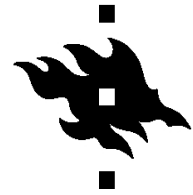


**Center for Activity Theory  
and Developmental Work  
Research**



**RESEARCH PLAN**

**Anu Kajamaa**   **Evaluation in and for  
developmental work activity**  
Towards an activity theoretically oriented  
narrative evaluation approach

# **Evaluation in and for developmental work activity**

## Towards an activity theoretically oriented narrative evaluation approach

Research plan

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## Foreword

My background is in adult education, and I am currently writing my dissertation in the doctoral programme on Developmental Work Research and Adult Education (DWEAE) at the Center for Activity Theory and Developmental Work Research at the University of Helsinki. The doctoral school belongs to the Finnish Graduate School in Education and Learning (FiGSEL), which is the largest Finnish graduate school and is financed by Finland's Ministry of Education and the Finnish Research Academy. My study is multidisciplinary and explorative in nature, and can be placed in fields of education, evaluation, activity theory, narrative research, and management studies. The dissertation will comprise an introduction, scientific journal articles, and a summary. My aim is to complete the dissertation by the year 2012.

The dissertation focuses on “gaps” in evaluation studies and evaluation practices and offers an approach and tools to identify and interpret the gaps. The main heading of my dissertation, “Evaluation *in* and *for* developmental work activity,” illustrates how the study both explores and facilitates evaluation actions in micro-level organizational contexts and goes beyond this level by conceptually connecting the analysis to macro-sociological aspects related to evaluation. An activity theoretically oriented narrative evaluation approach is developed in the dissertation, and former developmental interventions are explored with the approach. Prerequisites and obstacles in connecting the evaluation activities to the development of practical work activities are defined in the study. The keywords of the dissertation are narrative evaluation, activity theory, consequences, change, development, assessment tools, and negotiation.

The research for the dissertation is carried out at four organizations in the Finnish health care sector. Four empirical case examples from Finnish primary and specialized health care are presented and analyzed in four scientific articles. The results of the study benefit practitioners and theoreticians of evaluation and managers dealing with evaluation and its current challenges, in health care and in other fields of working life.

I have collected the data of my dissertation in two research projects, which have been carried out by a research group at the Center for Activity Theory and Developmental Work Research at the University of Helsinki. The members of the research group are Professor Yrjö Engeström, Dr. Hannele Kerosuo, and I. The first project was carried out in 2004-2006, and it was called

*“Stabilization and Diffusion of Innovative Forms of Work and Learning: Traces, Consequences and Bridges.”* The second project was carried out in 2006-2007 and was called *“From Disjointed Projects to Sustainable Development.”* Both of the projects were funded by the Finnish Work Environment Fund.

The grants I have received from the Finnish Work Environment Fund are gratefully acknowledged. I am thankful to FiGSEL, which will finance my work until 31.12.2011. The support of the doctoral school and good advices from my supervisor, Professor Yrjö Engeström and Dr. Hannele Kerosuo, is gratefully acknowledged. The feedback of the advisory group of my dissertation is also very gratefully acknowledged. I am thankful to Julie Uusinarkaus for reviewing the language of this research plan.

# **1 EXPLORING GAPS IN EVALUATION STUDIES AND PRACTICES**

My dissertation concentrates on four “gaps” in theoretical-methodological evaluation studies and evaluation practices. The four gaps are important to study to manage and understand the nature of health care practices better and to develop evaluation in the health care towards a more flexible, adaptive and a patient-centered view. I suggest that the normative, positivist, typically static conceptualizations of evaluation need to be challenged in order to develop evaluation techniques that keep phase with the changing reality. The importance of flexibility and localized conceptualizations in evaluation settings needs to be underlined in qualitatively oriented evaluation in health care. My hypothesis is that with my narrative-object oriented evaluation approach I am able to reach consequences that are significant but unattainable for studies using a normative, hypothetic-deductive paradigm.

The first research task of the dissertation is to follow the long-term consequences of organizational change efforts in the Finnish health care. The second research task is to identify and interpret the prerequisites for and obstacles to connecting evaluation and the development of work activities. The third research task is to take an educational evaluation into the context of working life, from which it is distanced. The fourth research task is to create a qualitative evaluation approach that combines narrative evaluation and activity theory and offers possibilities to take evaluation beyond the normative evaluation paradigm. The four gaps and the research tasks are briefly discussed in the following.

## **1.1 Limitations of normative evaluation methods used in complex health care contexts**

The first gap is that health care organizations are being trapped into traditional organizational models and evaluation methods, where a quantitative, hypothetic-deductive paradigm dominates; evaluators are comparing project goals to the results, presupposing that change processes follow certain protocols leading either to success or failure.

Since the economic recession period in the beginning of 1990s, the Finnish health care system has faced many challenges and contradictory demands, such as demands for high quality and simultaneous cost cutting. At the same time, the patients’ problems have become more complex

than before, and the care of a single patient requires the involvement of many different professionals (Kerosuo, 2006). Health care organizations operate in multidimensional, complex environments which are constantly changing and are innovative, but are simultaneously vulnerable to deviations and human errors.

Projects have become a strategically significant instrument for social influence, both inside organizations and in political-administrative governance (Alasoini, 2006; Seppänen-Järvelä, 2006). Many projects have been conducted in the field of health care attempting improve the situation through goal-oriented evaluations and audits. However, not all change projects have produced change. For example, some national projects in the Finnish social- and health care have been fragmented, poorly coordinated, overlapped, and not given satisfying results (Hämäläinen, 2005). Health care appears to be an especially complex environment, but the evaluation methods used there do not take into account the unexpected.

My study suggests that the consequences of change efforts may be unexpected and significantly differ from the original goals of development projects and they may be out of the reach of normative evaluation methods. One of my research tasks is to follow the long-term consequences of organizational change efforts. The research setting of my dissertation is explorative and qualitative oriented. I examine the consequences of interventions without the need to relate them to original project goals.

## **1.2 Separation of evaluation actions and development of practical work activities**

In health care, evaluations are usually conducted top-down, follow standardized protocols, and aim at fast improvements. The evaluation of change efforts in health care seems to be immediate, tightly focused, rapid, and fluctuating in nature. Weick (2000) has questioned the “top-down” model of organizational change and is in favor of making innovations directly on the front line, encouraging wider applicability of small experiments and being aware of the continuous nature of change. He looks for real-world examples and the appearance of unplanned, unforeseen and unexpected small initiatives, actions and innovations that may have surprisingly large consequences (Weick, 2000).

The second gap is that evaluation actions and the development of the practical work activities being evaluated are usually separated in institutional settings, and therefore evaluation outcomes are not sufficiently utilized in organizational development. Normative, quantitatively oriented evaluation does not take the separation into account. However, this separation is limiting, as, for example, the tools used in evaluation have been created in isolation from practical work activities, and practitioners do not know how and why to use them. On the other hand, professional evaluators such as quality controllers in hospitals are not often acquainted with the activities they are evaluating and do not customize the tools to fit the users' needs.

My second research task is to identify and interpret the prerequisites for and obstacles to connecting evaluation and the development of work activities in institutionalized settings. My study illustrates empirically how a rational quantitative, measurement-oriented, positivist evaluation paradigm alone is inadequate to meet the needs of complex organizations. In health care, innovations, flexible assessment tools and new insights on evaluation are needed in order to capture the qualitative consequences of change efforts in the longer term and to develop practices.

### **1.3 Educational evaluation removed from working life contexts**

Within organizations, training and development increasingly take place in projects. Even so, project or program evaluation has not been the focus of educational studies. The third gap is that educational evaluation is distanced from working life contexts. Educational evaluation could challenge the normative evaluation methods, benefit the development of work activities, and provide significant insights into the evaluation of, for example, the learning and developmental aspects of organizational change efforts. My research work deviates from normative educational evaluation by taking educational evaluation into the context of working life and also from typical organizational program or project evaluation by taking an educational perspective.

#### **1.4 Position of epistemological commitments in qualitative evaluation studies**

The fourth gap is that despite the strengths of qualitatively oriented evaluation approaches, they often are unclear about a theoretical framework. Narrative approach, utilized in narrative evaluation, has been criticized for being intuitive in nature and not having a theoretical framework (Redwood, 1999) and it needs to be developed further. In my study I combine narrative evaluation approach and activity theory. I use activity theory as a theoretical frame, and the focus is on collective and contextual aspects of evaluation. Qualitative evaluation studies usually narrow their focuses to individual aspects, and do not take collective aspects into account, which are in focus of activity theory.

In the dissertation I develop and test an evaluation approach which can offer possibilities to take evaluation beyond normative, positivist evaluation paradigm. My fourth research task, and the central theoretical-methodological challenge of the dissertation, is to create a qualitative evaluation approach that combines narrative evaluation and activity theory. In the dissertation I develop further a method called 'archeological ethnography' towards an evaluation approach (or a method). In my study I build and test in practice the interventionist, activity theoretically oriented narrative evaluation approach. The multidisciplinary of the study creates methodological and other challenges for the dissertation, but also offers many possibilities to combine aspects that have not typically been integrated.

## **2 TOWARDS A NARRATIVE EVALUATION**

In this chapter, I will first introduce a traditional, positivist evaluation paradigm. Then I proceed to describing some qualitative approaches to evaluation, which have debated the dominant positivist paradigm. After that I will briefly introduce the field of educational evaluation, related to my study, and move towards narrative evaluation, which I apply in my study.

### **2.1 Debates on the positivist evaluation paradigm**

The roots of evaluation research are back in the 19th century in Great Britain and in the US where school systems were actively being developed and evaluated (Madaus, Stufflebeam and Scriven, 1983). Nowadays evaluation research includes various definitions, approaches and methods and it has been an especially emergent field of research since the late 1960s.

Scriven (1991) has defined evaluation as a process or an outcome of a process in which the value of some matters, operations, or phenomena is being defined. Evaluation can mean either 'evaluation', which may take place in everyday life, or systematically conducted 'research' (Dale, 1998). The majority of quantitative evaluation is positivist or post-positivist and rely on a hypothetic-deductive paradigm. The object of evaluation may vary from organizational effectiveness and impressiveness to development of work processes via interventions. Evaluation may take place before, during and after the intervention in experimental settings (Patton, 2002). Evaluation is typically conceptualised as an autonomous epistemic culture and practice, but evaluation can also be understood as knowledge-creation process (Rajavaara, 2007).

Normative, positivist paradigm, where operations are compared to preconceived project goals, dominates evaluation studies. Socio-economical academic studies typically evaluate projects in terms of their productivity and economic benefits to organizations (Turner, 1999; Jaffe, 2002). Post-positivist paradigm has added processes and local aspects to positivist evaluation studies. The evaluations can be carried out as traditional programme evaluations, which can be used to support program planning, to improve program delivery or to determine program impact. Program evaluations are tightly focused and well planned, seeking for effectiveness and provision of

plausible answers. (Owen and Rodgers, 2006.) Program evaluations are typically descriptive in nature, approve the idea of causal relationships, and do not provide strong empirical case examples.

The New Public Management (NPM) paradigm has taken health services towards entrepreneurial attitudes, where service-users are redefined as demanding customers with high quality expectations. Yet, employees in health sector are simultaneously being pressured by demands of cost effectiveness. (Bolton, 2002; Bone, 2002.) NPM came live in Finland in the late 1980's, which meant the intensification in evaluation in administration and the beginning of the Finnish "outcome-oriented society". The term effectiveness has become a powerful organizing concept in the Finnish welfare state. Evaluation practices and evidence-based styles of reasoning have obtruded and diffused in the Finnish society. (Rajavaara, 2007.)

Both on micro and macro levels, little attention has been paid to uncertainty and risk in evaluation. For example, evaluation may reveal sustainable development or a decrease in successful evaluation results over time. (Pitman et al., 2004: xiv-xv.) Pitman wrote:

Evaluation findings and conclusions essentially represent decisions made under uncertainty about the effectiveness of projects, policies or other interventions. While many analytical methods have been developed to address decision making under uncertainty, they have not been much applied to evaluation. (Pitman et al., 2004: xiv-xv.)

Exceptionally, Rajavaara (2007) has studied discourses about social policy and her study represents debates and empirical research dealing with the effectiveness and quality of social services and social work. Her study deals with the presence of uncertainty and doubts over the effects and consequences of welfare policies in Finland.

The traditional hypothetic-deductive paradigm has been criticized for being too narrow and for ignoring aspects such as the implementation of changes in practical activities. (Patton, 1987; 2002; Alkin, 1990.) Alternative, critical, approaches to the positivist, hypothetic-deductive evaluation paradigm have been proposed. In these approaches, the research object can be studied inductively, interpretatively, and pragmatically. Then the aim is to produce insightful perspectives and develop understanding of the phenomenon under study. The alternative approaches discard the idea of causal relationships, and focus for example, on the empowerment of actors. In these studies the

world is perceived as socially constructed and constructivist evaluation methods are often applied (Cuba and Lincoln, 1989; Strauss and Corbin, 1990).

Some qualitatively oriented researchers have conducted project evaluations from a wide social, contextual, and critical perspective (Hodgson and Cicmil, 2006; Alkin, 1990; Vedung, 2000). Some quasi-experiments have also been carried out in controlled settings, such as evaluations of human resource development projects (Rose and Fiore, 1999). Qualitatively oriented researchers have taken alternative methodological approaches to evaluation focusing on unexpected impacts and goal-free evaluations (Scriven, 1972) or implementation evaluations (Patton, 2002). Personalizing the evaluation and empowering the actors involved in an intervention also represent alternative approaches (Fetterman, Kaftarian and Wandesman, 1996). In Finland, Konkola and Seppänen-Järvelä (2004) have focused on collaborative evaluation, and Seppänen-Järvelä (2004) has contributed to the development of evaluation-supported development in the welfare sector and other sectors.

## **2.2 Evaluation in the field of education**

Psychological and educational studies typically take a humanistic viewpoint on evaluation and usually focus on the evaluation of learning of individuals (Burns and Ludlow, 2005). Educational evaluations aim at improving some educational object and, on a more general level, the advancement of education. Educational evaluations are often politically and value oriented. Evaluations in classrooms are typically conducted by using questionnaires or inquiries, giving descriptive results and directions for improvement. Despite the strengths of educational evaluations, the means of determining values in evaluation have been criticized for being overly ambitious in trying to assess the true worth of objects, which would require omniscience and on unquestioned value base from the participants. Politically oriented evaluations have also been questioned for by using leading questions. (Stufflebeam and Webster, 1986; Cuba, 1978.) Educational evaluations are often conducted in and confined to classroom environments, not usually in working life contexts. Although developmental evaluations in universities of applied sciences have been recently called for in relation to evaluation in adult education (Kauppi, 2005).

Stufflebeam and Webster (1986) wrote in exploring evaluation in the field of education:

In conclusion, there is clearly a need for continuing efforts to develop and implement better approaches to evaluation. Theoreticians should diagnose strengths and weaknesses of existing approaches, and they should do so in more depth than we have been able to demonstrate here. They should use these diagnoses to evolve better, more defensible approaches; they should work with practitioners to operationalize and test the new approaches; and, of course, both groups should collaborate in developing still better approaches. Such an ongoing process of critical review and revision is essential if the field of educational evaluation is not to stagnate, but instead to provide vital support for advancing education. (Stufflebeam and Webster, 1986: 37.)

### **2.3 Narrative evaluation**

Labov and Waletzky (1967) have identified a narrative feature in evaluation that is embedded in stories. Narrative evaluation (Abma, 1999) is an alternative, interpretative approach to evaluation. A narrative program evaluation provides a multifaceted view of the evaluated phenomenon, and narratives can be used to facilitate change. The act of narrating includes evaluative aspects, values, moral aspects, meanings, interests, and temporality. Narratives reflect power relations in organizations, and they may have a socio-political character. (Abma, 1999.) Gwyn (2001) perceives narratives as dialogically evolving episodes of interaction, in which evaluations are not static but actively co-constructed between speaker and listener. Narrative methods have been recently used in a few studies in linking program evaluation and organization development (McClintock, 2003/2004). For example, Costantino and Greene (2003) enriched a program evaluation to include narrative aspects such as participants' experiences about the program and its outcomes. Dart and Davies (2003) studied a story-based evaluation tool in an agricultural extension program and came to the conclusion that the storytelling process itself is a very significant change technique.

Narrative evaluation namely focuses on changes on an individual level, analyzing static texts or experiences occurring in individuals' minds. However, stories have recently been used as a collective resource in organization and narrative studies (Buchanan and Dawson, 2007), but the literature does not address evaluative aspects. Collective insights on the narratives highlight important issues, such as that knowledge is often mediated through narratives in the organizational world and that stories are constantly being told and circulated in all kinds of organizations.

(Czarniawska-Joerges, 1995.) Stories represent organizational history and culture, and are building material for norms and ways of action (Czarniawska, 2004).

In some educational studies conducted in school contexts, narratives have been connected to a cultural historically oriented framework. Yet, the studies have not explicitly dealt with narrative evaluation. The focus of the studies connecting narratives and activity theory is on the developmental effects of narratives and play, collective problem solving, group learning, and possibilities for agency (Hakkarainen, 2004; Rainio, 2008; Rainio and Siebert, 2006). For instance, Hakkarainen (2004) has identified narrative learning as a 'transitory activity system' between play and school learning.

### **3 THE CONTRIBUTION OF ACTIVITY THEORY**

Narrative approach, utilized in narrative evaluation, has been criticized for being intuitive in nature and not having a theoretical framework behind the analysis (see Redwood, 1999: 674). In my dissertation I use activity theory as theoretical framework, which I combine with a narrative evaluation approach. Activity theory provides a theoretical framework which can enrich and “control” the often fragile memory-based narratives of individuals. Activity theory brings conceptual tools and models to the analysis of narrative data, and narrative analysis can be taken to the level of real everyday activities and their evaluation. I draw on previous activity theoretical studies and use concepts, such as of object, contradictions and expansive learning, which are central to activity theory.

#### **3.1 The notion of the object of an activity**

The notion of the object of an activity is crucial in activity theory. The concept of object includes the sense and meaning attached to an object of an activity (Vygotsky, 1978; Engeström, 1987). The motivation for an action and the motive for the activity are created collectively and included in cultural objects (Leont’ev, 1978:52). The work community aims at producing meaningful outcomes of activity. Mediation of activity is a central aspect; tools, signs, division of labor, and rules, which have evolved in the historical development of activity, function as mediators of the comprehension of activity in practical work activities. (Engeström, 1995: 41-48.) From the activity theoretical perspective, organizational change is a socially and discursively constructed and artifact and socially mediated in object-oriented activity (Engeström, 2000; Engeström, Engeström and Kerosuo, 2003).

Activity can be depicted as a triangle model that includes the subject, instruments (tools and signs), rules, the community and division of labor, the object, and the outcome. An activity system, as is the object of activity, is in constant movement trying to solve its tensions and contradictions to open up new directions and possibilities for expansive transformations. Analytical work is then required, e.g. the questioning of old ways of working, modeling of the activity and its contradictions, new divisions of labor, reconceptualization of the object, and tool creation for mastering the emergent new object and new forms of activity (Engeström, 1987; 2006).

### **3.2 Contradictions as sources of change and development**

Historical analysis of work activities and collectively focused units of analysis are emphasized in activity theoretical studies. From the activity theoretical view, knowledge is mediated socially, materially, and historically and the motive for change in organizations derives from historically accumulated contradictions which emerge as tensions, disturbances or gaps within and between activity systems (Engeström, 2001). The members of organizations attempts to solve the contradictions and change create a zone of proximal development. As Engeström (2006) has described, activity theory uses living movement as a source of development, and development may be defined as the *formation of qualitatively new 'functional systems', relatively stable patterns of conduct, within and between individuals or collective activity systems* (Engeström, 2006: 20)

### **3.3 The possibility of expansive transformations through interventions**

Developmental Work Research (DWR) is an activity theoretical approach used by the researchers of the Centre for Activity theory and Developmental Work Research and partners in the working life for the study of work, organizations and technologies in developmental transformations. There have been many profound activity-theoretically oriented research and development projects, which usually include interventions in an institutionalized setting involving both professionals and customers which illustrate a multivoiced picture of emerging change (Engeström, 1995).

The activity theoretical studies have provided strong empirical data on the fragmentations, contradictions and tensions in organizations and facilitated e.g. learning, collaboration and boundary crossing. Activity theoretical studies, related to my dissertation have, for example, have dealt with expansive learning (Engeström 1987), organizational boundary crossing (Kerosuo and Engeström, 2003; Engeström, Engeström and Kärkkäinen, 1995) co-configuration (Engeström, 2004), producer-user interaction and learning in the innovation process (Hasu and Engeström, 2000; Hasu, 2001).

### **3.4 Activity theoretical studies related to evaluation**

The focus in activity theoretical studies and DWR interventions is usually on the creation or design phase of a qualitatively new form of activity. Only a few activity theoretically oriented studies have paid attention to evaluation. Hakkarainen has approached Finnish school education from an evaluation related, developmental activity theoretical viewpoint (Hakkarainen, 1988; 2002). Some teachers at the University of Applied sciences in Finland have applied activity theory and included evaluative aspects in studying the transfer between school and working life interfaces (Lambert and Iivonen, 2003). Lambert (1995) has evaluated development in planning of teaching. She conducted an intervention for teachers at a health care educational institution and examined development in activities and the individual performances were examined in proportion to a collective level. In her study teaching before and after the intervention could not be quantitatively compared, because the contentual unit of planning of teaching had changed qualitatively and one could not speak of 'the same' performance anymore.

A group of researchers at the Technical Research Centre of Finland (VTT) has recently conducted an impact evaluation of research and development efforts carried out in the public sector in Finland (Saari, Hyytinen and Lähteenmäki-Smith, 2007; Saari, Kallio and Hyytinen, 2008). Their work has been conducted in projects, and they have, for example, explored the functions of outcome guidance in research organizations and its social impacts. They have introduced a process for promoting learning between researchers and users of research. Their study reveals the fragile and time-consuming nature of organizational learning. They base their new impact evaluation method on the activity theoretical theory of expansive learning. The theory of expansive learning was first presented by Yrjö Engeström in his dissertation in 1987 and has been developed by him and his colleagues over the past twenty years (see Engeström, 1987).

### **3.5 From impacts to consequences**

The activity theoretically oriented studies presented in the previous chapter have taken an important step in paying attention to evaluation in school, research and development contexts. Yet, the studies are practice oriented and offer a rather general methodological view of activity theoretically oriented evaluation. The impact evaluation method developed at VTT (Saari et. al., 2007; 2008) follows a developmental learning cycle (Engeström's cycle of expansive learning modified).

However, it does not examine the long-term consequences of change efforts and focuses on short-term impacts of intervention. It is sometimes only possible to detect the presence of expansive learning years after initial development interventions (Engeström, Kerosuo and Kajamaa, 2007a).

A recent large scale project, conducted at the Center for Activity Theory and Developmental Work Research at the University of Helsinki, by Yrjö Engeström, Hannele Kerosuo and I, studied the longer-term consequences of former developmental interventions. The project was called "*Stabilization and Diffusion of Innovative Forms of Work and Learning: Traces, Consequences and Bridges.*" The project took place between the years 2004-2006 and was the first systematic attempt to follow, in depth, the consequences of activity theoretically conducted development projects in the past 15 years. The results of the project illustrate that the consequences of interventions can be discontinuous in nature, involving breaks and sometimes progressive bridging attempts.

The second project in 2006-2007, "*From Disjointed Projects to Sustainable Development*", was built on the results of the project "*Stabilization and Diffusion of Innovative Forms of Work and Learning: Traces, Consequences and Bridges*", and aimed at connecting the two projects and supporting the diffusion of innovations and sustainable development. A large scale intervention was carried out at a university hospital during the project. I have been following the consequences of the second project in 2007-2008, after its official end.

Instead of attaching myself to an impact evaluation paradigm and interpreting it through activity theoretical lenses, I rather talk about consequentiality, which was introduced in the project "*Stabilization and Diffusion of Innovative Forms of Work and Learning: Traces, Consequences and Bridges.*" Consequentiality means paying attention to the intentional and unintentional consequences of organizational change efforts, 'consequences' having a different meaning than 'effects'. Effects refer to a causal relationship, whereas the concept of consequentiality only requires temporal, localized, or other interconnections. The principle of consequentiality directs the research to seek and explain the absence of and the prerequisites for connections. (Engeström, Kerosuo and Kajamaa, 2007b.)

## **4 OUTLINE OF AN ACTIVITY THEORETICALLY ORIENTED NARRATIVE EVALUATION APPROACH**

The primary theoretical-methodological research task of the dissertation is to create a qualitative evaluation approach that combines narrative evaluation and activity theory and offers possibilities to take evaluation beyond the traditional positivist evaluation paradigm. The activity theoretically oriented narrative evaluation approach, I develop and test in my dissertation, is briefly outlined in the following.

I take an interventionist, collective approach to, typically individualistic oriented, narrative evaluation. I perceive narratives as dialogically evolving communicative acts which produce a co-constructed evaluation of change and development. Narratives are acts of remembering and representing organizational memory (Kerosuo, Kajamaa and Engeström, 2005). The narrative evaluation approach, I apply, has not been connected to activity theoretical studies before.

The interventions and evaluation take place in institutions that are socially and historically context laden. My study takes historical, social, and contextual aspects strongly into account in conducting evaluation. In my study I move from impacts to longer term consequences. I perceive evaluation as collective, object-oriented activity, which transforms as the operational environment changes, and therefore there is no need to relate the object-oriented consequences of interventions to original project goals.

My study takes educational evaluation to working life contexts in Finnish health care. A method called ‘archeological ethnography’ (see Kerosuo, Kajamaa and Engeström, 2005) is used and developed further in my dissertation towards an activity theoretically oriented narrative evaluation approach. The ‘archeological ethnography’ is a triangular method which integrates narrative analysis of participants’ accounts of change efforts with analysis of documents and material consequences. I collected data by using a narrative interview technique (following Mishler, 1986). I analyzed narrative interviews (Czarniawska, 2004) and narratives produced in action in health care. Narratives reveal experiences which are usually not in focus in normative hypothetic-deductive evaluation settings. However, the narrative evaluation approach needs to be developed further for evaluating collective organizational change efforts. Narratives may have gaps in which it seems like

nothing happened (Czarniawska, 2004). In order to collect additional information and “fill the gaps” I conducted activity theoretical field research, shadowed key informants in organizations under study, followed patients and collected documents and conducted observations. Activities, material artefacts and narratives intertwine in organizations together construct a multilayered and multi-storey picture of consequences of change efforts and depict development.

### **Possibilities of the outlined evaluation approach**

The activity theoretically oriented narrative evaluation approach has the potential to capture temporality and long term consequentiality as well as narrative learning aspects related to organizational change. The approach is object-oriented and for example the development of a potentially shared object in an organization, e.g. good patient care, can be analyzed with it. It connects employees’ past and present experiences and organizational memory to the evaluation and facilitation of future organizational development.

The evaluation approach is not static, but allows original project goals to be adjusted during the development process. Evaluation can itself emerge as intentional or unintentional, improvisation-like activity, which may produce intentional and unintentional consequences. Perceived this way, the evaluations can be carried out collectively in institutions by professional evaluators and also by the practitioners trying to master and develop their work locally. The consequences, in the long run, may appear for instance as social innovations, new solutions and sensitive tools, and expansive learning, but also as regressive directions.

With the use of the activity theoretically oriented narrative approach, it is possible to develop and conduct an evaluation as a part of the development activities of organizations. The approach connects evaluation to the intervention process and produces e.g. remediation, arrangements, and new forms of division of labor. In the approach evaluation actions are bridged and integrated into to development of work practices in local contexts in order to support organizational change and development. Evaluation is seen as an intervention itself, offering space for provoking thoughts about the past, influencing current work activities and considering the employees, and simultaneously creating new needs for change and development.

## 5 RESEARCH QUESTIONS

My dissertation deals with four gaps in evaluation studies and practices, presented in the first chapter. The focused research tasks of my dissertation are to explore longer-term consequences of organizational change efforts, to identify and interpret the prerequisites for and obstacles to connecting evaluation and the development of work activities, to take an educational evaluation study into the context of working life and to build and test a qualitative, interventionist evaluation approach that combines narrative evaluation and activity theory. The four research questions outlined in the following will be realized in four articles, each of which sheds light especially to one of the four research questions. In the following I have listed the research questions and the respective articles briefly.

The research question of the first article of the dissertation is:

***How does a care pathway of a surgical patient appear in practice?***

Normative care pathways in health care are challenged in the first article of the dissertation. The article provides a rich description of the research context. An actual care pathway of a patient is followed and constructed from the patient's viewpoint, and contrasted with a normative description of a care pathway. The article depicts the experiences of an individual patient moving through the care pathway. It illustrates the unexpected nature of hospital work, deviations from predetermined steps of care, and the consequences of the emerging unplanned phenomena and the fractures taking place during a care pathway.

The research question of the second article of the dissertation is:

***How can narrative evaluation be developed further by using activity theory?***

In the second article of the dissertation, an activity theoretically oriented narrative approach to evaluation is presented, and former developmental interventions are explored with the approach. The consequences of organizational change efforts are traced and reproduced in the article. The evaluation is conducted reflectively in interview situations, by following work activities, and by analyzing paper documents. The method of 'archeological ethnography' is applied and developed

further. While the interviewees reminisce their past and present experiences intertwine, and information about the consequences of change efforts is produced.

The research question of the third article of the dissertation is:

***How was an electronic assessment tool designed in connection to a development activity?***

The third article follows the creation and development of an assessment tool for describing practices and identifying disturbances in the daily activities of a surgical operating unit of a university hospital, which had changed its operational logic during an intensive development process. A new kind of assessment tool was created in an improvisation-like process with the quality department and the employees of the surgical unit who were the end users of the tool. The quality department and the surgical operating unit had previously functioned in separate locations. The design process made an exception to traditional roles and division of labor as organizational boundary crossing and the co-configuration of the tool emerged.

The research question of the fourth article of the dissertation is:

***How are continuity and discontinuity evaluated in organizational interventions?***

In this article we move beyond the discontinuity of organizational change efforts depicted in the dominant punctuated equilibrium model. We explore two past change projects with the method of ‘archeological ethnography’ in order to explore the continuity and discontinuity of organizational learning and distinguish mundane discontinuity from directional discontinuity. Mundane discontinuity creates breaks which need to be bridged in order to achieve expansive learning. On the other hand, contradictions related to directional discontinuity need to be analyzed, and different directions of change need to be debated in implementing new organizational models.

## **6 RESEARCH SITES AND DATA**

The four research sites of my dissertation are from the health care sector. In all four of the research sites, a large scale activity theoretically oriented intervention has been carried out in the past. The organizations in the case examples differ historically and represent different stages of development. The research sites and the collected data are briefly introduced in the following.

### ***A surgical operating unit at a university hospital***

The first research site is a surgical operating unit at a university hospital in Northern Finland. The surgical operating unit under study had faced many demands that had become difficult for the management and employees of a large scale unit to handle. As a consequence, the unit, which had around 300 employees, had practically fallen into a crisis. A ‘Change Laboratory’ intervention with multiprofessional working group, was carried out in the unit in 2006 to improve the difficult situation. Over a period of six days, I followed six actual surgical patients care pathways admitted to the surgical operating unit for different operations. I analyze a single patient’s care pathway in the first article of the dissertation.

During the ‘Change Laboratory’ intervention, a model for a new organization and leadership was created and I have followed its consequences. Two planning meetings of the intervention, two meetings with the management and eight intervention sessions were videotaped. At the surgical operating unit I conducted seventeen planned interviews and unplanned “on the spot” interviews took place during the field observations over five days. In the third article of the dissertation the creation process of assessment tool is followed. The data of the article consists of interviews, e-mail conversations, my personal field notes, and meetings conducted at the surgical operating unit and the quality department of the university hospital.

### ***An internal disease ward at a university hospital***

The second research site is an internal disease ward at a university hospital in Northern Finland. The ward had participated in a piloting Change Laboratory project in 1998-1999. The Change Laboratory is an activity theoretical method for developing work and organizations, created at the Centre for Activity Theory and Developmental Work Research (Engeström, Virkkunen, Helle,

Pihlaja and Poikela, 1996). The Change Laboratory project was started to support employees' work-related well-being. The hospital management's overall goal for the project was to transform the profit center into a team organization and to improve work-related problems that had emerged among the employees of the center. At this site, I collected twelve interviews of nurses and management, wrote personal field notes and conducted field observation during one day. Six of the interviews and observations are analyzed in the second article of the dissertation.

### *A clinic of a health center*

The third research site is a clinic of a health center in a mid-sized city in Northern Finland. The clinic and also a health center consortium, which forms the fourth research site, had taken part in the nationwide "Working Health Centre" -project in the early 1990s in order to get support for difficult situations and to reorganize their operations. The services of both organizations required collaboration between health care and social welfare services, and the aim of the Working Health Centre project was to facilitate multiprofessional teamwork and to improve the efficiency and quality of work from the patient's point of view. I conducted eleven interviews of management and nurses, I wrote personal field notes and collected documents and did field observations. The data has been analyzed in the fourth article of the dissertation, which was written together with Dr. Hannele Kerosuo and Professor Yrjö Engeström.

### *A health center consortium*

The fourth research site is a health center consortium in Western Finland. The data used in the fourth article of the dissertation has been conducted by Dr. Hannele Kerosuo at the health center consortium. She conducted eleven interviews of management and nurses, she collected documents and did field observations. I visited the research site ones with her and had a meeting with top management of the consortium. I collaborated intensively with Dr. Hannele Kerosuo and Professor Yrjö Engeström in the data analysis period and in the creation of the 'archeological ethnography' method. In the fourth article, the data from this site has been analyzed together with the research group.

## **7 ARTICLES OF THE DISSERTATION**

The four research questions outlined in Chapter five define my perspectives to the object of the study and will be realized in four scientific journal articles. In the following, the basic ideas of the articles, the research questions of the articles, and research methods used in the articles are described in brief.

### **7.1 Patient-centered care pathway -a narrative tool for negotiation**

The research question of the first article: *How does a care pathway of a surgical patient appear in practice?*

*Keywords of the article:* narrative, care pathway, fracture, activity theory, patient-centeredness, negotiation

In this article I explore a care pathway at a surgery hospital from the patient's point of view. The data of the article was collected from the first research site, at a university hospital in Northern Finland, in autumn 2006. I explore the relationship between a normative description of the care pathway and how it actually happens in practice. Care pathways are documents providing normative descriptions of care which detail the essential steps in patient care and the expectations for the progress of defined patient groups. Care pathways form a picture of a clear-cut care process with predetermined phases and aim at improving quality of care and enhancing the collaboration between medical professionals. The overall aim of a care pathway 'paradigm' is to reduce fragmentation of care, and to improve consistency, and to control the costs of clinical procedures. (Currie and Harvey, 2000; Panella et al., 2003; Renholm et al., 2002.) The usability of care pathways has been questioned. Not much research has been carried out to evaluate the value of care pathways for patients, even though care pathways are commonly used in hospitals and also in primary care. (Atwal and Cakdwell, 2002; McDonald et al., 2006.)

Medical sociologist Anselm Strauss and his colleagues took an important step by trying to overcome normative care descriptions. Strauss et al. conducted a classical observational ethnography following episodes of hospital patient care and introduced the concept of an illness

trajectory (Strauss, Fagerhaugh, Suczek and Wiener, 1985). In my study I went beyond mere observations, extended Strauss et al.'s view, and collected narratives which enriched and gave temporal dimensions to the observations. Moreover, I extended the narrative approach by conducting observations. My participation differentiates my study from narrative studies that are typically retrospective in nature, usually emphasizing individual aspects and limiting the studies to interviews separated from practices and contexts. In the analysis I used the concepts of object, fracture, consequences, and negotiation. I expanded the ethnographic (narrative and observational) methods by using an interventionist activity theoretically oriented approach in my reinterpretation of a normative concept of a care pathway, focusing on collective aspects.

In the article I report the actual care pathway of a knee surgery patient. I contrast the actual care pathway with the normative, official care pathway for knee surgery at the hospital under study. I followed, in situ, the patient who was being moved from a regular ward to a surgical operating unit, to the operation, the recovery room, and back to the regular ward. I listened to her experiences and also brought a collective aspect to the study by listening to the speech actions of medical professionals. By carefully observing the physical actions and spaces where care took place, I enriched the narration and was able to contextualize the speech actions of the medical professionals and the patient.

This study illustrates how the actual care pathway was a unique constellation with unexpected features and directions, shaped by the interpretations and the object-oriented actions and evaluations of the actors involved. I as a researcher mediated the collective construction of the care pathway along with the medical professionals and the patient. The narrated care pathway was not a smooth, clear-cut process, but involved four major fractures that compartmentalized the care process from the patient's view and caused bad experiences and feelings of anxiety. The patient had to wait unexpectedly in the regular ward before the operation. There were also two delays in the operation theater. The waiting time in the recovery room was also extended. Unexpected fractures in the care pathway triggered the patient's narration, and she started to reflect on her past fearful hospital experiences in trying to make sense of the present stay. The fracturing had consequences; the unexpected waiting, for example, evoked the patient's fear.

The results of the study illustrate that the surgeons and anesthetist did not address their speech directly to the patient when providing care. The objects of their work were limited to the patient's back and the removal of epiphytes, which are spikes in the knee. The nursing staff had closer

contact with the patient and spontaneously tried to mediate between the patient and the doctors e.g. with the instructions and questions expressed by the anesthetist. I argue that the patient's fear interfered with the medical work from the position of the anesthetist and created a gap not present in the normative description of a care pathway.

The study shows how the patient was not just raw material such as a disease or diagnosis that easily follows standardized protocols. Deviations from the normative predicted care pathway and fracturing of the care pathway were unavoidable. The article calls for deliberate remediation, arrangements, and new kinds of division of labor and actions where mediation, which was here conducted by the nursing staff, could be expanded. The hospital management needs to be more aware of and prepared for the unpredictability of care pathways. Platforms for multivoiced negotiation are needed in order to fill the gap between normative descriptions of care and actual care.

## **7.2 Narrative and contextual remembering of the consequences of organizational change efforts**

The research question of the second article: *How can narrative evaluation be developed further by using activity theory?*

*Keywords of the article:* narrative, consequences, local knowledge, sustainability, diffusion, change, development, organizational memory

In this article I investigated the consequences, sustainability, and diffusion of a Change Laboratory project carried out in the late 1990s in an internal disease ward at a university hospital in Northern Finland. The data was collected from the second research site in summer 2004. The data consists of narratives of nurses of a hospital ward for internal diseases who had been involved in an activity theoretically oriented intervention project called a ‘Change Laboratory’ (for the Change Laboratory method see Engeström, Virkkunen, Helle, Pihlaja and Poikela, 1996).

This article contributes to empirical studies of evaluation and organizational memory. Studies of organizational memory have recently started to emphasize the role of employees as active actors in the formation of organizational memory. There have only been a very few empirical studies on organizational memory, and more empirical evidence and methodological guidelines are needed on how to conduct an empirical study on organizational memory (Casey and Olivera, 2003). Bannon and Kuutti (1996) suggest that an empirical study could be conducted by using narrative methods. The concept of organizational memory is multidisciplinary and undefined (Casey and Olivera, 2003; Walsh and Ungson, 1991).

A method called ‘archeological ethnography’ (see Kerosuo, Kajamaa and Engeström, 2005) is used and developed further in the article. In doing ‘archeological ethnography’, I conducted narrative interviews, collected documents, and conducted field observations. The ethnographic data led me to the material consequences of intervention and gave an insight into the present work activities. In the article I build and test activity theoretically oriented narrative evaluation approach. The presented evaluation approach connects evaluation to local contexts, developmental work activities, and organizational change. The approach created enables the recollection, identification, and

interpretation of long-term, unexpected consequences of organizational change efforts and their stabilization and diffusion. It allows the identification of the prerequisites of and obstacles to connecting evaluation and the development of work activities in organizational contexts. The approach suggests that evaluation actions need to be bridged to development of work practices in local contexts in order to support organizational change and development.

The narrative and material consequences of change efforts are traced in this article, which questions the “top down model” (see also Weick, 2000) of organizational change and focuses on local developmental actions and innovations. The employees were interviewed in pairs and individually remembered while reconstructing the consequences of past change efforts. The study illustrates how organizational remembering was mediated by socially-historically evolved artifacts such as spaces, tools, or instruments. The results support a previous statement that remembering in organizational contexts needs to be seen as an intentional and socially situated act, not as the property of individual mentalities (see Kuutti and Virkkunen, 1995). The interviewees created shared meanings about their past, present and future in storytelling events, which can be seen as scenes in the formation of organizational memory.

The findings of the study illustrate how a previously troubled work unit changed into a functional workplace. However, the process was time consuming and troublesome from the point of view of the employees, and also brought unexpected consequences. Major improvements took root years after the official ending of the ‘Change Laboratory’, only after a new head nurse was recruited to the ward who started discussion with upper management and began to make purchases in order to improve the ward. The results reveal how the management and employees acted in different realities and temporalities in their change contributions to development. The employees locally transformed some initial project goals to fit their local needs, and only those became sustainable ways of working. Moreover, the project touched only the local level; the results encapsulated to concern one ward and did not diffuse as planned during the project.

### **7.3 Designing assessment tools as an organizational change intervention**

The research question of the third article: *How was an electronic assessment tool designed in connection to a development activity?*

*Keywords of the article:* assessment tool, design, activity theory, co-configuration, expansive learning, boundary crossing

In this article my interest lies in the way new kind of electronic assessment tool develops locally in hospital context. The data of this article was collected from the first research site in different stages during 2006-2008. This article presents an empirical case example which illustrates how conventional evaluation methods were not enough assessing the consequences of an activity theoretical development project and how a need for a new assessment tool emerged. The original development project, to which the assessment tool creation followed, was conducted with the 'Change Laboratory' method at a surgical operating unit in August-December 2006. Professor Yrjö Engeström, Dr. Hannele Kerosuo, and I worked as facilitators of the intervention. During the development process, the working group of the intervention at the surgical operating unit constructed a new organizational and leadership model. The operations logic of the surgical operating unit was radically reorganized, and the aim of the new assessment tool was to follow the consequences of the intervention and identify disturbances in daily activities in order to improve practices.

Demands for cost effectiveness and the production of good quality care are high in the health care sector. Patients' needs and medical work has become more complex. However, health care organizations are being trapped into traditional organizational models and evaluation methods that are not often integrated with change efforts and development but only seek for stability and optimization (Plsek and Greenhal, 2001). The starting point of this article is the problematic tension between increasing complexity and uncertainty in hospital work and the use of conventional evaluation methods that are often unadaptable to the continuously changing conditions.

In the theoretical framework of the article I draw on studies on performance measurement taken in relation to the design of a collective activity and studies developing theory of management tool use

by taking a process- and activity-based view (Lorino and Gehrke, 2007; Kern, 2006). Lorino and Gehrke, 2007, for example, argue that studying the role of performance measurement as a common language should always be conducted together with the design of the collective activity in which it is engaged. I refer to activity theoretical studies that focus on co-configuration, producer-user interaction, and expansive learning (e.g. Engeström, 2004; Hasu and Engeström, 2000). Engeström (2004) has developed further Victor and Boynton's (1998) concept of co-configuration. Co-configuration work can take place in and between multiple, loosely interconnected activity systems and people representing different expertise in organizations. In the joint co-configuration process, previously separate parties may achieve transformation in their activity systems and construct an object that is to some extent shared.

In the article I present a narrative reconstruction of how the design process of an electronic assessment tool of daily activities took place. I analyzed e-mail conversations, interviews and observations of the identification and cultivation of the tool and the results of the tool use. In the assessment tool design process the employees of the surgical operating unit and the quality controller of the university hospital started to bridge the gaps between the evaluation and the developmental intervention conducted in their work context. I analyzed the learning process in the assessment tool design by applying Engeström's matrix for the analysis of expansive learning (see the matrix in Engeström, 2001: 138). In the article I identify the subjects of learning involved in the design process of the assessment tool and present their activity systems (see Engeström, 1995). I analyzed why the subjects learned and what led them to make the effort. In relation to this, I depicted the major contradiction between the elements of the activity system of the hospital nurses. I studied what the subjects learned and how to identify the key actions. Finally, I added a question to Engeström's matrix (Engeström, 2001): where did the learning lead; what were the material and immaterial consequences, and did the consequences diffuse and sustain?

The design process of the assessment tool was collective, in its final form including the operations manager of the surgical operating unit, four staff nurses, two head nurses, everyone working in the surgical operating unit, quality controllers, a visiting consultant, and two researchers. The design process involved innovative decision making, negotiation, and also a high level of motivation from the different parties. The design process can be described as an organizational intervention in itself in which participants collectively crafted an orientation or basis for a shared evaluation activity or network. It involved many unplanned, unexpected improvisations such as boundary crossing actions. The intervention's improvisational nature made it different from traditional interventions,

which are planned by managers and researchers or consultants in advance. The study reveals the great potential employees in a complex organization have for reflexivity, tool creation, and the evaluation of their change efforts. Before implementation of the tool, the users on the shop floor did reflexive modeling collectively and reformulated the new tool to better suit their local, practical needs. Users of the assessment tool became active designers of the tool. The design and implementation required a lengthy period of time, and the work is still in progress.

The results of this study indicate that the integration of assessment into interventions is essential in order to support organizational learning and development. The assessment tools in use or new tools being designed in and for hospitals need to be left open so that future cultivation and reconstruction of the tools is possible. When open-ended, tools can be further developed to better meet the changing needs of organizations, and they are more adaptable and responsive to the changing object and to complex, unexpected, and diverse conditions and contexts.

#### **7.4 Beyond discontinuity: expansive organizational learning remembered**

The research question of the fourth article: *How are continuity and discontinuity evaluated in organizational interventions?*

*Keywords of the article:* continuity, discontinuity, expansive learning, breaks, bridging, narratives, organizational memory

The article was published in the journal *Management Learning*. Reference for the article is: Engeström, Y, Kerosuo, H. and Kajamaa, A. (2007). 'Beyond Discontinuity: Expansive Organizational Learning Remembered', *Management Learning*, Vol. 38, No. 3, pp. 319-336.

The starting point of the article is that longitudinal processes and the consequences of learning are not often studied and are thus poorly understood in organizations (see Pettigrew, 1995). Project-based learning is explored in this article. The data was collected from the third and fourth research sites in 2004-2005. In the article, the dominant punctuated equilibrium model (Loch and Huberman, 1999) is discussed, which depicts development as long periods of continuity, interrupted by occasional periods of discontinuity. The model fails in cases where there are no clear lengthy periods of overall equilibrium. In the article we analyze traces of past organizational interventions that have been conducted in the past fifteen years with an activity theoretical approach. We search for two different types of discontinuity in organizational change efforts, mundane breaks in change processes, and shifts in the direction of the change effort.

A method used in the second article called 'archeological ethnography' is also used in this article. 'Archeological ethnography' integrates the narrative analysis of the participants' accounts of past change efforts with an analysis of documents and material traces of change. 'Archeological ethnography' also uncovers the dynamics of the continuity and discontinuity of organizational learning. There are two case examples presented in the article from Finnish health care (research sites 3 and 4). The study compares two similarly motivated expansive learning efforts. The study shows how expansive learning efforts have been discontinuous in both organizations and where breaks have appeared between projects. In one of the cases the direction of change efforts changed

because of one major break, while in the other case the discontinuous projects proceeded in the same direction.

The results of the study illustrate that project-based learning is discontinuous in nature in organizations. In the article we state that directionality emerges as a decisive element of organizational learning, and mundane discontinuity needs to be distinguished from directional discontinuity. Mundane discontinuity may be mended by actions of bridging, while directional discontinuity would require joint historical analysis, modelling and argumentation. The theory of expansive learning embraces the mundane discontinuity of change efforts and simultaneously tries to overcome it. Directional discontinuity requires the articulation and resolution of contradictions in the implementation phase of new organizational models, which requires debate between alternative directions for change. (Engeström, Kerosuo and Kajamaa, 2007a.)

## 8 SUMMARY OF THE DISSERTATION

The dissertation will comprise an introduction, four scientific journal articles, and a summary. It will finally be published as a book by the Department of Education, Helsinki University Press. The table below outlines the preliminarily contents of the introductory and the summary part of the dissertation, the working titles of the articles to be included in the dissertation, the research questions that will be realized in the four articles, the analyzed data, the preliminary timetable of the process, and some publication forums for the articles.

Table 1 Summary of the dissertation

	<i>Working title</i>	<i>Research questions</i>	<i>Data</i>	<i>Timetable</i>	<i>Publication forums</i>
<b>Introduction</b>	Preliminary titles of the chapters: -Exploring gaps in evaluation studies and practices -Towards a narrative evaluation -The contribution of activity theory -Outline of an activity theoretically oriented narrative evaluation approach - Research questions, site and data			To be completed during the year 2011.	The dissertation will be published as a book by the Department of Education, Helsinki University Press
<b>Article 1</b>	Kajamaa, A. (in progress)  Patient-centred care pathway -a narrative tool for negotiation	<i>How does a care pathway of a surgical patient appear in practice?</i>	-Observing a care pathway process in practice as a whole - Interviewing a knee surgery patient and medical practitioners during the care pathway	The data was collected from the first research site in autumn 2006. The article is in the review process and it is to be completed during the year 2008.	In review for the International Journal of Public Sector Management
<b>Article 2</b>	Kajamaa, A. (in progress)  Narrative and contextual remembering of the	<i>How can narrative evaluation be developed further by using activity theory?</i>	-6 interviews of nurses from a ward for internal diseases at a university	The data was collected from the second research site in summer 2004. The article is	To be published in a book on Rhetoric and Narratives in Management Research

	consequences of organizational change efforts		hospital - Project documents -Field observations in the monitoring room	in progress and it is to be completed during the year 2010.	
<b>Article 3</b>	Kajamaa, A. (in progress)  Designing assessment tools as an organizational change intervention	<i>How was an electronic assessment tool designed in connection to a development activity?</i>	1) E-mail discussions between hospital staff and the researcher 2) videotaped event where nurses familiarize themselves with a new management tool 3) Interviews where management tools are discussed	The data was collected from the first research site in different stages during 2006-2008. A paper has been written for the 24th EGOS Colloquium July 10–12, 2008, Amsterdam. The article is to be completed during the year 2009.	
<b>Article 4</b>	Engeström, Y, Kerosuo, H. and Kajamaa, A. (2007)  Beyond Discontinuity: Expansive Organizational Learning Remembered	<i>How are continuity and discontinuity evaluated in organizational interventions?</i>	- Interviews - Project documents - Field observations	The data was collected from the third and fourth research sites in 2004-2005. The article was published in July 2007.	Published in the journal <i>Management Learning</i> , July 2007 (38), pp. 319-336
<b>Summary</b>	-Central findings of the study - Contributions and limitations - Discussion and conclusions - Ideas for the future research			To be completed by the year 2012	

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