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A Space for Understanding and Facilitating Transformational Change - in a Swedish Healthcare Context

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Abstract

Purpose

Organizations are currently challenged to learn and develop quality at an increasing speed of change, as well as handle complexity. This calls for new approaches to transformational change that invite and involve organizational members and stakeholders at the scale of the whole. The purpose of this paper is therefore to explore how to establish an arena using systematic reflection with a social media tool in real time, to help organizations understand and facilitate transformational change.

Methodology

Using scientific social media for reflection and dialogue with an action research approach gives a unique real time insight into what happens in the healthcare system during transformational change - on micro, meso and macro levels. This by allowing individuals with specific roles/functions linked to a transformative process (person centered and integrated care), to reflect on strong emotional experiences and action-oriented assignments. This can be described as equipping the individuals and the organization with a sensor to feel the system and capture systemic obstacles and levers at group and organizational level.

Findings

The result could be described as a journey in two parts of four. From becoming a place for individual reflection to the arena for a joint understanding of challenges and potential levers for understanding and facilitating transformational change

Research implications

Research in healthcare could benefit from using scientific social media and the combination of qualitative and quantitative data. Furthermore, research in healthcare could also benefit from more action research initiatives to provide knowledge just in time.

Originality/Value

This way of using reflection via a digital space to follow transformational change in healthcare is not, to our knowledge, carried out before

Keywords

Healthcare, Organizational learning, Complexity, Transformation

Paper type

Research Paper

1. Introduction

The healthcare system is facing transformational change in order to handle the needs that come with an aging population and consequently increasing demands from the society. Resources are already limited just to sustain the healthcare system as it originally was designed. With limited resources just to provide what is necessary now, there is an even higher demand to simultaneously develop and sometimes completely transform processes and the system itself. Technology and digitization are mentioned as crucial factors; however, the organizations seem not be prepared and receptive to this (The Swedish Agency for Health and Care Services Analysis [Vård och Omsorgsanalys] 2021:8).

An additional complicating factor is that the surrounding society has become more and more complex, where methods and tools that handle continuous improvement and process efficiency become limiting (Palmberg-Broryd, 2021; Stacey & Griffin, 2006; Van Kemenade, 2022). Therefore, the healthcare system also needs to develop its ability to manage in complexity (Andersson, 2015; Alvesson and Cizinsky, 2018; Eriksson and Müllern, 2017).

In Sweden a transformational shift started around 2015 to aim for a more person centered and integrated care referred to as "Nära Vård", which emerged from the Swedish government official report on "Good and Close Care - Collaborative Care" (SOU, 2019:29) The report identified challenges when it comes to relying on traditional quality method and tools for supporting this transformational shift. Transformation in general (Lukas et al., 2007) is described as highly complex, and for the specific shift towards Nära Vård, The Swedish Association of Local Authorities and Regions (SKR) (2022), makes a similar assessment, stating that this is unknown territory for both the organizations involved and their employees. Lukas et al. (2007) further argue that "transformation occurs over time with iterative changes being sustained and spread across the organization" (p. 310). Processes to shape transitions and transformations are also deeply political, involving power struggles and value conflicts according to Patterson et al (2016) (in Hölscher et al. 2017). In this they include innovation (e.g. institutional, social, technological, economic), collaboration, learning and knowledge integration.

Batalden et al. (2015) argue that when tackling complex phenomena, knowledge from various scientific fields is needed. In contrast, other research within the healthcare context (Boström et al., 2020; Eriksson et al., 2016; Kaplan, 2010; Gadolin & Andersson, 2017) shows resistance to incorporating perspectives other than the traditionally medical ones in development work. A report on Nära Vård (Rognes et al., 2020) indicates that there is a focus on efficiency when evaluating healthcare, and further highlights that development measures, indicators, and even current available studies are tailored to yesterday's care and social

services, which could be illustrated as in figure 1. From a quality perspective, Van Kemenade (2022), request more emergent research to understand, perceive and embrace uncertainty.



Figure 1: Illustrating the problem with more traditional linear methods and tools in a complex world. (cartoon by Virpi/Businessillustrator.com.)

Therefore, there is a need to support and follow transformational change in new ways and to develop more knowledge about how to understand and facilitate transformational change. This study further assumes that a lot of organizational research today is retrospective, using methods and tools (deep interviews, focus-groups, surveys, workshops etc.), that are time-consuming and that there is a need for more action research to contribute knowledge and learning throughout the research process. That would provide opportunities for organizations, in real time, to adjust and govern in desired directions. This is also highlighted by Van Kemenades´ s (2022) few findings on action-research oriented articles in the field of quality, when coping with uncertainty.

Research on relational analysis (Gitell & Ali, 2021) shows that to achieve increased quality, efficiency, learning, and a good work environment, relational coordination is crucial. This implies that organizations must create space for cross-boundary roles, relational leadership, and shared learning forums. Learning means that time and ability to reflect is necessary, both on an individual as well as organizational level to find improvements and or innovative solutions (Kolb, 1984; Lackéus, 2021, Schön, 1991). Furthermore employees must be involved, the leadership must be engaged and using data to achieve high quality are crucial (Bergman et al. 2022). Carroll and Edmondson´ s research on leading organizational learning in healthcare (2002) highlight the need for facilitating connections between action and reflection.

However, the aforementioned resource constraints in healthcare create problems not only in providing care for patients and their families but also in allocating time for development and innovative work. The narratives of employees and patients need to be captured and understood in real-time and in a systematic and structured manner. Nuño-Solinís (2017, p. 4), calls out for a deeper understanding of the needs to achieve integrated care “This transformation requires collaborative learning between cross-disciplinary teams and different care levels, and often between different healthcare organizations. It is essential to know and understand these dynamics and observe how they are influenced by professional cultures and the identities and cultures of the organizations”.

An arena or forum could provide conditions to create relationships and capture reflections based on the individuals' experiences of everyday working lives abstracted at group level.

Different actions, experiences, conscious and unconscious choices could make patterns, obstacles, and leverage points visible, that we can learn from and act on.

The purpose of this paper is therefore to explore how to establish an arena using systematic reflection with a social media tool in real time, could help organizations understand and facilitate transformational change.

2. Core concepts and phenomena

Given the context for this paper and the field of complexity there are some theoretical core concepts and phenomena that this study is built upon. *System thinking* to be able to find essential parts affecting the whole (actors and perspectives); *Involving people*, and with that, their stories, experiences and their sensory abilities; *Cultural understanding*, as every organization has its way of operating coming from institutional factors on macro level, members attitudes, assumptions and norms, affecting value creation on micro level; *Testing and experimenting* (doing), because no solution could be thought through in advance with discussions as only tool; Finally continuous *reflection and learning* from the testing needs to be facilitated (meta reflection) between individuals and understood on a collective level (Lackéus, 2021; Palmberg-Broryd, 2021; Stacey, 2005; Stacey & Griffin, 2006).

2.1 Systemic thinking- Facilitating systemic transformational change in complexity

Understanding a complex system is just not to connect the different parts in the system. Nor could you be wiser by knowing the details of every part. You must see them as a whole and understand how they are connected (Palmberg-Broryd, 2021). Nelson and Stolterman (2014) argues that the whole takes its emerging essence from its parts and also that the relationships between the whole and its parts are inseparable. Along this line of reasoning, Stacey (2005), suggests that the organizational system could not be described as an object that we can relate to. We should rather talk about it as the many interactions between people that happen all the time and the consequences it has. Designing that system is then how we design the meeting between these people, making that visible to others and integrating the necessary resources. How to facilitate that could be found in social constructivist approaches. Hersted, Ness & Frimann (2020, p 13), mention the importance of unfolding multiplicity and complexity and give space for uncertainty - not seeking consensus. Going back to Palmberg-Broryd (2021), she stresses the possibilities to take inspiration from the self-organizing mechanisms of for example shoaling fish. Deming (1994), however, stresses the importance of managing the system (co-operation), if you do not, the “components” become selfish and destroy the whole. A statement challenged by Laloux (2020), and his theories around self-managing teams.

2.2 Involving people - Understanding and sensing in a complex system

Bringing in new and different perspectives to understand complex systems and facilitate change is fundamental (Boström, 2021, Roberts, 2016, Palmberg-Broryd, 2021). Adding people with different backgrounds, stories and experiences broaden the possibilities to see connections and understanding. Laloux (2020), means that people all are natural sensors - having the ability to notice when something is not working as it should, or when an opportunity reveals itself. We can't stop feeling, we feel something everywhere and all the time. As a system is said to be larger than the sum of its parts and healthcare being a social

system, this paper also takes on the saying from Brown (2009, p. 26)), that all of us are smarter than any of us.

2.3 Cultural understanding - Knowing the different layers and relational connections within the system

Understanding the culture is understanding people's basic assumptions, norms, and values. According to Schein (2010) these are learned by a group when, successfully, solving problems of external adaptation and internal integration. Then it becomes considered valid enough as the right way for new members on how to perceive, think and feel in relation to those problems. Stacey (2005, p. 5) problematizes the “illusion of control”, when it comes to handle culture as a system that could be designed and moved about. Many senior managers, from his experience, want practical solutions on how to change culture, a handbook, checklist etcetera. More or less a tool to use. In healthcare the seminal work on “the world of healthcare”, by Glouberman and Mintzberg (2001), gives an indication on why not a handbook or checklist is the solution. The relations and interactions between community, control, care, and cure are complicated and complex.

” The quality of results and social and economic systems is a function of the quality of the relationship, [...] which is the patterns of how we converse, relate and interact with each other” (Otto Scharmer, 2023, Democracy that delivers #24)

This paper acknowledges this system as a service system. Fransson et al. (2019) defines that as consisting of different levels (macro, meso, micro), with a vertical and horizontal dimension, where every level is embedded in its own social system. However, many institutional factors (e.g. norms, regulations, practices) could be the same. Actions on one level may affect the prerequisites for something to happen at the next level. Understanding this system, with its layers and its inherent connections, the institutional factors and how the different levels affect each other, must be considered. Finally, as Vink (2019) emphasizes, you must see yourself in the system. Thinking about how other actors need to change is easy, changing things with yourself is not.

2.4 Testing and Experimenting - Prioritize acting and doing before talking around tables

In complexity where the context is unpredictable, and a lot of potential solutions could be right - we need to test our way forward (Palmberg-Broryd, 2021). Simplified described, testing is strongly connected with prototypes and prototyping (Blomkvist & Holmlid, 2011). That is making ideas tangible or visualized in some form so that they could be assessed on functionality, viability and/or desirability (Brown, 2009), or as representations, embodiments, or manifestations (Blomkvist & Holmlid, 2011). Brown (2009), stresses that the goal with prototyping is not to make a final product or service, but to give involved actors the possibility to find strengths and weaknesses with a potential solution and what effects it may have. It's just by start testing and start moving in new directions, we really could find out what is happening (Palmberg- Broryd, 2021).

“Prototyping is a verb: it is an active process - we are in there, observing, playing roles, taking apart and remaking” (Cottam, 2018)

2.4 Reflection and Learning - Towards reflection in real time using social media

According to Kolb (1984) and others (Chan, 2023), reflection is a foundation for learning, and time for reflection needs to be available and facilitated to develop knowledge about what may need to change. Chan (2023) defines reflection as how you see yourself, now and after; how you see yourself from different perspectives; how you see yourself after certain situations or experiences; how you see yourself, your actions, and your behaviors after you observe others. But to create meaning and learning “reflection needs to happen in community, in interaction with others” (Rodgers 2002 in Chan, 2023, p. 162). Without reflection, we will continue to do things the way we always have. And there will be fewer opportunities to develop creativity and critical thinking. Schön (1991), stresses that knowing is in our action, and by that often tacit - we know more than we express. So reflection is necessary to unfold this tacit knowing” the engine of knowledge creation is articulation – a conscious process of making knowledge explicit” (Tsoukas, 2009 in Hersted et al. 2020). So, to systematically reflect is not just talking with your colleagues (Lackéus, 2021), and with that said is not easy. Research (Chan, 2023, Lackéus, 2021, Hersted et al, 2020) highlights for example people’s hesitation on if they have the ability to reflect (language, writing), do they feel safe (power relations), is there time to reflect and maybe the most crucial question: why should I reflect?

Confidential reflection between teachers in small groups has, among other things, been shown to contribute to reach the vision of what Chris Argyris and Douglas Schön, describes as the learning organization (Lackéus, 2021).

3. Method

3.1 Research design

This study is based on action research (Hersted et al., 2020), supported by tools that involve a mix of methods (qualitative and quantitative). This approach is particularly suitable when focus is co-creation, learning, and organizational development, as it facilitates the generation of new knowledge. The study adopts Reason and Bradbury's definition of action research (2008, p. 4) as: “a participatory process concerned with developing practical knowing in the pursuit of worthwhile human purposes. It seeks to bring together action and reflection, theory and practice, in participation with others, in the pursuit of practical solutions to issues of pressing concern to people, and more generally the flourishing of individual persons and their communities”, which also relates to Hersted et al. (2020) view on ourselves as organizational change agents working from a future-oriented perspective.

Being a longitudinal study, with close relations to the people involved and with the aim to consider the participants as collaborators/co-researchers (epistemic partners), but also to understand on different levels in complexity this paper applies a para-ethnographic (Holmes & Marcus in the SAGE Encyclopedia of Qualitative Research, 2008) approach. The first authors long experience as a professional nurse and manager in healthcare constitutes what Holmes and Marcus (SAGE, 2008) refers to as an expert subject. Furthermore, as the case (an arena for reflection) with the purpose to generate deeper understanding and to emerge knowledge together with the collaborators, the para-ethnographic approach provides with a suitable framework: “for experiment at a time when social and cultural phenomena are unstable and conventional analytical tools are of limited, if any, value. It speaks to the novice ethnographer who discovers that the conditions of fieldwork are rich with new possibilities” (Holmes & Marcus in the SAGE Encyclopedia of Qualitative Research, 2008).

3.2 The case and context

This paper is based on an ongoing study where a virtual arena is created for reflection, capturing the stories and insights of individuals at the center of transformation. Together, we observe and reflect on what we, as individuals, think and actually do in the transition or transformation towards Nära Vård. To answer the purpose, a specific region with its regional organization (healthcare) and its municipalities (municipal care) was selected. They asked for, and decided on, to follow parts of the transformation process with this method, which can be considered a convenience sampling technique (Patton, 2015). The scope of the study involves data collected from 27 individuals in roles (developer, coordinators, designer, project managers etcetera), that are linked to a specific declaration of intent, between the region (organization) and the municipalities based on the national agenda of Nära Vård, which contains of four “focus movements” to sustain a person centered and integrated care:

From ->	To:
Focus on treatment and illness	Focus on health promotion and prevention
The individual as a passive recipient	The individual as an active and engaged partner
Hospital-based care	Open care forms
Isolated healthcare interventions	Coordination based on the individual's needs

(SKR, 2023)

3.3 Data collection, analysis, and the tool

The selection process was conducted in collaboration with the organization, represented by a joint program office, to define roles that also provide a natural context for collective meta-reflections and analysis of the collected data. This selection aimed to represent the levels of macro, meso and micro (figure 2), with an emphasis on the meso level in the first part of the study.

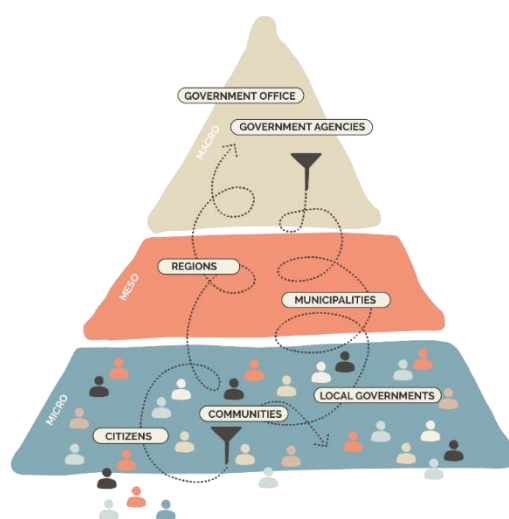


Figure 2: Flow of communication and relations on the macro- meso and micro level of Nära Vård. Co-researchers are mainly representing the meso and microlevel of the system. (Illustration from SKR/Hälsolab)

The study and the method of scientific social media (Lackéus, 2014) takes inspiration from Kolb's (1984) model of experiential learning (Figure 3). Therefore, reflections and learning have and will occur in cyclical loops over the course of one year (preliminary timeline: December 2022 - December 2023). The co-researchers were equipped with a smartphone (or a web-based program) application through which they received assignments (situations, actions, or feelings) to reflect upon, based on what is happening in the transformation process from their point of view and context in relation to Nära Vård. They shared their individual reflections, which was responded to by the first author (facilitator) with follow-up/deepening questions. After each loop (assignment/action), the material was analyzed in a first step by the facilitators (first author and a research assistant). Themes, categories, and narratives were put together by the facilitators and shared at group level (abstracted) for follow-up and learning (meta reflection) together with the co-researchers. Insights from these reflections formed the basis for subsequent assignments and the composition of the next loop. The loops are designed to move through the levels depicted in Figure 3.

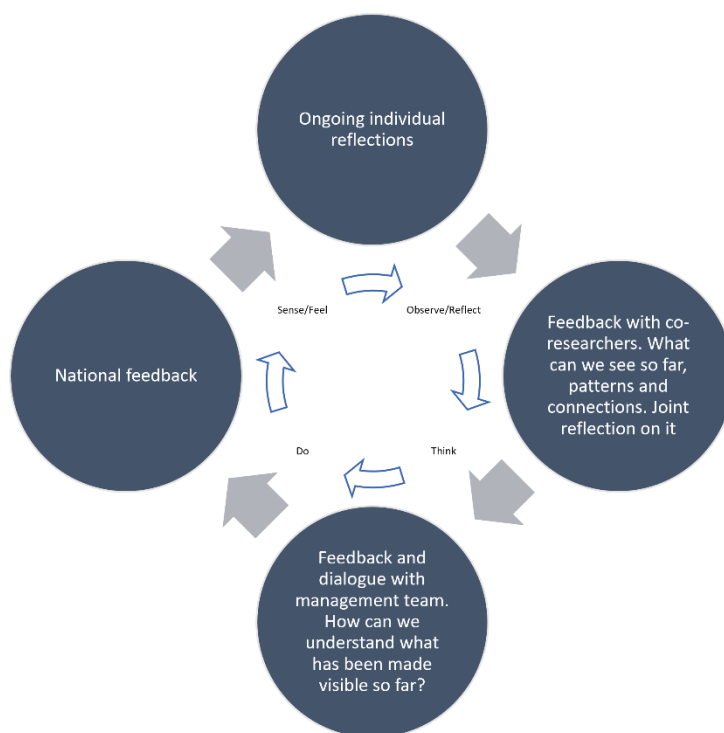


Figure 3: The different loops with inspiration from Kolb's (1984) model for experiential learning (made by first author). The overall study is designed to go four loops over a period of one year.

The social media tool (Figure 4) has been elaborated from research around designed action sampling (Lackéus, 2023). Its design supports collection of data from the co-researchers in the form of free-text responses connected with a rating scale (self-assessment manikin) associated with various tags (effect). The data is sampled in a master data file and enables both qualitative and quantitative analysis (Figure 5 & 6) . This blending of methods can be described as triangulation (Patton, 2014). Denzin (1978b in Patton, 2014, p. 316) describes different forms of triangulation as "data triangulation" and "investigator triangulation." Both forms are utilized in this study, both in relation to data collection and in the inclusion of the two "facilitators" (researcher and assistant researcher) in the reflection process. Additionally, the concept of "theory triangulation" is relevant as multiple perspectives on the transformation can be illuminated, particularly regarding the different levels within the system (Figure 2). The data analyzed for this paper, builds on some of the data from the co-researchers, observations and conversations from meetings and mail correspondence during the first six months. The first author and assistant researcher has been following the PDSA (plan-do-study-act) – cycle analyzing the overall process. Weekly reflection meetings (virtual) and monthly planning meetings (planning next step) has been carried out. Notes have been taken on a digital board (Miro) to find what Patton (2014) describes as patterns and meaningful stories from the qualitative data (Patton, 2014). Those patterns and stories involve a process of interpretation in relation to the theoretical framework.

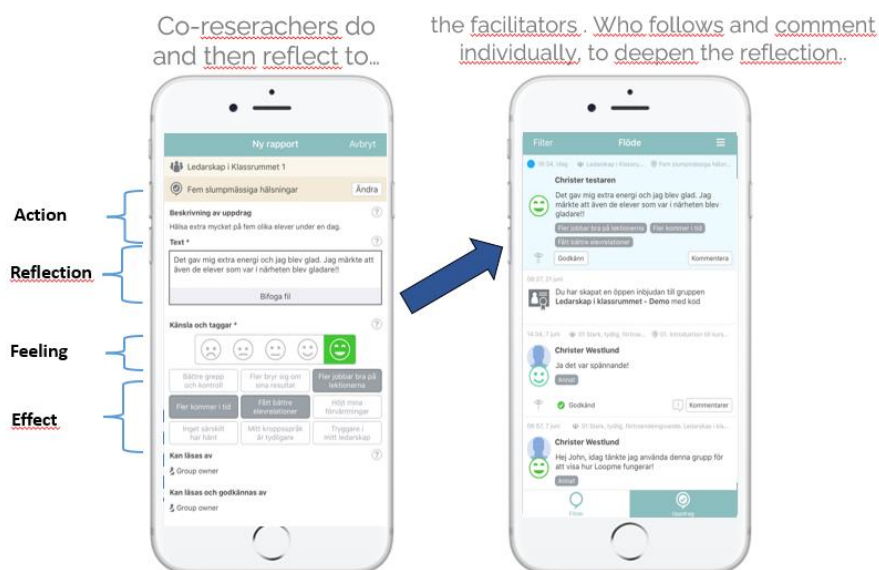


Figure 3: The social media tool (software application). It is also possible to use as web-based program (picture from Me Analytics)

4.0 Results

The result is presented as a journey in two parts of four as this is an ongoing study. From becoming a place for individual reflection to the arena for a joint understanding of challenges and potential levers for understanding and facilitating transformational change.

[...] a perspective of becoming [...] it includes our senses of something about to emerge (Gergen 2009)

4.1 Setting up the arena

The illuminated arena became an early metaphor for the space where members of the organizations could meet and reflect together around a challenge of complexity, in this case the movement towards a more person-centered and integrated care. Complex, as no one has a specific answer what the end result really would be, or how to get there. Furthermore, as a large number of actors are involved from different organizations, departments, field of interest etcetera. A joint program office, with a steering group containing of top managers from both healthcare and the municipalities, got the opportunity from the University in cooperation with SKR, to establish the arena to follow the journey towards Nära Vård in a way that has not been tested before. Not as a follow up study, and not as an evaluation, rather a follow-with study. It was decided that co-workers with roles that was connected to the work with Nära Vård in some way, should be asked to participate. Time was early identified as a crucial factor, therefore it was also decided that meetings, as far as possible, should be held along with already planned activities (network-forums). Three questions were identified in the beginning:

- What affects this focus movement to the desired position and what are the driving factors?
- What kind of development initiatives arise on this journey, and what impact does it have for governance and organization?
- How is the added capacity used, which organizational aspects are adapted and developed around this capacity, and which conditions exist and are created for the organizations

However, with complexity theories in mind and the iterative/cyclical mindset, the arena opened up for things to emerge. A possible consequence was also expressed – the learning opportunities between actors and for the organizations.

For the year to come four separate meetings (Figure 3), with the co-researchers, the steering group and a national Nära Vård - group was planned. With the intention to meta-reflect on findings from the arena, deepening the analysis and to prepare for the next step. Three project team-leaders from the region and the municipality became the representatives for the steering group for the researchers to continue the dialog with. They did also scan potential individuals that met the criteria set (connection in some way to Nära Vård- activities), to be a part of this study.

4.2 Becoming the Shark-study - Using a metaphor for understanding

Presenting the study for potential participants (around 30 people) in a first meeting in autumn 2022, the researcher and research assistant (hereafter referred to as we) found an interest from several of them. However, in today's virtual landscape it was hard to "feel" the whole collective as a group. Trying to make the study more concrete, the assistant researcher compared this method we were to use, with a study made on climate changes. That research group had equipped sharks with sensors, to follow how they are moving in the oceans and why. Our sensor in this study was the application tool for reflection in their phones and/or computer, where their actions and reflections could be "collected" close to real time events and/or situations. What are they thinking, doing and why? Leaving the meeting with a feeling of both excitement and worries (not that many questions were asked). However, we had got

quite a lot of positive feedback from the representatives, and we conducted a follow up meeting to see if there were any more thoughts? Before that meeting one of the representatives had mentioned to a colleague that we were coming back, who responded with: “Are that the shark-study we are going to be part of?”. Suddenly the study went from the arena for reflection to a study of “sharks” in the water of Nära Vård. 27 members from the organizations joined the application by signing up with their e-mail and took part of research information for consent and the possibility to withdrawal, if they no longer wanted to participate.

So in December 2022 we were ready to hand out the first assignments to reflect upon. From the beginning the intention was to work through the experimental learning cycle with action-oriented assignments, but a decision was made to know more about the water we were in. So the first assignments were formulated to capture activities, insights, challenges and strong positive/or negative experiences in relation to Nära Vård (from their point of view). The first set of reflection assignments was formulated like this:

- **Last month's key activity**
Reflect on something you have done that you feel is a key activity in relation to Nära Vård: Describe the situation you were in when you did this: What did you do? Why did you do it? What are you taking with you?
- **Last month's key insight**
Reflect on an insight that came up in relation to Nära Vård: What is your insight? What made you come to this insight?
- **Last month's key challenge**
Reflect on a challenge to handle in relation to Nära Vård: What kind of challenge is it? Why is it a challenge?
- **Strong positive/negative emotional experience (or event)**
Tell us about an event/situation/experience during this period (in relation to Nära Vård) that gave you a strong positive or negative feeling.
Ideally, write about the experience as soon as possible afterwards: What happened? Why did it happen?
Follow-up question: What lessons/insights do you take with you?

4.3 Exploring the waters of Nära Vård

This initially gave a lot of material to work with, some reflections were very deeply and containing a lot of thinking, and some where really short, just answering the first question (not the suggested follow up questions). The possibility to respond to the reflections often gave a response back with a deeper explanation from the co-researcher. The researchers did not want them to be terrified of an extra burden (writing a lot), so one extra comment became a limit, unless they asked something back.

Part 1:

The result of the first month (the time for conducting the four assignments) ended up with

almost 90 unique “loops” of reflection, containing of almost 8000 words and a response rate at 75 %. Coming in with a broad variety from Monday to Friday and most frequently during lunchtime.

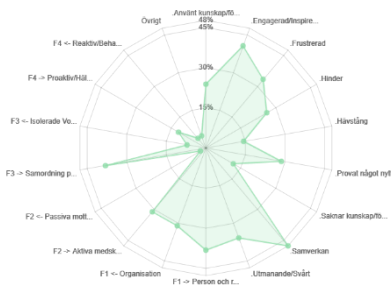


Figure 5: Spider diagram provided by the program (tool), showing the effects connected to the reflection made by the co-researchers

Figure 6: Extraction from the master data file with the reflections, comments and effects

The waters were full of frustration, anxiety and organizational dilemmas, but also hope and an expressed will to work for necessary change through collaboration with others. Examples of quotes extracted from the reflections could look like:

“It is another way to lead and develop in complexity, when several businesses and organizations need to work together to improve in healthcare for the individual. The challenge is that cooperation is required to bridge the gaps between care providers/departments, and no one is manager in the gaps, you need to come to an agreement” (co-researcher)

“The desire to continue talking and helping each other more is clear = meeting and talking is a power in itself“ (co-researcher)

The first data was pre-analyzed by the first author and assistant researcher and gave five insights that were used as a framework for the “meta-reflections” in the first meeting of the four we had planned. Approximately 15 of the 27 co-researchers from the start, participated in our three-hour meeting (virtual). We conducted a presentation of the insights, individual and group reflections, ending up facilitating collective discussions, where the groups shared their thoughts. No revolutionary findings, where a common reflection, however several of the co-researchers expressed appreciation and relief when they recognized others’ feeling and experiences (made visible, among other things, through quotations).

We had found out ahead, through e-mail and calls, that reflecting like this was hard. How much shall I write? What can I say about Nära Vård and so on. Therefore, the meeting also contained some theories around reflection and action-research as we wanted to use the opportunity to deepen the knowledge around this as they now had practiced and could relate to the theories.

Next step was to meet the managers from the steering group. This was a physical meeting with 12 of 18 managers attending. They also had similar reflections as the co-researchers, but there were also some more concerns on, for example, who else should be included in this study (more perspectives), how we can know that we are moving in the right direction and “why nothing is happening”? But the main topic for discussion was that we must clarify what Nära Vård is and spread the word – a common vision or goal.

We lack a common clarified goal, an image of what it should look like when we "arrive"
(manager)

"Involve employees NOW! "Do" (manager)

The willingness to reflect and discuss what this really meant and how they (organizational leadership) could use the reflections from the co-researchers were not discussed or clarified in the meeting or afterwards. The managers did not have access to the application (and had not asked for it), so an analog way (paper form) was used to collect individual reflections anonymously. Taking the data from this meeting, next reflection meeting in the cyclical loop was conducted at the macro level - with the national group. The willingness to reflect individually and as a group further decreased. Most interest from management seemed to be to get informed and not to participate in analysis.

Part 2:

Using the reflections and meta-reflections from the first part the researchers continued to create new assignments to both explore more in depth but also to make use of the material as a way of communicating what happens in Nära Vård. Signals from the representatives of the steering group, indicated that the early insights could be useful as dialogue material in management teams or at staff meetings. The data also indicated some potential conflicts of interest in relation to, among other things, leadership, logics etcetera. Furthermore, the assignment to reflect on strong positive and/or negative experiences had been showing potential to really describe what is happening and how that affects people. So the next package of assignments was designed as following:

- **Raise early insights from the Shark- study in dialogue with others**
To test how the insights can be developed, expanded or understood from several perspectives: Raise one or more of the 5 early insights from the Shark-study in dialogue with other people outside the Shark-study (e.g. colleague(s), manager(s), network/forum you participate in, etc.)
Then reflect on how you did it and how it went: In what situation did you do it? What happened? What did you feel?
Follow-up question: What lessons/insights do you take with you?
- **Explore and reflect on potential conflicts of goal/interest**
A conflict of goal/interest can express itself in a situation through the experience of collision or contradictions in conversations or actions.
It can, for example, be about collisions or contradictions between different goals, interests, priorities, values, point of view, etc.
Tell us about a situation where you caught a goal/conflict of interest in relation to the Nära Vård transition: In what situation did you find it? What happened? What did you feel?
Follow-up question: From your perspective, what might be wise to do/try related to this?
- **Strong positive/negative emotional experience (or event)**
Tell us about an event/situation/experience during this period (in relation to Nära Vård) that gave you a strong positive or negative feeling.
Ideally, write about the experience as soon as possible afterwards: What happened? Why did it happen?

Follow-up question: What lessons/insights do you take with you?

4.4 The continuing journey – challenges ahead

The reflections during the spring, going in to the second step of the study, continued to illuminate tensions around the conflicts of interest, however in a slower pace. The signals now indicated “sharks” that were overloaded with work and did not have or got the time to reflect. Interesting however, was that the reflections that came in was longer and more detailed, however the follow up questions on what to do or try next was seldom very detailed or concrete. The analysis from part 2 ended up with three short stories on tensions in the system – between:

- Organization and organizing
- Short and long term (control or adaption)
- Logics

Time for the next session, following up part 2, did decrease from three hours until two hours for the co-researchers and from 3 hours to 20 minutes with the steering-group. The managers got the opportunity to reflect in the application afterwards but only 1/16 did so within time limitation (two weeks).

The continuing dialogue has been focused on how to make space for reflection in the co-researcher’s daily work, how to bring in more perspectives (professionals and management), but also how to use this data for organizational learning and decision-making and really listen to the voice of the “sharks”.

Noticing the lack of time for reflection, another challenge ahead is to create assignments that are more action-oriented and how that could create value in the movement and transformational shift - using the dynamic between the action-oriented (doing) and reflections coming from observation (thinking).

5.0 Discussion & Conclusion

Following transformational change is a challenge in itself. Lukas et.al (2007) stresses the iterative changes that need to be sustained and spread across the organization. In this study it becomes more and more obvious that people, being in transformation, struggles with the unknown and how to make things concrete enough. It’s seems easier to have an opinion on what others do or don’t do than to see and reflect on yourself and your actions in the system, as expressed by Vink (2019). However, the reflections on strong positive or negative emotional experience seems to “activate” the sensors in a way that illuminate important issues and situations, supporting Laloux (2020), describing of people as natural sensors.

Facilitating this through this kind of tool is a huge possibility, compared to the hours and hours of time it would take to make interviews, gather focus groups etc. With that transcribing and analyzing with more traditionally qualitative methods. However, the connection that a face-to-face meeting gives need to be considered. On the other side, going back to what Roberts et al. (2016) and Palmberg-Broryd (2021), points out as necessary to understand complex systems - to bring in more and different perspectives, this way of facilitating the process is very effective. All co-researchers in this study, comes from different organizations/departments, having different educational backgrounds and with that, sees the world with different eyes. Combining that through the structure in this platform, gives the

opportunity to abstract learning, experiences and understanding from an individual level (micro) to group and organizational levels (meso & macro). That could make the understanding possible, of what Fransson et al. (2019) describes as the prerequisites management should provide for value creation to occur on the level below.

Using the understanding mentioned above, needs a leadership that stops and listens. Not just getting informed and move on to the next question. One way to address what could be done is to look into the research and theories from Scharmer and Kaeufer (2010). Relating that research to Nära Vård and our early findings facilitating this process – Nära Vård do not have a solution that is known, the problem (s) statement is still unfolding and there are no clear key stakeholders. Using the U-theory (IBID), you should go from co-sensing, via co-presencing to co-creation. That needs an open mind, open heart and open will. Using scientific social media for organizational reflection, learning and quality development in real time, could help healthcare organizations and leaders to act and facilitate in complexity and transformational change. Also, taking in consideration the lack of resources (people, time and money), facing healthcare organizations in the future, we need new ways of collecting data from the people on the ground and in different places.

Finally, we find that the ability to reflect individually needs training and time for reflection need to be planned. Both by the individuals themselves, but also by the organization. We see that the collective reflection, in interaction with others (Rodgers 2002 in Chan, 2022), are rewarding, but that is also something that need support from management. Otherwise, something else (daily work) will always be prioritized. Reflection in healthcare is often connected to professional development (Jasper et al. 2013), and not often used, to our knowledge, in this way for facilitating and understanding transformational change. But as many things connected to change – a clear why, leaders support and patience need to be in place.

“ In traditional organizations, information is often filtered out. Only the signals sensed at the top lead to action, but unfortunately these signals are often distorted and disconnected from the reality down on the ground” (Laloux, 20xx)

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