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Contributions and construction of the professional storytelling within the framework of a Young Practical Day in Reflection: the example of a design project in a municipality

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Abstract. This article is the second of a four-step symposium presenting the activity of the Junior Practices in Reflection Committee (JPR). It presents a bibliographical review and an example of a story by a young practitioner that take place within the framework of the JPRs. A design project is presented for a school registration reception in a municipality. It will present the methodology implemented with the project's actors, the tools used and its role in the project. All in order to consider the constraints of the agents and the public received and to ensure a quality of service. A professional storytelling, like the one presented, is used as a fulcrum for the discussion between young practitioner.

Keywords: professional storytelling, design project, young practitioner, reflective practice, public administration

Introduction

The Junior Practices in reflection Committee (JPR) was born out of a two-fold observation; the existence of problems specific to young practitioners and the lack of space to instruct those. From that basis, it was proposed to the SELF (French Speaking Ergonomics Society) to create a committee dedicated to exchanges on the practice of ergonomics for and by junior practitioners. This committee has a twofold objective of creating an ephemeral framework for exchanges between junior practitioners while at the same time articulating these exchanges with the various instances that make up the profession and manufacture the discipline. Since its creation in 2014 and at a rate of about three days per year, it has brought together nearly 200 participants from all over France but also from various fields of ergonomics practice (occupational health service, consultant, internal, doctoral student, etc.). Finally, these spaces of exchange have crossed borders, with a first office in Quebec from 2014 to 2017 and an office in Peru since 2018. The interest of this symposium is to present what has been developed by the committee in terms of exchanges on practice while opening this presentation to other forms of practice. These axes will take the form of four communications. The first communication will return to the theoretical foundations of the JPR Committee. The second paper will present the storytelling of a young practitioner. Without wanting to be representative, it will serve as an example to show what is discussed in the JPR meeting days. The third communication will present the implementation of the exchange on practice and we will be able to illustrate here the methodology we use and the intermediate objects that it mobilizes. The fourth communication will come back to the specificities of the deployment of the office in Peru and issues that this may raise.

This article presents the second part of the symposium. It will first be presented what is a professional storytelling from a theoretical point of view, will follow the example of a story presented

during a day of exchange and then discussed. This concerns the design of a reception for a school service in a town hall and the contribution of the ergonomist in this multidisciplinary project.

1. The contribution of professional storytelling to JPRS

This section intends to provide theoretical benchmarks on the use of a storytelling in development, without claiming to be exhaustive.

1.1 The ergonomics practitioner: a specific, situate and unique activity

The ergonomist profession is complex, due to the singularity of the work situations studied (Beaujouan, Daniellou 2012). The approach taught does not provide ready-made solutions, which makes learning complex (Lancry, Leduc and Valléry, 2006, cited by Beaujouan, 2012). Following his training, the ergonomist builds himself throughout his professional career and especially in his first experiences. This Commission is part of the continuity of professionalization.

As quoted in the first article of the symposium¹ and following Falzon, Beaujouan proposes the contributions of a professional storytelling as part of a training course, the cognitive activity of the ergonomist profession is described, as characterized by "three points of view:

- As an activity of diagnosis and intervention on a process, this activity being based on rules. [...]
- As a design activity and associates it with a poorly defined problem-solving process [...]
- As an activity which considers ergonomic practice as an activity of collaborative problem-solving and refers "to a situated construction, particular to the case encountered, linked to the particular circumstances which, here and now, present themselves to the ergonomist or are constructed by him" (Falzon, 2004, p. 32 cited by Beaujouan 2012, p.355 and 356)

These cognitive activities specific to the ergonomist require specific and adapted training devices, in particular through the implementation of scenarios to integrate this construction.

In addition, skills must then be developed as an ergonomist (Beaujouan; 2012 ; p. 52-54):

- "A capacity to reflect on professional practice;
- A capacity for subjective deliberations of the practice;
- A capacity for "dialogue with situations";
- Strategic and relational capacities;
- Diagnostic and prognostic capacities;
- Ability to build bridges between the particular and the general."

These days of discussion are a continuation of these arrangements that have been put in place. Members are graduates but have not fully acquired all of the skills and competencies of the ergonomics profession that are acquired throughout the professional career.

To understand this complexity of the profession, the days of discussion on the practice, developed in the JPR, have professional stories as their starting point. They allow projection in situations.

1.2 Professional storytelling and storytelling function

¹ Chambel A. et al. (2021) Creation of the Junior Practices in Reflection committee of the French Speaking Ergonomics Society: historical genesis and theoretical foundation of the exchange practice, IEA 21st Triennial Congress

Beaujouan (2012, p. 27) proposes six properties to define professional educational storytelling: the succession of intentional actions, the constancy of the agent, the transformation of precicates, the structured process, the proposed plot and the evaluation. final.

These stories described by Beaujouan in 2012 have several functions and contributions (p.109).

Concerning the framework of the JPR days, some stories allow the use of the following functions of the storytelling, the training objective being different than that used in the quoted article:

- "The didactic function which makes it possible to enrich the library of cases of its recipients to help them build and solve complex problems
- The configurational function of the storytelling concerns its ability to account for independent events (consecution) in a whole making sense (consequence) in order:
 - to feed the pragmatic concept development process
 - to be at the origin of inferential processes under certain conditions, in particular that of being able to raise the level of analysis of the storytelling in order to draw more general lessons (Soulie, 2006)
 - to be a driving force in the way in which the understanding of the action will strive to make up for its success or failure by giving the subject the opportunity to reconstruct causality where he lived from contingency (Pastré, 1999)
- The reflective function allows awareness by distancing from past experience invites us to read our past, present and future by dialoguing with ourselves and giving the opportunity to better understand ourselves
- Projective function: an opportunity to experience action scenes by proxy by acting cognitively and immersing yourself in the skills to be mastered. "(Beaujouan, 2012, p. 109 -110)

However, "not everything is a professional storytelling" (Beaujouan, 2012, p. 186): it must be prepared.

As part of the days of discussion organized (the presentation of the day's progress is presented in the third symposium), several people with different roles are involved:

- The young practitioner expressing the professional storytelling
- The organizers of the days;
- Young practitioners participating in the day.

A discussion time takes place upstream between an organizing member of the day and a young practitioner in order to prepare him to present his story. The objective is in particular that this professional storytelling be as relevant as possible to serve as a support to fuel the discussion for the young practitioners participating in the day.

Construction landmark for the use of professional stakeholders (Beaujouan 2011 p.186) can be used by organizers to ask good questions.

In the second part, the example of a professional storytelling will be presented.

2. Role and contribution of a young ergonomist: the example of a design project for a school enrolment reception

The presented project emerged following the need to refresh the premises and the evolution of the service with the dematerialization of registrations. The request comes from the education department and technical services to initiate a reflection and take into account the functional needs of the reception area.

2.1 Context

This intervention takes place in a city near Paris. The local authority employs 700 agents for 45,000 inhabitants. The city's missions are for example the management of schools, town planning, culture and even green spaces.

The intervention takes place more precisely at the reception of the education directorate which manages registration for the canteen, leisure centers or nurseries. 4000 parents must register with the city annually. It should be noted that the intervention takes place in a context of dematerialization, with less and less reception from the public, as well as during the period of the health crisis of COVID-19.

The ergonomist is part of the human resources department in the occupational health service. With 2 years of experience, his profession is new for the city. His objective is to integrate users and their needs into the architectural projects. His main role is to make the link between the operational services and the technical services.

2.2 Actions

It seems essential to talk about the strategy implemented by the ergonomist to integrate architectural design projects. At the beginning there were no ergonomist and the human resources department was not working on architectural projects. He first met the Director of Buildings to explain what he could do in this area. Concrete demonstration of the methodology positioning work was carried out in order to participate in design projects, with the aim of integrating the constraints of workers and users.

During the renovation, the ergonomist brought together around the table various actors in the design but also in the service for which it is intended, which was not always the case before. The following actors were associated according to their roles and skills:

- The Director of Buildings, who manages all the buildings owned by the city;
- A plan designer, who masters 3D modelling;
- The person in charge of the technical center, who realizes custom-made offices;
- The director responsible for the operability of the service;
- The service manager responsible for the quality of service;
- The administrative officers of the education service, who receives the citizens everyday.

The ergonomist also provided a project methodology. To this end, it carried out interviews and observations to collect the needs of actors in the field. These needs were transmitted to the technical services for the realization of plans and simulations via modeling software.

Following the design on the software, the agents were able to bring up the elements to be improved according to their work constraints.

2.3 Final results at different levels

First, the user agents were integrated into the design project and for the renovation of their workplace, taking their constraints into account.

Second, a modeling of the reception area was carried out using modeling software to simulate the work activity and project oneself into the future space.

At the time of writing this paper, the goal is to work in the coming months with technical services and agents to discuss and to improve each scenario.

Following the simulations, the idea is to adjust the macroscopic and microscopic elements of the scenarios by taking into account the feedback from the agents. The most suitable scenario, depending on the technical, functional and financial constraints will be chosen.

The ergonomist set up the structuring of the project, which is based on multidisciplinary in the intervention. In the short term, this approach made it possible to create a tool for carrying out the redesign project and the ergonomist supported the actors in taking it up. In a longer-term vision, we believe that such an approach could be reused by the design actors in a subsequent project

During this project two main difficulties were encountered. The first is the reluctance of technical service agents regarding the usefulness of ergonomic intervention, hence the need to create an approach that is understandable and reproducible by these same actors. The second was dependent on the context of the health crisis in which this intervention was carried out, a source of obstacles for multidisciplinary work.

This story underlines the importance of the ergonomist's strategic stance and knowledge of the positioning of the actors is essential on this type of project, in order to obtain degree of latitude for the intervention. This experience makes it possible to open a new reflection on the escalation of needs by the manager, without the ergonomist having to intervene. For example, it involves a guide to the points of attention to be taken into account in order to take into consideration all the constraints during design.

3. Discussion and conclusion

Professional storytelling serves as the foundation for discussion engineering as well as projection into action. It allows the practice to be placed in a concrete context and is used from "action" to arrive at general questions. Participants can then more easily establish links with their own practices.

The presentation of a project allows first of all to relate to theoretical elements learned during the student training. In this example, we can cite the strategic analysis of actors or characteristic action situations.

A story is also used to enrich the situation library. In this project, participants who have never performed an intervention on a reception desk have the elements to tackle this situation in their professional environment. The challenges of dematerialization can also be discussed.

The young ergonomists can also offer their contributions to the young practitioner expressing the story which can be used by the young ergonomist to question himself again about the project.

In addition, other "young participants" can get a first glimpse of how another organization works. In this intervention, the one-day participants do not necessarily come from the same type of structure (consultants, interns in a private company, doctoral student, etc.). In this story, they may have elements on the organization of a territorial public service, and the actors specific to this structure. They can then discover the positioning of the ergonomist in a design project.

A formalization of the preparation of a professional story, within the framework of the JPRs, could be the subject of another communication.

A professional story serves as a starting point for discussions that take place during the day. In the third article of the symposium² is explained how, from a professional story, the organizers use discussion engineering.

² Bachellerie C. et al. (2021). Building spaces for discussion: getting the diversity of practices speak, IEA 21st Triennial Congress

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