IO1 Report
Building Bridges - Potentials and Tools

1/ In which situations have you observed difficulties in cooperation or communication between Juniors and Seniors?

Level of work with young people

Seniors have more difficulty using digital tools to communicate with young people, especially social networks. Their use is not always clear and is not an automatism. In order to master them, it is necessary to offer one or more training times.

It is also more difficult to solicit the cooperation of seniors in the face of a new project within a structure. Juniors will be more inclined to these projects. However, juniors have more difficulty putting a framework into the work.

Level of youth workers

The lack of step back of juniors can have an impact on interprofessional relations.

The difficulties of seniors to register "in time" also impacts these same relationships.

Level of organization

Seniors find it more difficult to integrate the use of software and digital means of communication. Indeed, they do not systematically and regularly use the tools at their disposal.

Juniors, on the other hand, make abundant use of digital forms of communication. They do not always take the time of analysis in the answers (comments) to be made. Too often they are part of immediacy and intuitive thinking.

2/ Potential card of Juniors and Seniors

During our various brainstorming sessions (including meeting one and meeting 5), we asked ourselves different questions that led to the creation of different mind maps and a drawing.

More than research as part of the Bridge project, this part was also used to make an internal diagnosis.

It seemed relevant to us to start with the basics, namely the role of an educator. Depending on the generation, a profession may have a different connotation. That's why we asked: **What do you think an educator is?**

Of the different answers, we were able to make a simplified drawing:
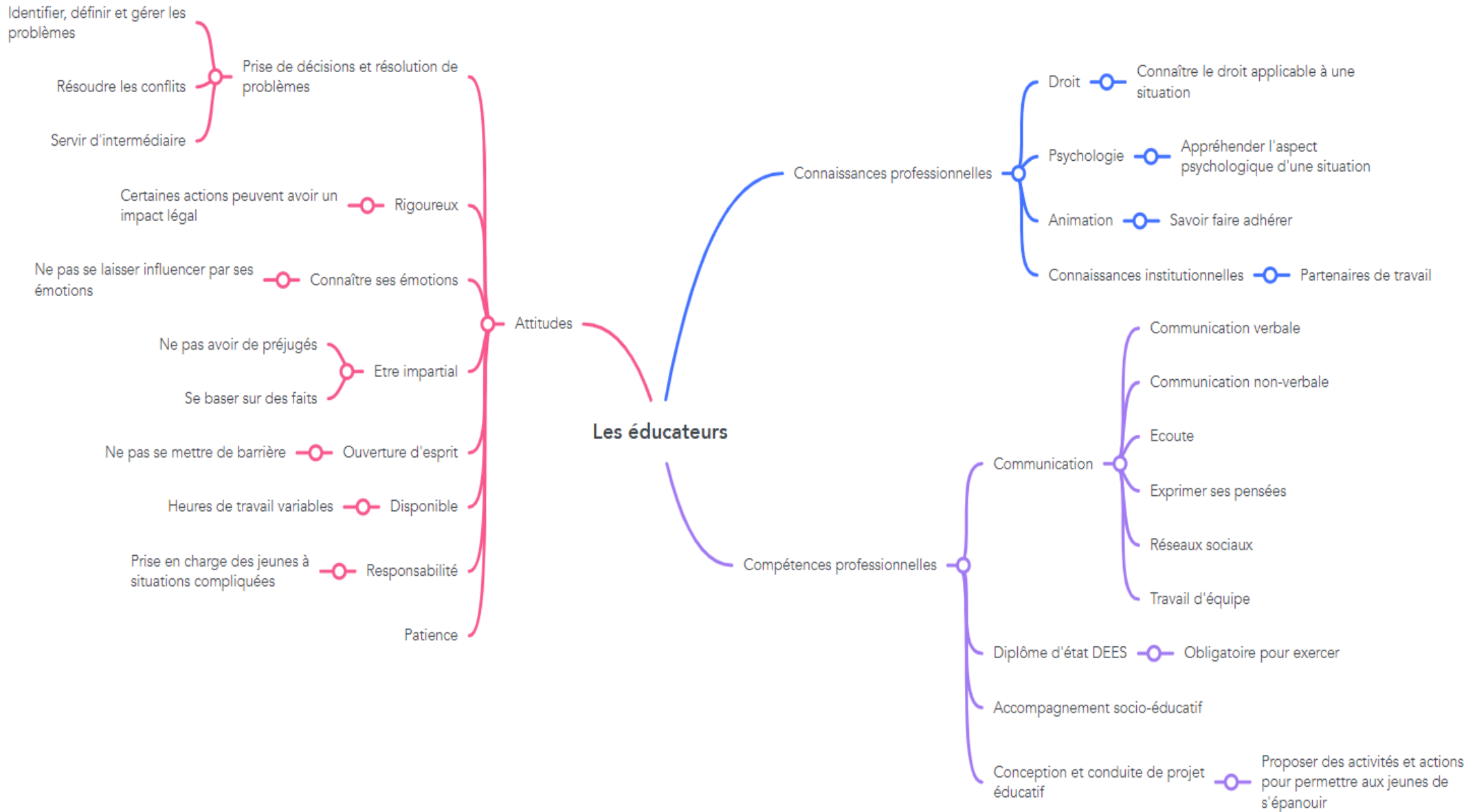
Être éducateur, c'est avoir :
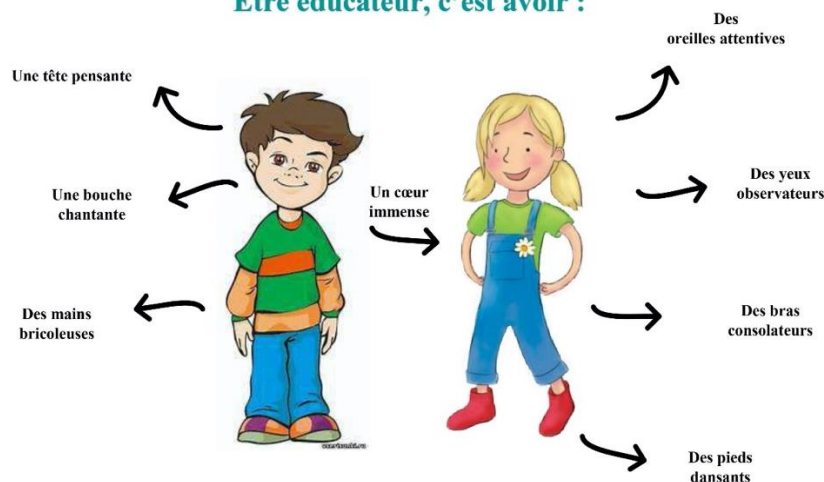
- **A thinking head**: an educator must think, plan, and create support projects

- **Attentive ears:** educators are **privileged interlocutors.** They must listen to young people who need to express themselves. They need to develop active listening

- **Observant eyes:** When young people do not express themselves, non-verbal communication then takes a very important place, which must be able to decipher.

- **A singing mouth:** speech and language are the preferred tools to promote exchanges and create links with audiences.

- **A huge heart:** We must be able to show empathy to accompany the most fragile, without falling into miserabilism.

- **Consoling arms:** to console and to carry

- **DIY hands:** to accompany young people on construction sites and actions

- **Dancing feet:** to help the young person to surpass himself and imagine other perspectives

After having had a clearer idea of the stakes of the profession of educator, we looked at the following question: **What are the skills and knowledge that an educator must have?**

In general, we highlighted various aspects of educators through a first map of potentials. This brainstorming made it possible to put forward certain aspects that educators were not necessarily aware of, especially when we talked about knowledge. Not everyone was aware of the legal or psychological aspects.

What we take away from this exercise is a finer awareness by the teams of their missions, particularly at the regulatory, legislative, and cognitive levels.

Les éducateurs

Connaissances professionnelles
- Droit — Connaître le droit applicable à une situation
- Psychologie — Appréhender l'aspect psychologique d'une situation
- Animation — Savoir faire adhérer
- Connaissances institutionnelles — Partenaires de travail

Attitudes
- Prise de décisions et résolution de problèmes
  - Identifier, définir et gérer les problèmes
  - Résoudre les conflits
  - Servir d'intermédiaire
- Rigoureux — Certaines actions peuvent avoir un impact légal
- Connaître ses émotions — Ne pas se laisser influencer par ses émotions
- Etre impartial
  - Ne pas avoir de préjugés
  - Se baser sur des faits
- Ouverture d'esprit — Ne pas se mettre de barrière
- Disponible — Heures de travail variables
- Responsabilité — Prise en charge des jeunes à situations compliquées
- Patience

Compétences professionnelles
- Communication
  - Communication verbale
  - Communication non-verbale
  - Ecoute
  - Exprimer ses pensées
  - Réseaux sociaux
  - Travail d'équipe
- Diplôme d'état DEES — Obligatoire pour exercer
- Accompagnement socio-éducatif
- Conception et conduite de projet éducatif — Proposer des activités et actions pour permettre aux jeunes de s'épanouir
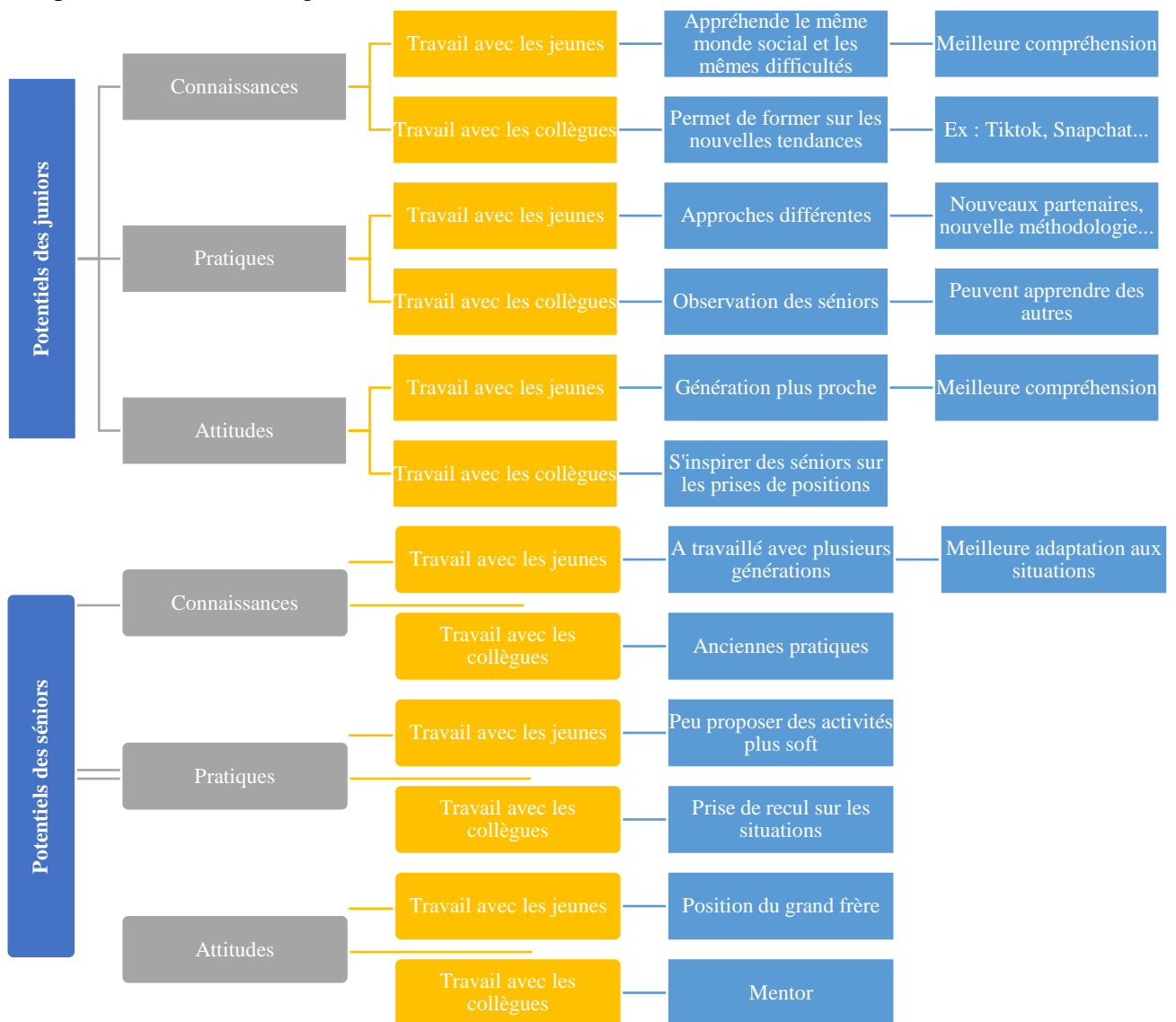
We simply asked the question: In your opinion, what are the qualities and defects of an educator regardless of his age? (Annex I). Here are all the expressions output:
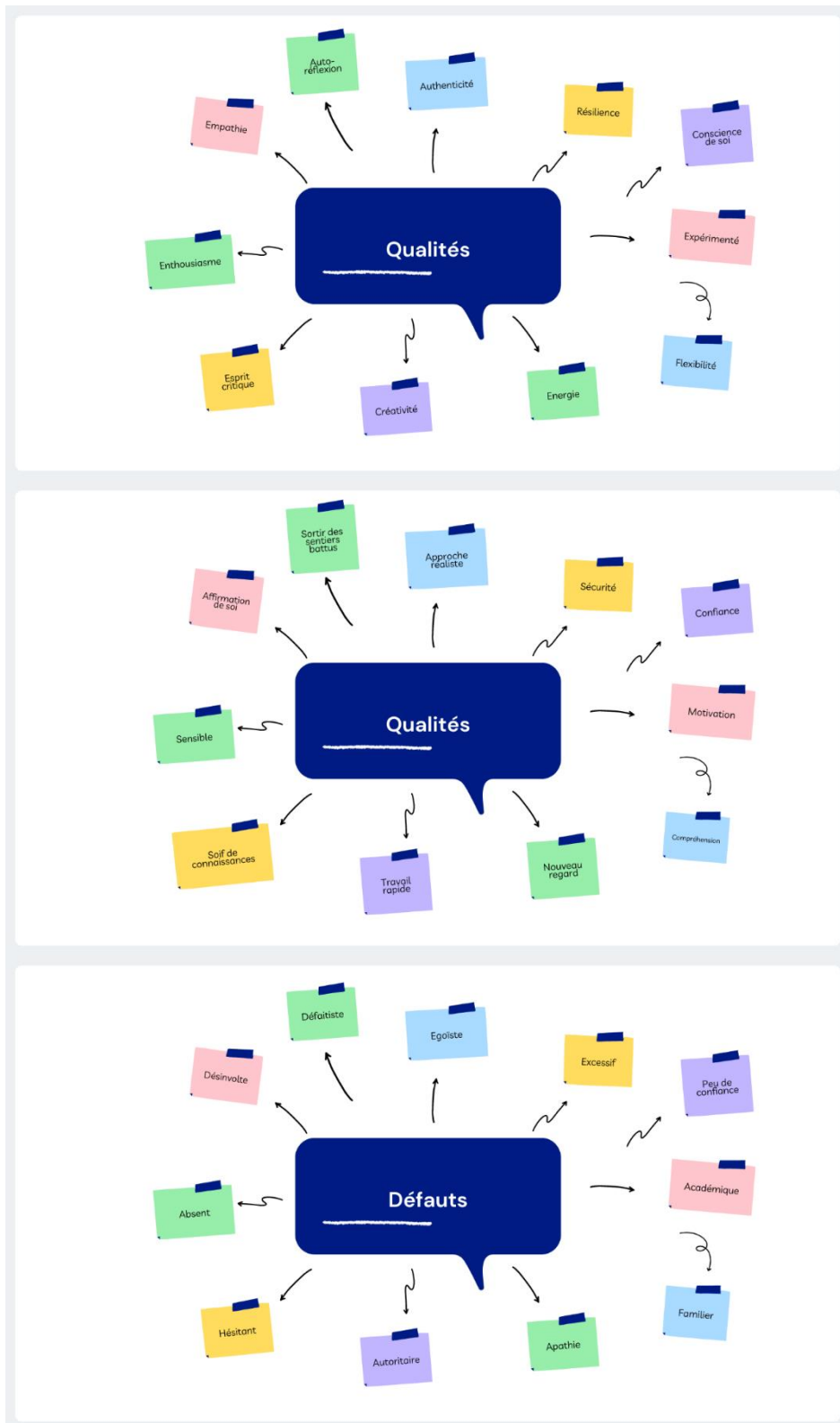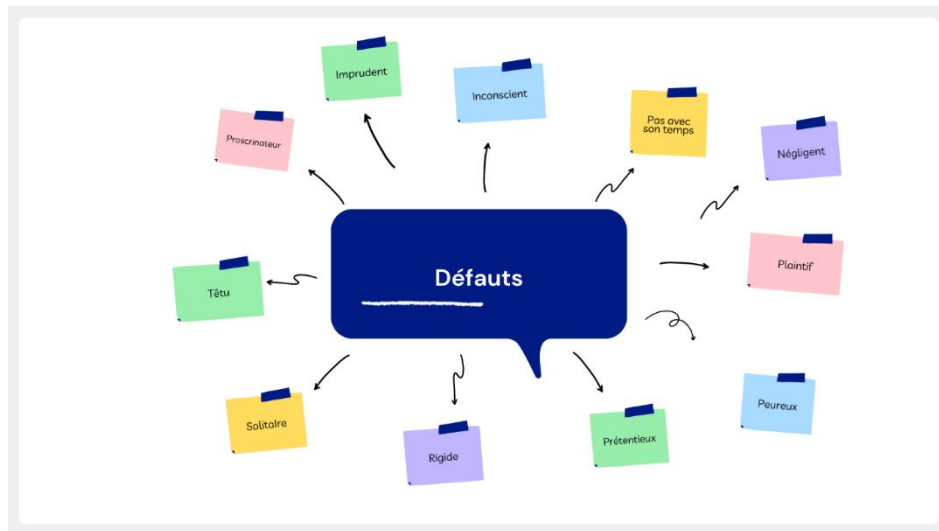
Then, we wanted to highlight the potential of juniors and seniors, in relation to attitudes, skills and professional knowledge.

This work was interesting because it was a clever way to focus on the assets of each generation in relation to different points of view (practices, attitudes, between colleagues, with young people...). This has been a good gateway to issues around the optimization of communication and cooperation.

3/ Optimization of communication and cooperation between Juniors and Seniors

How to optimize communication and cooperation between Juniors & Seniors?

In order to optimize communication and cooperation between juniors and seniors, it is necessary to be aware of each other's assets. After our first discussions, which were global, we wanted to see what the first thoughts towards a junior educator and a senior educator are.

To do this, we played the game of the "**post-it**" (see appendix II). The principle is simple: We distributed post-it notes to the seven participants in order to brainstorm different from the first. They worked individually, silently and with a set amount of time: one minute per post-it. There were four phases where we mixed assets/defects and seniors/juniors in the instructions to avoid repetition:

1. Give us five assets of juniors from the most important to the least important (pink paper)
2. Give us five defects of seniors from the most important to the least important (blue paper)
3. Give us five assets of seniors from the most important to the least important (orange paper)
4. Give us five defects of juniors from the most important to the least important (green paper)

➔ **What are the objectives of this game?**

- Have the opinion of employees on their category and on the other.
- Make a diagnosis of the results.
- Limit the time of reflection to have a more real feeling.

After analyzing the results, we were able to highlight:

5 Assets in Juniors (7 reviews)		5 Assets among Seniors (7 reviews)	
1	New perspective (22 pts)	1	Realistic approach (13pts)
2	Creativity (13pts)	2	Empathy (12pts)
3	Motivation (12pts)	3	Security (12pts)
4	Energy (10 pts)	4	Experienced (9pts)
5	Thirst for knowledge (10pts)	5	Authenticity (7pts)

To optimize the work, it is necessary to correlate these ten distinctive character traits. For example, for a project, it may be interesting to mix the creativity and new perspective of a junior and the realistic approach / experience of a senior.

What is also understood is that juniors are knowledge-seekers, which proves once again the importance of considering the experience of seniors. We must also ask ourselves the question: thanks to what methods? We made this the focus of one of our meetings.

In addition, the opinion concerning juniors is slicker: all, regardless of the generation, have spoken of this "new perspective aspect that they can bring. It would therefore seem interesting to use it wisely.

All teams agree that it is just as important to know the flaws as the strengths. Indeed, defects represent areas of improvement and understanding in the professional context in order to offer the best possible service. After analyzing the results, we were able to highlight:

Five defects in the Juniors (7 reviews)		Five defects in Seniors (7 reviews)	
1	Academic (23pts)	1	Rigid (15pts)
2	Plaintif (11pts)	2	Pretentious (15pts)
3	Little confidence (10pts)	3	Not with the times (14pts)
4	Hesitant (9pts)	4	Authoritarian (12pts)
5	Absent (7pts)	5	Stubborn (11pts)

To be aware of the strengths and weaknesses of each one is to allow a better distribution of tasks. Each employee has different appetites. It is necessary to know how to deal with the distinctive characteristics of the teams to stimulate cooperation. These results made it possible to highlight a certain number of warning points:

- It may be interesting to put a junior educator who is very academic with an experienced senior with a realized approach to the field. This would be interesting to combine field practice and theory. Just as it would be interesting to put a junior educator with a new perspective with a senior "not with his time".
- On the other hand, it will be wise to avoid putting a creative junior educator with a rigid senior educator. Even though it can be beneficial for the senior, it can be a blocking element in the work.

Once again, the opinion about the "juniors" is sliced with a very academic aspect. As for seniors, the opinion is general on several character traits: rigid or still not with the times.

Subsequently, we worked on inter-colleague communication. We started on a purely theoretical basis. Indeed, for communication, we have put forward two types of communication:

- **Verbal communication**: that which is based on the use of speech in all its states: oral verbal communication and written verbal communication.

- **Non-verbal communication**: all the signs, gestures, and mimics that you can do with your body to make any expression. For example: if we are in a situation perceived as dangerous, we can communicate to others that we are not afraid, but it is possible that our body expresses the opposite through tremors, sweat and muscle tension.

Understanding and apprehending these two forms of communication makes it possible to communicate better. Indeed, if the verbal and written form makes it possible to quickly understand the situation, the non-verbal form is not always so obvious. However, it can be just as representative of reality as words (joy, nervousness, sadness, discontent...). However, one should not fall into the interpretation of gestures, it can be misleading. Non-verbal communication should therefore be managed with caution.

That's why we chose to set up **role-playing games**. We have chosen to space the discussion meeting and the practice meeting so that employee's distance themselves from these two concepts (meeting n°7, 8 and 9). The process is simple: two educators put themselves in a situation. The rest of the team must observe gestures, reactions, words... In other words, how to react.

➔ **What are the objectives of role-playing games?**

- Allow to put oneself in different situations.
- Allow you to practice observation.
- Consider different seniors.
- Understand verbal and non-verbal communication.

➔ **What were the situations?**

Each situation included at least one educator and one "youth". The initial situation was: "Faced with a young person with a change in behaviour, you have to understand where the problem comes from. To do this, you need to listen carefully, ask questions, accompany him in his words and adopt a neutral attitude. »

The "educator" is asked to react to the situation as in real life. We asked people playing the role of "the young person" to take various positions: an angry young person, a frightened young person, a young person who does not speak, a young person with suicidal thoughts, a stubborn young person, or a sad young person. However, the educator was not aware of the situation in which he would fall, only the "young" was in confidence. After each situation, we asked for a diagnosis from the observers. A positive review and a negative review were mandatory. We also wanted them to rank according to verbal or non-verbal communication. Here is a summary table of what we were able to observe:

	+	-
Enerva	Does not fit into the young person's game (verbal / non-verbal)	Look at your watch often (non-verbal) Inexpressive (non-verbal) face
Fear **Don't talk**	Ask the right questions (verbal) Attentive (non-verbal)	Maybe ask too many questions (verbal) Don't know where to start (verbal). Takes time to get to the subject (verbal/non-verbal)
Having suicidal thoughts	Keeps calm (non-verbal) Comforting words (verbal) Warm smile (non-verbal)	Uncomfortable (non-verbal) Often clears his throat = a sign of being uncomfortable (non-verbal)
Stubborn	Seems relaxed (non-verbal)	Fact of forcing (verbal) Stay focused on your thinking (verbal / non-verbal)
Sad	Comforting words (verbal) Efforts to put oneself in the young person's shoes (verbal / non-verbal) Let the young person speak first (verbal/non-verbal)	Passes his hands too much in the hair (non-verbal)

This exercise made it possible to make a difference in the types of communication. It also allowed educators to make their own diagnosis of their attitudes. These games have also shown that the boundary between verbal and non-verbal is not always easy to detect. Another aspect has been highlighted: we always tend to notice the negative points more than the positive points (this is noticeable with the answers given by employees, there is more negative than positive).

What methods are useful?

We looked at the issue of knowledge transfer from juniors to seniors and vice versa (meeting n°7)." As at the seminar in Bologna organised by the European colleagues, we also highlighted two types of methods:

- **Formal methods**: those that can be easily expressed, written, and transferred from one person to another.

- **Informal methods**: those acquired from a person's own experience, which cannot be expressed easily by words or images.

The topic of reflection was: **What are the most effective informal and formal methods for transferring knowledge and skills?**

After discussion, we drew up a table of the informal and formal methods to be implemented according to the generation.

Five informal methods among Juniors (4 reviews)		Five informal methods among Seniors (4 reviews)	
1	Promote informal experiences outside of one's comfort zone	1	Listen to people's stories and experiences
2	Listen to people's stories and experiences	2	Direct observation
3	Brainstorming	3	Learning by doing
4	Direct observation	4	Role-playing game
5	Learning by doing	5	Building team spirit

To transfer informal knowledge and skills, it would seem that methods are similar regardless of the generation: direct observation, practice, or stories (monographs) of taking charge of accompaniments that reflect the experiences of colleagues are attractive techniques for our employees.

Five formal methods in Juniors (4 reviews)		Five formal methods among Seniors (4 reviews)	
1	Advanced Training / Team Building	1	Exchange of good practices and case studies
2	Mentoring / Tutoring	2	Illustration of organizational structure and procedures through manuals, tutorials, podcasts
3	Regular evaluation and feedback	3	Regular evaluation and feedback
4	Periodic staff meetings	4	Periodic staff meetings

5	Sharing reports within the organization	5	Mentoring / Tutoring

Once again, some similarities are visible: periodic meetings, regular feedback or the implementation of mentoring / tutoring is relevant formal methods.

4/ Impact and recommendation
What impact have you observed and what recommendations could you make?

Level of work with young people

It is obvious to us that juniors and seniors have different appetites. It is now becoming clear that depending on the proposed activity, it is necessary to choose the educator who will take care of the organization in order to provide the best possible service to our young people.

To improve the level of work with young people, it may be interesting to repeat the experience of role-playing games. This type of meeting allows educators to question themselves on how to accompany a young person. It is a way to stimulate their attention to non-verbal communication, both from a personal point of view but also with young people.

Level of youth workers

Working time was a real moment of exchange. Juniors and seniors were able to express their vision of things. We have taken good notes of these exchanges and are thinking of organizing other exchange sessions of this type in our teams.

To stimulate a little more team cohesion, and in correlation with the discussions around the methods, it may be interesting to set up a mentoring or tutoring because:
- Facilitates the acclimatization of a junior
- Increases visibility and recognition within the association
- Develops new skills and knowledge
- The mentor can provide advice on strength development and ways to overcome weaknesses
- Introduces innovative ideas and ways of thinking
- allows transfer from one generation to another

Level of organization

The meetings organized made it possible to make a diagnosis of the structure. However, we do not yet have any recommendations to make to fundamentally change things.

5/ Process during IO 1 (national or local working group)

What was your approach, how did you proceed to achieve this result?

Initially, various internal communications were made in order to present the project in order to gain support (presentation at national, regional, and local level, internal communication, etc.). We have also raised awareness externally, particularly with publications on social networks.

We worked locally and internally at Moissons Nouvelles for the sake of communication and health facilitation. Several meetings were organized to discuss:
- The general role of an educator.
- The qualities and shortcomings of an educator.
- The skills, knowledge, and attitudes to have as an educator.
- Forms of communication.
- Difficulties observed in cooperation or communication between Juniors and Seniors.
- Formal and informal methods.

There was a total of seven working meetings held between May and October 2021. Each meeting with a specific subject in order to avoid overflows on other topics with different techniques of adhesion, namely:

| Date	Subject	Methods
Meeting n°2 – 11/05/21	The objective was to answer the following questions: - What is an educator? - What are the attitudes that an educator should have? - What professional knowledge and skills should an educator have? - What are the strengths and weaknesses of an educator?	Brainstorming Post-its game Mindmap
Meeting n°5 – 21/06/21	Taking a step back from the meeting of 11/05/21 Highlighting profiles Debates on strengths and weaknesses	Brainstorming
Meeting n°6 – 06/07/21	Debriefing of the tandem visio workshop Highlighting the difficulties observed internally	Brainstorming
Meeting n°7 – 31/08/21	Theoretical research on communication (verbal, non-verbal) Discussion around formal and informal methods	Internet Professional books Personal knowledge Brainstorming
Meeting n°8 – 07/09/21	The aim was to answer the following question: What are the best formal and informal methods to transmit/learn from one generation to the next? Employees' opinions	Brainstorming Debates
Meeting n°9 – 05/10/21	Scenario based on the methods highlighted at meeting N°8 Impacts and recommendations	Role-playing games Brainstorming
Meeting n°10 – 19/10/21	Taking a step back from meeting N°9 Impacts and recommendations	Discussion

What interesting tools or templates did you use?

Diagramme de Gantt	• Suivi des dates • Des deadlines
Forms	• Diffusion du questionnaire • Récolte des données
Pack Office : Power Point, Word, Excel	• Support de présentation des réunions • Rédaction des comptes-rendus • Suivi financier
Outlook	• Communication interne
Meet	• Visioconférence avec l'équipe Bridge
Canva	• Création des visuels
Mindmeister	• Création de la carte mentale
Trello	• Suivi des tâches • Suivi du calendrier
Brainstorming	• Echange autour d'une question
Jeux de rôle	• Mise en situation • Observation des attitudes
Jeu du post-it	• Individuel • Confidentiel • Recueil d'avis

Would you like to make any other recommendations?

It might have been interesting to share with the other members of the project management how they initiated the work done internally. It is true that there were tandems where the different countries were able to work together. But there is a lack of an exchange on working methods.

Appendix I: Brainstorming Educator Characteristics
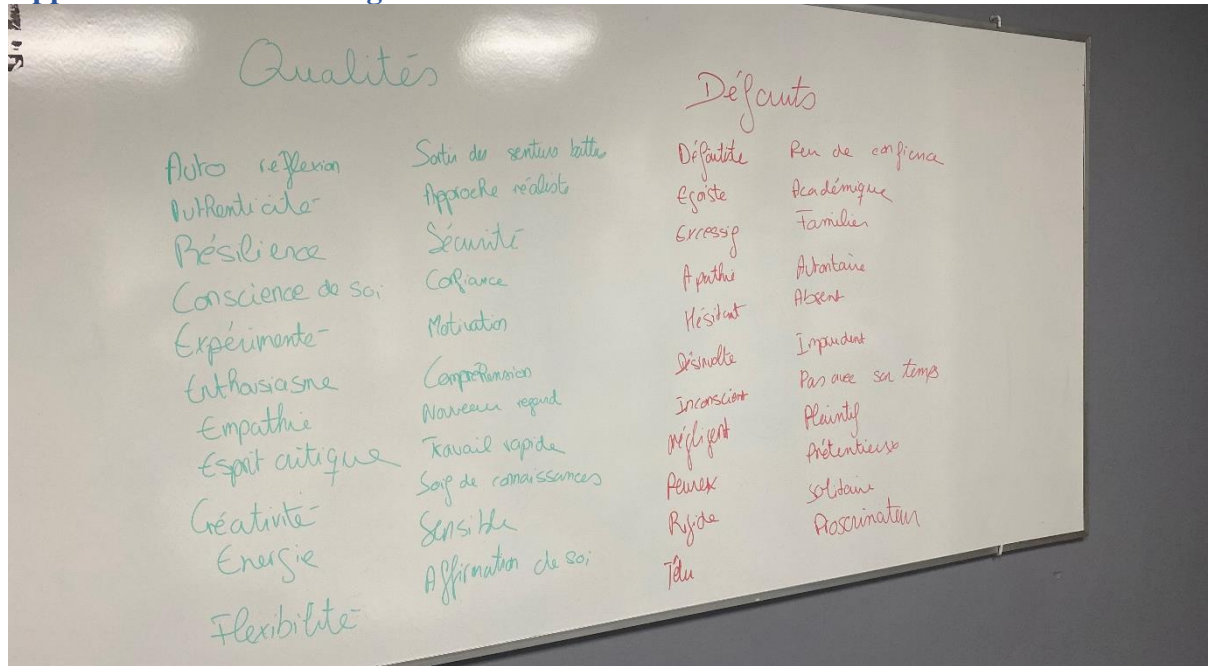
Appendix II: Post-its Game

Appendix III: Full Results

Les atouts des Juniors (rose)

Caractéristique	Place 1 - 5 pts	Place 2 - 4 pts	Place 3 - 3 pts	Place 4 - 2pts	Place 5 - 1pt	Total
Nouveau regard	3	1	1			22
Créativité	1	1	1		1	13
Motivation		1	2		2	12
Energie		1		3		10
Soif de connaissances		1	1	1	1	10
Flexibilité	1	1				9
Sortir des sentiers battus	1	1				9
Travail rapide			2	1		8
Confiance	1					5
Empathie				1		2
Esprit critique					1	1
Enthousiasme					1	1
Auto-réflexion					1	1

Les atouts des séniors (orange)

Caractéristique	Place 1 - 5 pts	Place 2 - 4 pts	Place 3 - 3 pts	Place 4 - 2pts	Place 5 - 1pt	Total
Approche réaliste	1	1	1		1	13
Empathie		1	1	2	1	12
Sécurité	1		1	2		12
Expérimenté		1	1	1		9
Authenticité		1	1			7
Travail rapide	1				1	6
Energie			1	1	1	6
Confiance	1					5
Sensible		1			1	5
Motication	1					5
Auto-réflexion		1				4
Esprit critique			1		1	4
Compréhension		1				4
Conscience de soi				1		2
Sortir des sentiers battus					1	1

Les défauts des Juniors (vert)

Caractéristique	Place 1 - 5 pts	Place 2 - 4 pts	Place 3 - 3 pts	Place 4 - 2pts	Place 5 - 1pt	Total
Académique	3	2				23
Plaintif	1	1		1		11
Peu de confiance	1			2	1	10
Hésitant			3			9
Absent	1			1		7
Inconscient	1			1		7
Peureux		1	1			7
Têtu			1	1	1	6
Familier		1			1	5
Défaitiste		1				4
Imprudent		1				4
Rigide			1			3
Egoiste			1			3
Solitaire				1		2
Négligent					1	1
Désinvolte					1	1
Proscrinateur					1	1
Prétentieux					1	1

Les défauts des séniors (bleu)

Caractéristique	Place 1 - 5 pt	Place 2 - 4 pt	Place 3 - 3 pt	Place 4 - 2p	Place 5 - 1p	Total
Rigide	1	2			2	15
Prétentieux	2	1			1	15
Pas avec son temps	2	1				14
Autoritaire	1			3	1	12
Têtu	1		2			11
Familier		1	2			10
Peureux			2			6
Solitaire		1				4
Proscrinateur		1				4
Absent			1			3
Plaintif				1	1	3
Excessif				1		2
Peu de confiance				1		2
Hésitant				1		2
Désinvolte					1	1
Egoiste					1	1