**Additional file 2 – Themes, categories and sub-categories used in the analysis**

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| **Theme** | **Category** | **Sub-category** |
| Context | Change is everywhere |  |
|  | Organizational consequences of change |  |
| Program director as manager | Expectations |  |
|  | Capabilities |  |
|  | Part of task | Yes  No |
| Action plan | Just do it |  |
|  | Activities | Create shared responsibility   * Create social pressure * Involvement of trainees * Exert pressure * Stress importance * Addressing the issue   Create structure   * Adjusting * Discuss regularly |
| Factors influencing the implementation of change | Facilitating | Shared commitment   * Enthusiasm * Cooperation / support * Acknowledgement * Dedicated management * Clear expectations * Discuss in a timely fashion   Reinvention   * Walk ahead of the crowd * Room for your own interpretation   Ownership   * Need for change * Shared vision * Shared goals * Shared responsibility * Importance of teaching * Clear wins * Trainees’ familiarity with tools   Supportive structure   * Reasonable * Dedicated time * Structural part of working procedure * Evaluation * Clear relevance * Good facilities in hospital   Open culture |
|  | Hindering | Resistance   * Obstinacy * Emotions * Bullying / make trouble * Tensions related to other topics * Dependency / hierarchy * Insufficient compliance   Disbalance in tasks   * Teaching has no priority * Patientcare versus training * Resources: time, money, training   Behaviour change   * Relapse into old routines * Major adjustments of routines * Loss of structure   Lack of involvement   * Not informed * No leadership   Lack of consensus   * Change does not match one’s own vision * No support from program director * Relevance not recognized * No consensus * Depending on only a few people * Lack of transparency   Unsafe culture and hierarchy |
| Role patterns | Program director | Information   * Information source * Come up with initiatives   Support   * Motivation * Offer tools * Lead by example * Reassuring * Controlling * Insisting * Control versus let go * Find meaning * Reinforce leadership role |
|  | Trainee | Active   * Contributing * Protest * Controlling   Passive   * Subject * Length of training period * Patient care * Number of years in training |
|  | Faculty | Active   * Participating * Every faculty member is a teacher   Passive   * Subject |
| Information channels | Informal | Best practices  Backrooms / rumours  Equals |
|  | Formal | Scheduled meetings  Mediation  Training  National or regional forums  Digital |
| External influences | Lack of incentive |  |
|  | Not necessary |  |
|  | Unknown |  |