

Guide for the identification of professional gestures for the development of micro-training.

Part 1

For the SKY project, which aims to integrate jobseekers into a professional activity, it is necessary to have an exploratory approach to understanding the professional gestures made by workers already in employment.

The analysis of the professional gesture is generally done in 5 steps according to the logical approach of : "look, observe, see, analyse, understand".

For the professional field: personal service/home help.

Step 1: Looking is the description of the working environment and setting.

At this stage, the first step is to describe the situation (with whom the homemaker is working) and in what working environment:

- 1.1 The place where the home help activity takes place (in the city, in the country, in the suburbs, in a house, a flat, a shared residence, surface, etc.).
- 1.2 Professional practice space: bedroom, living room, bathroom, kitchen, medically equipped space, etc.
- 1.3 Exercise conditions: lighting, atmosphere, cleanliness, clutter, odours, heating, etc.

Example of contextualisation "*looking*" at the professional gesture:

"In my work I work with a 67-year-old woman who lives in a small flat on the 1^{er} floor of a small house in the suburbs of Charleroi. She has just one living room with a bed, a table with two chairs and an armchair where she watches TV all the time, a tiny bathroom with a shower and a sink, and a toilet at the back. It's not very clean and there's not much light because of the thick curtains to keep the heat in."

Step 2: Observe is to measure the gaps between the tasks prescribed by the employer and the realities on the ground.

At this level, the home help has prescriptions to carry out according to a frequency of intervention and within a given time

- 2.1 cleaning, mopping floors, washing dishes, making the bed, putting away dishes, etc.
- 2.2 feeding, reheating food, following defined menus, giving water, etc.
- 2.3 ensure that prescribed medication is taken, according to the set schedule, etc.
- 2.4 help to change clothes regularly according to cleanliness and temperature, etc.

Example of contextualisation of "*observing*" the professional gesture:

"I go to Mrs. Y's house two days a week for one and a half hours of work each time. On Tuesdays I have a list of things to do that is given to me by the employer. Tuesday is cleaning and tidying up. Even though it's small, I don't have enough time to do everything, so I manage as best I can and sometimes I stay for a little more than an hour and a half. I like it when it smells good after my cleaning and the lady seems happy. Friday is lunch time. The worksheet says to follow the menus so I feed her what she needs and tidy up the whole kitchen (it's not big so I have time to chat and even play a game of cards with her). This way she does something other than watch TV. She doesn't want

to take her medication so I hide it in the food. I don't think she's fooled but we're accomplices. I like the Fridays we communicate and even laugh together.

Stage 3: Seeing corresponds to the practice of the professional gesture as taught in training.

At this level, the home help must apply the skills presented in training and apply them according to his/her personal characteristics.

3.1 For cleaning, use a dust cloth on furniture, shelves, etc. On wooden floors use a broom in a figure 8 motion, on tiles use a sideways mop, etc.

3.2 Apply the doses of the cleaning products according to the sheet provided

3.3 For meals, strictly follow the prescribed menus. Supervise the cooking or reheating of preparations

3.4 When taking medication, follow the doctor's prescription to the letter.

Example of contextualisation of "seeing" the professional gesture in a real situation

I learned in training how to scoop the broom in a figure 8, but at Mrs. "Y"'s house it is not possible, there is not enough free space to sweep, so I applied my technique. I saw that the dust is always in small piles on the edges and in the corners. First I pick up the dust and sweep all over. Then I move on. Just before I leave I sweep the visible surfaces again and there is already some dust that has returned.

To wash the floor they say to put a capful of product in the bucket. I don't like it, it's too strong, it leaves traces and it's hard to rinse. I put half of it in and scrub harder. That way I rinse the floor less than before and it goes faster.

Stage 4: Analysis corresponds to the interaction between the prescribed and the realised, i.e. the relationship with the rules and instructions requested by the hierarchy and the reality of concrete practices encountered in the field.

4.1 Questioning the competence of sweeping the broom in a figure 8.

4.2 Questions about the dosage of prescribed cleaning products

4.3 Latitude of personal actions in relation to formal recommendations

Example of contextualisation of "Analysing" one's practice of the professional gesture

What I learned in training is not good for sweeping. The manager told me that I was not doing it right when she came to check my work at Mrs. Y's house. I tried to explain that it was not possible to do it like at school. She didn't want to know. Fortunately, she was replaced by another who asked me how I could make it so clean. She listened to me and even asked me to describe my method at the monthly meeting of all the company's home helpers.

She told me I had a soft skill: "situational adaptability". I do my best according to what's around me. But she also made it clear that I don't have to do my own thing on tasks that need to be followed closely, such as keeping track of medication prescriptions.

Stage 5: Understanding corresponds to the acquisition of knowledge and skills from field practice and from exchanges between peers and dialogue with the hierarchy

5.1 deciphering product labels and dosages

5.2 Integrate the purpose of one's work (what is it for, what services are rendered, what benefits, etc.)

5.3 relationship between the worker and the client or the service provided.

Example of contextualisation of "*Understanding*" the reasons, knowledge and skills related to the professional gesture

The maths lessons during the training course I didn't understand anything. The teacher talked about percentages, dilutions, ratios, fractions, etc. I was never good at maths. I've never been good at maths. When the manager came to check me I told her that I put half the capful of detergent in the bucket. She told me it was half a cap, so it was 50%. And then she explained to me that if I had put half of the half it would be 1/4 or 25%. She gave me a little maths lesson with the dosages of detergent caps. At home I now have fun understanding the percentages in recipes and juggle with fractions and percentages. My cakes are better now with less flour.

The detergent doses were discussed at the group meeting with the other home helpers. Almost all of them now want to do what I do, and the management said they would do a study on more environmentally friendly products. I was told that I had the soft skill of 'innovation in my work'. I wasn't taught this skill, it comes from my nature.

Mrs. "Y" is satisfied with me, she gave a good report on me. I'm happy to be of service and to do my job as well as I can with my character. I am always learning new things.

Part 2:

Theoretical approach to the relationship between the worker and the work situation

The behaviour of "attachment to one's work" is intimately linked to the practice of the professional gesture according to individual characteristics, aptitudes and capacities.

Safe working environment :

In a "safe" work environment the worker understands that he/she can give his/her best. A 'safe' work environment is one where rules and instructions are given according to defined tasks but where the worker has the right to question, to query, and to exist as a unique and special individual. This is exactly the opposite of the 'know-how-to-be' that comes from a paternalistic and uniform behavioural approach.

Since the COVID pandemic, many sectors of activity have been forced to question the system of steering the activity of workers based on rationalised and structured injunctions around dehumanised and trivialised skills of standardised qualification frames of reference. Everyone must (should!) conform to a homogeneous standard of professional skills. Workers are now looking for meaning, individuality and recognition of their personality. The safe working environment for a job seeker has to be made explicit both in the description of the framework and in the potential for two-way relationships with peers and hierarchy. In company presentations of the working environment, explanations of the working environment are usually one-way: this is your job, the colleagues, the manager, the departments, etc. But the feelings of the applicant or the person hired are not taken into account enough. Contact with workers in their posts who describe their professional gestures in their own way will help them to better understand what it is like to do a job in a safe environment.

Individual exploration capacities (server example)

What are the constraints of the job and how can I adapt to them? What are my capacities to explore the environment and how can I assert myself? My asset is to be able to perform the professional

gestures of the trade according to my knowledge and my typology. I have a lot of skills to bring into play in order to carry out the professional gestures according to my abilities (if a waiter can carry 10 glasses at the same time, I can make 2 return trips with 5 glasses for the same result). It's not the skill of "carrying glasses on a tray" that counts, it's how I perform my own professional gestures to take 10 glasses to the dishwasher! Will I be given the opportunity to serve tables according to my own abilities in relation to the standardised competence?

Analysis of the behavioural pattern in relation to that of the professional environment (example server)

I agree to wear the regulation clothes but is it compulsory to march uniformly, at a pace, like soldiers in a parade? Do I exist with my personality or do I have to follow a mimicry of behaviour that doesn't suit me? Can I be creative in different work situations? Who is going to listen to me and understand me beyond the formal analysis of my so-called competences in the qualification framework to be reproduced identically? Competences are in fact tasks to be carried out and I understand that. But how much attention do I get from my colleagues and the hierarchy? Am I recognised as incapable, disruptive, sympathetic, or hard-working before I am a waiter? What matters to me is the attention I get from the workplace.

Curiosity to learn and to have others learn (server example)

I would like someone to explain to me how to improve my professional gesture (which belongs to me), how to be easier in my task. I can evolve in my professional practice by improving my professional gestures through observation of my colleagues on the job, through concrete training actions on a gesture - holding a tray horizontally -, and through demos on the internet. In return, can I also demonstrate what is wrong with certain practices based on my experience and background. For example, there are non-slip trays that could be used to hold glasses more easily? The learning mechanism is reflexive. You don't grow up alone. If I can learn from my colleagues I can also make them learn what I know. I can also be an example for others. If we only refer to the standard of competence of the profession, there is no individual development possible. You have to wait for the "authorities" to revise the competence standard, to modify the training programmes. The ability to innovate is framed by the "experts". The originality of the professional gestures practiced by the base is not taken into account. Know-how is institutionalised in the conformism of competence. By focusing on professional gestures and on exchanges between peers about each other's practices, the exercise of a profession is in permanent evolution. The curiosity to do things better and the compilation of tricks developed in the professional gestures bring interest in the work and the motivation to evolve.

Conclusion

Beyond the conformist system of competences, the professional gestures - narrated by the workers themselves - underline the individual and creative dynamism that workers use to accomplish the prescribed tasks while keeping their personalities and differences.