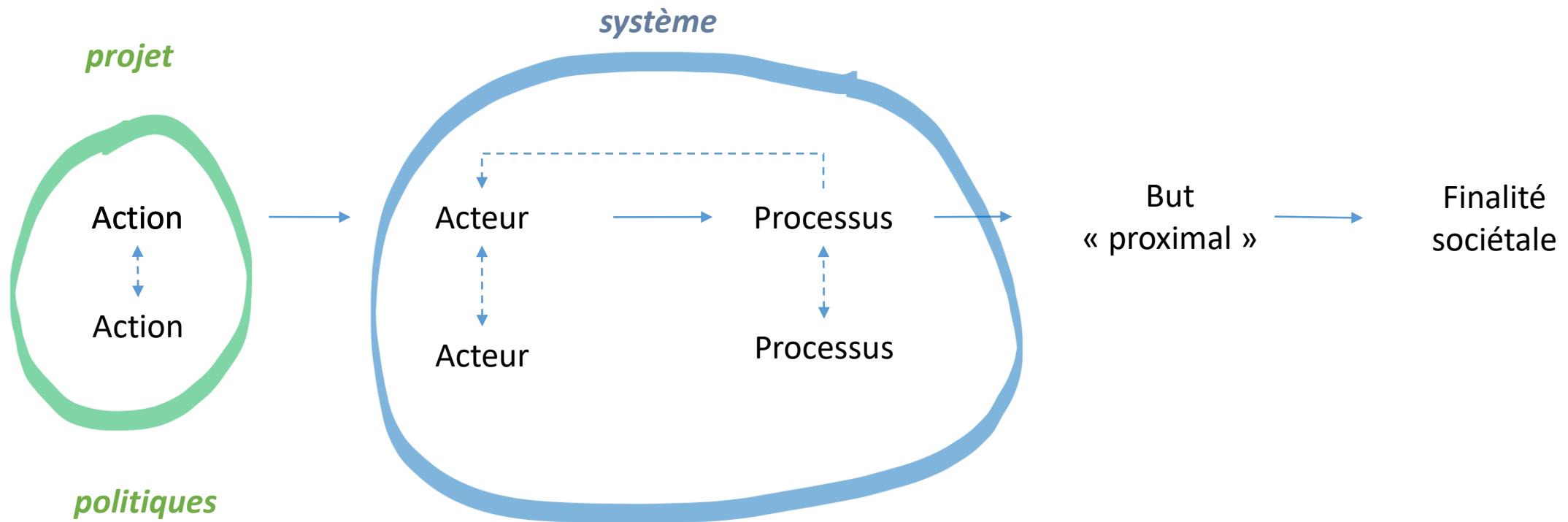


5- acteurs et comportements



Approche systémique pour la gouvernance
des systèmes de santé



- Les acteurs
- Mécanismes d'action centrés sur les comportements (psycho et socio)
- Liens avec ce qui précède

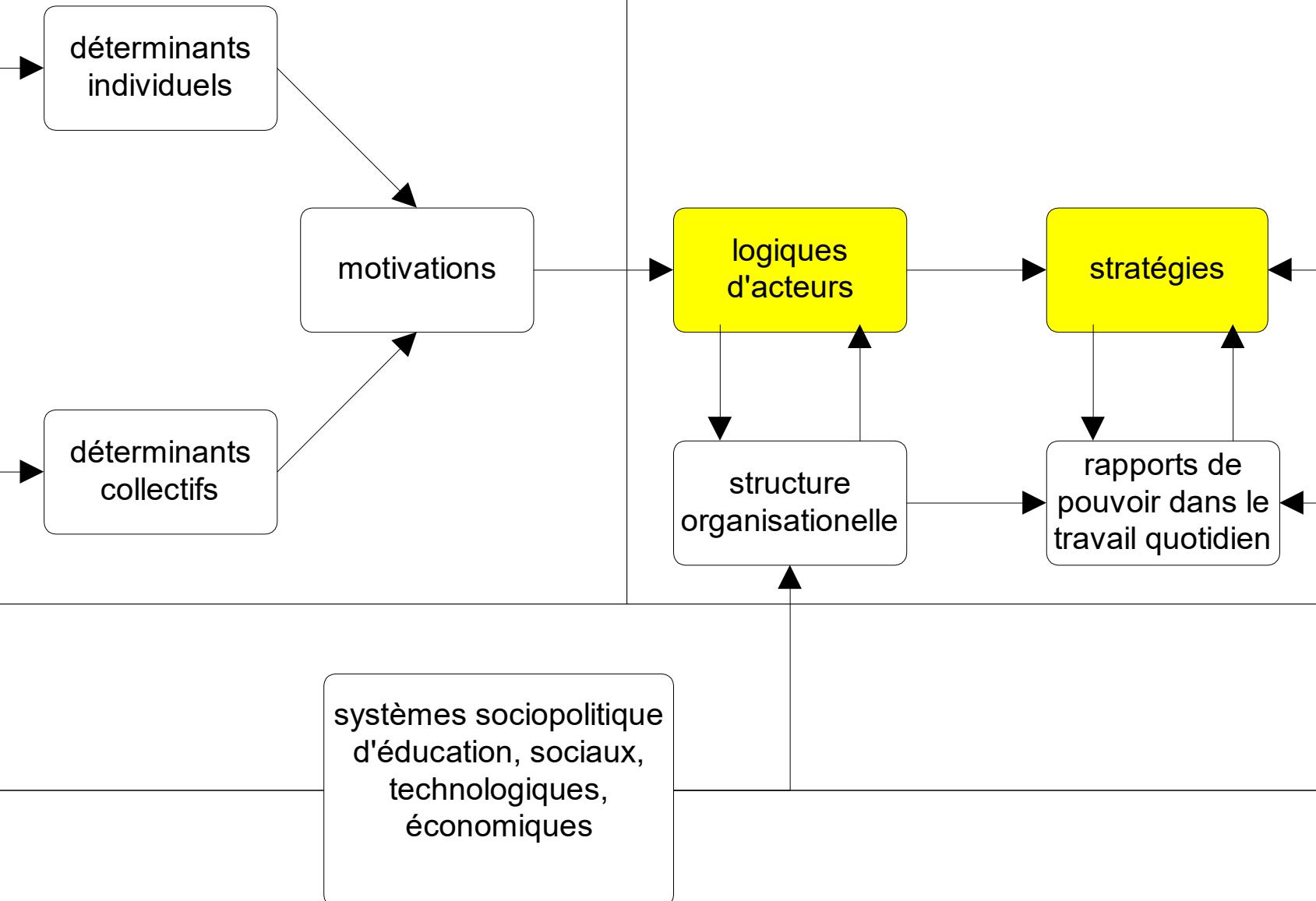
Analyse stratégique

Caractéristiques générales dans l'analyse stratégique d'acteurs

- L'analyse se fait toujours par rapport à un « point de référence», par rapport à un processus
 - Prestation de soins
 - Fonctionnement d'une Organisation
 - Processus de mise en place d'une Stratégie ou intervention
- Classification des acteurs en fonction de :
 - Leur rôle
 - Leur position
 - Leur pouvoir et leur action
- Interaction entre acteurs

l'individu et ses déterminants

l'organisation



l'environnement

L'acteur

- Celui (individu ou groupe) qui participe à une action et qui a des intérêts communs pour cette action.
- Les acteurs s'énumèrent à partir de l'action envisagée ou d'une organisation
- Un même groupe peut être un acteur unique, lorsqu'il fait bloc face à l'extérieur ou éclaté en plusieurs acteurs.
- Un individu, même très haut placé dans la hiérarchie, ne constitue pas forcément un acteur.

Postulats de base

- Théorie de l'agence:
 - Les agents d'une organisation n'acceptent jamais d'être traités comme des moyens au service de buts que l'organisateur (« le principal ») fixe à l'organisation
 - Liberté relative des acteurs dans une organisation (ou autonomie relative des acteurs)

Postulats de base

- Rationalité limitée des stratégies d'acteurs (différent de théories économiques):
 - devant tenir compte des stratégies des autres et des contraintes de l'environnement (facteurs de contingence), aucun acteur n'a le temps de trouver la solution la plus rationnelle pour atteindre ses objectifs.

Système d'action concret

- L'ensemble des relations qui se nouent entre les membres d'une organisation et qui servent à résoudre les problèmes du quotidien.
- Ces relations ne sont pas prévues par l'organisation formelle ou par les définitions de fonctions.

Système d'action concret

- Ces règles informelles sont nécessaires au fonctionnement de l'organisation et sont généralement bien connues.
- Elles doivent absolument l'être par quiconque veut introduire des changements.
- Se définit en fonction de:
 - la relation entre acteurs
 - Du rapport qu'entretiens l'acteur par rapport à une action donnée

Caractéristiques d'acteurs

- Rationalité:
 - Il n'y a jamais, dans une organisation, une seule rationalité car il y a toujours plusieurs moyens pour atteindre les objectifs recherchés.
 - Toute conduite obéit toujours à une rationalité partielle.

Caractéristiques d'acteurs

- Zones d'incertitudes:
 - toute organisation est soumise en permanence à des masses d'incertitudes très élevées.
 - Celui qui les maîtrise le mieux par ses compétences et son réseau de relations communications, qui peut donc prévoir ces incertitudes, détient la plus grande ressource de pouvoir. Ses comportements sont alors imprévisibles.
 - L'incertitude existe toujours à tous les niveaux, conférant par là même de l'autonomie aux acteurs.

Relation entre acteurs

- Pouvoir:
 - capacité d'un acteur de se rendre capable de faire agir un autre acteur.
 - Il y a des chefs sans pouvoirs réels et des individus ou groupes qui ont beaucoup de pouvoir sans avoir une position hiérarchique.
- Influence:
 - forme atténuée de pouvoir

Relation de l'acteur à une action

- Enjeu:
 - valeur que chacun attribue à une action, ce qu'il peut gagner ou perdre au-delà des objectifs de cette action

Les choix à faire quant à la gouvernance loco-régionale

Un cadre de régulation

« framing » loco-regional adaptation through « big rules »

A loco-regional system that is
A complex adaptive system

Adaptation
through « PDCA
like » process

What is place-based governance?

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Delivering Public Services

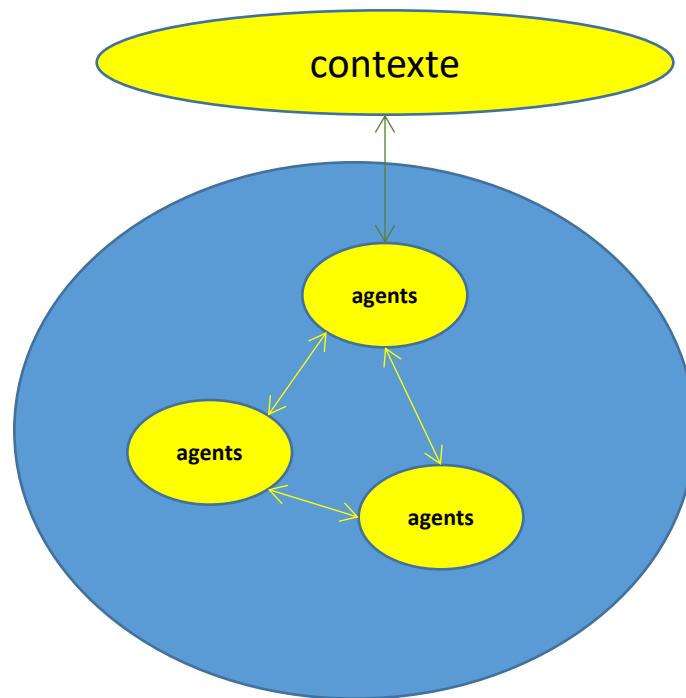
December 2017

Table 1. The service delivery design challenge: from centre to place

<i>Economies of scale – centre-based</i>	<i>Economies of scope – place-based</i>
<ul style="list-style-type: none"> - Principal-agent approach - Silo-based policy design and organisation - Requires the establishment of central targets, elaborate performance measurement systems, top-down accountability and compliance regimes; and often involves service delivery by arms-length contracts - Maximises efficiencies around discrete or segmented tasks - Mobilises resources around centrally determined programmes (education, employment, child welfare, prisons, etc.) - Focus on pre-determined and segmented needs - Knowledge principally derives from specialised theory - Predisposed to one-size-fits-all or best practice service models - Looks to randomised trials based on one possible meld - Centrally determined targets and metrics - Prioritises prescriptive regulation and/or arms-length, price-based contracts without provision for shared learning. 	<ul style="list-style-type: none"> - Pragmatic, learn by doing approach - Distributed policy design and organisation - Requires the establishment of appropriate local organisation, appropriate local collaboration, and appropriate capacities for planning and implementation - Maximises opportunities for proactive attention to complex, variable, and high cost service challenges - Mobilise resources around contexts, individuals, or client categories - Focus on a holistic or comprehensive response to need - Assumes that knowledge about need is generated in the local context and often involves ad hoc teams - Facilitates continuous, adaptive learning - Looks for continuous improvement - Provisional and corrigible targets and purposes - Prioritises accountable self-assessment and price-based arrangements that enable shared learning and continuous improvement.

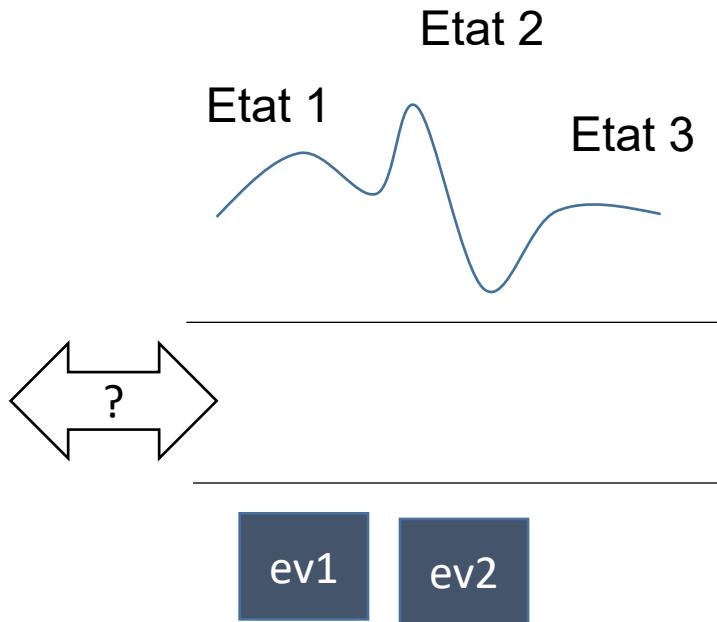
From Marsh I, Crowley K, Grube D, Eccleston R. Delivering Public Services: Locality, Learning and Reciprocity in Place Based Practice. Aust. J. Public Adm. 2017;76:443–56.

Approche méthodologique générale



Agents et interactions

Dynamique du système

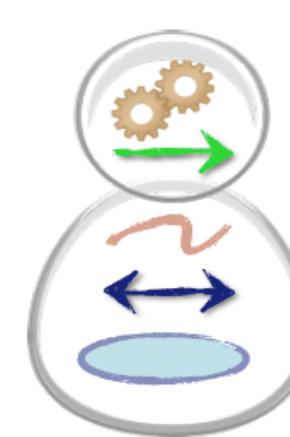


Evènements et boucles causales?

Un système d'agents ou acteurs

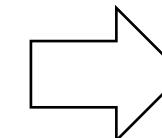
Figure from MISS-ABMS course

The « governance » of
a system of « agents »



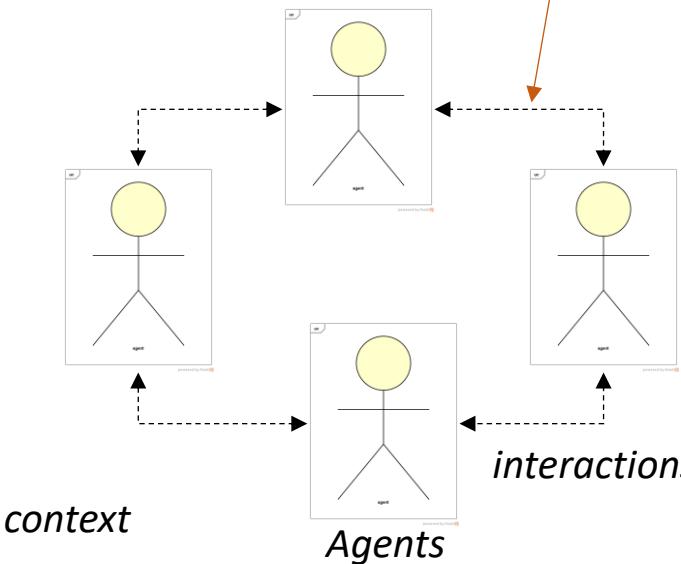
Agent

- Decision-making
- Behavior
- Communication
- Actions
- Interactions
- Perception



*Rules of interaction:
if characteristics of an agent,
then ...*

A « complex adaptive system »



context

Agents

interactions

Vidéo mécanisme

- <https://youtu.be/UIw403v6LKE>
- <https://www.youtube.com/watch?v=LOtwnkEoRII&feature=youtu.be>

Coleman's diagram pour expliquer les différents types de mécanismes

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THE MATHEMATICS OF SOCIAL ACTION

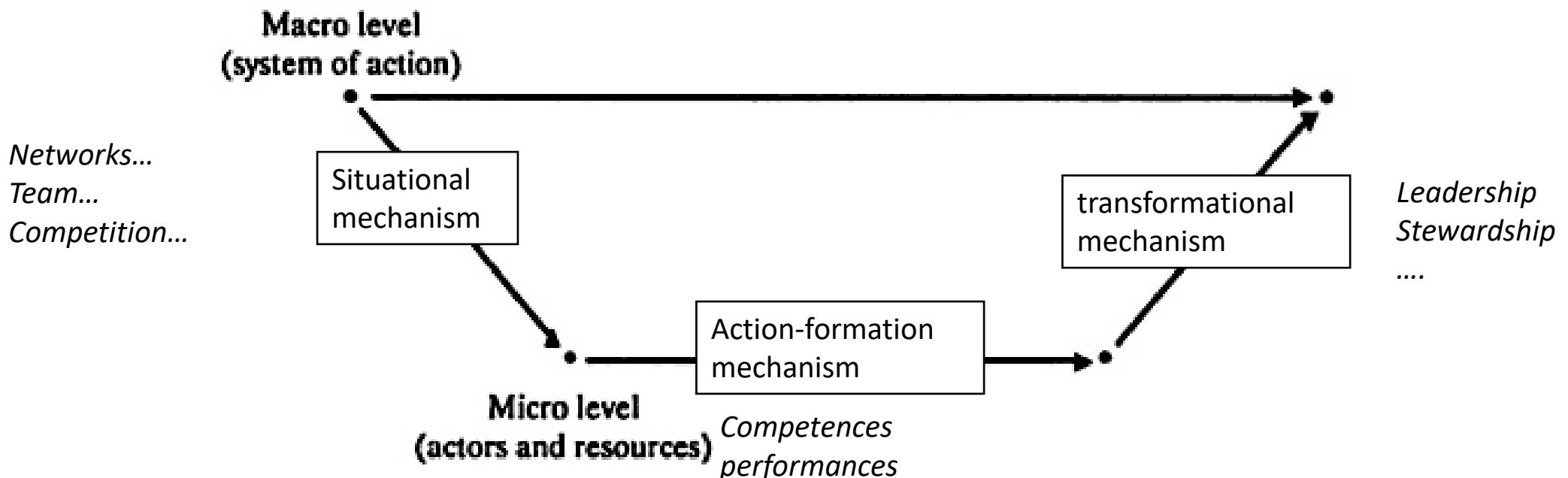
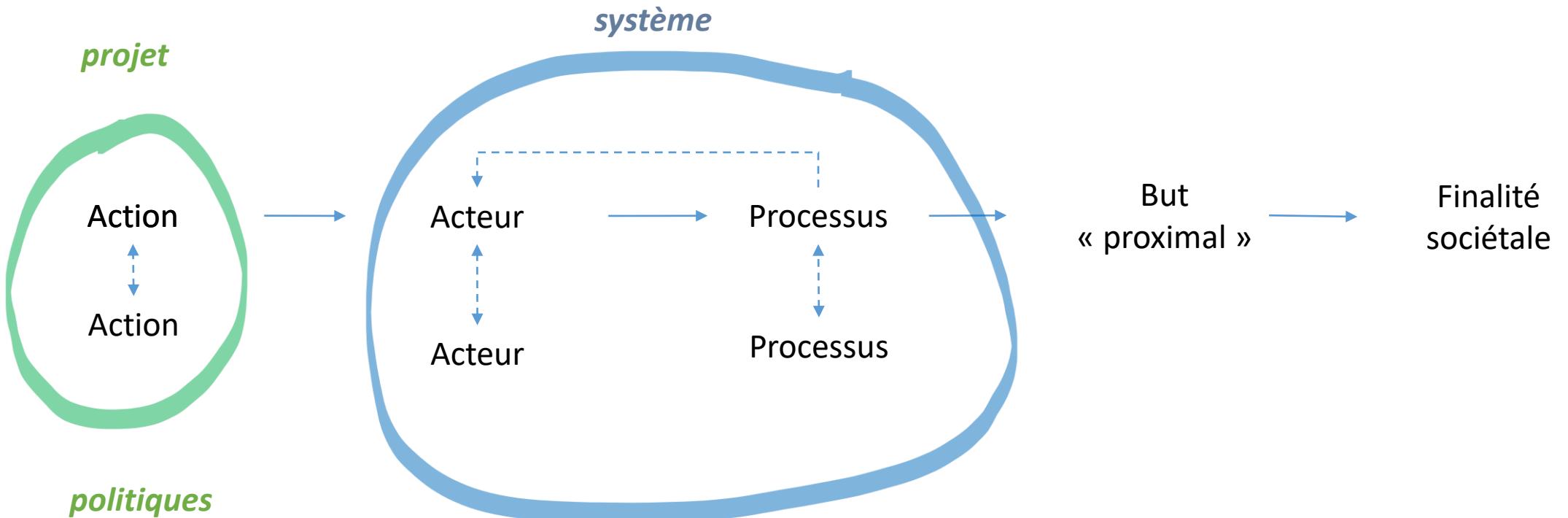


Figure 26.1 Causal diagram for relating micro and macro levels.

En « pratique »?

- Qui sont les acteurs → lien avec processus ciblé
 - Les acteurs qui sont directement « responsables » des actions du processus
 - Les acteurs qui ont une influence importante (leadership, équipe, compétition, ...) sur les acteurs du processus
- Quel « comportement » veut-on atteindre (par différent type d'acteurs)?
- Quel mécanisme d'action va-t-on essayer d'enclencher?

Qui sont les acteurs et quel(s) comportement veut-on atteindre?

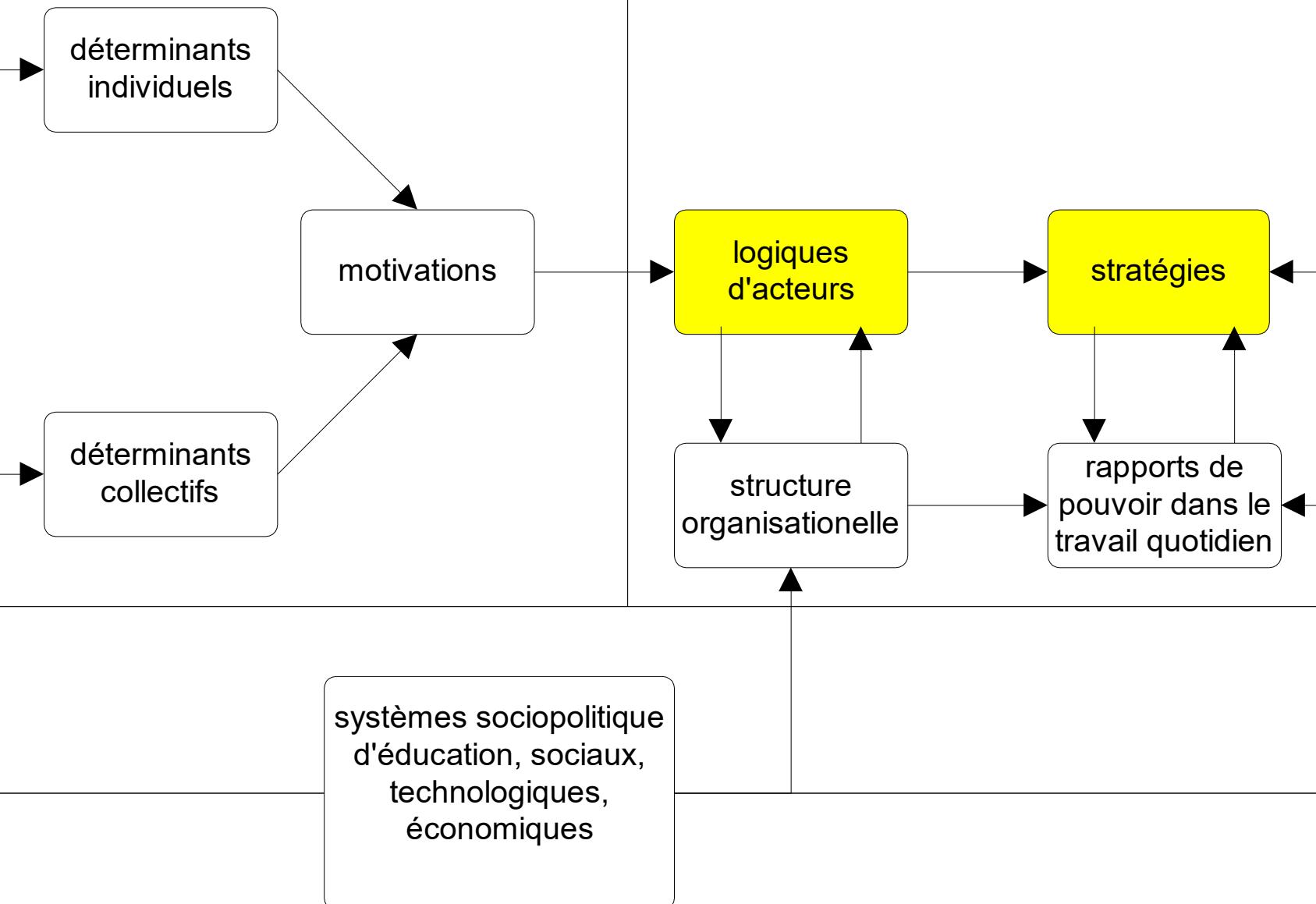


Quels mécanismes d'action veut-on enclencher?

- La « roue » de Michie
- Les mécanismes d'action (tenant compte de ce qu'on a appris au niveau « régime » et « paysage »)

l'individu et ses déterminants

l'organisation

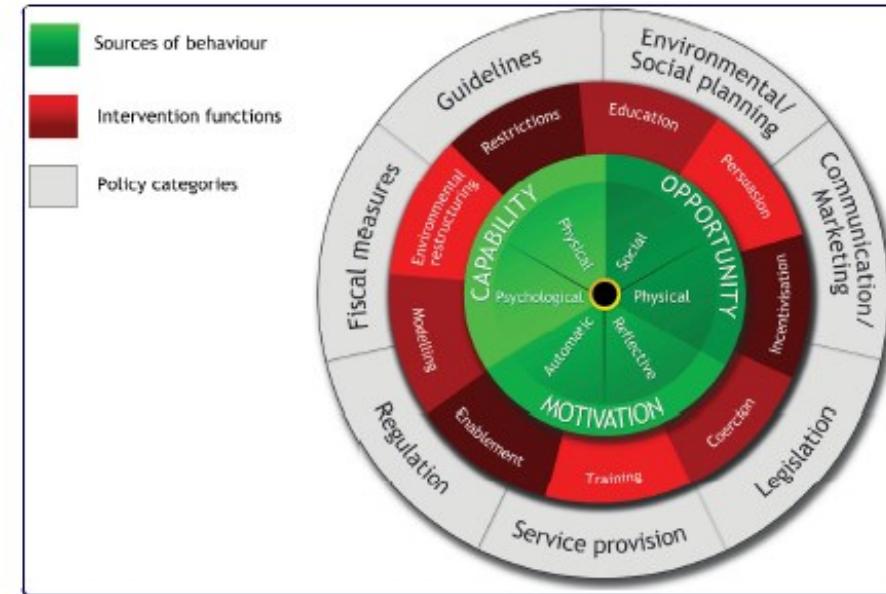
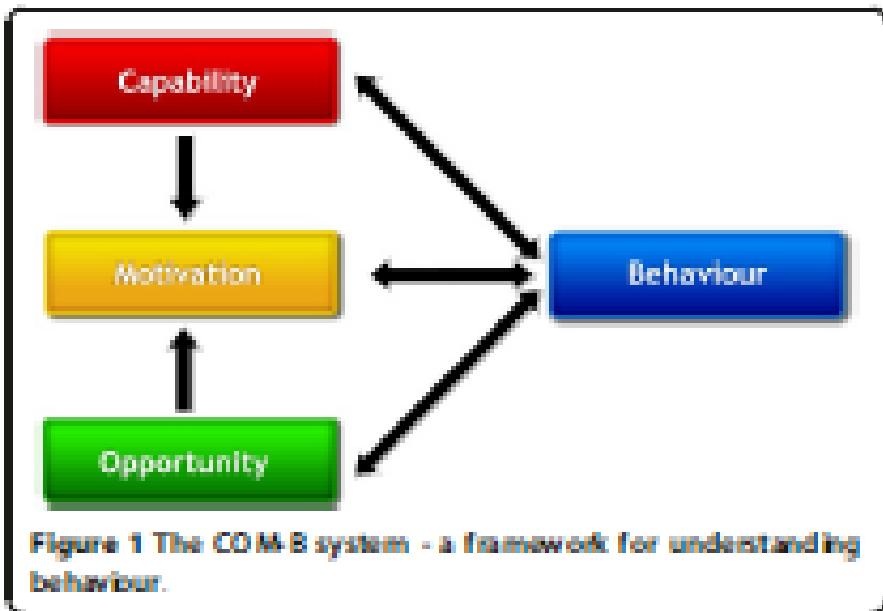


l'environnement

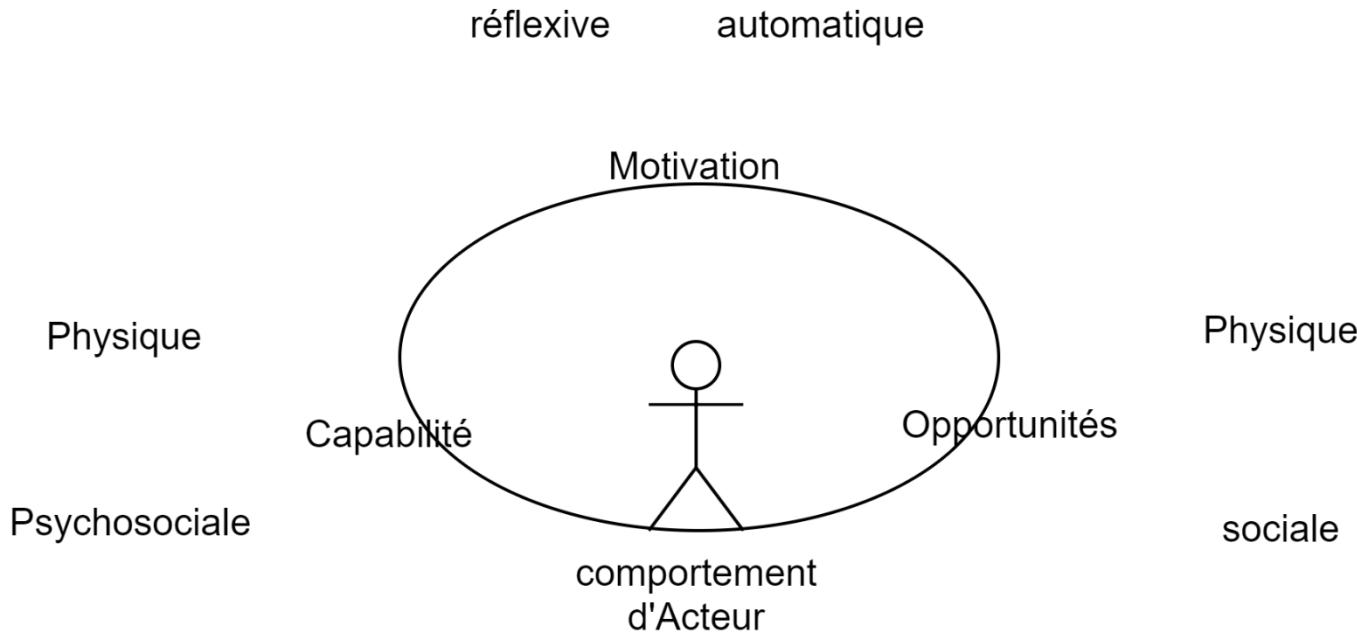
Modèle Com-B

The behaviour change wheel: A new method for characterising and designing behaviour change interventions

Susan Michie^{1*}, Maartje M van Stralen² and Robert West³



Le comportement est le résultat de facteurs interconnectés. Il faut en tenir compte dans le choix d'actions



BMJ Open Using the theoretical domains framework and the behavioural change wheel in an overarching synthesis of systematic reviews

Michelle Richardson,¹ Claire Louise Khouja,² Katy Sutcliffe,¹ James Thomas¹

Table 2 The Theoretical Domains Framework (TDF)

TDF domain	Description
Knowledge	An awareness of the existence of something.
Skills	An ability or proficiency acquired through practice.
Social/professional role and identity	A coherent set of behaviours and displayed personal qualities of an individual in a social or work setting.
Beliefs about capabilities	Acceptance of the truth, reality or validity about an ability, talent or facility that a person can put to constructive use.
Optimism	The confidence that things will happen for the best, or that desired goals will be attained.
Beliefs about consequences	Acceptance of the truth, reality or validity about outcomes of a behaviour in a given situation.
Reinforcement	Increasing the probability of a response by arranging a dependent relationship or contingency, between the response and a given stimulus.
Intentions	A conscious decision to perform a behaviour or a resolve to act in a certain way.
Goals	Mental representation of outcomes or end states that an individual wants to achieve.
Memory, attention and decision processes	The ability to retain information, focus selectively on aspects of the environment and choose between two or more alternatives.
Environmental context and resources	Any circumstance of a person's situation or environment that discourages or encourages the development of skills and abilities, independence, social competence and adaptive behaviour.
Social influences	Those interpersonal processes that can cause an individual to change their thoughts, feelings or behaviours.
Emotion	A complex reaction pattern, involving experiential, behavioural and physiological elements, by which the individual attempts to deal with a personally significant matter or event.
Behavioural regulation	Anything aimed at managing or changing objectively observed or measured actions.

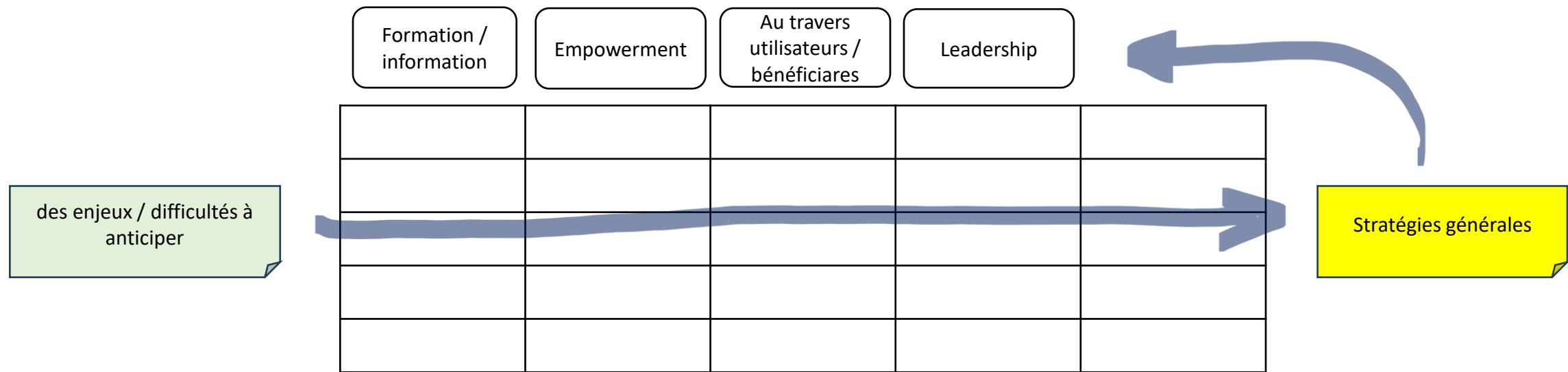
Table reproduced from Cane et al.¹⁰

- <https://theoryandtechniquetool.humanbehaviourchange.org/tool>

NPT

- la cohérence,
 - la participation au processus de compréhension,
 - l'action collective,
 - le monitoring devant nourrir un processus réflexif.
-
- Voir détail dans [lien cours edx](#)

Tableau de C. May



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Translational framework for implementation evaluation and research: implementation strategies derived from normalization process theory

Carl R. May^{1,2}*, Alyson Hillis³, Bianca Albers³, Laura Desveaux⁴, Anthony Gilbert⁵, Melissa Girling⁶, Roman Kislov⁷, Anne MacFarlane⁸, Frances S. Mair⁹, Sebastian Pothoff¹⁰, Tim Rapley¹¹ and Tracy L. Finch¹²

Influence du contexte sur la conception du changement de processus

Adaptation du changement en fonction de ce qui est réalisable par les acteurs

Comment le changement proposé peut-il s'intégrer dans les habitudes de travail des acteurs?

Comment le changement proposé peut-il s'intégrer dans les habitudes de travail des acteurs?

Compréhension les acteurs de ce qui fait la différence entre le processus actuel et le changement

Niveau d'accord entre les différents acteurs sur le but du changement et ses composantes

NPT Constructs	Implementation Micro-Strategies				General Implementation Strategies
	Information Strategies (what do staff need to know to contribute to implementation?)	Empowerment Strategies (what needs to be done to equip staff to participate in implementation?)	Service User Strategies (how can service users contribute to implementation?)	Leadership Strategies (what do leaders need to do to promote implementation?)	
NPT Construct: Strategic Intention How do contexts shape the formulation and planning of interventions and their components?	Determine how information about context influences the goals of implementation [44, 45]	Involve a wide range of staff and stakeholders in the planning process to ensure that differences in perspectives and needs are taken into account [46–48]	Service users should contribute to tailoring the implementation to meet their specific needs and circumstances [49]	Develop a comprehensive plan for staff and service users that outlines the implementation's objectives, taking into account the specific organizational context [45, 50–53]	Plan de changement du processus,
NPT Construct: Adaptive Execution How do contexts affect the ways in which users can find and enact workarounds that make an intervention and its components a workable proposition in practice?	Identify aspects of the intervention that might require staff to improvise workarounds or adjustments during implementation	Encourage staff to develop and share workarounds that overcome contextual challenges [54, 55]	Elicit service users' experiences and suggestions of practical workarounds that might not be apparent to healthcare providers [54, 56]	Establish an implementation framework for staff that allows for modifications and adaptations as the implementation is rolled out [47–49, 57–79]	Adaptation nécessaire du processus pour atteindre les buts dans un contexte
NPT Construct: Negotiated Capacity How do contexts affect the extent that an intervention and its components can fit, or be integrated, into existing ways of working by their users?	Engage with staff at all levels to understand their views on how the implementation can be integrated with current practices	Encourage staff to explore the compatibility of the implementation with their existing practices, structures, and capabilities	Elicit service user perspectives on the alignment of the implementation with their lifeworld and its routines	Collaboratively develop strategies with staff that align the implementation with existing workflows, modifying components where necessary to ensure a better fit [46, 47, 55, 57, 78, 80–83]	Engager les acteurs pour s'assurer que les nouveaux éléments du processus fassent partie des routines de travail
NPT Construct: Reframing organisational logics How do existing social structural and social cognitive resources shape the implementation environment?	Identify those features of the organization expected to affect implementation [59]	Involve key discussions about the organizational implications of implementation [49, 67, 75]	Assess service users' expectations of care	Deliver targeted initiatives (like training programs or policy revisions) for staff to align implementation with organizational goals and structures [44, 64, 84, 85]	Les caractéristiques organisationnelles qui influencent le changement
NPT Construct: Coherence building—Differentiation How do people distinguish interventions and their components from their current ways of working?	Show staff how the implementation differs from existing practices [44, 60, 86, 87]	Encourage staff to openly discuss perceived differences and their implications [73, 83, 84, 88–90]	Identify how implementation will lead to differences from service users' current care routines [91]	Deliver targeted training sessions [84]	Comment le nouveau processus influence les pratiques des acteurs
NPT Construct: Coherence building—Communal specification How do people collectively agree about the purpose of interventions and their components?	Clarify for staff the goals and expected outcomes of the implementation [46, 49, 62, 74, 77, 79, 87, 92, 93]	Facilitate group discussions amongst staff to develop shared understandings of implementation [55–57, 59, 61, 67–69, 80, 89, 94, 95]	Involve service users in consensus building about the goals of the implementation [58, 72]	Develop a consensus document outlining agreed objectives of implementation [45, 72, 89]	Se mettre d'accord sur des buts partagés en lien avec le processus

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Translational framework for implementation evaluation and research: implementation strategies derived from normalization process theory

Carl R. May^{1,2}*, Alyson Hills³, Bianca Albers³, Laura Desveaux⁴, Anthony Gilbert⁵, Melissa Girling⁶, Roman Kislov⁷, Anne MacFarlane⁸, Frances S. Mair⁹, Sebastian Pothoff¹⁰, Tim Rapley¹¹ and Tracy L. Finch⁶

Comment le changement dans le processus influence la confiance entre les acteurs

Comment le changement dans le processus distribue-t-il les nouvelles tâches aux « bons » acteurs?

Comment le changement dans le processus est-il appuyé par les éléments du régime de l'organisation

Comment le changement dans le processus est-il perçu comme nécessaire par les acteurs individuellement?

NPT Constructs	Implementation Micro-Strategies				General Implementation Strategies
	Information Strategies (what do staff need to know to contribute to implementation?)	Empowerment Strategies (what needs to be done to equip staff to participate in implementation?)	Service User Strategies (how can service users contribute to implementation?)	Leadership Strategies (what do leaders need to do to promote implementation?)	
NPT Construct: Collective action—Relational Integration How does using interventions and their components affect the confidence that people have in each other?	Understand how the implementation affects relationships between staff [66, 100, 102]	Promote open communication amongst staff about relational dynamics [44, 83, 97]	Consider how the implementation impacts service users trust and confidence in healthcare providers [44, 67]	Facilitate problem solving activities and conflict resolution training for staff [92]	Equipes pour asseoir la relation de confiance
NPT Construct: Collective action – Skill-set workability How is the work of interventions and their components appropriately allocated to people?	Determine the skill requirements for the implementation [56]	Assess and develop the required skills among staff [45–50, 52, 54, 57, 59, 61–69, 71–73, 75–78, 80–83, 85, 86, 90, 93, 95–97, 99–101, 103]	Provide service users with the knowledge and skills they need to participate effectively in the implementation [70, 71, 85]	Provide targeted training and redistribute tasks according to skill sets [45–50, 52, 54, 57, 59, 61–69, 71–73, 75–78, 80–83, 85, 86, 90, 93, 95–97, 99–101, 103]	Les acteurs ont les compétences par rapport au nouveau processus
NPT Construct: Collective action – Contextual Integration How is the work of interventions and their components supported by host organizations?	Gauge organizational readiness and resource availability [58]	Involve management in resource allocation and support [96]	Ensure that service user participation is actively supported by the host organisation [58, 92, 93]	Align organizational resources and policies to support the implementation [45, 48, 55, 58, 59, 61, 77, 82, 92, 93, 95, 96]	Engagement de l'organisation pour appuyer le nouveau processus
NPT Construct: Reflexive monitoring – Systematisation How do people access information about the effects of interventions and their components?	Establish a system for monitoring the implementation's effects [56, 60, 61, 64, 72, 84, 94, 99, 102]	Train staff to use monitoring tools effectively [65, 87]	Involve service users in monitoring the implementation and provide them with feedback on progress [71]	Implement and maintain a data collection and analysis system [56, 63, 67, 77, 79, 93, 95, 97, 102, 103]	Système de monitore en place
NPT Construct: Reflexive Monitoring – Communal appraisal How do people collectively assess interventions and their components as worthwhile?	Determine criteria for assessing the implementation's worth to staff [57, 68, 69, 81, 88, 89, 100, 102]	Involve staff in evaluating the implementation's effectiveness [78, 90, 101]	Include service users in the evaluation of the implementation, ensuring their perspectives are considered in any assessments of its worth [58, 103]	Conduct regular review meetings and surveys for communal feedback [44, 46, 80, 99]	Opportunités pour l'amélioration continue du processus
NPT Construct: Reflexive Monitoring – Individual appraisal How do people individually assess interventions and their components as worthwhile?	Understand personal evaluations of the implementation	Encourage individual reflection and feedback [90]	Encourage and facilitate individual feedback from service users about their experiences with the implementation	Create channels for private feedback and personal reflection sessions	Espace de sécurité pour que les acteurs puissent faire des feedback sur les changements

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Translational framework for implementation evaluation and research: implementation strategies derived from normalization process theory

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NPT Constructs	Implementation Micro-Strategies				General Implementation Strategies
	Information Strategies (what do staff need to know to contribute to implementation?)	Empowerment Strategies (what needs to be done to equip staff to participate in implementation?)	Service User Strategies (how can service users contribute to implementation?)	Leadership Strategies (what do leaders need to do to promote implementation?)	
NPT Construct: Reflexive Monitoring – Reconfiguration How do people modify their work in response to their appraisal of interventions and their components?	Identify necessary changes based on implementation appraisal by staff [49, 51, 56, 74–76, 78, 84, 96, 98, 100, 101, 103]	Allow staff to suggest and trial modifications [51–53, 55, 78, 86, 87, 95, 96, 102]	Be responsive to feedback from service users, and be prepared to make changes based on their experiences and suggestions [45, 63]	Facilitate an adaptable approach, revising practices based on staff feedback [45, 47, 50, 51, 60, 62, 66, 71–75, 77, 81–83, 90–92, 97, 99, 101]	Revise implementation process based on staff feedback
NPT Construct: Intervention performance What practices have changed as the result of interventions and their components being operationalized, enacted, reproduced, over time and across settings?	Identify key metrics and indicators to measure changes in practices [47]	Encourage and enable staff to recognize and report changes in their practices	Identify service user reported outcomes of the implementation	Implement regular evaluation tasks for staff, to measure the implementation's impact on practices [80]	Train staff to understand and contribute to the evaluation process
NPT Construct: Relational restructuring How has working with interventions and their components changed the ways people are organized and relate to each other?	Determine how staff relationships and team dynamics have shifted due to the implementation	Facilitate open dialogue and feedback sessions for staff to express how their interactions and relationships have been affected [45]	Determine how the implementation has affected the relationships between patients, caregivers, and healthcare providers	Conduct workshops or team-building activities for staff to address and adapt to any changes in organizational relationships and structures	Adaptation de la structuration de l'équipe
NPT Construct: Normative restructuring How have working with interventions and their components changed the norms, rules and resources that govern action?	Assess how implementation has influenced the norms, rules, and resource distribution within the organization	Involve staff in reviewing and revising policies and norms to align with the implementation	Identify the impact on service users of changes in norms, or resources that affect them	Update organizational policies, procedures, and resource allocation strategies to reflect the changes brought by the implementation	Adaptation des politiques et guidelines
NPT Construct: Sustainment (normalisation) How have interventions and their components become incorporated in practice?	Identify the factors that contribute to the successful integration and routinization of implementation	Enable continuous engagement and ownership among staff to sustain the implementation	Work with service users to identify what factors will contribute to the successful incorporation of the implementation into their everyday lives	Integrate the implementation into standard operating procedures and ongoing training programs, ensuring it becomes a regular part of organizational practice	Be clear about how to decide if implementation has been successful, and for who

Travail 3

- Faire la liste des acteurs
- Compléter la liste de PP

- Vous allez développer une théorie de changement / de programme pour imaginer un changement
- Cette théorie sera développée par étapes
- Pour chaque étape:
 - Un processus de questionnement
 - Une compréhension améliorée du système
 - Un processus de priorisation
 - Une révision des choses faites dans les parties précédentes
 - Limites du systèmes
 - Actions que « je », « nous » pouvons contrôler ou influencer

Les différentes étapes

- Partie 1:
 - Le « système valeurs, buts, objectifs... processus »
 - Les postulats: Les modèles mentaux et structures sous-jacentes
 - Moi, nous et le système qui m'intéresse (délimité)
- Partie 2:
 - Expliquer la dynamique observée du système (en routine)
 - BOTG
 - Modèle multiniveau de Geels

Les différentes étapes

- Partie 3:
 - Les acteurs et leurs comportements (ajouter Michie) à cibler en fonction du processus à changer
 - Les parties prenantes, leur pouvoir, confiance et leur intérêt dans la prise de décision
- Partie 4:
 - Flux entre acteurs
 - Identification de boucles de rétroactions
- Partie 5:
 - Théorie de changement / programme (le changement « imaginé » dans un système)

Travail 3 (voir fichier pdf)

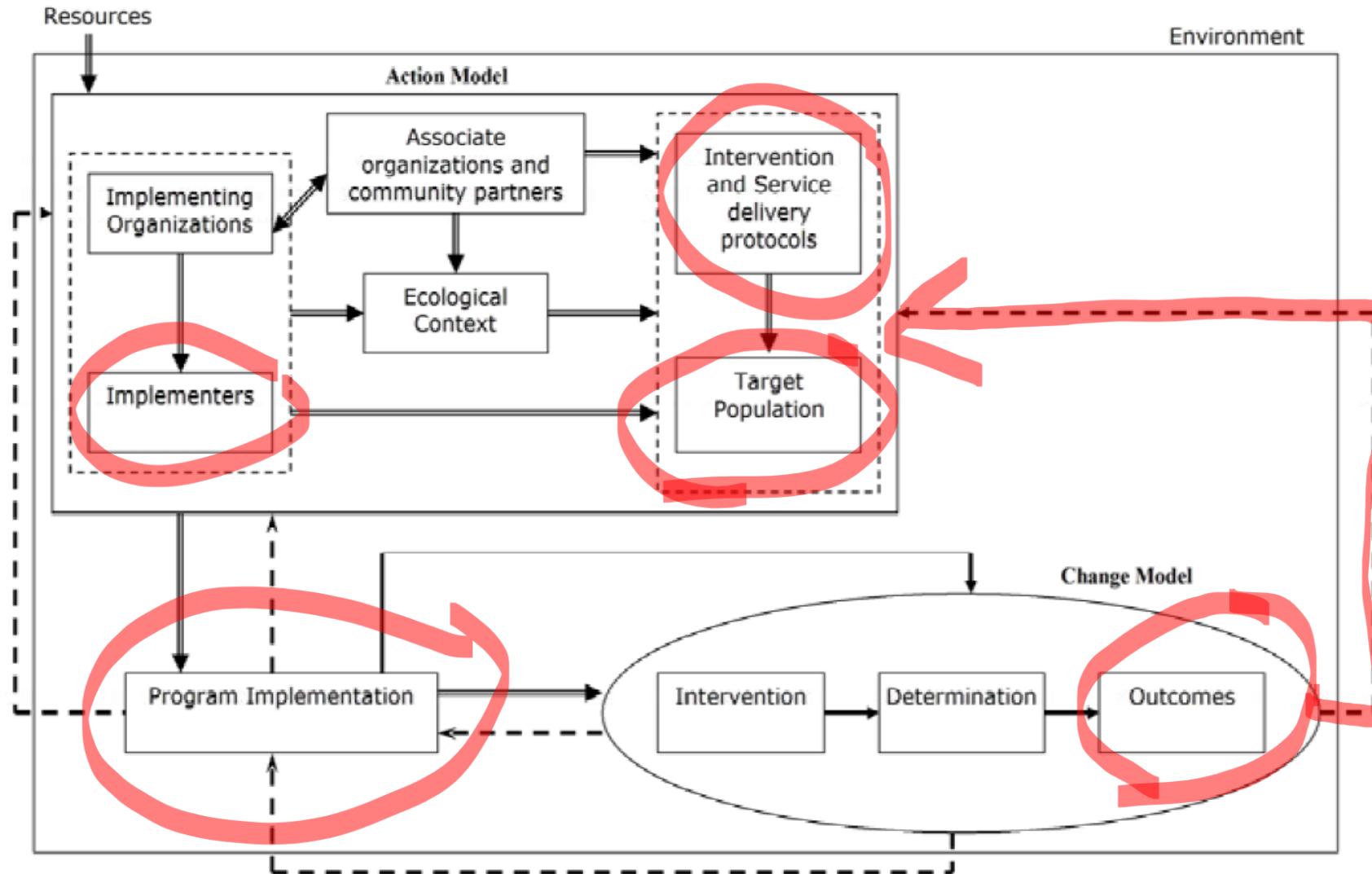
Des ressources

Un contexte

Objectifs sur le court
et le long terme

Des défis

Un processus de changement



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RESEARCH IN THE SCHOOLS
2006, Vol. 13, No. 1, 75-83

Figure 1. Conceptual Framework of Program Theory (Comprehensive F

A Theory-Driven Evaluation Perspective on Mixed Methods Research

Huey T. Chen
University of Alabama at Birmingham

