and so on.

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 openness, skepticism, questioning, or rejection (Lafortune 2006). It involves interaction, collective reflections, actions, collective analyses, and regulations. Accompaniment leaders share various characteristics, including a certain culture, ethical behavior, an ability to take the affective dimension into account, and a commitment to reflective practice (for further explanation, see Lafortune, 2008a).

Accompaniment process

The accompaniment process is a dynamic process that fosters action and leads to change. It involves a set of professional acts 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 tools (self-questioning, interaction, co-construction, reflection, analysis, modeling, etc.). 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 the cognitive, metacognitive, affective, and social dimensions.

From a content perspective, accompaniment combines theory with practice, and reflection with action in an integrated, complementary manner. Implementation of this process calls for a culture that manifests itself in attitudes, knowledge, strategies, abilities, and experience, but also through the development and exercise of professional competencies associated with accompaniment leadership. By its duration and continuous nature, the process encourages change and helps ensure that its foundations, aims, and content are integrated in a durable way. More generally, it fosters interrelated initiatives for training a workplace community through mutual aid, collaboration, and communication (also see Lafortune and Deaudelin, 2001; Lafortune and Martin, 2004).

Action initiation

Action initiation is the moment chosen by an individual or group to initiate actions, professional acts, or accompaniment situations to facilitate a change. It is a crucial and often difficult phase because change, especially significant change, forces people to adjust their models of intervention. These adjustments vary in scope depending on the accompanied individuals or groups and their position with respect to the change. Action initiation is essential for ensuring the updating and long-term viability of practices associated with the theoretical foundations of a change. Two phases can drive action initiation: 1) change-related narratives of practices and experiences that generate reflective-interactive feedback, and serve as a window on workplace practices, providing inspiration and an opportunity to learn about giving feedback on other experiences; 2) subgroup accompaniment of action plans developed and led by accompanied persons. These phases encourage people to initiate actions and experiments facilitating a change or to support the change accompaniment process.

Action initiation presupposes *a)* a team-designed and planned project; *b)* experimentation and action; *c)* monitoring; *d)* individual and group analysis; *e)* adjustments, and; *f)* evidence keeping.

Action plan

An action plan can take the shape of an intervention sequence, plans to carry out various professional acts, or a structure suggesting actions to implement as part of a change accompaniment process. Action plan implementation helps facilitate change, the updating of professional practices, and the development of professional competencies. These action plans presuppose a close link between the planning, predicting, design, development, implementation, and evaluation of a set of tasks, at the same time taking into account the knowledge culture in the field and the accompanied workplace. These plans are reflective actions comprised of a series of professional acts, actions, and means that foster collegial effort to implement a change. Accompaniment providers put in place a complex reflective-interactive mechanism that encourages accompanied individuals to gradually engage in the change. This is achieved through interaction, using socioconstructivist accompaniment tasks and situations. People manifest their desire or intention to change or learn by engaging in the accompaniment process; initiating action by planning and developing action and accompaniment plans; conducting experiments in their workplace; and revisiting the process, means, and tools used to develop competencies among the people being accompanied.

Successfully implementing a change involves taking action and putting in place action plans that require thorough preparation and offer realistic opportunities for adaptation, given the learning paths of accompanied staff. By structuring action plans to accompany the change, accompaniment providers develop a long term vision to support those being accompanied. In doing so, they ask how their plans will support people working to develop new professional practices, or how they will foster buy-in to the change.

Plan development helps mobilize change-inclined resources and knowledge culture. It provides support, followup, and continuity, and promotes the reinvestment of learning. During the planning process, accompaniment providers take advantage of their collective competencies by working with their colleagues. Together, they set priorities and choose actions, strategies, and means for the change. These action plans are structured for consistency with the foundations, aims and intentions of the change. In the course of planning, accompaniment providers question the object (the what) of their intervention and how they plan to achieve it. Together they explore and discuss their actions and practices with a view to analysis, reexamination, and regulation. They critically examine the means and actions implemented to develop and exercise their accompaniment leadership. The action plan is generally spread over a number of meetings that include training aspects (theory and practice) and followup. A plan like this has several components: a conceptual thread, intentions, actions and justifications, predicting, possible adjustments, reflection, and mechanisms for evidence keeping (for further explanation, see Lafortune, 2008a).

Coconstruction

Coconstruction is a process that enables individuals to construct new representations from existing ones by comparing and contrasting their views with those of other people involved in the process, in a spirit of discussion and sharing. 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 socio-constructivist accompaniment, participants compare and contrast their constructions with those of others involved in a similar process. Likewise, 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. Collective construction of a model of practice for a change helps build a shared vision of 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, 2004d,e; Lafortune and Deaudelin, 2001a. For further explanation, see Lafortune, 2008a,b).

Cofacilitation

Cofacilitation is a form of professional collaboration associated with socioconstructivist accompaniment. It serves as a “safety net” for accompaniment providers, affording them support from one or more colleagues. Providers not only benefit from mutual support, but also from the input their colleagues can provide. Multiple interactions (information sharing, discussion, etc.) about ideas, actions, and strategies foster better analysis and provide critical distance that helps clarify choices and improve decision making. Cofacilitation encourages the sharing of theoretical foundations that enrich the respective knowledge cultures of the partners involved. It injects an element of dynamism into their work by allowing individuals to contribute to the construction, justification, and consolidation of their intervention models, and gain a conscious awareness of their beliefs about teamwork and about accompaniment in general. It also helps ensure monitoring and continuity in the event of a team member’s departure (for further explanation, see Lafortune, 2008b).

Competencies in development

A competency in development is one whose development is ongoing. Competency development is a lifelong endeavor. Regardless of age, knowledge, abilities, or experience, people try to achieve greater mastery every time they use a competency in a new and different situation. This idea of a competency in development is rooted in the impossibility of identifying all situations where a competency may be required. On the other hand, 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. In order to fully appreciate the dynamic aspect of this process, it is appropriate to talk about developing competencies. A competency is developing 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.

Competency development involves drawing on knowledge and existing abilities that are not fully mastered. 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 progress toward full mastery of a skill. When change is implemented, the people affected strive to incorporate new skills and explore new ground, which is why it is more difficult to develop competencies than to use them. In a context where competency development is an ongoing, open-ended process, use of a competency has to do with 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. It is an action-based process and leads to autonomy (Lafortune, 2004d,e).

Conceptual thread

The conceptual thread explicitly clarifies the spirit of the accompaniment process or action plan. It is used to guide reflections and actions, establish links between the ideas set forth and the actions taken, and revisit these actions to articulate the meaning, connections, and cohesiveness of the accompaniment process (Lafortune, 2004e). It allows participants to reexamine the ground covered (individually and collectively) by explicitly identifying the subjects and processes experimented with during the accompaniment process. It helps reframe, adjust, and regulate actions and the process. Contextualization of the conceptual thread that ran through meetings over the course of a year helps foster awareness of the progress made, and establish links between past and future action by facilitating planning. The conceptual thread helps clarify the meaning of actions, ensure consistency in the accompaniment process, and appreciate how consistency was achieved. It also opens up new avenues for reflection and action, and can even revitalize the reflection/action process (for further explanation, see Lafortune, 2008a).

Emergent theory building

“Emergent theory building is a process whereby theoretical discoveries are made based primarily on the action that a studied community takes as part of its own study. The community actively helps researchers achieve greater understanding at the same time that it comes to a better understanding of itself. It can suggest a problem, reorient research and intervention to a more productive path, and critique or validate research results. Emergent theory building is the product of interaction and of the coconstructions created by individuals from the community 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 for dissection and improvement, while also drawing on existing theories.”

(Lafortune, 2004d, pp. 297-298 [translation].)

During the accompaniment process, people reflect on change, gain new awareness, establish links, and make 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 (Lafortune 2008a).

Engagement

Guillemette (2006) defines engagement as a willing, voluntary, conscious, and deliberate personal investment, or as a profound attachment. Engagement demonstrates the importance that an individual accords to a goal or person with whom he or she has ties, and guarantees the completion of tasks the individual has undertaken. Kiesler (1971) also associates engagement with tasks, likening it to “the tie that binds an individual to the acts that he consciously, freely, and willingly carries out. According to the author, acts alone commit individuals [...]” (Kiesler, 1971, cited in Pirot and De Ketele, 2000, pp. 368-369 [translation]).

In accompanying change, engagement also refers to action, because initiating action is vital to implementing change. However, engagement may also involve preparing for action; an individual can be engaged without actually taking action. In an accompaniment process, not everyone takes action at the same time. An individual may claim to be committed to a change, but the level of commitment will determine whether action ensues or not. For some people, action may take longer. Conversely, other actions can be carried out in the absence of true commitment. Nonetheless, the accompaniment model helps the accompanied individuals realize the importance of action in moving the change process forward.

In other words, engagement manifests itself in observable professional acts. Individuals show their commitment through their actions, even in situations that are not always conducive or favorable to implementing change.

“Being engaged” can also mean being subject to constraint; this is known as obligation or locked-in engagement (Jaros *et al.*, 1993; Johnson, 1995). This type of engagement may exist simply because the envisaged change is considered impossible. In such cases, individuals remain engaged because they feel that they have no other choice (Adams, 1999; Becker, 1964; Gérard, 1965; Levinger, 1999). Self-engagement, on the other hand, assumes both freedom *and* constraint (Strauss, 1992), and the belief that the situation does not depend solely on structural constraints, but on oneself as an individual and on one’s choices and actions (Nadot, 1998). An individual may “be engaged” without having actively made a commitment, or without having done so consciously or voluntarily (Becker, 1964; Lawler and Yoon, 1993; Leik *et al.*, 1999; Strauss, 1992). In other words, the state of being engaged (or the engagement state) may be the result of an obligation engagement (Guillemette (2006, pp. 18-21).

Engagement can also be qualified as a dynamic and open-ended process that takes different dimensions of engagement (affective, cognitive, metacognitive, and social) into account. These dimensions are part of a socioconstructivist perspective that tends to portray engagement as something that develops and transforms itself depending on the interactions

that people have in their workplace. However, there is a distinction to be made between the concept of engagement (willing, voluntary, conscious, and deliberate personal investment or profound attachment) and the concept of engagement in a context of significant and prescribed change (questioning, reflecting on practices, taking initiative and action). Consequently, engagement takes on different meanings depending on the context.

Only individuals have the power to define and commit to their engagement, which is why we often talk about self-engagement. “[T]he self is both subject and object of the action; it is a matter of engaging oneself by oneself. Actions with this characteristic—i.e., whose subject and object are the same—can be termed autonomous” (Guillemette, 2006, p17 [translation]). Manifestations of engagement can be observed in an individual’s attitudes and actions. From a socioconstructivist accompaniment perspective, intrinsic commitment is a way to express one’s freedom and implies voluntary choice. By observing people’s attitudes and actions, it is possible to determine, interpret, and qualify the commitment they have made. In the case of an accompaniment model for change, self-engaging means adopting a professional development posture. The models seek to foster a level of engagement among the persons being accompanied so that they will act in a way that facilitates a change within their organization. Through their actions, they alone can define, bear witness to, and be accountable for their engagement, consciously or not. One characteristic of a committed individual may be to take initiative and action above and beyond what is required. Individuals who act this way show that they like and believe in what they do, and enjoy doing it. They take an interest in their profession and the professional acts they perform allow them to achieve personal and professional fulfillment. They are proactive, perseverant, and have a sense of responsibility. They seek to understand or pursue actions undertaken in a particular situation, and contribute to them in a manner consistent with their own values and beliefs.

Engagement can also refer to interest in individual or group actions to undertake. Depending on the level of interest in the change being implemented, commitment can range from “rather low” to “very high.” If commitment is high, barriers to change rapidly disappear and solutions are readily identified. If it is low, barriers easily lead to withdrawal, discouragement, and weaker commitment to finding a solution (Lafortune, Mongeau, Daniel and Pallascio, 2000). There are different types of engagement, including professional engagement; relational engagement; voluntary, cognitive, and reflective engagement; and more (for further explanation, see Lafortune, 2008).

Enrichment of the knowledge culture

Enrichment of the knowledge culture is the introduction or development of new knowledge, practices, concepts, topics, competencies, and strategies in a specific field and workplace that helps provide the accompaniment and training necessary to understand the foundations of a change. It encourages an informed reading of change by providing a credibly argued vision for both those interested in understanding the change and those who resist it. It is not a matter of “converting” or “indoctrinating” the persons being accompanied. Instead, the goal is to provide tools that encourage them to think about the goals, scope, and underlying foundations of the change in order to nourish their reflections and, ideally, encourage them to understand and gradually accept the change.

Implementation of a major prescribed change enriches the knowledge culture, thereby helping participants understand the foundations of the change and acquire the necessary autonomy to adapt their professional practices or model of practice. In a changing world, enhancing the professional knowledge culture is associated with professional development and the successive regulation of professional practices. To be or become an accompaniment provider, it is vital to enrich one’s knowledge culture: it helps accompanied persons see the relationships between theory and practice.

Developing a knowledge culture in the field affected by the change helps ensure that the accompaniment approach is consistent, relevant, and theoretically grounded. However, there are questions as to the scope and depth of this culture. According to Lafortune and Martin (2004), it is not just a body of knowledge. It is a set of attitudes, knowledge, strategies, abilities, competencies, and experiences that allowed those being accompanied to

develop their critical judgment, creativity, critical distance, and self-assurance. It is an active culture in the sense that accompaniment providers draw upon their own resources and examples in the accompaniment process. This assumes a link between the proposed actions and the theoretical rationale put forward (adapted from Lafortune and Martin, 2004) (for further explanation, see Lafortune, 2008a,b).

Evaluation in accompanying change

Evaluation is a complex process that consists of examining and critically reflecting on the renewal of professional practices put in motion by a change in an organization, and the extent to which that change is successfully implemented. It involves judging one's progress in the change process, as well as the progress of accompanied staff. Evaluation performs a helping and supporting function in the process of accompanying change. It is used with an eye to fostering progress and professional development, taking into account the prescriptive aspects and guidelines for the change being implemented.

Evaluation is carried out using data collected from accompanied staff in accordance with explicit criteria. Once analyzed and interpreted, the data is discussed with the staff, enabling them to measure and validate the progress of the change or the development of their accompaniment skills. From this perspective, evaluation practices help guide the choice of future actions and determine which measures are necessary for further progress in the change process. In the socioconstructivist approach to accompanying change, evaluation is reflective and interactive, i.e., it makes ample room for the reflections, contributions, and involvement of staff by taking their ideas, values, viewpoints, and professional expertise into account. Evaluation also helps in assessing, analyzing, and understanding the extent to which change has been implemented by determining what has actually been done, the time required to do it, and the level of staff autonomy in the change process (for further explanation, see Lafortune, 2008a).

Evidence keeping

Evidence keeping is a useful means of systematically collecting information to keep track of the path or progress of those on the inside of the change accompaniment process. It uses tools like questionnaires, information sheets, moments of reflection, syntheses, coconstruction, recordings, accompaniment journals, etc. Evidence keeping encourages reflection as well as the analysis of existing professional practices and practices associated with change. 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 predicting, revisiting, reviewing, monitoring, and evaluating; it helps us understand the evolution of the process, identify its strengths and weaknesses, measure progress, retrace steps taken, summarize the process, and establish ties between meetings. It facilitates regulation and adjustment and helps improve the accompaniment process (for further explanation, see Lafortune, 2008b).

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 influence competency acquisition on the part of learners, because it encourages them to reframe, challenge, or regulate their knowledge in the aim of change, advancement, evolution, or explanation. Its goal is to inform rather than control, while at the same time promoting efficiency, creativity, and autonomy among staff. Feedback appears to affect the motivation of learners, because it allows them to evaluate their progress better, 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, challenge, or regulate practices in the aim of change, advancement, evolution, or explanation. The type of feedback most

widely used in the accompaniment process occupies a continuum ranging from minimally to highly reflective, i.e., feedback that promotes diverse levels of reflection. “In reflective-interactive feedback . . . the degree of reflectivity and reflective interactivity may vary. Non- or minimally reflective-interactive feedback supplies information about actions, productions, 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, productions, attitudes, or behaviors and to envisage and discuss solutions” (Lafortune 2004d, p. 296-297 [translation]).

Using feedback in the context of a prescribed change is a challenge for accompaniment providers, since not all experiments and ideas will be appropriate for the change to be implemented. Giving feedback in a change context means keeping the following goals in mind: 1) situating the theoretical foundations of the change; 2) ensuring that all aspects of the feedback are consistent; 3) agreeing to take a critical view that involves challenging ideas and practices; 4) taking into account the affective dimension 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 evolve in their roles and develop their competencies. Feedback can be facilitated with strategies such as the following: 1) identify key words when listening to people present experiments and 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 dialog; 4) limit the amount of time people can take to describe their experiences (for further explanation, see Lafortune, 2008a,b).

Interaction

Interaction is characterized by reciprocal actions between individuals affected by a change and the steps they take to move the change process forward. Interaction spurs discussion, sharing, debate, and the comparison of ideas and practices. 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 change to be implemented. Interaction fosters coconstruction, which is why it is important to emphasize the quality, frequency, and diversity of interactions. It also encourages individual and group questioning, awareness building, adjustment, regulation, analysis, evaluation, and observation. Interaction can help staff move forward in adopting change and in updating their professional practices, or in adapting their models of practice (for further explanation, see Lafortune, 2008a,b).

Model building

Model building is a conceptual process used to develop models of professional practice that can subsequently be adjusted or modified on the basis of a person's knowledge culture or professional experience. In engaging in a process of change, those accompanied continuously transform and adapt their models of practice. In some respects, the models serve them as a starting point (previous knowledge) from which to approach change as they seek to understand it and take ownership thereof. Based on existing models or elements derived from existing models, accompaniment providers and those they accompany reach different conclusions about their respective professional practices. The connections they make between these observations and the professional acts they perform help them identify a model of practice (adapted from Lafortune and Deaudelin, 2001, Lafortune, 2005a,b). Moving from the description of practices to analysis and model building is a challenge that requires reflective practice. At the start of the accompaniment process, it is hard for personnel to conceive of modeling their practices, let alone representing them clearly. Nor do they necessarily see the usefulness of doing so, often considering it a waste of time. Accompaniment providers can facilitate the task, both for themselves and those they accompany, by providing moments of reflection, doing feedback in readily understandable language, and regularly summing up progress in the course of the process (for further explanation, see Lafortune, 2008b).

Model of practice

In education, the model of practice represents in a way the education professional's vision of teaching, learning, and evaluation. In other fields, the model of practice is the vision that professionals develop of their work and of the main duties and acts they perform. When accompanying a change processes incorporating prescriptive elements, the model of practice not only includes the way the accompaniment process is represented, but also the theoretical foundations, aims and intentions of the change that have been, or are being, incorporated by accompaniment providers into their models of practice. The model guides the decisions they make and the professional acts they perform when accompanying people. In developing models of practice for accompanying change, they organize the representations, values, attitudes, and knowledge that will guide their professional conduct. They organize their model based on theoretical knowledge, but also on their own expertise (training and experience), the difficulties faced during accompaniment, and the analysis they are able to perform as a result (Cohen-Azria, Daunay, Delcambre and Lahanier-Reuter, 2007).

Modeling

Modeling means being an example rather than giving examples (Lafortune and St-Pierre, 1996). It consists of providing an example in action and acting in a manner consistent with that example, modeling the behavior one seeks to obtain through the accompaniment process in the accompanied workplace and in everyday professional acts and gestures. Persons being accompanied observe the behavior of accompaniment providers. And providers implement their model of practice—in word and deed—through the way they intervene and use themselves as examples in action. By verbalizing their process in action (reflections, doubts, strategies, adjustments) or pointing out certain acts to those they accompany, accompaniment providers are “modeling.” They think aloud, ask themselves questions, announce their intentions, and justify their decisions or choices. They make their strategies visible to help foster understanding, but also to encourage other people to use them in their workplace. In addition, they help accompanied persons see how these strategies can be transferred to new accompaniment situations or used with other staff affected by a change (Raynal and Rieunier, 1997). 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 persons 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 persons being accompanied. 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.

Ideally, model building (see glossary entry for model building) should precede modeling, because in order to “use oneself as 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 gaps between what someone thinks, what they say, and what they do by way of an example. Thanks to its reflective-interactive perspective, the accompaniment approach encourages the construction and fine-tuning of models of practice in action. By comparing and contrasting ideas, the persons being accompanied gain newfound awareness of the difference between their words and their professional acts. They can then evaluate what can be done to strengthen the links between 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 (for further explanation, see Lafortune, 2008a,b).

Moment of reflection

Moments of reflection are periods used to activate prior knowledge, experiences, and competencies, integrate learning, and help people reflect on various aspects of change and its accompaniment. They are vital to awareness-building, the change integration process, and the development of professional competencies used in accompaniment. Moments of reflection require comfort with silence. Accepting silence and making space for it helps create moments 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. 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 what they understand with others (for further explanation, see Lafortune, 2008a,b).

Predicting

Predicting is a process used to anticipate certain reactions by trying to understand their underlying rationale and the consequences they may have, not only on individuals and groups, but also on the progress of change. This process is used during the intervention planning phase. For example, when drafting questions, accompaniment providers will anticipate certain answers. This helps them validate the questions and develop subquestions that can be used to spur further reflection and discussion during the accompaniment process. By attempting to answer their own questions, accompaniment providers can also assess the difficulty, clarity, and accuracy of the questions. Predicting can also be applied to tasks that are to be performed, theoretical content to be presented, or the way accompaniment is carried out. The idea is not to influence outcomes, but to ensure sufficient clarity for productive reflection. Predicting promotes adjustments both before and during the process. The accuracy of predictions can be reviewed and validated so that adjustments can be made for future action (for further explanation, see Lafortune, 2008b).

Professional collaboration

Professional collaboration is the pooling of professional activities to carry out a project or achieve a goal associated with a group or community of practice. It 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 implementing 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 them and even questioning them, in a climate of mutual respect and trust. This can imply a certain degree of “professional intimacy.” Collaboration not only requires that people know their colleagues and partners, but most importantly that they believe in the potential for collaboration. Individuals can contribute to implementing change in accordance with their expertise, field of specialty, duties, and analysis of change. Successful change depends on the mobilization and commitment of all those concerned to ensure cohesion and consistency (for further explanation, see Lafortune, 2008a).

Professional judgment

Professional judgment is a process that leads to decision making. The resulting decision takes into account various considerations derived from a professional’s expertise (experience and training). This process demands discipline, consistency, and transparency. Rigorous professional judgment is based on principles, policies, frameworks, programs, standards, and regulations that serve as guideposts. When necessary, professionals will justify their decisions on the basis of the objectives pursued or the aspects of their expertise used to reach the decision. Rigorous professional judgment implies being in position to validate and bear out, or review and adjust past decisions.

Faced with a decision, individuals exercise their professional judgment. They exercise it alone, but develop it in a team setting by taking advantage of the insights and expertise of their peers, who validate, endorse, or challenge decisions made in response to new situations

by comparing them with situations from their own past experiences. Professional judgment is also used in evaluating and developing professional competencies or in other situations where staff deal with problems that are complex, unusual, or new to them entirely. Situations like these cannot be resolved using tried and true techniques or processes. Instead, professionals must draw upon their expertise to seek out solutions worth presenting for discussion and review so that they can be refined, validated, and improved. By its very nature, this approach strengthens professional judgment and helps them feel qualified to find solutions appropriate to a given situation. They can adjust their actions, referring to input from their colleagues if necessary. Furthermore, transparency in professional judgment assumes the existence of clearly defined criteria and the possibility of reviewing and updating decisions if necessary (Lafortune, 2008a).

Prescribed change aimed at updating professional practices

Prescribed change aimed at updating professional practices is a goal-oriented proposal to modify the way in which certain professional practices are performed. Such change must be solidly grounded to ensure consistency and help foster respect for the proposed changes among those affected. The idea of prescribed change implies a certain obligation. At the same time, flexibility is required when working with people considered as professionals, even though a certain amount of rigor is necessary. This is the opposite of rigidity, which is why it is vital to accompany prescribed change (for further explanation, see Lafortune, 2008a).

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 people being accompanied 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 practice.

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. Upon achieving this type of practical autonomy, people can 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).

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 persons 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 et Martin, 2004, p. 15).

Reflective-interactive autonomy

Reflective-interactive autonomy is the ability to act relatively independently in certain accompaniment situations. It does not mean working alone; examples include knowing how and when to seek interaction, accepting feedback about ideas and actions, being able to justify one's ideas and actions, and distinguishing between situations where individual reflection is required and those where other people's ideas are helpful (both those where a theoretical and practical understanding is useful or even essential, and those where collective thinking is crucial for innovation).

Development of reflective-interactive autonomy on the part of accompanied persons is linked to their knowledge of the foundations of the change, but also to the greater and deeper understanding they gain in response to training and to their interactions with colleagues and experts (for further explanation, see Lafortune, 2008a,b).

Reflective-interactive communication

Reflective-interactive communication is a process that presupposes a relationship, rapport, link, or other form of interaction between individuals. In the accompaniment model, it can occur between accompaniment providers and the accompanied persons, but also as part of the relationship that accompanied persons develop with change-related content (e.g., professional competencies to be developed) and with the desired outcome of change (practices to be implemented). Communication of this nature is intended to provide information and nurture reflection on change and its effects on professional practice. It encourages individuals to interact and question their professional practices, and spurs them to action. The intention of reflective-interactive communication is to communicate change to individuals. They, in turn, interpret or decode the message to decide whether to accept the change and integrate it into their practices, but also retain the option of providing feedback. Depending on their receptiveness or past experiences, comprehension of the message can vary significantly. Feedback makes it possible to determine whether the message and related intention have been correctly interpreted and to anticipate what can be done to foster better understanding of the change. In reflective-interactive communication, it is vital to take previous knowledge and interpretations into account. This form of communication also involves making time for listening, observation, self-questioning, and discussion; using appropriate vocabulary; establishing critical distance; and choosing means that reflect the change at hand (for further explanation, see Lafortune, 2008a)

Reflective-interactive dynamic

The reflective-interactive dynamic is a set of means (cognitive and sociocognitive conflict, metacognition, dissonance, awareness building, coconstruction) implemented as part of the accompaniment process to foster change within an organization. The reflective-interactive dynamic of the accompaniment model in a socioconstructivist perspective on change aims to make participants cognitively active at the metacognitive and reflective levels. Cognitively active individuals use intellectual processes that may differ (description, explanation, analysis, model building) or vary considerably in complexity (Lafortune and Deaudelin, 2001). The reflective-interactive dynamic also seeks to foster sociocognitive conflicts, "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 et Martin, 2004 [translation]; for further explanation, see Lafortune, 2008b).

Reflective-interactive techniques

Reflective-interactive techniques involve specific actions such as questioning, interaction, reflection, discussion, feedback, and sociocognitive conflict aimed at engendering a shared vision of a change. They encourage dialogue, the challenging of ideas, and reflective-interactive communication. The new awareness and observations generated by these techniques encourage staff to move the change process forward by taking action. The persons accompanied change their model of practice when they integrate these techniques into their professional acts and practices (for further explanation, see Lafortune, 2008a).

Reflective practice

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. From a socioconstructivist viewpoint, reflective practice presupposes interacting with staff and reassessing the practices of individuals and groups who agree to challenge their beliefs (conceptions and convictions) and experience cognitive dissonance in the aim of achieving greater consistency between what they think, do, believe and accomplish (practices) in their professional lives. Interactions help bring inconsistencies to the forefront and enable participants to verbalize, share, and discuss them with a view to improving the work they do. Practices can be examined at four levels: 1) what happens, 2) how it happens, 3) why it happens that way, and 4) what can be done to improve the practice.

Reflective practice comprises three components: reflecting on and analyzing one's practices; initiating action; and building an adaptive model of practice (Lafortune and Deaudelin, 2001). 1) Reflecting on and analyzing one's practice involves much more than simply discussing it with colleagues. It requires a willingness and desire to improve, adjust, or modify one's practices within an organization. It entails attempting to describe practices objectively in order to examine and analyze them with a view to improvement. The act of observing and describing becomes a lever for change. Analyzing entails making connections and comparisons, and providing justifications and explanations. It requires a willingness to accept having one's ideas and practices called into question and challenged by colleagues. 2) Action initiation shows that the reflection has led to an outcome and that the analysis is actionable. It presupposes a new and profound—as opposed to superficial—awareness, one deep enough to elicit lasting change. Initiating action is part of the transference process that results from reflection and analysis. It leads to individual and collective reviewing of actions in order to foster interactions, comparisons, and regulations that result in the updating of practices and in change. 3) This process of reflecting, comparing, analyzing, calling into question, and initiating action results in the development and evolution of models of professional practice. These models are the reflection of how professionals view their work and the main duties and tasks they perform in the course thereof—in short, everything that guides their professional conduct. Models of practice evolve over the course of peoples' careers in response to their training and experiences. This reflective process creates a dynamic whereby they continue to progress in their fields through ongoing assessment of their intentions, objectives, goals, beliefs, and values. Reflective practice is a process whereby they draw upon their practices to continue learning and developing professionally (for further explanation, see Lafortune, 2008a,b).

Reflective writing for professional development

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 aims to conceptualize practice by examining it from a critical distance, even if there are benefits to observation in action (Lafortune, forthcoming 2009). Reflective writing differs from narrative writing. Narrative writing tells stories; recounts anecdotes; conveys facts, experiences, and practices; or clarifies contextual, affective, and other elements. Reflective writing deals with contextualized, potentially transferable experiences.

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. People engage in reflective writing in order to reflect on the development of their professional competencies with the aim of eventually sharing and discussing their reflections with others, and thereby improving their practice. Professional development becomes a topic for reflection and may become a self-learning process.

Reflective writing can promote professional development (it helps develop professional identity, build experiential knowledge, etc.). Writing this way is not an innate skill. It involves learning as well as a healthy dose of humility and trust, both in oneself and in others. It also acknowledges that mistakes are a source for learning. Used in socioconstructivist accompaniment, reflective writing, unlike “free” writing, incorporates certain predetermined elements and criteria and can have a professionalizing effect. (Lafortune, forthcoming, 2009) (for further explanation, see Lafortune, 2008b).

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, and skills based on criteria determined by the learner” (Paquette, 1988 [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 (Saint-Pierre, 2004). 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 co-evaluation to obtain feedback from colleagues or accompaniment providers. Self-evaluation can be carried out using question sheets to be completed at different phases of the intervention or accompaniment process. Questions can be open-ended or come with a choice of check-box answers (e.g., “not at 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 person to compare initial and final perceptions (for further explanation, see Lafortune, 2008a,b).

Shared vision of change

A shared vision of change is the representation constructed by a group of people over the course of the change accompaniment process. From a socioconstructivist perspective, it is difficult to achieve a vision founded on a shared understanding because people construct their representations based on their own experiences, prior learning, and competencies, but also because they have followed different paths and developed different expertise than their colleagues. However, the accompaniment process can help build a shared vision, or at least bring people closer together by enabling them to appreciate the visions of others as they work together to implement a change. Sharing a vision means discussing conceptions of the change and debating and comparing ideas and visions. It is an important step, even if the visions discussed are different from one’s own, diametrically opposed, or even disturbing (Lafortune and Lepage, 2007).

On occasion, some people may be unable to fully grasp the vision supported by the majority of their colleagues. They may only agree to it in part, or even find it difficult to work in the same direction or at the same pace as everybody else. Such disparities should not go unacknowledged, because they are preferable to a “forced” consensus to which people pay lip service, but ignore in their professional acts and activities.

The construction of a shared vision requires keeping an open mind about different visions of change. The change to be implemented may not necessarily match the idea of each individual. In order to adopt or take ownership of the change, people engage in a learning and regulation process that can lead them, through their contacts with others or with the content of the change, to alter their conceptions or revisit their practices. This regulation process continues in a loop since it is continuously fueled by new information, but also by the way in which people understand change and its impact on their work life.

Socioconstructivist accompaniment of a change process focused on updating professional practices

The accompaniment of a process of change is a support measure related to a given field of expertise. Individuals use a model of professional practice to accompany staff affected by a change in order to help them build knowledge of the change and develop accompaniment competencies. The model of practice may differ from one person to the next, but is consistent with the foundations, goals, and subgoals of the change. Accompaniment providers share and discuss their representations of the change with accompanied staff. These discussions may alter the providers’ perceptions and require them to adjust to the situation, just as their perceptions will influence the representations and models of practice of those being accompanied. Accompaniment implies knowledge of the foundations, goals, and subgoals of the change that has been—or is being—integrated into the accompaniment provider’s model of practice. This model guides the professional decisions and acts made and performed by the provider to foster staff involvement and provide support and guidance.

The socioconstructivist perspective adopted here assumes that accompanied staff structure their knowledge about the change and develop accompaniment skills through their interactions with the accompaniment provider and their peers. As part of this process, staff compare their views of change and adjust their models of practice by observing, examining, and analyzing individual and collective representations of the change. At the same time, they consider the model of practice recommended for the change. Interaction creates (socio)cognitive conflicts and generates newfound awareness of constructed representations. Participants reflect, ask questions, make observations, construct new representations through action, and ascribe meaning to the change they want to understand in order to take ownership. When these interactions are significant, they can transform the representations and the models of practice of the accompanied person. Complementarity of personnel and expertise enriches the process, which takes on the form of a true partnership. Accompaniment takes different individual dimensions into account: cognitive, metacognitive, affective, and social (after Lafortune and Deaudelin, 2001). With respect to content, accompaniment combines theory, 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 skills that encourage accompaniment leadership (inspired by Lafortune and Martin, 2003; for additional explanations, see Lafortune, 2008a).

Synthesis

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. Its content is structured, and often organized in an original manner. Individuals carrying out a 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 request, or add new ones to make the synthesis more meaningful. Their models of practice (training and experience)

will 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.

Some might see the comparing and contrasting of ideas as an obstacle to synthesis because of the different, even opposing ideas that can emerge. A 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. A synthesis is a way to organize information at a particular moment; clarify or explain one's understanding of a situation, process, or subject; and situate 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 change, and understand their comprehension of change and the way they tie it in to their professional practice (for further explanation, see Lafortune, 2008a,b).

Taking the affective domain into account from a cognitive perspective

Taking the affective domain into account from a cognitive perspective involves exposing and describing the situation, recognizing the affective dimensions at issue, and being able to list the causes and consequences of actions underway or already completed. Recognizing affective reactions makes it possible to take these reactions into account as they emerge, and to draw on the experience to adapt solutions to other contexts on the basis of one's own affective reactions, those of others, and those that emerge from the interaction. Taking the affective domain into account from a cognitive perspective requires an understanding of the overall situation that enables one to take the critical distance necessary to act appropriately to foster a change (for further explanation, see Lafortune, 2008a).



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This guide complements the books *Professional Competencies for Accompanying Change. A Frame of Reference* and *Professional Accompaniment Model for Change. For Innovative Leadership*. Divided into two parts, it deals first with the change accompaniment model and then covers the professional competencies frame of reference. Each section contains excerpts and diagrams from the above works as well as suggested tasks to carry out in order to apply the material in the books. The glossary at the end of the guide further explains and contextualizes the terms and concepts in the model and frame of reference.

The guide is intended for anyone who wishes to use the competency frame of reference and the accompaniment model. You will find ideas to spur reflection and help you develop your own ways of accompanying others.

LOUISE LAFORTUNE, Ph. D., is a full professor at the Faculty of Education at Université du Québec à Trois-Rivières (UQTR). She specializes in the affective and metacognitive dimensions of learning and in socioconstructivist accompaniment of change.

With the contribution of

Avril Aitken
Kathleen Bélanger
Nicole Boisvert
Karine Boisvert-Grenier
Bernard Cotnoir
Bérénice Fiset
Sylvie Fréchette
Grant Hawley
Carine Lachapelle

Nathalie Lafranchise
Reinelde Landry
Carrole Lebel
Chantale Lepage
Franca Persechino
France Plouffe
Margaret Rioux-Dolan
Gilbert Smith
Sylvie Turcotte

