

**ERC Starting Grant 2019
Research proposal [Part B1]**

**Coaching as a social ritual: acting on people in a liberal-
individualistic society (parenting, education, mental
health care)**

COACHINGRITUALS

**Nicolas MARQUIS (PI)
Université Saint-Louis – Bruxelles (USL-B, Belgium)
60 months**

The major goal of this project is to establish a greater understanding of the pervasive and elusive practice of coaching (empowering people so that they produce themselves the changes they need) as a ritual action which is specific to liberal-individualistic societies that support the idea of a hidden potential in each of us.

This project will focus on the ways the coaching logic transforms three specific common social activities (parenting, teaching and mental health care) that have traditionally been characterized by an asymmetry between a person in a lower position and a person in a higher position. The multiplication of coaching devices in these fields however signals a loss of legitimacy of this feature. Through a comparative and empirically-grounded perspective, we will make the coaching ritual, its language game, applications and effects, into salient analysers of how we act nowadays on other peoples' behaviour and emotions.

We will combine three levels of analysis: the macro-level analysis of the transformations of the moral environment, the meso-level analysis of the institutional and actors' practices and the micro-level analysis of coaching ritual's effects. Macro-level will require an international comparison between the United Kingdom, Italy, and France/French-speaking Belgium. Meso and micro-level will focus on the last area.

The study will also combine three methods: a comparative content analysis of controversies, participant observations of coaching performances in 6 different contexts, and semi-structured interviews with around 100 participants (coaching promoters; parents, teachers, caregivers providing coaching; adolescents, students and care receivers to which this logic is applied).

By taking the coaching ritual seriously and keeping at distance celebration or criticism, this project seeks not only to produce new theoretical knowledge, but also to shed light on coaching-related tensions and raise awareness among stakeholders.

Section a: Extended Synopsis of the Scientific Proposal

Coaching is nowadays a pervasive social phenomenon, that is not anymore limited to the traditional fields of sport and professional training, in which it was first studied (Jones *et al.*, 2008, Brasseur, 2009, Nizet & Fatien, 2012). However, its elusiveness and its moral nature result in difficulties to fully grasp its scope, significance and effects. The CoachingRituals project claims to **take the success of the coaching logic seriously**, not treat it as a peripheral phenomenon, but rather **as a salient analyzer of liberal-individualistic (LI) societies** that valorize personal autonomy and ability to transform oneself (Ehrenberg, 2016).

What exactly is coaching? The general objective of the project is to build and to test a ground-breaking theoretical proposition: **Coaching should be analyzed as a ritual action** specific to LI societies, designed to help people produce themselves the change they need. By ritual, I mean a system of actions, located in a social environment and following its rules, and which is designed to act upon people's emotions, intentions, behaviors, and status (especially when they face adversity), in a way that seems efficient and acceptable in that environment (Evans-Pritchard, 2010, Turner *et al.*, 2017). From this viewpoint, the success of the coaching logic and of the meanings it produces, as well as its professed efficiency and ability to help people should all be related to the fact that this social practice is **perfectly in line with social representations valorizing autonomy, personal decision and above all with the ideal that there is, in each of us, hidden potential** that will help us overcome our problem (Marquis, 2014, Ehrenberg, 2018).

What are the scope, significance and effects of this pervasive, but elusive social practice? **The proposed study will focus on the ways that the coaching logic penetrates and transforms 3 specific very common social activities, namely parenting, education and mental health care.** Besides their apparent diversity, these 3 social activities, which have never previously been analyzed in a comparative way, share the same structural characteristic of being what we will call **“asymmetric, institutionalized and moral relations” (AIMR)** between a person in a lower position (the child, the pupil/student, the client/patient) allegedly lacking something, and a person in an upper position (the parent, the teacher, the caregiver), in which the latter aims at transforming the former, so that s/he gets a new status (grown-up, educated or ‘cured’) characterized by a larger autonomy. By ‘asymmetric relation’ (Delmar, 2012), I mean that the person in the upper position (PUP) carries the temporary mission of influencing the person in the lower position (PLP) and is entitled to participate in the definition of the PLP's own good. By ‘institutionalized relation’ (Strauss *et al.*, 2017), I mean that the role and status of each person are socially recognized and legitimized. Finally, by ‘moral relation’ (Pols, 2003), I mean that these interactions inevitably include, besides their functional aspect, a strong evaluative dimension [1] of how to define successful or failed parenting, educational and mental health care activities, [2] of what a good individual and a good life is.

These 3 AIMR represent examples of the rare vertical social relations that are accepted and legitimate in LI societies. In many ways, their traditional organization is at odds with the coaching logic. **The central hypothesis of this project is that these three domains undergo deep and similar transformations precisely because their asymmetric aspect loses legitimacy in societies that valorize personal agency and autonomy.** In these three fields, the classical way of acting *on* the PLP (for example through constraint or top-down transmission) is progressively seen as less efficient and less respectful than acting *with* the PLP and making use of his/her own abilities and expertise (Cook 2014: 13). Examples of this trend are, in the French-speaking part of Europe, the success of ‘positive parental caring’ (C. Gueguen), growing references to Montessori and neurosciences-based pedagogies (C. Alvarez), the rise of recovery and empowerment paradigms in mental health care. **This in turn transforms [1] the conception of what acting efficiently and respectfully on a person is, [2] the definition of what a good parent/teacher/caregiver is and the way to become one** (Cushion *et al.*, 2003), **but also [3] the expectations towards the child, the student and the patient/client.** The numerous coaching devices that develop in the 3 AIMR will be therefore analyzed as systems of people (the coaching logic promoters) acting on actions and emotions of people (the PUPs) that are acting on actions and emotions of other people (the PLPs) – see project diagram figure.

Through a comparison of the ways coaching permeates and transforms parenting, teaching and mental health care, CoachingRituals will build a new theory of coaching as a ritual of LI societies. **This project will also address the need for social sciences to highlight the wider societal challenges that arise from these transformations**, including the dynamics of societies where the will and ability to act upon oneself are increasingly becoming a new stratifying factor, while familiarity with such a logic is unevenly distributed among class, gender, ethnicity and cultural environment (Illouz, 2008).

The specific objectives of this project are:

Objective 1: To analyze and compare the moral evolutions on the 3 AIMR namely parenting, teaching and mental health care (the push towards more symmetric relationships, causing controversies between

proponents and opponents), **on the level of social policies, social and scientific debate, and emic (commonsense) literature;**

Objective 2: To highlight the structure of the logic of coaching ritual, to understand its language games (hidden potential, resilience, agency, personal project), **the discursive resources used** (especially cognitive neurosciences) **and the anthropology that it develops** (the representation of a PLP willing and able to be more autonomous);

Objective 3: To unravel the common and specific ways that these rituals are put into practice in the three AIMR, how coaching logic promoters claim transforming PUPs' jobs, the expectations they produce, the concrete moral or technological devices they use (personal project, empathy, interventions on PLPs' brain and emotions, retranslation of any problem in the language of personal agency);

Objective 4: To understand the forms of PLPs' evaluation that the coaching logic produces (how does it dispatch responsibilities for successes and failures of personal transformation), **and to raise awareness on the differential consequences of coaching logic on various publics: how gender, class, ethnicity and cultural environment shape PLPs' responsiveness to and familiarity with the coaching logic;**

Objective 5: To assess the success and the conditions of (in)felicity of the coaching ritual in the management of people in LI societies and to show how theorizing coaching as a ritual will help understand its success as well as its acknowledged (in)efficiency.

To achieve these objectives, CoachingRituals is based on an innovative and robust **comparative research design** that will contrast the transformations in each AIMR (parenting, teaching, mental health care) at **3 successive levels of analysis**: the macro-level of the moral environment, the meso-level of the institutional and actors' practices, the micro-level of coaching's effects and efficiencies. To implement this comparison, the project will target a **definite area** as well as a **specific PLP population**. Both area and population have been chosen because they constitute excellent analyzers (see hereunder) of the implementation of the coaching logic in the three AIMR but also regarding practical considerations related to the feasibility and the high risk/high gain nature of the project.

France and French-speaking Belgium (F-FsB) is a relatively homogeneous area that is characterized by a historical distrust position towards liberal-individualistic ideas and coaching. However, the social and moral environment has been changing for the last 4 decades (Ehrenberg, 2010), and both France and French-speaking Belgium have experienced a shift towards more liberal policies (Bergeron, Castel, 2014) as well as the growing success of the idea of making people actors that are responsible for their own change. However, situating this specific moral environment within an **international comparison at the macro level** is necessary to gain a greater understanding of its particularities and for the correct analysis of the material gathered on the meso and micro-levels on the F-FsB area. Therefore, two other countries will offer different counterpoint that will help us to specify F-FsB attitude regarding the coaching issue. While the **United Kingdom** is much more accustomed to the ideal of individuals tapping into their own resources to overcome their own problem (see i.a. Nash and Collins, (2006) Scott (2010), and Coulter *et al.* (2011) for references on the three AIMR), **Italy** has developed some of the methods and references which are currently used by promoters of the coaching logic in two of the three AIMR under study, such as the resurgences of an anti-psychiatrist perspective in mental health care and Montessori method in educational domain. At the same time, it is strongly documented that the demographic evolutions and economic difficulties in Italy have caused massive transformations of family structures that have been characterized by a great value being placed on unequal relations (Viazzo *et al.*, 2016), and in particular of the relations between adolescents (or young adults) and their parents (Stranges, 2007).

Focusing on the specific population of **adolescents experiencing positive or negative mental health, educational or teaching related issues** of course implies to include **the PUPs that intervene on them, and above all the coaching devices that are developed for them**. This constitutes an excellent field of investigation for several reasons. First, coaching-like relations and devices mobilizing the "hidden potential" ideal multiply in the three AIMR investigated (see for an example in parenting and education, van Nieuwerburgh, 2012). Second, the push towards more symmetric relationship between PUPs and PLPs in general, the presence of coaching logic-based devices, create controversies that unfold and crystalize in clearer ways than in other segments of the general population (Galland, 2008).

The macro-level study of the transformations of the moral environment will consist in analyzing what normative evolutions does each AIMR domain undergo (Obj.1&2), through the identification of controversies related to the coaching logic and analysis of the kind of arguments that they carry (Lemieux, 2007). One controversy will be selected for each AIMR and its unfolding will be analyzed in each of the three countries under study. This comparison is not searching for exhaustivity but is pragmatically aimed at

revealing the specificities of the F-FsB environment on which the subsequent meso-level and micro-level investigations will be applied.

The meso-level analysis of the institutional and actors' practices requires us first to identify, in each AIMR field, public or private key **actors, devices, movements, institutions or organizations which promote and mobilize coaching-like rituals**. This meso-level will unfold into two analytical sublevels. The first stage will consist in the description and analysis, in each AIMR, of how these actors claim training PUPs and propose new ways for them to envision their own roles in the relation to PLPs (Obj. 2 & 3). The second stage will consist in describing and analyzing if, how and to what extent the newly trained PUPs understand, endorse and perform the new configuration of the PUP-PLP relation (Obj.3 & 4).

The micro-level analysis of coaching ritual's effects and efficiencies (Obj.4) will focus on the **PLPs** and the consequences of the coaching logic on the rituals' four dimensions (Ortigue, 2007) namely [1] how and to what extent do PLPs endorse new meanings, [2] what are the new ways of attributing responsibilities, [3] do new attitudes develop towards problems and evolutions, and [4] do they develop new ways of evaluating themselves? Special attention will here be paid to the potential heterogeneity of coaching rituals' effects on various publics, which will be **differentiated by their gender, class, ethnicity and cultural environment**.

State of the art and groundbreaking nature of the project

Contrary to the mainstream view that rituals tend to disappear in LI, "liquid", "mobile" or "rhizomatic" societies (see Bauman, 2013 or Castells, 2012 for examples), **this research project will show that ritual form is a necessity in areas of behavioral transformations, because without this ritual form** (linked to what Bourdieu (2014) called the "liturgical conditions" of an action) **there is no efficiency of the action on others**. Conceptualizing coaching as a ritual allow to take distance from a governementality-centered approach highlighting power relations, to rather investigate its symbolic efficiency. This focus locates CoachingRituals in an **emerging sociology of LI societies. combining 4 conceptual approaches in an innovative way**, namely, a socio-anthropology of rituals and institution (Ortigue, 2007), a sociology of norms, values and social representations (Mauss, 1985, Ehrenberg, 2017), a pragmatist fieldwork perspective (Marquis, 2014), and an externalist philosophy of language (Descombes, 1996). This emerging discipline seeks to produce both theoretically *and empirically grounded* knowledge about what it means and implies, for various groups of people, to live in societies where individual autonomy is at the same time a value, a norm and an everyday expectation. A major contribution of this project will be to keep at distance supportive or critical stance by preferring a **description and analysis of coaching performances** (Alexander, 2004) **and reception** (Lichterman, 1992), while considering the unequal familiarity of actors with its language game. Furthermore, CoachingRituals' integrated 3-levels analysis will **overcome the limitations in current research** on coaching that either focuses on macro or on micro issues and misses out the key 'meso' level of analysis (Boltanski, Chiapello, 2005, Moulaert, 2012). Finally, while recent findings in the respective literature of sociology of mental health care, sociology of education and sociology of parenting strongly support the hypotheses that are the basis of this project by documenting parallel evolutions towards a reconfiguration of the parenting, education and mental health care relationships in a new institutional spirit (see B2 for description of common structural features and references), **these converging transformations have however never been previously analyzed in a comparative way**.

Besides the expected breakthroughs of scientific nature, this project also addresses **key societal challenges**, as family and parenting, mental health care and institutions, teaching and schools are regularly regarded as facing a **legitimacy crisis** (Dubet, 2014) and are suffering from structurally equivalent discrepancies between both PUPs and PLPs' expectations about what is an efficient and morally respectful intervention on people. The CoachingRituals project will **shed new light on what is at stake and raise awareness among each AIMR's stakeholders**, through the specific results dissemination in each AIMR (see WP4).

Methodology

CoachingRituals will meet its objectives by **contrasting the evolution of 3 AIMR first on macro-, then meso- and finally micro-levels in an incremental way**. The research design suggests that [1] each level's analysis will draw on and benefit from the previous level's results and that [2] the comparative dimension between the three AIMR, which is central to the project, will be achieved for each level through seminars, workshops and dedicated periods for trans-AIMR analysis.

This project will combine 3 methods related to 3 sorts of empirical field. Analyses of 3 controversies (one for each AIMR) at the macro level will draw on a **(content) analysis** of an innovative set of data: local, national and international policies, scientific and "grey" literature (normative production in each domain, testimonies in professional journals, etc.), as well as large audience products related to each of the controversies (Lemieux, 2007). Each controversy's unfolding will be analyzed in three areas (F-FsB, the UK and Italy). Non-limitative examples of such controversies are the diffusion and reception of large-audience

books aiming at transforming AIMR (e.g. Céline Alvarez's *Les lois naturelles de l'enfant* (2016)) or of coaching reality TV programs (e.g. 'SuperNanny' parental coaching program).

The meso and micro-levels analyses will take place in F-FsB. They require us to identify, for each AIMR: 2 devices or institutions promoting the coaching logic (6 institutions and 18 coaching logic promotors in total); 10 PUPs following the coaching programs (30 PUPs in total), out of which a subsample of 5 will be followed up when they return to their job after the formation (15 in total); 15 PLPs with which the trained PUPs try to perform the coaching logic and more symmetric relations (45 PLPs in total), differentiated on the aforementioned variables. I will make use of **participant observation** (for the training of PUPs *by coaching logic promotors* as well as for the performance of the coaching logic *by PUPs*, see Spradley, 2016), as well as an **innovative theme-centered interview design** that I have successfully tested in previous research, and which will allow us to combine the description of concrete practices with social and moral representations (Marquis, 2014 and Marquis, 2018). These interviews will be conducted with the 18 coaching promotors, the 30 PUPs and the 45 PLPs. They will consist of [1] a debriefing of the situations observed through the observation process and [2] a discussion of pre-designed situations of problematic PUPs-PLPs relations in which each interviewee presents the ways these situations should be, in his/her view, resolved.

CoachingRituals is organized in **progression of 4 complementary work-packages**.

WP1 (Months 1 to 12) will deal with the macro-level and with objectives 1 and 2. It will consist in the **socio-political contextualization of moral evolutions on 3 AIMR through controversies' unfolding**. This will combine: a) a review of pertinent literature and interviews with experts (3 months), b) the preparation of the first datawave (identification of pertinent controversies, 1 month), c) the first wave of data collection (5 months), d) a comparative analysis between countries and AIMR through internal workshops (3 months).

WP2 (Months 13 to 30) will deal with the meso-level and with objectives 2 and 3. It will consist in the **description and analysis of coaching institutions, from coaching logic promotors to PUPs**. This will imply: a) the preparation of the second datawave (identification of 6 coaching institutions, the obtaining of agreements, formalizing methodological tools – 3 months), b) the first part of the second data collection (how coaching logic promotors claim transforming PUPs-PLPs relation – 8 months), c) the second part of the second data collection (how PUPs react, endorse or reject coaching logic – 5 months), d) a comparative analysis between the three AIMR, production of preliminary findings on the project website, first dissemination through professional and scientific events (3 months).

WP3 (Months 31 to 48) will deal with the micro-level and with objectives 3 and 4. It will be dedicated to the **description and analysis of the actors' practices, from PUPs to PLPs**. This WP will consist in: a) the preparation of the third datawave (identification of 15 PUPs and 45 PLPs, the obtaining of the needed agreements – 3 months), b) the first part of the third data collection (how PUPs translate coaching logic into practice – 6 months), c) the second part of the third data collection (how PLPs react, which consequences of the coaching performance on them – 6 months), d) a comparative analysis between the three AIMR, production of findings on the project website, dissemination through scientific publications (3 months).

During the last phase of each WP, the impact of each WP's results on the next WP as well as the necessity to **readjust the research objectives, the investigation fields and/or the methodology** will be evaluated. A second adjustment possibility will take place, if necessary, during the preparation of each datawave.

WP4 (Months 49 to 60) will be dedicated to the development of a **theory of coaching as a ritual in LI societies** and will deal with objective 5. It will consist in: a) final comparative and transversal analyses from WP1 to WP3 results (4 months), b) the finalization of the theoretical model (4 months) and c) the dissemination of final empirical and theoretical results (4 months). The final analyses will be conducted through internal meetings and workshops, as well as through an open seminar at the Ecoles des hautes études en sciences sociales (EHESS, Paris). **Dissemination in academic cenacles** will include an edited book, at least 3 publications in Q1 journals, presentations at national and international conferences, and the organization of an international scientific event at USLB. **Dissemination aiming each AIMR stakeholders** will include 3 **public events** (one per AIMR) that will be organized to present in a comprehensible and practical way the research results as well as how they can help reduce discrepancies in each of the fields under consideration. Moreover, **3 books** (one per AIMR), designed by layout-professionals, will feature (anonymized) case descriptions, accompanied by photos and very short and clear discussions emerging from the research results.

Feasibility and High risk/high gain nature of the project

CoachingRituals pursues extremely ambitious and therefore risky objectives. The elusive coaching logic and its manifestations through each AIMR's transformations require going **beyond the study of evident and well-delimited objects**. A non-negligible part of each WP will be dedicated to the identification of pertinent indicators, controversies and actors. The comparative dimension at the core of this project aims at

something far more ambitious than the simple addition of various cases studies. This leads to quit the comfort zone of clearly identified object-related sociological literature (parenting, education, mental health care). It must be very clear that the goal is not to reach exhaustivity in each AIMR field, but to locate this project in an emerging sociology of coaching as a ritual in LI societies. Moreover, making sociological object out of such morally loaded topics makes it indispensable **to adopt a descriptive and analytical stance keeping at distance positive and negative passions** and designed to deal with methodological issues such as social desirability (Marquis, 2015). Finally, the strong empirical support for theoretical construction will require me to recruit and retain coaching logic promoters, PUPs and PLPs for participation in the study. These risks are mitigated by the strongly connected, hypotheses-driven research design, by the possibility to assess the feasibility of the objectives at several moments in the implementation of the project, and by the commitment of the PI and of the Advisory Committee (see below) throughout the research process.

As PI, I will dedicate 75% of my total working time to this project. I will lead the project, supervise and coordinate the various research tasks, participate in the fieldwork construction. I will also lead the preliminary and final transversal analysis, and strongly participate in the dissemination of results. My team will be made up of **3 PhD students and 2 postdoctoral fellows**. Each of the PhD students will be in charge of one AIMR throughout the whole project. The first postdoc fellow will assist the PhD students at the beginning of the project, during the first datawave (WP1), and will be fluent in French, English and Italian. The second postdoc fellow will help the PI leading the final transversal analysis and (WP4). Besides continuous informal contact with the PI, the team will benefit from the expertise and assistance of *CASPER (Centre d'anthropologie, sociologie – études et recherches – USLB)*, as well as of the *CERMES3 (Centre de recherche médecine, santé, santé mentale et société – CNRS, France)*.

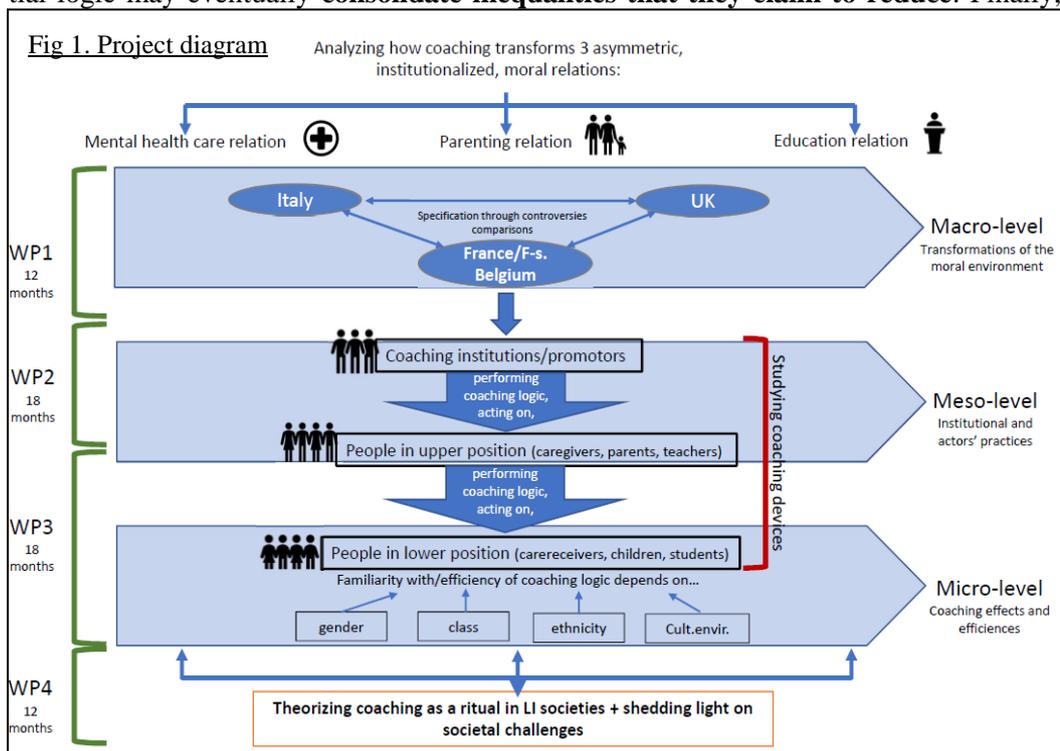
An **international Advisory Committee** will be established to assist the PI in making important decisions and assessing the research process. Researchers with a range of relevant backgrounds accepted to participate in this committee: experts for the general hypotheses of this project (Prof. A. Ehrenberg (CNRS), Prof J.-P. Delchambre (USLB)); experts for the transformations in each AIMR field, parenting (Profs. J. Marquet and L. Merla (UCL)), education (Prof. M. Romainville (UNamur) and Prof. K. Dejean (USLB)) and mental health care (Dr. B. Moutaud (CNRS), Prof. J. Pols (University of Amsterdam) and Dr. Angela Woods (Durham University)). For WP1, the advisory committee will welcome experts of the coaching issues in Italy and in the UK. In addition to experts for general hypotheses, specific fields and countries, the committee will also welcome Prof J.-M. Larouche (UQAM, Canada), as ethical advisor.

Research vision :

This project will open **new research horizons** on how the coaching logic applies to other domains, and on how the coexistence of impulses towards this logic in several domain interact, and lead to **deep modifications of what it means to act upon oneself and be acted upon**. Analyzing the condition of (in)efficiency of the coaching ritual will also help appreciate how and why democratic perspective such as the hidden potential logic may eventually **consolidate inequalities that they claim to reduce**. Finally, this will also bring

new possibilities to study how making people work on their ‘hidden potential’ is presented in this logic not only as a matter of improving people, but also as a way to face **global challenges**.

References : see B2.



Section b: Curriculum vitae (max. 2 pages)**PERSONAL INFORMATION**

Family name, First name: Marquis, Nicolas

Researcher unique identifier(s): <https://orcid.org/0000-0002-4361-6775>

Date of birth: 18 January 1983

Nationality: Belgian

URL for web site: <http://casper-usaintlouis.be/membres/nicolas-marquis>, www.usaintlouis.be/sl/104069.html

- **Education**

2012: Ph.D. in Political and Social Sciences at the Université Saint-Louis – Brussels (USLB, Belgium).

Thesis title : *Sociologie de la pratique de lecture du ‘développement personnel’ en régime d’autonomie. Du texte à l’expérience.* Promotor: Prof. J.-P. Delchambre.

2009: Master degree of Quantitative Analysis for Social Sciences at the Katholieke Univ. Leuven (Belgium)

2009: Advanced Studies degree (Diplôme d’études approfondies) in Sociology (UCL, ULB, ULG, Belgium)

2005: Licence degree in Sociology at the Catholic University of Louvain (UCL, Belgium)

2003: Bachelor degree in Sociology and Anthropology, Bachelor degree in Political Sciences (USLB, Belgium)

- **Current positions**

Since 2017: Assistant professor in sociology and (quantitative) methodology at the USLB (Belgium)

Since 2015: Co-director of the Centre d’Anthropologie, Sociologie, Psychologie – Etudes et Recherches (CASPER), USLB (Belgium) of which I am a founding member.

- **Previous positions**

2016 – 2017: Postdoctoral Fellow (Chargé de recherches FNRS), CASPER, USLB (Belgium)

2014 – 2016 : Marie Curie Postdoctoral Fellow at the Centre de recherche médecine, santé, santé mentale et société (Cermes3), Paris-V University (France)

2012 – 2016: Lecturer at USLB, Free University of Brussels (ULB) and UCL (Belgium)

2005 – 2012: Teaching and Research Assistant in Sociology and Methodology at UCL and then at USLB (Belgium)

- **Fellowship and Awards**

2017 – 2018: FNRS Research Fellowship (interrupted because of being hired as Assistant Professor)

2014 – 2016: Marie Curie IE Fellowship (CERMES3, Université Paris-Descartes, France)

2012 – 2017: Various Travel Grants from the FNRS, the CERMES3 for research stays (i.a. at the UQAM, Canada, 2007; at Durham University, UK, 2016 and 2017)

2013: Award for the Scientific Research (Prix de la recherche universitaire, France) for my PhD thesis. The prize was the publication at the *Presses universitaires de France*

- **Supervision of graduate students and (post)doctoral fellows**

Since 2017: (co-)Supervision of 1 Postdoctoral Fellow (Move-In Louvain post-doctoral fellow with J.-P. Delchambre)

Since 2017: External member of the jury of 1 doctoral dissertation

Since 2015: (co-)Supervision as promotor of 6 PhD students (1 due to finish in 2019)

Since 2012: (co-)Supervision of 3 master dissertations (1 granted “Marcel Bolle” prize at the ULB)

- **Teaching activities**

Since 2017: Methodology for the social sciences; Quantitative Methods 1 (basics) & 3 (advanced); Sociology; Statistics and Data Analysis (bachelor students, USLB – Belgium); Co-responsibility of the PhD students seminar “Robocare : technologies and care issues” of the Interuniversity Doctoral School (EDTSS, Belgium)

Since 2016: Co-responsibility of the Master & PhD students seminar “The new spirit of psychiatry and mental health” at the Ecole des hautes études en sciences sociales (EHESS, Paris – France). Themes: emotions (2016), childhood (2017), ritual and therapies (2018-2019).

2012 – 2016: Sociological Theory; Public Space, Knowledge & the Medias; Sociology, Quantitative Data Analysis (bachelor students, USLB); Quantitative Data Analysis (master students, UCL); Sociology; Introduction to Quantitative Analysis (bachelor students, ULB)

- **Organisation of scientific activities**

2018: Member of the organizing committee of the 2018 Elias Conference ‘Global Interdependencies’.

2016: Co-Organizer (with B. Moutaud, LESC - CNRS) of the international symposium “Normal or ordinary, fulfilled or autonomous? Life and its forms in and after psychiatry” (Brussels, Sept 2016). With a total budget of 30.000 € from various funding sources, this 3-days event gathered more than 80 presenting participants from 10 countries (of which some of the best specialists in the field) and nearly 250 other participants – see track-record for forthcoming publications.

Since 2012 : Organizer of the CASPER monthly international research seminar (USLB, Belgium).

2012 : Co-organizer of the 2-days international symposium “ Accords, désaccords, et malentendus : le sociologue comme médiateur dans l’espace public” (USLB, Belgium), ca 40. presenting participants, 150 other participants

2011: Co-organizer of the 2-days international symposium “Soins infirmiers : le corps accord” (UCL, Belgium), ca. 50 presenting participants, 200 other participants – see track-record for publications.

- **Institutional responsibilities**

Since 2018: Member of the Scientific Committee of the Pedagogical Development Fund (FDP, UCL, Belgium)

Since 2017: Member of the Faculty Committee, USLB (Belgium); responsibility of hiring teaching & research assistants

2016 – 2017: Member of the Evaluation Committee for the Quality of Teaching at USLB (Law Faculty) (Agence pour l’évaluation de la qualité de l’enseignement, Belgium), member of USLB’s Conseil de direction

- **Commission of trust**

Since 2012: Reviewer for various blind peer-reviewing journals (*Tracés, SociologieS, Recherches sociologiques et anthropologiques, Recherches en communication,...*)

- **Recent major international collaborations**

2016 – 2019: With Baptiste Moutaud (LESC, Paris-Nanterre, France), coordination of a special issue of the journal *Culture, Medicine & Psychiatry* (including authors such as S. Estroff (UNC, USA), A. Woods (Durham University, GB), etc.); coordination of a special issue of the journal *Anthropologie & Santé* (both special issues accepted, coordination ongoing, I will be authoring 1 paper for each, and co-authoring the introduction).

Since 2016: With Prof A. Ehrenberg (CNRS), Prof P.H. Castel (CNRS), Dr. N. Henckes (CNRS), organization of the Master & PhD students seminar “The new spirit of psychiatry and mental health” at the Ecole des hautes études en sciences sociales (EHESS, Paris – France) – see track record for publication (Forthcoming : ‘resilience’).

2014 – 2016: With Prof. A. Ehrenberg (CNRS), Postdoctoral research on “A comprehensive approach to “attitudes towards contingency” in liberal-individualistic societies: the case of mental health problems hindering autonomy” funded by a Marie Curie IE Fellowship.

- **Recently (co-)obtained grants and awards as promotor**

2018: USLB grant for the project ‘Fighting students’ failure at the university, rethinking pedagogical relation’ (350.000 €)

2018: Public Health Research Center (IRESP, France) grant (collaboration with Prof. I. Ville, CERMES3): ‘Perspectives on the “Belgian sector”, Life course of people with autism and organization of care in France and Belgium’ (150.000 €)

2017: 4-year FSR funding (USLB grant) for a PhD student: ‘Facing the difficulty of one’s child in a society of autonomy: an object of negotiation between parents and psycho-medico-social workers’

2016: National Childhood Office (French community, Belgium) grant (co-obtained with Prof. A. Franssen) : ‘The identity of psycho-medico-social workers working with children’ (62.617 €)

2016: Childhood Observatory (French community, Belgium) grant (co-obtained with Profs. J.-P. Delchambre and G. Patriarche) : ‘Cultural and numerical practices of young people’ (96,032 €)

2016: Social Training Fund for the Sector of Institutions and Services to the Young and the Disabled (Unions and Employers joint sub-commission) grant (co-obtained with Prof. J.-P. Delchambre, B. Deroitte, P. Lodewijck) : ‘Dealing with risk groups’ (201.600 €)

2016: 4-year FNRS funding (FRESH grant) for a PhD student (co-obtained with Prof. J.-P. Delchambre) : ‘Autonomy : production of a regulatory norm in the mental health field’

Appendix: All ongoing and submitted grants and funding of the PI (Funding ID)*Mandatory information (does not count towards page limits)***On-going Grants**

<i>Project Title</i>	<i>Funding source</i>	<i>Amount (Euros)</i>	<i>Period</i>	<i>Role of the PI</i>	<i>Relation to current ERC proposal</i>
'Fighting students' failure at the university, rethinking pedagogical relation'	Université Saint-Louis – Bruxelles	350.000	Sept. 2019 – Sept. 2023	Promotor	None because « coaching » aspects not involved in any way, different approach ; applied research design intending to create new devices to fight students' failure at the university
'Perspectives on the "Belgian sector", Life course of people with autism and organization of care in France and Belgium'	Public Health Research Center (IRESP, France)	150.000	Jan.2019 – Jan.2020.	Co-promotor	None because different populations, totally different approach (lifecourse in this case), « coaching » aspects not involved in any way
'Facing the difficulty of one's child in a society of autonomy: an object of negotiation between parents and psycho-medico-social workers'	Université Saint-Louis - Bruxelles	Equivalent of 4 years FTE for a PhD student	Oct. 2018 – Oct. 2022	Promotor	None because investigated scene in this project deals with children under 8 and not adolescents, « coaching » aspects not involved in any way
'Autonomy : production of a regulatory norm in the mental health field'	FRESH (Belgian national Fund for scientific research)	Equivalent of 4 years FTE for a PhD student	Nov. 2016 – Nov. 2019	Promotor	None because totally different approach (institutional in this case), « coaching » aspects not involved in any way

Grant applications

<i>Project Title</i>	<i>Funding source</i>	<i>Amount (Euros)</i>	<i>Period</i>	<i>Role of the PI</i>	<i>Relation to current ERC proposal²</i>
Vers une aide à domicile inclusive (ADZHIS)	Co-create, Innoviris (Brussels fund for scientific research)	Not yet precisely known (project outline selected, full project to be submitted in Dec. 2018), expected amount : 750.000 euros	Sept. 2019 – Sept. 2022	Co-Promotor	None because totally different populations (old migrants), totally different approach (applied research design intending to create new devices for this population), « coaching » aspects not involved in any way
Psycho-medico-social workers in an intercultural context: autonomy and children's difficulties	FRESH (Belgian national Fund for scientific research)	Equivalent of 4 years FTE for a PhD student	Nov 2018 – Nov. 2022	Promotor	None because investigated scene in this project deals with children under 8 and not adolescents, « coaching » aspects not involved in any way
'L'autonomie à l'épreuve du handicap. Le handicap à l'épreuve de l'autonomie'	Académie Louvain (Belgium)	500.000 (ranked first project in step 1, currently evaluated in step 2)	Sept.2019 – Sept. 2024	Co-Promotor	None because totally different populations and fieldwork (offenders and handicapped adults), totally different approach (law), « coaching » aspects not involved in any way
L'épreuve de la sclérose en plaques	Ligue belge pour la lutte contre la sclérose en plaques	90.000	May 2019 – May 2020	Co-Promotor	None because totally different populations (people suffering from multiple sclerosis), totally different approach (applied research design intending to highlight people's experiences), « coaching » aspects not involved in any way
Création d'un Centre National de Ressource et de Résilience	French Government	1.200.000	May 2020...	Partner (PI is Prof. Florence ASKEN)	None, because institutional project aimed at financing research on resilience and psycho-trauma, in

				AZY, Nice Pediatric Hospital)	which I am bringing my own expertise, « coaching » aspects not involved in any way
--	--	--	--	--	--

Note: The CoachingRituals project will have a totally independent existence from all these ongoing and future grants, as well as its proper scientific approach, fieldworks and resources. Moreover, CoachingRituals will clearly benefit from the enabling environment and stimulating scientific exchanges created by the research activities that I am promoting as the co-director of the CASPER.

Section c: Early achievements track-record

I have published 20 papers in peer reviewed journals (14 in international journals, including 1 forthcoming), 17 books chapters (including 1 in press), 3 monographs based on my researches in mental health and pedagogical issues. For most of these publications I am either the sole or first author (authors are in alphabetical orders for the rest of them). I have also coordinated 3 edited books. Scientific publications in the near future include 2 accepted journal special issues (*Culture, medicine & Psychiatry*, 2019; *Anthropologie & Santé*, 2020, with Baptiste Moutaud), with for each issue a paper and a general introduction.

SIGNIFICANT PUBLICATIONS (5 representative publications are highlighted in bold)

1. **Marquis N. (2018) ‘Taking One’s Responsibilities While Facing Adversity : A Balanced Analysis of Self-Help Books Reading, *Sociological Research Online* : 1-17** (in press, accepted Sept 22 2018) DOI: 10.1177/1360780418806908)

Drawing upon 55 interviews and 297 letters from self-help book readers, the paper questions the practice of self-help reading to show how readers use these books with a need for effectiveness and conduct different inquiries about their credibility. It shows that that this empirical stage not only does not impair a critical perspective on self-help books but might actually improve it.

2. **Marquis N. (2018) ‘La resilience comme attitude face au malheur : succès et usages des ouvrages de Boris Cyrulnik’, *SociologieS*, 45, March 2018 (online)**

Borrowing from a wittgensteinian perspective, this paper analyzes resilience as an attitude towards contingencies specific to individualistic societies. Linking the macro perspective of the moral environment and the micro-perspective of individual reaction to misfortunes, it discusses the implication of the “hidden potential in each of us” representation and explains what kind of expertise and horizontal relation self-help book authors intend to develop with their reader.

3. Marquis, N. (2018) ‘Déprise, sorcellerie et resilience’ in Dumont, M., Zaccari-Reyners, N., *Penser le soin avec Simone Weil*, PUF, pp.183-195.
4. Marquis N. (2016) ‘Performance et authenticité, changement individuel et changement collectif : perspective sociologique sur quelques paradoxes apparents du «développement personnel»’, *Communication et Management*, 13(1), 47-62.
5. **Marquis, N. (2015) ‘Le handicap, un analyseur des tensions de l’autonomie’, *Revue interdisciplinaire d’études juridiques*, 74(1), 109-130.**

Through a macro analysis of international and Belgian laws regarding the inclusive politics towards handicapped peoples, this paper discusses how the tools of ‘project’ and ‘contract’ are used to implement less asymmetric relations between caregivers and care receivers.

6. **Marquis, N. (2015) ‘Allowing for social desirability in reception studies. The case of self-help book readers’, *Bulletin of Sociological Methodology*, 127(1), 58-71.**

Through the case of self-help book reading, this paper deals with methodological and ethical issues arising when studying sensitive topics, especially related to the norm of autonomy and the ways through which it is performed.

7. **Marquis, N. (2014) *Du bien-être au marché du malaise. La société du développement personnel*, Paris, Presses universitaires de France. (Prize *Le Monde de la recherche universitaire*)**

This book develops an analytical frame to study self-help book reading as an institution of individualistic societies. Going beyond declinist and power-centered approach, drawing on pragmatics and reception studies, based on an empirical field of 55 interviews and 300 letters to self-help authors, it searches to understand in a sociological perspective what kind of efficiency are readers finding in such books.

8. Marquis, N. (2014) ‘Utopia in a liberal world facing crisis. Analysis of the new “grammars of change”’, *Culture, Language, Representation*, vol XII, 2014, 87-112.
9. Delchambre, J.-P., Marquis, N. (2013), ‘Modes of existence explained to the moderns, or Bruno Latour’s plural world’, *Social Anthropology*, 21(4), 564-575.
10. Fripiat, D., Marquis, N. (2010) ‘Web surveys in the social sciences: an overview’ *Populations*, 65(2): 285-312.

FORTHCOMING PUBLICATIONS (excerpt)

- Marquis N. (2019) “Whatever does not kill me makes me stronger”: a sociological analysis of uses of the resilience category: the case of Boris Cyrulnik's self-help books readers, *Swiss review of sociology* (**accepted May 30 2018**, forthcoming in n°45(1), March 2019)

Marquis N. (under review- minor modif.) "Making people autonomous: a sociological analysis of the uses of contracts and projects in the psychiatric care institutions", *Culture, Medicine, and Psychiatry*

BOOKS & MONOGRAPHS

Marquis N., Lenel E., van Campenhoudt, L. (2018) *Pratique de la lecture critique*, Paris, Armand Colin.

Marquis N. (ed.) (2015) *Le développement personnel. Mythes et réalité*, Auxerre, Editions Sciences Humaines.

Marquis, N. (2014) *Du bien-être au marché du malaise. La société du développement personnel*, Paris, Presses universitaires de France. (Prix *Le Monde* de la recherche universitaire)

Marquet, J., Marquis, N. Hubert, N. (dir.) (2014) *Corps soigné, corps soignant. Les soins infirmiers, de la formation à la profession*, Academia-L'Harmattan, 2014.

Van Campenhoudt, L., Marquis, N. (2014) *Cours de sociologie*, Paris, Dunod.

Marquet J., Merla, L. Plaideau, C. Laloy D. Marquis, N. (*et al.*) (2005), *L'évolution contemporaine de la parentalité*, Bruxelles, Politique Scientifique Fédérale, Gent, Academia Press.

SELECTED & INVITED PRESENTATIONS (excerpt)

Since 2007, I have made 30 presentations in scientific events with a selection committee, 35 presentations in scientific seminars. I also would like to mention that I am very keen on giving away scientific knowledge to larger audience. Since 2007, I published have 12 papers for a popular audience in various wide circulation journals, have given 16 lectures as keynote speaker in conferences for professional audiences (mostly mental health or childhood professionals) and 6 conference papers to very large audience. I also very frequently contribute to the written, radio and television press in France, Belgium and Switzerland.

2018: Marquis N. 'La vie désirée des patients psychotiques : sur les usages indigènes des catégories de projets et d'autonomie dans les entretiens de recherche', invited conference at the seminar 'The new spirit of psychiatry and mental health' (EHESS, Paris).

2018 : Marquis N. 'Développement personnel, coaching, projet et pair-expertise : travailler sur soi et sur autrui en santé mentale aujourd'hui': La clinique à l'épreuve du contemporain', invited conference at the international Congress 'Lantéri-Laura', by the 'Association de Santé Mentale 13 '(hommage à G. Lantéri-Laura) (EHESS, Paris).

2017: Marquis N. 'How is "being mentally healthy" depicted in self-help books and how do readers meet such representations? A perspective of comprehensive sociology.', selected presentation at the Popular Culture Association Congress (San Diego, USA).

2017: Marquis N. 'Patient, client, usager, un nouveau statut dans le handicap psychique', invited conference at the Saint-Anne Hospital Conference cycle (C3RP, Paris).

2017: Marquis N. 'Comprendre la réaction au malheur : l'attitude face à la contingence dans la résilience et la sorcellerie', invited conference at the Interdisciplinary Seminar on Care (Ecole Normale Supérieure, Paris).

2016: Marquis N. 'A quelles formes de vie la psychiatrie donne-t-elle lieu ? Sens et usages de l'autonomie chez les patients psychotiques : une perspective sociologique', selected presentation at the International association of French-speaking Sociologists (AISLF) Congress (Montréal, Canada).

2016: Marquis N. 'De la maladie à la santé mentale : quelles significations et quelles implications de la logique du 'développement personnel' en psychiatrie ?', invited conference at the Lausanne Psychiatry College (Lausanne, Switzerland).

2016: Marquis N. 'How is "autonomy" making sense in schizophrenia? Understanding the longed-for life of psychiatric service users in Belgium and France', invited presentation at the *Hearing the voice program* seminar, (Durham University, UK).

2016: Marquis N. 'Du soin au bien-être : un glissement?', conference as invited expert in the 14th Symposium of the Encéphale Association (Paris, France).

2015: Marquis N. 'Guérir de maladie mentale chronique ? La vie désirée selon des patients psychotiques', selected presentation at the International Symposium of the Medical Anthropology applied to Health and Development (AMADES) (Ottawa, Canada).

PRIZE

2013: PhD Thesis awarded the *Prix de la recherche universitaire – Le Monde*, out of more than 500 candidates, published by the *Presses universitaires de France*.