Processes of Change
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UNIVERSITY
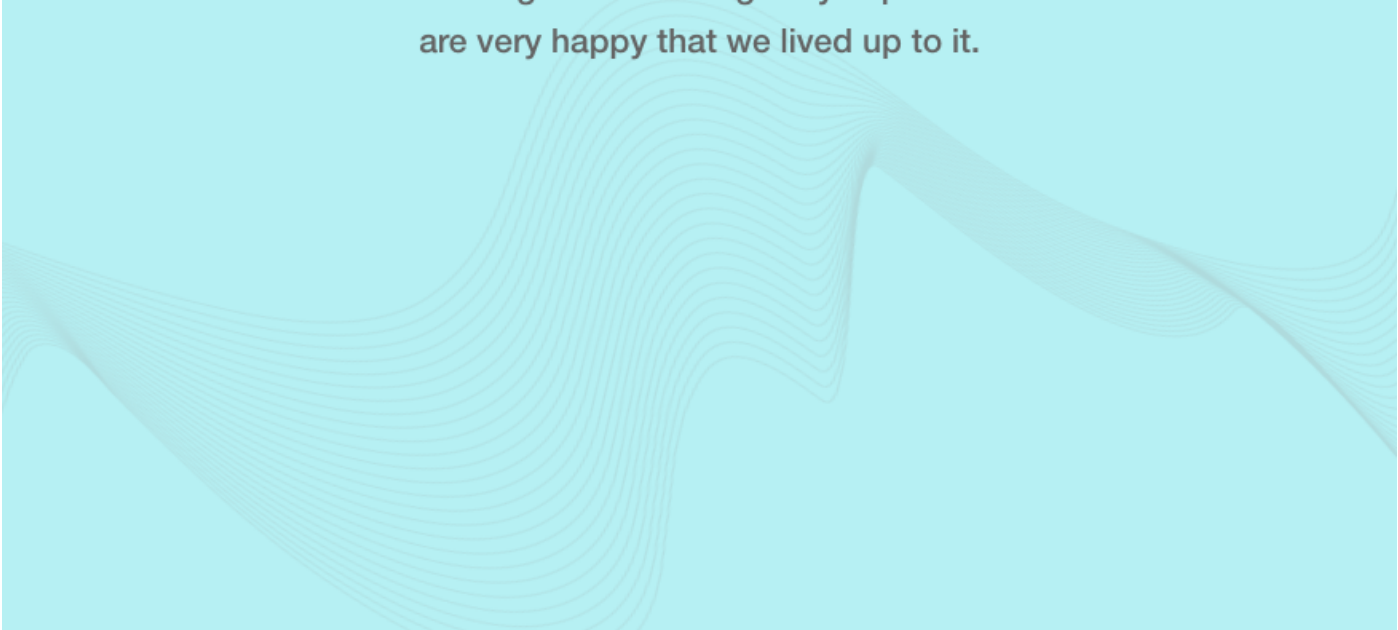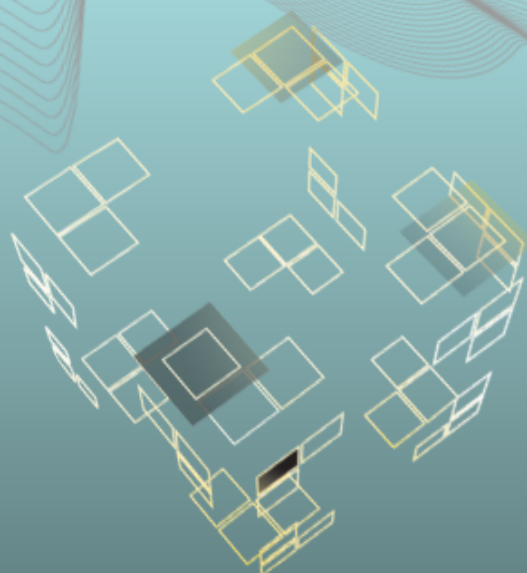OF TWENTE.

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Preamble

Simply speaking, change is defined as a process through which something becomes different. During our time in Processes of Change we learned about all the different types of change, requirements for change, and ways to achieve change. However, we learned that change can entail much more than solely this definition as well. It includes bonding with others of different nationalities and studies, to broaden your horizon with each other's perspectives and growing on a personal level. Various courses such as Major Changes in Society, Change at the Individual Level, Institutions, Decision-Making Processes and Change, Effective Leadership in Organizations, Consulting and Coaching, Learning-by-Doing brought us to our limits in a positive way by (sometimes very adamantly) pushing us to think out of the box. For many of us it was the first time in our studies in which we were not required to simply function and follow directions but had true freedom to decide how we want to use our talents and intellect to lead to an actual change. Notably, this level of freedom was more of a challenge than we originally expected it to be but we are very happy that we lived up to it.

We want to thank our teachers Dr. Tsjalle van der Burg, Dr. Julia Wijnmaalen, Dr. Wouter Keijser, Dr. Desirée van Dun, Dr. Lara Carminati, and Prof. Dr. Celeste Wilderom for, sometimes very subtly, guiding and encouraging us on our way. This experience has not only taught us how to make change, but has also helped us change and become better and more confident on our own abilities.

This programme has empowered us so that we now are able to apply our knowledge and skills in the real world. Moreover, it gave us space to freely follow topics and ideas we are passionate about. The written-up result of us following these passionate ideas is reflected in the change project reports within this booklet. We hope that our projects will inspire you and give you a glimpse into what we have learned and experienced during our time in the Processes of Change Track.

Kind regards,
The students from the Processes of Change Track
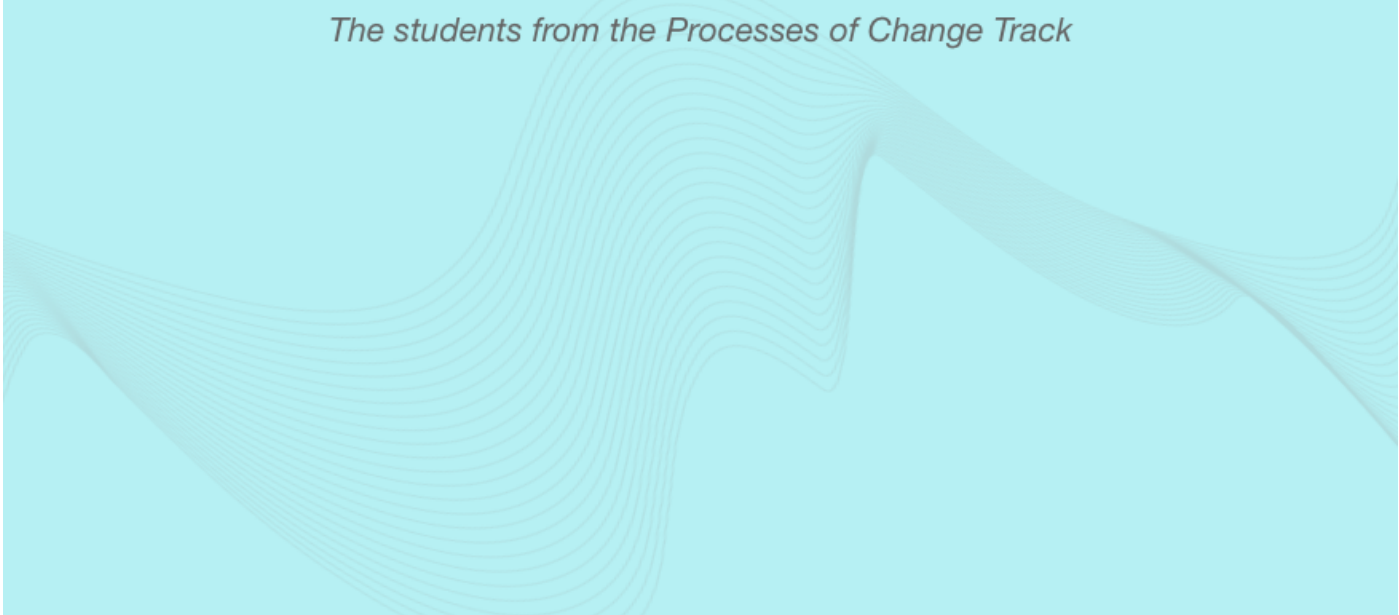
Our Teachers

"The process of a change is a largely underestimated factor; it determines a large part of the unknown outcome; and you -members the newly graduating Honours PoC cohort- are aware of this and are trained in it! Bravo to have this done at the UT in your otherwise free hours!"

PROF. DR. CELESTE WILDEROM

"As you know by now, becoming and remaining a real leader of change processes—whether it is within society, organisations, teams, or individuals—is in fact a personal journey that requires ongoing reflection and inquiry, as well as trial-and-error. Although such continuous improvement tends to focus primarily on learning from mistakes, I hope you will also take the time to learn from your successes and observe the root causes of your many accomplishments so far. Your current results show a great promise and I look forward to seeing you shine in the future!"

DR. DESIRÉE VAN DUN

"Here you are at the Honors-finish. If we have done our job succesfully you should now be able to let yourself, other people and the groups and organisations you are part of, turn to new views, attitudes, behaviours and policies. And? Are you able to do this? Did you change? If you are still in doubt whether you are able and capable then take in the life lessons of Baz Luhrmann in Everybody's Free (To Wear Sunscreen), turn into your torch song and you will always be ok in the future!"

DR. JULIA WIJNMAALEN

"Voltaire once said to judge a person by his/her questions rather than by his/her answers. Whilst answers offer stability, questions are drivers for change. As future processes of change leaders, regardless of the personal or career path you will undertake, your duties will involve making decisions, taking responsibility and, most importantly, asking questions - sometimes even thorny, difficult and unwelcome ones. Yet, they will be necessary, and you cannot stop questioning what is happening around you because it is through this act that you will keep your minds sharp and ready to generate ground-braking ideas. I wish that from now on, even more than before, you will be able to look at the world with genuine curiosity and inquisitive attitude to then lead changes that can have a real societal impact, without forgetting to be authentic and true to yourself. I wish you all the best with the shining journey awaiting you."

DR. LARA CARMINATI

Dr. TSJALLE VAN DER BURG

"It has been a great pleasure to be your teacher. We have had so many interesting discussions, and I have seen many new ideas. Indeed, you all deserve to be an Honours graduate now. But being an Honours graduate also means that you can think more seriously about more difficult questions. Keynes once said: "The difficulty lies not so much in developing new ideas as in escaping from old ones." So, is there really no escape from the orthodox idea that it is normal that the most popular social media sites are owned by companies that aim for profits, and not by companies that aim at reducing hate and discrimination and improving democracy?"

"The Art of Awakening Our Self-consciousness is the steppingstone of our personal as well as professional lives. Being able to effectively connect with and to be warmheartedly open and reciprocal towards others - despite flaws and fears we all have – is the most powerful facilitator in engaging in our societies' grand social changes and wicked problems. This is our focus during PoC. And beyond."

DR. WOUTER KEIJSER

US

ELIA SMITH

FABIAN WEGLAGE

FATEMA ALAMMAL

GEORGE VALTAS

JACQUES FÜRST

JUAN DIEGO ALVEAR CARDENAS

LEON SCHALOW

LAURA HARTUNG

LUCAS HARTMANS

MARC FUENTES
BONGENAAR

MARIE LUISE
REUTHER

MORITZ WAGNER

REUVEN AVNON

RUTH LEßKE

Our

Change

Projects

"Mom, that's not how it's done": Change in a small Family Business by a Person involved through Kinship

Writers: Elia Smith
Supervisor: Desirée van Dun

1. Introduction

Over the course of the last few years, I have been working in my mother's office. She started working self-employed as a homeopath around 20 years ago and in the last 10 years her focus has shifted to working as a chiropractor. She now has an office with three employees, one of them being me. She has been wanting to change a few things in the office, mainly structural but also behavioural changes regarding both herself and her employees. As I am also employed by her, these changes of course also address me, thus I will be trying to trigger behavioural changes in both my employer, co-workers and myself.

I chose to do this project because I have seen my mother wanting to implement incredible and thoughtful changes over the last few years, but she has often struggled to follow through on the last meters. She wants to expand her business and is also doing so which puts different workloads and pressure on us employees. I find this stagnation extremely sad because I know how hard-working and ambitious she is. Further, as I already know the company and the working environment, it might be easier for me to trigger change. I think for me this is thus a very personal and also deeply in heart rooted project since I want to support the woman that has raised me and has allowed me to become the person that I am right now.

2. Change goals

In order to get a more neutral understanding of the situation, I decided to only contribute to this project as a change maker and not an employee myself. Consequently, I began my assessment of the situation by having meetings with all other members of the company.
I had the first meeting with my mother, in which we briefly discussed what she would like to work on. We kept this meeting rather short, as I already knew a lot of her thoughts and I just wanted to clarify what her focus would superficially be for the project. My mother had multiple aspects

she wanted to work on. One of the issues here is that the relationships at work are not exclusively work related but are also personal, for example friendships or as in my case familiar. Further, I noticed a lack of trust in the abilities of her employees. She had previously worked on her own, doing everything herself. Giving up responsibility is still an aspect of this change that is sometimes hard for her.

Next, I had an in-person meeting with both other employees. Before we started the meeting, I addressed that all data would be dealt with care and would be anonymized and that anything they do not want to have in the report could be removed. I wanted them to feel safe and able to open up as honestly as possible. As there are only two other employees next to me, I am not able and also willing to mention in detail what was discussed during the specific steps. I can say that generally I noticed that my co-workers did not feel as appreciated as they would have liked to. Further, it was really hard for them to focus on the positive aspects their occupation offered them. What I had realized when talking to my mother, was that she blamed a lot on the employees but they on the side also blamed her for the same aspects that where not working well.

Further, both my mother and the two employees showed "behaviour patterns, beliefs, rituals, and ways of doing things" (Wilson, 2002, p. 12) that were very fixed and stagnated. They had gotten used to doing their job in certain ways and adjusting to change was something they were not really interested in. Further, every individual in the team was very defensive about their behaviour. This was not only expressed in their choice of words but also in the previously mentioned behavioural pattern, etc. Among other things this includes blaming others, not reflecting on one's own contribution to the situation and ignoring the situation until it is not possible anymore. This type of behaviour can lead to a never ending cycle of conflict (Folger, Poole, & Stutman, 1993) which I believe was present in the group. This could be the case as focussing on the wrong in others and blaming them for possible problems, can protect one's own self-esteem. By placing the blame on a team member, one is "able to overlook [one's] own" (LeBaron, 2002, p. 107) faults and mistakes. This behaviour usually fuels the conflict and takes away the opportunity to deescalate the situation or to find a common ground.

Just like the lines between the professional and the friendship relationships were blurred, the company also lacked a clear framework and structure that provided clear rules. My mother can be a rather lenient person when it comes to setting clear boundaries. This allowed us "to exercise personal power or otherwise manipulate each other to get things done" (Jacques, as quoted in Armstrong, 2004, p. 21), which further has led to "debate[s] about who should do what, suspicions about whether the distribution of workloads was fair, and irritations caused by apparent interference" (West, 2004, p. 174).

Based on this gathered information, I believe that it is necessary to work on the interpersonal relationships in the company and also to encourage my mother to implement clear guidelines. Regarding this project this entails new and different ways to treat and communicate with each other more positively and effectively. I wanted to focus on increasing the positive that is already there as I believed that this would offer them a set of new beliefs as well as a collective vision for the future (Mayer, 2000).

In order to make the intervention as effective as possible I decided on three main goals that I also want to assess after the process. The two main areas that I wanted to tackle was (I)

the relationship between my mother and my co-workers and (II) enable my mother to better follow through with her goals and stick to her clear guidelines and boundaries.

Goal 1: *My mother is able to implement at least 50% of her ideas over the course of the project.*

Regarding the specific change goals, the first thing I noticed was that my mother needed to set the boundaries more clearly. I thus chose the goal to get her back into the leading position. Here I believe it would be important to give her the chance to believe in herself so that she can more easily go through with the projects. I saw this as a very interesting goal especially regarding our relationship because I know she struggles most with giving me boundaries. At the end, as her daughter, I also know exactly what I have to do in order to get what I want. I thus also saw this goal as a challenge for myself to learn to not misuse this power. To make the goal measurable, I chose to evaluate how strictly she would implement the structural changes that she was planning on doing for the last year.

Goal 2: *At the end of the project my mother and the respective employee engage in a breathing exercise before work every single time with a max two times a week skipped.*

The second goal can technically be seen as a subgoal of the first. One of the changes she really wanted to implement is that every day before work starts my mother and the respective working person engage in a little mediation. I chose this goal separately as it is something very dear to my mother and I think it is also a good representation for the first goal. The original goal of mediation was something she had stalled to implement over the course of the last year, thus when I talked to her how she wants to implement certain things I asked her if it is what she really wants. She had seen this in other offices and had loved it so much that she also wanted to implement it on her own. Thus, I wanted to know if her lack of implementation would be a sign that she did not really stand behind this activity. She explained that she actually was unsure if she wanted to do it or not and had realised herself that it was maybe too ambitious for her. She then was encouraged to choose a different goal that felt more achievable for her, which was doing certain breathing exercises together.

Goal 3: *After the intervention both my mother and my co-workers indicate that both trust and work-place satisfaction have increased.*

Lastly, I wanted to work on the general working environment. As I saw it there was a lack of trust and satisfaction in the team that needed to be addressed asap. I believed that this goal would be the most ambitious because I know that critique in our organisation can very fast be taken extremely personally. I felt like a lot of the other problems and miscommunication in the company are connected to this issue, thus I think it one of the most important ones.

Further, it was clear to me that also the negative feelings would have to be addressed at some point, but I was still unsure if I would want to do this as part of my project. As already I mentioned, critique is often taken very personal in our organisation, and I felt like mediating between two parties with the limited knowledge that I have could cause more damage than good. It is important to be able to control the release of these emotions to ensure that it is a source of constructive criticism (LeBaron, 2002) and not let them burst out as accusations against the counterpart. Based on the knowledge and experience I have I was unsure if I could provide the right conditions and support for this to go smoothly.

3. My change approaches

When focussing on the first two goals I wanted to work individually with my mother and then let her implement what we had discussed. In order to do so I met multiple times with my mother in the form of coaching sessions. In the sessions we specified what she wanted to change. The main focus was also on setting up specific steps of what to do when, as one of the hardest parts for her is the actual implementation of her ideas. We thus came up with a plan of what she should do during the time frame of the project. In one of these sessions goal number two was also addressed, for this goal for example as I already explained, we took some time to really understand what she would like to do and how she would like to implement the meditation that she was planning on doing. As we ended up changing her goal, she was given the homework to find a suitable breathing exercise that she would like to implement. All other of her subgoals were handled the same way. I also talked to her about how she wants to split up the work and encouraged her to trust the other women more. Next to that I also did a few group core quadrants with her, in order to address some of the issues she had with her employees. I did these so she could understand both sides better and also so they can talk about their issues in more of a positive light. I also wanted to use the core quadrants later on. I further supported her when it came to discussing and implementing the specific ideas.

Regarding the last goal I wanted something that would help the group to rebuild their trust as well as enable better and healthier interactions (Kouzes & Posner, 2002). Next to that, I wanted to establish a free spirit of inquiry in the group that would allow everyone to address problems openly (Chasin & Herzog, 2006). I believed that in order for this to be achieved, the group would have to create an atmosphere of acceptance and support, where all members could "find places of [mutual] understanding" (Weeks, 1992, p. 97).

As I explained earlier, I wanted to focus mainly on the positive aspects, as I was afraid to not be able to address everything in time. I felt once the negative attitudes would have been addressed, they would have taken up a lot of time in order to resolve them (Bunker, 2000). Even though I wanted to mainly focus on the positive aspects I still needed methods and approaches suitable for my team in order to make the impact as great as possible (Fisher, 2000). Further, I wanted all members to develop the courage to "accept responsibility for their lives and their choices" (Cloke, 2001, p. 30) also accept their contributions to the specific problems. Further, to make the intervention as impactful as possible, I wanted to be able to also make use of my strengths as well. I thus looked into a number of approaches I could combine and ended up with a few different methods to use. First, I felt drawn to the Appreciative Inquiry approach. Appreciative inquiry is a "human process that involves exploring the best of what is or has been and amplifying this best practice" (Hayes, 2018, p. 351). I chose this as it is helpful in order to ease conversations, collecting and connecting the different views everyone has on a topic, which will complete and balanced memories of the past, and lastly creates the mindset to look into a brighter future. These memories are important for the members as they imagine a vivid and positive future "enriched with [the necessary] detail" (Kouzes & Posner, 2002, p. 119). Further, people using appreciative inquiry usually believe that reality is a social construct, made

by each individual and there is no one single objective reality. Reality is altered as we talk with others about it, which can consequently lead to self- fulfilling expectations (Hayes, 2018). This is also called the Pygmalion effect, which entails that the future we imagine is the future we create (Hayes, 2018).

Further, I found that appreciative inquiry is quite useful for companies whose employees have a very negative outlook on the company. Elliot (1999) stated that view is actually quite common. She found that 72% of the words connected to organisations stated by managers were negative. Only 15% were positive. I also saw this during my first conversation with the team where I asked about both things that are going well and things that are not going as one wants. All of my co-workers were unable to name more than one positive thing.

Next to appreciative inquiry it is also useful to make use of visualizing techniques. Both are very useful to create visions that will "determine the current or direction of behaviour" (LeBaron, 2002, p. 112). These visions are able to create both auditory and kinaesthetic images that have an effect on the possible future outcomes because "positive images evoke positive possibilities" (Kouzes & Posner, 2002, p. 325). By involving both techniques in the process, I believe that both the interpersonal communication and relationship disparities in the company can be both addressed and changed on a conscious as well as deeper unconscious level (Mohr & Watkins, 2001).

I chose these techniques mainly for the third goal, as I felt like everyone in the company could benefit from a more positive outlook. I wanted to enable them to "create positive stories, and tease out hidden positive resources within negative stories" (Barge, 2001, p. 96).

In order to implement the intervention, I had a session with all four of us. I first started by splitting up the group. I had previously worked with my mother separately on the first two goals and also addressed some things from the last goal with her alone. Next to that I had a separate meeting with my co-workers where I worked on achieving goal 3 with them. At the end of the session, my mother joined in order to integrate everything we as a team had achieved.

In the separate meeting with my co-workers, I first opened up the session and explained what we were going to do. I then gave them room in order to address any questions or concerns. After that I started with the session. The first focus was on appreciative inquiry as a starting point for them to "build[…] the kind of organization . . . they want to live in" (Mohr & Watkins, 2001, pp. 56-58). I wanted them to first alone and then as a team think about the building blocks that make up good one-on-one work as well as good teamwork. They were encouraged to think about specific examples from work in order to illustrate the ideas. Based on these examples, they together chose key criteria that represented a good working relationship in our company. Some of these include openness, humour, fairness, etc.

Next, I focussed on creating group core quadrants with them. As they do not really engage with each other, I wanted to only focus on situations that they had with my mother. I let them discuss the group quadrants together so that they could give each other feedback. As I also know them quite well, I was also able to give them my opinion on different topics.

After the separate meeting we all met in the big group. We all as a team worked over the key criteria that were previously chosen by the two parties. The values were evaluated and then we all illustrated these key criteria and values in some form. It was up to everyone if they chose

to draw a painting, write a joke or poem. I wanted to create something physical for the group that they could keep in order to later look back at their work.

Next, we started working on a little bit more troublesome part. We brought the core quadrants together. They were encouraged to talk about their core quadrants and based on them compliment the core quality of the other person. Additionally, they were asked to express what they need from the other party in order to work most effectively and more efficiently. In order to avoid blaming others again, I asked them to formulate sentences such as: "I need…." Or "For me it is hard to work like….".". Based on these core quadrants, as well as the wishes and needs expressed earlier by everyone, we as a team created a vision of how we would like everyone to work together and how specific people needed certain interactions. As we are such a small group, I did not really see a point in generalising a lot of things, but rather wanted every individual to have a chance to express their specific needs and wants.

My mother also got another opportunity to express how the changes she had implemented were going in her opinion and she also presented the next steps and new changes that she wanted to do in the future. Based on this we set up a plan of what our team should look like in 3 months, 6 months and 1 year. Further, to trigger specific wishes and make the new group dynamics digestible for all members I asked them to engage in a visualisation exercise. I asked them to imagine that the team was looking for a new member. We just had found an awesome person that everyone in the team liked and really wanted to work for us. My mother had offered her/ him the job but unfortunately, the person had another offer as well. I wanted everyone to write down the key aspects of why our team would be the ideal choice and not the other workplace.

For this process I used the ICA Consensus Workshop method. I chose this method as it encourages and gives room for individual thinking but also enables the group to come together and share their visions (Stanfield, 1998). The group can easily as a collective find consensus as the ideas are grouped together. This creates a "shared image for a preferred future" (Mohr & Watkins, 2001, p. 37).

Lastly, I set physical boundaries in our garden that they had to get over by either physically crossing the border or by solving a problem together. The different obstacles represented obstacles that they would have to overcome in the next few weeks and were chosen by us together. I chose this exercise based on an exercise I did with my individual coach, which I will elaborate on further later in this paper. Further, in his book "Pre-Suasion: A Revolutionary Way to Influence and Persuade" Cialdini (2016) gives further explanation why such exercises can strengthen change processes. First of all, he explains that engaging in any type of commitment connected to the change will increase the chance of the change being successful. In the case of this intervention, both attending the seminar itself but also doing this last exercise can be considered a form of commitment. Next to that he emphasizes the importance for a group to work on challenges together. It also gives the opportunity for the team to get to know each other and themselves in a different and fun way (Small Business Trends, n.d.).

4. Results & How my results enrich the literature

In order to be able to measure the change, I (I) wanted to focus on measuring actual behaviour and (II) measuring my co-worker's attitude. In my opinion it did not make any sense to create a questionnaire and hand it to them, as I wanted to explore different topics regarding my mother and my co-workers. Thus, I chose a more qualitative and explorative approach and did a second interview after the intervention had finished. During the first interviews I had asked everyone what their personal goals would be for the project and also what their present attitude towards the company was.

After assessing the project, I realized that even though I was met with some resistance at first, the project enabled our group to use our resources in a different way and also rely on our capacities differently. The first goal was met as my mother managed to implement around 70% of the ideas she wanted to work on. She did a really amazing job and was also able to redirect work towards us.

Regarding the second goal, it was also achieved. When I asked my co-workers how they felt about this implantation. One of them stated: "I did not think so before doing this but I actually enjoy it now. I am still a little unsure if it helps in any way but I definitely prefer this short exercise over a long meditation."

Looking at the last goal , the intervention all in all, allowed all of us to take risks and to finally move on from our individual despairing pattern of behaviour. We all had accepted but also held on to the group's internal communication and relationship issues and I think we were finally able to let go of some of them after the intervention. One of the employees explained in the second interview: "It actually feels really good to have finally spoken about […]. Knowing that this is off the table is actually really nice."

5. Advice

I really struggled to give further advice to my mother or my co-workers. I am a little afraid that the work that has been done now, will be undermined by old patterns of behaviour. I thus, pretty much just said to keep up the work, and I also gave some very specific advice that I do not want to mention here.

Regarding general advice, that I would give a similar business, I would first of all recommend that everyone in the company should be open about issues without being unnecessarily rude. I think keeping a grudge a secret can create great problems inside the company in the long run but also addressing them in a distrustful way can create new grudges. I further thing would be that mutual agreements that are work related should be documented in some type of physical way in order to avoid later disputes. I think especially when work life and private life are somewhat overlapping, it is important to keep the business parts professional.

6. My learning experience during the project and the rest of the PoC track

I believe that unfortunately this project has not given me that much new insight, as I would have liked. First of all I did it in the same team that I have been working in for years now. I thus already knew how the people behave and what I have to do to achieve the desired outcome. I think also as I mainly worked with my mother, the main issue was to get out of our mother/ daughter role. I did learn some new things about the processes of the specific methods that I used, and I was reminded again, that just because you plan something nicely in theory that does not mean that it will work in practice. Further, I think that with this project I really learned that as a facilitator you not only affect the process, which you are hired to influence but you also affect the content based on your own values and behaviour (Schwarz, 1994). This was also one of the first projects that I have worked on so far, that I tried to really change something. I had high expectation for my co-workers and "high expectations lead to high performance—if we believe people can create their own future and move past their conflicts, and our words and behaviours identify this, we enable our clients to work at their best" (Kouzes & Posner, 2002, p. 323). "The effectiveness of our interventions arises not from their forcefulness but from their authenticity. When our actions—whether they are directed at mundane questions or questions that go to the heart of the matter—communicate a high degree of genuineness, presence and integration, even the gentlest interventions may produce a dramatic result" (Bowling & Hoffman, 2003, p. 37)." It was very hard to initiate the change as a lot of negative emotions were bundled up for a long period of time. It had become unclear who had initiated certain problems and who was at fault. Promises that had been made had not been kept on both sides and during the process this frustration was very visible. I am thus glad to see a positive outcome at the end of the intervention.

Next to that, as explained earlier I also made use of the things I learned in my personal coaching session. The sessions that I received were mainly focused on me learning to rely more on my emotions and also strengthening my intuition. In this project I was able to already make use of it. I am normally a very organized person and I like to plan things but for this project I tried to rely on my intuition and go with the flow. Of course, I had to base my decision and what I wanted to do on scientific literature and what I had learned so far but since I worked with people that already know me, I could keep it more ligare. I think this gave me a really great opportunity to work more intuitively. Further, I also implemented some of the exercises she did with me, as I felt like they were really helpful.

Further, in the team I also was able to deeper explore my leading abilities. Generally, I would consider myself mainly an encouraging leader. I like it when everybody is involved, and I try to be open and respectful towards everyone. This is also shown by the insight discovery report that we did at the beginning of this year. I think I am more of a leader who directs in a certain position but at the end it is the whole team that has to decide (1) where we want to go and also (2) what we are going to do to achieve it. I also think being a leader includes that you are able to get the best out of everyone and assign them to tasks depending on their strengths and weaknesses.

Moreover, based on my insight discovery report, this intervention was also very suitable for me. Concerning my key strengths, I am not only able to build relationships quickly and

effectively, which is of course good when working with a group. I am also charming and persuasive. Further, I am easily able to work interactive and have an inspirational approach.

Lastly, regarding my future, I think it has definitely shown me that it can be very nice to work more intuitively but it has also shown me how hard it can be to break through old patterns of behaviour. I found that next to the frustration everyone brings their own personal issues to the table and that oftentimes your work and private life influence each other extremely. I think for the future, I thus want to try to rely more on my intuition and also not stress as much when things do not go as planned.

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Bridging the Gap between Left and Right Political Opinions

An Honours Programme Change Project

Writer: Leon Schalow

Supervisor: Dr. Julia Roswitha Wijnmaalen

Introduction

Over the past years, we have faced multiple crises starting with the financial crisis in 2008 to the migrant crisis and most recently COVID-19. Generally, in times of crisis, political opinions get more polarized and the amount of populism increases (Pappas & Kriesi, 2015). This can for example be seen by right parties like the AFD (Germany) or the PVV and FvD (Netherlands) becoming more popular and gaining votes (Statista, 2017; Statista, 2019; Statista, 2021) while the more moderate parties are losing votes. Overall, a gap seems to have emerged between the different sides of the political spectrum. Over time this gap has become so large that there is little to no constructive communication anymore and the fronts have hardened extremely. The different groups do not understand the thoughts and motives of the others and are unable to take their perspective. I was also part of this problem, as someone whose political opinions are more on the left side of the spectrum I could not understand why someone would have, for example, a problem with immigrants. However, this changed when my mother, a vocational school teacher, told me a story from one of her students. He did not like that at the school refugees got a free meal every day. I could not understand why someone would think this way and just thought of him as a racist. However, he was earning very little money from his job and even had to give some money to his mother so she could get by. Therefore, he had to eat rice and beans for half of the month, because he could not afford anything else. He was thinking: "Why are these people getting a free meal and I do not, even though I would need one just as much". This story made me realize that his opinion stemmed from him being from a very different background than me and that I might have the same opinion if I was facing the same problems.

For the change project, I decided that I want to use this insight to help people to understand each other better. My goal is to start bridging the gap between left and right political

opinions by making people aware of the different backgrounds, problems and needs that people are facing and make people understand each other better. More concretely I want to increase the understanding a left- or right-wing person has of other political opinions. This overall goal can be split into three subgoals:

1. Analyzing the underlying causes for people not understanding other political opinions

2. Finding a method to combat the underlying causes

3. Using the method to increase the understanding of different political opinions of at least one person

If all these goals have been achieved, the project will be seen as successful.

Underlying causes of the Problem

Before deciding how to approach the problem of people not understanding other political opinions, first the underlying causes of the problem had to be analyzed so that. In order to find these causes, I started by talking to people about the subject and analyzing their responses. I mainly talked to my family and friends who also are mainly on the left side of the political spectrum. I found three repeating patterns, which I believe are the main causes of this polarization in society.

1. People have very little contact with persons of a very different background

Most of the time, people have a lot of contact with persons who are very similar to themselves (Caspi & Pulkkinen, 2002). People tend to surround themselves with others of similar wealth, education and opinion (Caspi & Pulkkinen, 2002). This is also because most contacts are made in either school, university or work. Additionally, it was shown that people

actively desire relationships with people of similar opinions (Berscheid & Hatfield, 1969).

Therefore, people generally do not have a lot of contact with people from very different

backgrounds. However, contact between groups has shown to reduce stereotypical thinking

(Pettigrew et al., 2011), therefore, this contact not existing leads to more stereotypical thinking.

Social media also contributes to the problem. Even though one theoretically has the opportunity

to get to know the opinions of all kinds of different people the algorithms recommend similar

things to the ones one has liked before, creating a bubble in which one gets to hear the same

opinion over and over again (Spohr, 2017). These things combined lead to overall little contact

with people of different political opinions which is why people do often do not have to deal with

other opinions.

2. When people do talk to a person with a different opinion the talk will revolve mainly around
   convincing the other person with arguments but not around trying to understand the needs
   and fears of the other person

During the talks, it was found that most of the time people talk to someone who has a

different opinion, a similar pattern will unfold: One person comes forward with an argument, of

why they have their opinion. The other person will then either find a reason for why that

argument does not hold, or have a counter-argument of their own. This cycle then repeats itself

until the conversation ends. Most of the time, nothing has changed after the discussion. Both

persons do still believe that their arguments are correct and the ones of the other person are not

valid and both did not gain a better understanding of the other. One of the main problems here

is confirmation bias, which means that people tend to search, interpret and recall information in

a way that confirms their prior beliefs (Nickerson, 1998). A special type of confirmation bias is

confirmatory hypothesis testing. Confirmatory hypothesis testing entails that people believe their

core values to be correct and then try to reinforce these core values by selectively considering

information that is consistent with their values (Strack & Mussweiler, 1997; Furnham & Boo,

2011). This means that people of different opinions can observe the same data and still strengthen their opposing beliefs (Benoît & Dubra, 2018). Ultimately this bias contributes to the polarization of opinions. Because of this, what mostly does not happen when discussing with another person is to ask why a person thinks a certain way, what the needs and fears of that person are. This way people only see the arguments of the other from their perspective from which they do not seem to make much sense, because the knowledge about the background of the other person is missing and they are automatically trying to confirm their core beliefs. This leads to discussions between people of different opinions often not leading to an increased understanding of the other person.

3. Generally, taking the perspective of a different person is very hard for most people

Lastly, I found that many people have a hard time taking the political perspective of others and imagining what a different person might think and feel. This is especially true if the living circumstances of the other are very different from the own. This problem was also found in a study among undergraduate students which revealed a poor political perspective-taking ability (Easterday, Krupnikov, Fitzpatrick, Barhumi, & Hope, 2017). Therefore, it generally seems to be difficult to take the political perspective of another person, which also leads to less understanding between different groups.

To sum this up, the main problems that were found are that people do not meet others with a different opinion that often. Additionally, if they do, they try to convince the other of their opinion and do not try to understand the standpoint of the other. Also, confirmation biases make it hard for people to understand the reasoning behind other peoples opinions. Lastly, political perspective-taking ability generally seems to be underdeveloped in many people. These things combined are the reasons that people generally find it hard to take the perspective of others and understand why people have certain opinions.

Approaching the problem

After determining the main causes of the problem, it had to be decided on a method to combat them. Multiple approaches were considered. First targeting political perspective-taking ability, to improve peoples understanding of the thoughts and motives behind certain opinions was an option. However, there was very little literature on the topic, therefore, it was not clear how to increase political-perspective taking ability effectively and whether it would have the wanted effect. Next, depolarizing groups, by letting the groups discuss amongst each other different opinions while the other group listens as described by Schuman (2010), was considered. Generally, people believe that members of a different group are all very similar to each other, this is known as the out-group homogeneity effect (Ostrom & Sedikides, 1992). Schuman found that showing people the different opinions and thoughts that exist in one group will lessen the out-group homogeneity effect and decrease polarization between the groups. However, a feasible and effective intervention using this theory was not come u with. Therefore, more practical methods were looked into, namely "Deep Democracy" and "Nonviolent Communication". Deep democracy was developed by Arnold Mindell and has openness towards other views, emotions and personal experiences as its core values (Mindell, 2014). Another crucial element of deep democracy is to give more attention to minorities and use their insight to make better decisions. This method seems fitting, however, it is mostly used in decision making with already existing groups, for example at work and therefore, not easily applicable to the problem. Lastly, nonviolent communication was looked at. Nonviolent communication was founded by Marshall Rosenberg when he was working on racial integration in schools of the United States (Little, 2008). The method assumes that conflicts between individuals or groups are caused by miscommunication about their human needs, due to language that aims to induce fear, guilt, shame, etc. These forms of "violent" communication distract the participants from clarifying their needs and feelings, thus not solving the conflict (Marshall & Rosenberg,

2003). There are four components to nonviolent communication: observation, feelings, needs, requests. Observations are facts without judgements. This means presenting simply what has been observed without giving meaning to it. For example, instead of saying "you often do not listen" one could say "I noticed that you were on your phone". Feelings are emotions that have to be distinguished from thoughts. In nonviolent communication, it is important to pay attention to feelings, without judging them and being aware which needs not being met causes these feelings. This way people are more likely to understand their communication partner and resolve the conflict. Needs refer to fundamental needs that are common to all human beings (Rosenberg & Chopra, 2015). Nonviolent communication sees outer expressions of feelings, such as anger as indicators of unmet needs such as love and affection. In nonviolent communication, people are taught to recognize their own needs so that they can make effective requests. Requests are the last part of nonviolent communication. During a request, one person asks the other, whether they could change somethings about their behaviour. It is important that requests are doable and that the other person can respond in a compassionate way to the request. Additionally, the own feelings and needs should be included in the request, so that the request is more understandable to the other (Rosenberg & Chopra, 2015).

To conclude, nonviolent communication aims at solving conflicts, by making people understand the feelings and needs of each other and letting participants take the perspective of the other. This method seems to be perfect to target the underlying causes identified earlier and bring left and right-wing people closer together. As nonviolent communication is generally taught and applied in workshops it was decided to conduct a nonviolent communication workshop for the project.

Creating the Workshop

When deciding on how the workshop would have to look to be successful, it became clear that because I had no experience with nonviolent communication I could not design an effective workshop by myself. I did not know how I would have to talk to the participants and how the whole workshop should be structure. Therefore, I decided to seek the help of a professional nonviolent communication coach.

Finding a coach

To find a coach I decided to write emails to a multitude of coaches in the hope of convincing one of them to help me with the project. However, before that, a message had to be designed that would appeal to most of them and persuade them to respond to the email. For this message, the "Head, Heart & Hands" approach of Victor Deconinck, as learned in the "change at the individual level" module, was used. The email started with a story about myself and how I learned to better understand people on the right side of the political spectrum and following this story with a description of my project and finally, how they could help me. Additionally, some of the persuasion principles of Cialdini were used in the message. The most prominent one was commitment and consistency. As many of the nonviolent communication coaches are generally interested in solving conflicts and making the world overall more peaceful, the message appealed specifically to these values so that coaches would feel more inclined to help me. Additionally, the "foot in the door" technique was applied, by not giving much information about the workshop in the message, so that the coaches had to write back if they were interested. This makes them take a step in my direction and makes it more likely that they will also be willing to go further. Lastly, the principle of liking was used, by including how much I like the method of nonviolent communication, hoping that this would create more sympathy for me and ultimately lead to more responses.

Dear Mr/Mrs X,

a few years ago I couldn't understand how anyone could have anything against refugees, but then my mother told me a story from the vocational school. A pupil didn't like the fact that refugees get a free meal there, even though he barely earns enough money to survive and has to give some of it to his mother to make ends meet. He wondered why he didn't get a meal when he needed it just as much. This made me realise that he is not just a racist who has something against refugees, but that his opinion is based on completely different circumstances and needs. After this insight, I resolved to help others to understand each other better and to come closer together.

For a university project, I therefore set myself the goal of reducing the tensions between the different sides of the political spectrum. During my research, I came across Nonviolent Communication. I was immediately enthusiastic about the method because I think it fits my goal perfectly. I have planned to do a workshop of about 30 minutes with people of different political opinions and to bring them a bit closer together with the help of Nonviolent Communication. However, as I have never used the method before, I am afraid that I will make mistakes in the execution. Therefore, I would like to ask you if you would help me with this workshop so that we can sort out some conflicts together.

I would be very happy to receive a reply.

With kind regards

Leon Schalow

In total, 16 emails were sent to various coaches. 11 of them responded to the email and three of them were willing to talk on the phone. Ultimately I managed to convince one of them to help me with the workshop. During the call, the coach seemed to be very enthusiastic to share the method of nonviolent communication. She also said that she always liked these student projects and therefore was willing to help. Therefore, especially the part of the message that appealed to the general values of solving conflicts as well as my story seemed to be effective.

Finding Participants

The next step was to find participants for the workshop. As participants, one left and one right-wing person was needed. It was decided to search for participants in political forums, as they allow to reach many politically interested people at once. Again, a message needed to be designed, that would attract people attention to the workshop and convince them to join. To do this multiple strategies were used. The message focussed on what the participants could gain from this workshop, namely learning how to communicate better with people of a different opinion, which was believed to be something many people in political forums would be interested in. Additionally, Cialdini's principle of authority was used, by stating that a communication expert will take part in the workshop.

Message sent to participants:

(the original german message can be found in appendix A)

Do you sometimes feel misunderstood in your opinion and don't want others to immediately pigeonhole you? Then I have the right thing for you. For a Uni-Project, I am organising a free workshop together with a communication expert to try out a new communication method that helps to make your own point of view more understandable to others. The workshop will take place on the 21.06. from 16:00 -17:00. If you want to learn how to make your point of view more clear to others, please drop me a line.

Ultimately, this message was posted in the first four forums that came up in Google, as these seemed to be the most populated once, making it most likely to receive responses. In total four people responded, out of which two people of different political opinions decided to join the workshop. Overall, it is hard to say how many people read the message and therefore, it is also difficult, to analyze its effectiveness. However, the message managed to get the participants needed, therefore, the message seemed to be effective to a certain degree.

The Workshop

The workshop was designed in collaboration with the coach. We decided that the workshop will be 60 minutes long. Even though this might not be enough time to have an impact, a longer workshop would make it harder to gather participants who are willing to take part. Therefore, 60 minutes seemed like a good compromise. Because of this smaller time frame and because it will make communication a lot easier we decided to have only two participants, one who is right-winged and one who is left-winged. For the topic of the workshop, the coach said that it is important that both people are emotionally invested in the topic because otherwise, the talk would likely just be a discussion with many arguments, but without the incorporation of feelings or needs. Therefore, we decided to ask the participants which topics they would like and tried to find something that would fit both. In the end, we used the topic of immigration, more specifically whether the number of immigrants should be limited in Germany.

The workshop itself was conducted via Zoom and structured as follows: The workshop started with everyone introducing themselves. After a short introduction of the goal of the workshop, both participants first shortly explained their opinion on the topic. After that, participants were asked how much they can understand the position of the other on a scale from one to ten. Then the coach took over and started a dialogue with the two participants, first talking about their feelings when they think about the topic, then trying to identify which core needs to cause these feelings and lastly asking both to make one request to the other. Thereafter, again participants were asked how much they can understand the opinion of the other person and what they liked and disliked about the workshop. Finally, everyone was thanked for their participation and the workshop ended.

Results

Overall, the atmosphere during the workshop was good. Both participants let the other speak and listened to each other. Also, both seemed to generally be open to the viewpoint of the other. When it comes to opinions on the topic of immigration, the right-wing person said that he would want to restrict the number of immigrants coming to Germany because he felt that they are taking away jobs from Germans. The left-wing person wanted no limitation, as he said that it is important to help everyone who lives in a country where there is war. After asking how much they could understand the opinion of the other on a scale from one to ten, the left-wing person said two and the right-wing person said three. After the workshop, both increased to a four. Additionally, both seemed to get more open to the viewpoint of the other. In the beginning, both had the urge to interrupt the other when he was saying something they did not agree with, towards the end both let the other speak. Also, the body language of both participants got more relaxed. In the end, even though participants did still not agree with the opinion of the other, they said that they understand why the other has that opinion. Therefore the goal of the workshop was achieved, as participants learned to better understand a person of a different political opinion. After the workshop, the participants were asked for feedback. Both said that they liked the workshop and that it helped them to better understand the other. However, they also said that the workshop was a bit short and they would have liked more time to talk. Overall, the workshop achieved the intended goal of making people understand each other better. Additionally, nonviolent communication seems to be an effective method to show people the reasons behind others opinions and create more understanding between different persons. Therefore, overall this workshop will be seen as a success.

Learnings

There were many things, I learned during this project. When it comes to the project itself, I learned how powerful sending out a lot of mails can be and that the response rates are much higher than I initially expected. I also learned how effective a convincing message using for example Cialdini's six principles of persuasion can be. I also learned that nonviolent communication can be a very effective tool, to mediate conflicts. Therefore, searching for a nonviolent communication coach is something that I think was extremely valuable and something I would definitely do again. I would change the length of the workshop, to make it more effective. However, changing the length would also bear the risk of getting fewer participants, as the initial commitment is higher. Another thing I would do differently is starting to search for participants earlier. Often, before you are able to post an invitation, to for example a workshop, you need to talk to the moderators of the forum, as this counts as advertisements. This was something I did not account for in my planning, therefore I would recommend starting a bit earlier with that.

When it comes to my development as a person, this project was closely linked to the coaching sessions. My goal for the coaching was to get better at networking. This included mainly becoming more comfortable at approaching other people and also getting better at asking for help or favours. According to my insights report, I am mainly a blue person which includes that I am generally more reserved and do not like to approach new people very much. Additionally, I value independence a lot and therefore, do not like to ask for help or favours. Therefore, one of the things the insights report said I could benefit from is asking more for my needs and wants. For my project, this was exactly what I needed to do. Approaching coaches and participants was a huge challenge for me initially. But through the coaching and by doing it more often, I improved a lot at it. Initially, I thought that there were no specific reasons why I had

a problem with approaching people, I thought that I am just introverted. But through the coaching, I realized that my main problem with approaching others was that I am scared of bothering them. Knowing this helped me a lot at targeting the roots of the problem. To overcome this problem I also learned the value of talking to my friends about the problems I am facing, which helped me a lot in the process of the project. When I finally managed to overcome this challenge I felt great and I am really glad I had to face this challenge.

As a change leader, I believe that I am an innovator, I am good at developing a solution to a problem and then engaging others to support these ideas. This vision of me as a change leader got further strengthened by the project. I learned that I am able to develop a solution and then convince others to join my project. Having gained this experience will also impact me in my future career. I believe networking and collaborating with different people to be very important, especially in initialising change. This project has shown me that I am able to be good at networking and even enjoy it. Therefore, I will continue to work on my networking abilities. As networking is one of my main weaknesses and additionally very important for my career as well as initialising change, becoming better at it constitutes a huge leap on my way to having an impact on the world.

Conclusion

   To conclude, I learned a lot during this project, I wanted to bring people of different political opinions closer together. I organized an effective nonviolent communication workshop together with a coach. I also learned to overcome the challenges I was facing when it comes to networking and approaching people. This will help me a lot and also help me with overcoming other challenges I will be facing in the future. Overall, I liked the change project a lot and think that it has helped me extremely with my development as a change leader.

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Appendix

Appendix A

Message sent to coaches in German (original) and English (translation)

Sehr geehrte Herr/Frau X,

vor ein paar Jahren war es mir unverständlich, wie man etwas gegen Flüchtlinge haben kann, doch dann erzählte mir meine Mutter eine Geschichte von der Berufsschule. Ein Schüler fand es nicht gut, dass dort Flüchtlinge eine freie Mahlzeit bekommen, obwohl er selber kaum genug Geld zum Überleben verdient und davon auch noch etwas seiner Mutter abgeben muss, damit sie über die Runden kommt. Er fragte sich, warum er keine Mahlzeit bekommt, obwohl er es genauso nötig hätte. Dies machte mir klar, dass er nicht einfach nur ein Rassist ist, der etwas gegen Flüchtlinge hat, sondern seine Meinung auf ganz anderen Lebensumständen und Bedürfnissen beruht. Nach dieser Einsicht habe ich mir vorgenommen anderen zu helfen sich besser zu verstehen und näher zusammen zu finden.

Für ein Uni-Projekt habe ich mir daher das Ziel gesetzt, die Spannungen zwischen den unterschiedlichen Seiten des politischen Spektrums zu mindern. Bei meinen Recherchen bin ich auf Gewaltfrei Kommunikation gestoßen. Die Methode hat mich sofort begeistert, da ich finde, dass sie perfekt zu meinem Ziel passt. Ich habe geplant einen etwa 30-minütigen Workshop, mit Personen verschiedener politischer Meinungen zu machen, und diese mithilfe von Gewaltfreier Kommunikation ein bisschen näher zusammen zu bringen. Allerdings befürchte ich, da ich die Methode noch nie benutzt habe, dass ich Fehler bei der Ausführung mache. Daher würde ich Sie gerne fragen, ob Sie mir bei diesem Workshop helfen würden, sodass wir gemeinsam ein paar Konflikte aus der Welt schaffen können.

Über eine Antwort würde ich mich sehr freuen.

Mit freundlichen Grüßen

Leon Schalow

Dear Mr/Mrs X,

a few years ago I couldn't understand how anyone could have anything against refugees, but then my mother told me a story from the vocational school. A pupil didn't like the fact that refugees get a free meal there, even though he barely earns enough money to survive and has to give some of it to his mother to make ends meet. He wondered why he didn't get a meal when he needed it just as much. This made me realise that he is not just a racist who has something against refugees, but that his opinion is based on completely different circumstances

and needs. After this insight, I resolved to help others to understand each other better and to come closer together.

For a university project, I therefore set myself the goal of reducing the tensions between the different sides of the political spectrum. During my research, I came across Nonviolent Communication. I was immediately enthusiastic about the method because I think it fits my goal perfectly. I have planned to do a workshop of about 30 minutes with people of different political opinions and to bring them a bit closer together with the help of Nonviolent Communication. However, as I have never used the method before, I am afraid that I will make mistakes in the execution. Therefore, I would like to ask you if you would help me with this workshop so that we can sort out some conflicts together.

I would be very happy to receive a reply.

With kind regards

Leon Schalow

Appendix B

Message sent to participants in German (original) and English (translation)

Fühlt ihr euch auch manchmal in eurer Meinung missverstanden und wollt das andere euch nicht sofort in eine Schublade stecken? Dann habe ich das richtige für euch. Für Uni-Projekt organisiere ich zusammen mit einer Kommunikations-Expertin einen kostenlosen Workshop, in dem es darum geht eine neue Kommunikations-Methode auszuprobieren, die dabei hilft den eigenen Standpunkt anderen verständlicher zu machen. Der Workshop findet am 21.06. von 16:00 -17:00 Uhr statt. Wenn ihr lernen wollt wie man seinen Standpunkt anderen besser darlegen kann, dann schreibt mir gerne eine Nachricht.

Do you sometimes feel misunderstood in your opinion and don't want others to immediately pigeonhole you? Then I have the right thing for you. For a Uni-Project, I am organising a free workshop together with a communication expert to try out a new communication method that helps to make your own point of view more understandable to others. The workshop will take place on the 21.06. from 16:00 -17:00. If you want to learn how to make your point of view more clear to others, please drop me a line.

Establishing an Alternative Social Media at the University of Twente

Writers: Juan Diego Alvear Cardenas (s2417847)
              Fabian Weglage (s2331683)
Supervisor: Tsjalle van der Burg

Chapter 1: Introduction

"The very ideals and values of the Internet are being threatened. […] It is threatened by giant platforms which risk no longer being simple gateways but gatekeepers, controlling members' personal data or content for their profit" (Macron, 2018)

As of today, social media and the way we interact on the internet is to a large extent influenced by "giant platforms", as framed by French President E. Macron (2018). And indeed, especially since the Cambridge Analytica scandal social media's influence on political elections is evident (Hern, 2018; van Dijck, 2020). Apparent is especially, that a large part of popular social media platforms (e.g. YouTube, Facebook, Twitter, Instagram) is developed in the United States of America. In recent years, alternative social media platforms such as Mastodon gained popularity (Rochko, 2018). In its digital strategy, also the European Commission supports measures to promote innovative European social media concepts such as decentralised networks (European Commission, 2021; Riemann, 2021), like Mastodon is one (Zulli et al, 2020).

These distinguish themselves from corporate social media most specifically in their technical structure, allowing for variance from the conventional manner of social media interaction in many ways. One of them is Mastodon, a decentralised social media network created by the German software developer Eugen Rochko in 2016 (Rochko, 2018). Articles about a possible shift from corporate social media to Mastodon appeared in major newspapers over the past years, like The New York Times (Roose, 2018), the Washington Post (Fung, 2018) or Wired (Rhodes, 2017).

This trend is currently not visible at the University of Twente (UT). Even though the UT emphasises to be "the Netherlands' most entrepreneurial university" (University of Twente, n.d.), only small parts of the students and staff use Mastodon actively. The technical structure of the University of Twente is stable, therefore there are no technical hindrances to that. The dominance of corporate social media can be seen for example in the way study and student associations communicate with their members. For the promotion of events, many use WhatsApp or Instagram, Instagram is also used by association board members to do an account take over, showing the day in the life of a board member.

The aim of this change project is to change the social media landscape of the University of Twente sustainably. For the long run we envision that people associated with the University of Twente use the Mastodon platform in every event they would like to communicate with other people associated with the UT digitally. This can take the form of being informed about upcoming events of their association, the latest article published by the university newspaper or the newest research in their field of study advertised by their professors. Most important however, is that the promotion of Mastodon follows a bottom-up approach, this is so desired by the UT management.

This change project report is structured as followed: After the change goals are presented in Chapter 2, we will look at different theories that support the arguments we make and justify our approach in Chapter 3. After that, we will describe our change approach in detail (Chapter 4). Related to this, we will lay out our framework of a democratic governance of the University of Twente Mastodon platform in Chapter 5. The results with a discussion follow in Chapter 6 before we share our learning experiences in Chapter 7. A conclusion forms Chapter 8.

Chapter 2: Change Goals

The goal of this change project is to change the social media landscape of the University of Twente sustainably. Our approach to achieve this involves the use of the social media network Mastodon, for which we hope to get as many associations to engage on it in the long run. For the course of this project, the goal is to raise awareness of the Mastodon network among associations. Also, we aim to assist five associations in their migration to the network. This involves the establishment of an account for the associations, as well as the setting up of first messages and the engagement of the associations' members. Independent from associations joining, we aimed at increasing the number of people (students and staff) registered on the UT server of Mastodon by a number of 30.

To achieve the main goal, the first step was to hold a presentation for representatives of study and student associations. To achieve this, a cooperation with the umbrella association of the study organisation of the University of Twente was aimed to be established. The goal of this cooperation was the targeted inclusion of study association in the project in general and to encourage their participation in the presentation first. Study and student associations combined, we intended to get at the minimum 15 associations to join the presentation. This number was chosen considering that not all the associations would be joining the presentation.

Chapter 3: Theoretical Framework

Chapter 3.1: Federated Networks and Mastodon

Corporate Social Media

Like Facebook or Twitter, Mastodon is a social media network of the kind Kaplan and Haenlein (2010) call a social networking site, where people can create personal information profiles. People can create content in the form of blog posts or share visual or audio media with their followers. However, Mastodon is distinct from Facebook and Twitter in various aspects. To understand the specifics of Mastodon it is important to first investigate the nature of conventional social media networks, those which are widely common to the public. Also known as corporate social media (CSM), they provide their users with a given technological infrastructure, of which the CSM is the only administrator (Zulli, Liu, & Gehl, 2020). This also gives them the power to govern the filtering of content, a process that in itself is not democratic under the condition that decisions are made behind closed doors or with non-publicly visible algorithms.

Functions of Mastodon
Opposed to those are alternative social media (ASM), of which Mastodon is one (Zulli et al, 2020). In many of its functions, Mastodon resembles other social media networks. They are mostly related to the exchange of short messages, which on Mastodon have a quantitative limitation on 500 characters (Quirk, 2020).

"Similar to Twitter, users create accounts, follow other users, and post short status updates. Unlike Twitter, Mastodon users "toot" instead of tweet and "boost" instead of retweet. Moreover, Mastodon affords "content warnings," which are short summaries of toots that can preview potential disturbing content (e.g., frank discussions of experience with sexual assault or contentious political debates). Similar to Reddit, Mastodon emphasizes niche communities and content moderation." (Zulli et al, 2020, p.1190)

However, Mastodon is very much distinct from most CSM in so far that users register not to a central platform, but to a local server, these servers are called 'instances' (Quirk, 2020). This is called the aspect of 'decentralisation' (Zulli et al, 2020). It is therefore also for the single instances to decide who may be admitted to register on a given instance. Using different settings to share a message, it is possible to not only communicate with people from one's own instance, but also with those of other instances.

Different to CSM is also that Mastodon's software is open source, which means that the source code is publicly available (Mastodon, 2021). This makes it possible for observers to analyse whether the software on which Mastodon operates is used for the meant purposes, or purposes that violate principles, like the harvesting of personal data (Quirk, 2020). This already indicates the high standard of privacy protection on Mastodon (Zulli et al, 2020; Auvolat, 2019; Zignani et al, 2019). Also, the open-source software enables the administrators of instances to add features to their own instance. To the extent, these innovations do not violate the basic principles of communication described below, software developers can change their own Mastodon instance to the extent they like.

Application in the Users' View

Mastodon makes it possible for its users to set the privacy of the messages they post manually in the same function on the screen (Quirk, 2018). This makes it possible to share a toot publicly which is visible for all and shown in public timelines, to share a toot which is unlisted, which means that it is visible to all but not seen in publicly accessible timelines and only in other users home feed and one's own content feed. Finally, it is possible to make toots only visible to one's own followers or to those users only which are mentioned in the toot (Quirk, 2020).

Communication across instances

The communication across instances can be exemplified with emails and different email providers: while it is possible for two people with Gmail as their email provider to send emails to one another, they can also send emails to people who have an email address by Hotmail (Quirk, 2020). The collection of all public available contents distributed on Mastodon is called the fediverse or federated network.
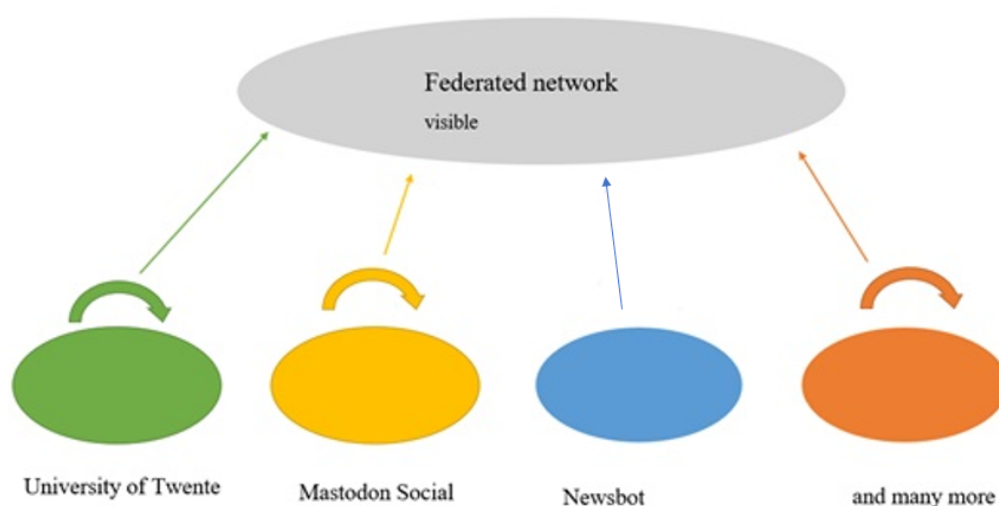
Graphic 1

With this come also the three different timelines that users see when using Mastodon. The first one is the home timeline, where users can see the content posted by the people the individual user follows. The principle of following people is similar to that of Twitter and can be done cross instances, provided for that this is made possible by the administrations of both instances. For example, a person registered with at the University of Twente network can follow profiles which are registered at the mastodon.social instance, the posts of that account would appear on the user's home timeline. This makes it possible for the users to use Mastodon in a way that is most suitable for themselves, without being limited to following accounts from the own instance. The newsbot instance collects news from different source: Deutsche Welle (dw_deutsch@newsbots.eu); BBC News (@BBCNews@newsbots.eu) or Le Monde (@lemonde@newsbots.eu). The second timeline that can be seen is the local one. On this

timeline, users see every publicly available content that is posted within their own instance. Lastly, on the global timeline users see every public available content which is created on the whole Mastodon federalised network, the content posted on all instances in a chronological timeline (Quirk, 2020).

Challenges
The decentralisation of a social media poses also several challenges, the central aspect of which is that the fediverse relies on each server to fulfil critical tasks (Auvolat, 2019).
Other critiques follow regarding the possible isolation of interests. Zulli et al (2020) argue, that isolated instances can spur homophily when an instance specialises on a specific topic and only presents the viewpoints of one side. Taking such possibly extremists instances, there is also not certainty how Mastodon should deal with instances that are commonly deemed as inappropriate. As mentioned above, it is every instance governing itself on its own. Therefore a solution is yet to be found how Mastodon as a whole can eliminate access to instances which are for example populist (Zulli et al, 2020). It needs to be stated however, that the administration of single instances can prevent their users from interacting with accounts of other instances.

Chapter 3.2: Persuasion

Because the change which we aim to achieve does not come from study and student associations' initiative, we make use of persuasion techniques. These techniques help us to persuade the contacted associations that the change we try to achieve is indeed feasible and leads to positive outcomes. Therefore, we made use of several theories to make our persuasive attempt more effective as well as make the change lasting. In this section we will provide a description of the theories used. We first describe the theories we used based on Robert Cialdini's book Pre-Suasion (2016. We will then provide the reader with a description of a concept that inspired us from Prof. Greif in one of the guest lectures he gave in our class and finally a short description of the method on presenting that Victor DeConinck has taught us.
Chapter 3.2.1: Cialdini
In his book Pre-Suasion, Cialdini (2016) writes about ways to persuade others in such a way that they are more open to listening or behaving in a way desired by the change initiator. He not only provides with the frameworks and concepts to do so but also discusses ethical implications. We have tried to keep these ethical considerations in mind when trying to apply these concepts to the extent that we could apply them.

With the concept of Readied and Waiting, Cialdini (2016) opens the argument that we are drawn to be more conscious about certain things that come across us when we have experienced something similar before. The purchase of, say, German wine is more likely if we previously heard German music in the background, as this "greatly improves the chance that we will attend and respond to the linked concepts" (p.133).

With the concept of consistency Cialdini refers to the factor that "we want to be (and to be seen) as consistent with our existing commitments" (p.168). In general, this means that when a person

committed to a certain subject, they will be more likely to stick to it when they expressed their commitment to not change their behaviour.

The next concept we have tried to make use of is that of Acting Together with regards to co-creation. Here Cialdini explains that the more the degree of involvement a person feels in a project or change, the more emotionally attached they would be to it and the better they would qualify it. Here we would aim at using this concept with the associations and students and staff members that would be joining Mastodon by having them actively help make an active network out of it. Together with co-creation we also wished to make use of a concept that was taught to us by Prof. Greif which will be later described.

The concept of Reciprocation refers to the fact that "people who have given us benefits are entitled to benefits from us" (Cialdini, 2016) and the concept of Meaningful and Unexpected which refers to the fact that any requester can get more benefits first delivering something meaningful and unexpected such as gifts or in our case the email and the attached information about Mastodon that they could use to gain more knowledge about it without coming to the presentation. The concept of Customized refers to the fact that "when a favour or a gift is customized to the needs, preferences, or current circumstances of the recipient, it gains leverage" (Cialdini, 2016). Meaningful and Unexpected and Customized have proved to be concepts that will significantly increase the effects of Reciprocation (Cialdini, 2016).

Chapter 3.2.2: Prof. Greif

Prof Greif gave a guest lecture on coaching during the second module of the Honours track. In it he described the various stages to coaching and how the aim of coaching was to create long-term change by slowly reducing the amount of input the coach had on the coached person. This last stage required a sort of method by which the coach slowly fades into the background regarding the change and lets the coached take care of fully implementing this change. For this he designed the buddy system in which the person carrying out the change would be kept accountable and actively comment on how the change is going with the coach. This buddy system is supposed to fade with time. We aimed at using this concept with the newcomers by actively engaging with them as well as trying to have them actively engage with each other, by doing this we aim at reducing how much input we put with time so that the network would become organically a more proactive community.

Chapter 3.2.3: Victor DeConinck

The Dutch TV anchor Victor DeConinck gave us a guest lecture on his approach to create engaging presentations by aiming to target all the possible audience types and to keep presentations engaging. In this case he aims at targeting the heart, the head and the hands. The public that is driven by the heart listens better when emotions are put into a story to make sense of the topic at hand, the best way to target them is through stories. This is also the stage where presentations start. The logic behind this is that an engaging story captures the audience's attention and makes them listen to the rest of the presentation. The head is people

focused on facts and concepts, they are better targeted by listing facts that they can think with. In this section it is therefore appropriate to lay out the concepts which are needed to grasp the logic of the presentation itself, or at least the approach the presenter suggests to take. Lastly, there is the hands stage. Here, the presenter comes forward with possible means to action and describes how this should happen. The audience with a hands profile is more effectively reached when they are presented with the practical applications of the information they have been given. For a more effective use of this scheme, repeating the stages in a cyclical manner will keep the audience engaged.

We aimed at using this framework when presenting by first aiming at the heart people by showing the current situation and putting the presentation into context. The main part of the presentation was that of the head, where we aimed at explaining what Mastodon was and the possibilities it gave them. We would then end by targeting the hands and giving a live demonstration on what could be done with Mastodon as an association.

Chapter 3.2.4: Calls to Action

Calls to action are a common concept used in marketing. Various studies show that calls to action increase the likelihood of people to act in line with a call to action presented to them (Jung et al, 2020; Handayani et al, 2016). In the context of marketing, Hornor (2012) emphasises that calls to action tell the customers "the next step they need to take". This means, that calls to action not only encourage others to behave in a certain way, but that they are compelled to do so. In calls to action, there are different types of approaches that can be taken, one of them being that of inclusion (Bashinsky, 2016). Making the call to action recipient feel included in a certain group of people makes it compelling for them to be included in what the change imposer offers. This is also what Cialdini (2016) refers to as unity.

Chapter 4: Change Approach

In order to make the change possible we must take action. We used different approaches we learned in the course of the Honours programme. The chapter on the change approach is divided into two parts. The first part is related to increasing the amount of users and their engagement with the social network. The second part is related to designing a framework for the democratic governance of the network. These parts are separated from one another, because the former part has an explicit target audience, while the latter does not have that. The methodology and approach; therefore, vary sharply.

Chapter 4.1: Democratic aspects

In the next section we will discuss the framework by which we aim at creating a democratic social network that focuses on the relations between its users rather than profiting off them. For this we wrote an article that contains the first ideas we have with regards to such a framework.

We started by describing the current situation with the mainstream social networks and the lack of democratic processes and transparency behind their guidelines. We discuss the possibility that Mastodon represents as an alternative European social network. By European we mean that we wish the framework we present upholds the values the European Union upholds and has the flexibility to implement them. Although this project has the aim of changing the current situation within the UT, the aim of Mastodon is that of substituting the main social networks within Europe presenting itself as the alternative.

We will continue by showing the current changes these social media networks are making to come closer to a democratic way of functioning. However, we believe this will not happen as they have been designed as centralised and for profit at their core. We will then take the article further by providing our first ideas on how the network should structure itself with regards to the guidelines so that it abides to the values of democracy.

For the writing of this article, we did research, some of it was directly used to support statements or ideas while other sources were used mainly to gain insight into the topic itself. One of these examples is the book Introducción al Derecho by Angel Latorre (1976) who was a professor in the University of Barcelona. The book helped gain an understanding of the juridic science and how law relates to morality, ethics and where it comes from. The study of these books was deemed necessary to understand democracy and legality as the guidelines devised for Mastodon will constitute a sort of legal code for the instance which in our view should be democratic.

The last paragraphs of the article represent the outlines of a possible framework that would be enacted in a democratic way and would exercise the guidelines upholding said values.

Chapter 4.2: Engaging

In this step we engaged the associations and students directly in multiple ways. We made use of techniques described in the previous chapter. As stated by the University of Twente management, Mastodon is supposed to prove itself bottom-up. This means that the user base proves the Mastodon platform to be self-driven instead of initiated by upper authorities. Mastodon establishes itself by the interaction of its users. For this we decided to target the student and study associations of the university as they are student-led organisations that work for students with particular interests or characteristics. Though there is barely any data on this, most students are member to at least one association. Getting the boards of the associations to establish Mastodon in their own way of operation and engaging their members to do so too would give the platform a strong push. Accessing these associations would give Mastodon a wider reach within the student body.

Chapter 4.2.1: Email

In a first step, we approached the umbrella organisation of study associations via email on May 10th. From this we estimated that with their authoritative role they would be able to encourage the study associations of the University to attend our presentation, on which we will draw below. In the email (see Appendix B), we asked the association to collaborate with us. Next to that, we explained our motivation to conduct the change project, explained shortly what Mastodon is and why we think that it would be helpful for study associations to engage on the University of Twente Mastodon platform.

In a second step, we invited the student and study associations of the University of Twente to join the presentation. In total, a number of 76 association was contacted, either by email or Instagram for those associations of which no email address could be found. The messages were sent on May 24th. The text used for both mediums can be found in Appendix B. In the texts to the study and student associations, we began with the question of whether the recipients "have ever wondered how [they] can improve the communication with the students of the UT?". This question was meant to capture the readers' interest and to be engaged from the start. This is also related to the theory of presentations by Victor DeConinck (heart step). This also triggers the concept of reciprocation (Cialdini, 2016). By giving a product to the associations which we estimate them to perceive as meaningful, we estimated that this would spur their interest in what we have to offer to them. Also, the texts were customised in a way that they are appealing to associations. In this case we give them the chance to learn about a free opportunity to improve the way of engagement with students. Additionally, in the realm of meaningful we sent the email to the 76 associations by addressing each one of them individually instead of sending the same one to each association.

This was followed by a short description of some opportunities Mastodon gives to associations and what the long-term goal of us is, namely to make Mastodon an established part of the University of Twente. Included was also the invitation to our presentation and an information sheet in the form of an attached PDF file about Mastodon (see Appendix D).

Chapter 4.2.2: Presentation

The presentation was carried out May 27th and was aimed at persuading the associations to share and encourage their members to use Mastodon in anything related to the university. The software used was Big Blue Bottom, with invitation links to the session being sent two hours before the presentation. This way more students would become aware of the existence of the network and the amount of users that join and remain active in the network will increase.

During the presentation we aimed at using the approach taught to us by Victor DeConinck – which has been described in the previous chapter. We start the presentation by presenting who we are and by giving a glimpse of the current situation and how it is we aim at making slight use of the heart part. Therefore, we mainly focused on the head and hands parts of the above-mentioned approach. We then go straight to the head aspect, by explaining what

Mastodon is, how it is built and what can be done with it. We finally go to hands by doing a live demonstration of how the network works and show the different tools associations have at their disposal to make an effective use of it for their goals. In the end, we make an expressive call for action, asking the participants to register on Mastodon right away. This is consistent with approaches learnt during the Change at the Individual Level module.

In the beginning of the presentation as well as before the Q&A session we conducted two polls, asking for the participants' interest in Mastodon. By asking them their level of interest in Mastodon once at the beginning and once at the end we sought to trigger the consistency principle (Cialdini, 2016) for those who have stated their interest in the network.

Chapter 4.2.3: Approaching the general public

To make Mastodon known also to people not directly associated with student or study associations, we wrote an article on what Mastodon is and the opportunities it offers to associations, students and staff of the UT. This article (see Appendix C) is meant to be published as an opinion article in the university newspaper. This way we are aiming at increasing the reach of the people aware of the existence of this network as well as trying to increase the number of users. It generally outlines the technical aspects of Mastodon compared to corporate social media and emphasises the decentralised structure. A section about the opportunities of Mastodon follows, as well as a call for action, as done already at other approaches. Also, the article tries to motivate readers to join us for working on Mastodon in the future. By creating a team that works actively on Mastodon we hope to trigger positive effects of commitment. This relates to the methods suggested by Prof. Greif as well as the Acting Together concept by Cialdini (2016).

We sent an email to the magazine on June 22nd whereby we asked them for help in improving the overall quality of the report as well as help us write it following their publishing style. With this we aimed at having a more professional look and writing style of the article.

Next to the article, we also publish advertisement for the Mastodon network at the LED screens at the Vrijhof building on the UT campus. The LED picture can be seen in Appendix A. Especially with this approach we make extensive use of the Readied and Waiting persuasion technique presented by Cialdini (2016). By making the Mastodon logo and a call for action seen in a public space, people are more likely to remember Mastodon when they are confronted with Mastodon in another way at a later time.

Chapter 4.2.4: An important association

On 14th of June we sent an email to another association which could introduce Mastodon especially to new students to the UT. We hoped that by this, new students would be encouraged to register on the Mastodon platform, resulting in an increase of users by the beginning of the next academic year.

To encourage new users to remain in the network and actively engage in it, Fabian and Juan will be actively engaging with the users in the network as well as post a welcome message for all newcomers. This way we aim at fabricating momentum that can then snowball into a more active community within the university Mastodon instance. By posting with them we are actually trying to put into practice the concept of Acting Together (Cialdini, 2016) whereby we aim at triggering the reciprocation of the newcomers into posting and engaging with each other, we wish to do this during a period of time gradually reducing our input so that the user base remains active without requiring our help. We aim at long-term results, therefore using this method similar to the buddy system mentioned by Professor Greif can yield the desired results.

Chapter 5: Democratic Governance of Mastodon

When establishing a functioning social media network, we need to consider the case that there might be people who use the platform to behave inappropriately, e.g., by offending others. This issue was present in popular news when the social media platform Twitter suspended Donald Trump, then president of the United States of America to prevent "the risk of further incitement of violence" (Twitter Inc., 2021). The question remains; however, how such decisions are being taken. On this issue the Russian politician Alexey Navalny (2021) expressed his concern that this kind of decision-making process needs to be transparent. He suggests the creation of "some sort of a committee". Furthermore, "we need to know the names of the members of this committee, understand how it works, how its members vote and how we can appeal against their decisions" (Navalny, 2021).

For these reasons of what the rightful way to act is in the case of misconduct we therefore need to establish an appropriate framework. An example can be taken from the "mastodon.social" instance, which bans Nazi symbolism and Holocaust denial (Zignani et al., 2019). To warn other users of contents, users have the option to flag their toots by clicking at the "CW" button. This allows them to write a content warning on top of their toot and marks the respective toot automatically as sensitive (Zignani et al., 2019). Difficulties arise when one wants to find a benchmark for content which may or may not be shared on Mastodon. A similar problem is seen the case of British authorities to find solutions for a national internet governance strategy (Haggart, 2018). Still, it is important to ensure that there is an entity within the University of Twente Mastodon network that ensures that reported users / toots are trialled. We envision this to be in the form of an oversight board, which ensures that the common interest of the members of the network are represented while forming a decision.

A social network which already developed a board with the task of overseeing content on a social media network is the Oversight Board by Facebook, which reviews people's disagreements with a decision made by Facebook (Oversight Board, n.d.). However, while the Oversight Board of Facebook is constituted by people with expertise in the field of free expression in the online sphere, there is no transparency on how its members are appointed or elected. Ultimately, next to the independence also the efficiency of the Oversight Board cannot

be assessed yet, as it does not operate for a long time and just started publishing decisions (Haggart & Iglesias Keller, 2021). In the UTwente Mastodon server on the other hand, we believe in the creation of an environment in which decision-making processes are transparent. This does not only relate to the appointment or election of members, but especially on how this board decides which content shall be restricted or not, also deciding in individual cases.

We must, therefore, discuss how Mastodon can uphold the democratic aspects of transparency and freedom of speech. In our view, Mastodon needs to have a set of guidelines to which every user has to abide. To ensure the democratic legitimacy of this set of guidelines, they must be crafted by a group of members of the network (the legislative board). These guidelines would become the constituting set of guidelines of the UT Mastodon instance. In question is however the legitimacy of the rules. We think that in an ideal case for these guidelines to be legitimate they must be voted by the members of the network upon their writing. As currently the Mastodon network is not well-known and used within the University of Twente community, this is a status which we envision to attain when the popularity of Mastodon rises.

Any other guidelines developed for this instance cannot contradict the previously voted guidelines; however, this does not mean that previous guidelines cannot be changed. To ensure the democratic aspect of the network the guidelines must be published and written in a manner that allows users to have a clear understanding of them.

To ensure the democratic aspect of Mastodon, the report team in charge of making sure the posts respect the guidelines has to be transparent in its decision-making process. To be democratic, the network not only has to be transparent in its rules but also in its proceedings; therefore, the board and report team shall publish a document on their account, tagged by a special hashtag exclusively designed for this purpose. This post shortly summarises the case, the facts, the decision and a justification relating to the guidelines of the network. To ensure the network remains democratic, there should be the possibility of the user whose post has been reviewed to appeal the decision made by the report team.

Additionally, we must discuss which groups are required to ensure this network has something resembling division of powers, where one group is in charge of making the guidelines and rules and other two groups are in charge of making sure the users abide by them.

Indeed, these processes themselves should be subject to constant evaluation and discussion. As the University of Twente Mastodon instance is aimed to be an inclusive one, we hope discussions to arise which governance mechanisms represent the values of the University of Twente the best. Of course, we understand that this also includes a possible revision of the very framework laid out in this report. But if the changes should be desired by the University of Twente community, then this should be reflected in the Mastodon instance.

Chapter 6: Results and Discussion

The first request for collaboration with the two important associations of the University of Twente were both declined. In their response email, the contact person of one of the associations expressed doubts on the demand of Mastodon for study associations, as currently Facebook and Instagram would be used by study associations. The other association declined a collaboration because the board are busy operating on their daily tasks. These declines of cooperation let us revise the approach to associations. In addition to techniques of Cialdini (2016), we would now take particular care to provide associations with incentives for the use of Mastodon.

We believe we should have thought deeper about the aims we had when approaching the project. The associations are currently comfortable with the way they are operating their social relations with the students. Besides, we did not put the proper focus on engaging the students and staff with the network, especially when we believe Mastodon is a particularly useful way for professors to engage with the students outside of the academic environment giving them the chance to gain more insight into how the students perceive the courses and how they feel about them.

In retrospect, we also believe that we could have also paid more attention to the way in which we applied the concepts developed by Cialdini. It now becomes clear that those techniques require more careful thought on how the communication is establish. Also, they are methods that persuade the target listener or person before the actual request is made, not during. Even though we think the techniques can be seen in the emails we sent we believe we fell short in their effectiveness as we focused more on the request than on the needs and wants of the associations. While after the first rejected request by a study association it became clear that we need to included both aspects, it was probably the balance of both which we misperceived.

The presentation
The number of associations present during the presentation reached a maximum of 16. An analysis of the participant list provided the identification of 14 different associations that participated in the conference, while two participants could not be assigned to a specific association. However, we assume that these two people were at least not both related with an association which was clearly identified, so that we deem the first goal of the presentation as reached. This indicates that the persuasion techniques that we used in the standard email may have had the desired effect. This observation is limited to the extent that we do not know what the resulting participation would have been if we did not apply persuasion techniques. Also, it can be asked why the goal of 15 participants was only attained that closely and why the larger number of associations did not join. In the case that the emails were received and read by associations that did not attend, two reasons can be identified for this. The first one is that as the emails were sent out to the chairpersons, these did not read them, or did not have time and did not distribute them to their fellow board members in this case. The second reason is that there is simply a lack of interest in Mastodon which has been taken into consideration in the beginning paragraphs of the section.

Regarding the effectiveness of the techniques, we believe we could have made a stronger use of the principles of liking and being together. Regarding the concept of liking, we should have displayed more evidently our interest in helping them improve the way they communicate with their students as we care about the state in which the UT's community is right now and we believe it can be made better by using the Mastodon network. With respect to the principle of being together we believe that we should have emphasised that we are members of the same community and that improving the way we communicate with each other is in our best interest.

During the presentation we also used polls to measure the interest of the associations present. The first poll was carried out right at the beginning of the presentation, the poll resulted in a total of 10 associations having a neutral feeling towards Mastodon and 6 being interested; regarding the second poll carried out at the end of the presentation and before the Q&A, in this poll we got a more varied result with 1 association being very interested, 4 interested, 7 neutral and 1 not interested. Looking back at how we structured the polls we have realised it might have been more telling to do move the second poll to the end of the 15 minutes of Q&A session as we answered the questions the associations had for us about Mastodon. This way we would have had a better understanding of the interest of the participants on Mastodon as they have received more information.

We believe we should have made better use of the Q&A session of the presentation so that the associations present could have had a better overview of the network as well as the reasons as to why they should try and promote Mastodon. We think that the best chance we had to convince the associations to join us in this transition to the instance was to answer their questions in depth and trigger other questions that could have allowed us to expand on all the possibilities that it entails.

We also think we could have made a better use of the techniques that Victor DeConinck taught us by putting more emphasis on the heart aspect. We believe we did not frame the presentation as a story properly and we fell on a default academic presentation that had some focus on the practical aspects of what was being exposed.

As a last approach, we intended to publish an opinion article with the university newspaper. The intention of this article would be the promotion of Mastodon on the one hand, but mainly an explanation of what the Mastodon network is and what its advantages and disadvantages are. The latest version of the article can be read in Appendix C. However, the request for publishing the article was declined, because the publishment of it would violate the principles of the newspaper as it would too heavily promote private interests. Follow-up emails on a different way we can raise awareness about decentralised networks with the university newspaper as a means were not answered.

The publication of the Mastodon logo at the LED screen at the Vrijhof did not result in a measurable increase of the registered users on Mastodon. It needs to be emphasised at this point, that users would register on Mastodon because

In the weeks after the presentation, an increase of ten registered users at Mastodon was observed. As indicated in the username of one of the accounts, there is one study association which joined Mastodon, next to various other people. However, a significant increase of content distributed on the Mastodon network was not observed. Mastodon is still used by two accounts mainly, which indicates that in terms of the change project we could not convince associations to use it actively.

Additionally, we observed a total increase of 12 users on Mastodon since the project started; however, we were not able to fulfil our objective of assisting 5 associations in joining Mastodon and remaining active. We think, that this is due to the factors mentioned above, that we did not succeed in sparking interest with the means of the presentation and the information sources provided along with it. Also, as the opinion article in the university newspaper was not yet published, we could not count on this as a source to get additional people registered on Mastodon.

Chapter 7: Our Learning Experiences

Chapter 7.1: Juan Diego Alvear Cardenas

The project has been a great opportunity for me to work on my goals that I had established for the coaching sessions during the module. It was also a good chance for me to be able to revise and apply the theory and insights I got from the Processes of Change track and incorporate them to my learning experience.

The complexity of the change we wanted to achieve and all the steps we decided to take to reach such a goal showed me the importance of proper organisational skills and proceeding exactly as planned, which is one to the main things that my Insights personal profile indicated as I have a tendency towards lack of planning and structuring. Developing such an ability to structure my thoughts and plan out what the next steps ought to be is one of the two main objectives I discussed with my coach throughout the module. Thanks to his help I gained more insight into the measures I could take to not only become better at my objective but also on how to keep it up long after the coaching was over.

The coaching was useful in helping me figure out the main reasons as to why I have had the difficulties I have had when trying to structure projects or executing plans. Additionally, the project has been the perfect opportunity to test a few frameworks I was able to develop with the coach and see which ones offered the best chances of remaining consistent with my change goals.

At the beginning of the project, we assumed that by convincing the associations and more importantly, their chairpersons we would be able to attain a more effective change as they would be able to use their authority to enact change within the organisations. The further we got into

the project; furthermore, when analysing the results, we realised that this approach is not the most consistent nor effective approach. The associations were more interested in knowing whether the network had a large active base of students than in becoming the agents of change themselves. This makes sense as they do not have the power to effectively enact change within the student base that they have; however, the student base has the power to enact changes within the organisations and probably the UT community as a whole.

We also were encouraged by Tsjalle van der Burg to think about the democratic aspects of the network and on how it can uphold them. Therefore, we set out to draft short article that collected our main ideas on how such a democratic framework would look like and how, in our view, it can preserve democratic values within its guidelines and processes.

Overall, this project has been a great chance to further explore concepts that I have been interested in for quite some time as well as better integrate the theory we have been taught during the track. I would like to thank Tsjalle van der Burg for mentoring this project and especially for encouraging us to pursue our interests further than what the project would have demanded of use. I would also like to thank the rest of the professors and teachers of the Processes of Change Track as well as my coach in teaching us what change is and how we can effectively achieve it.

Chapter 7.2: Fabian Weglage

The following section describes the role which I, Fabian Weglage, fulfilled in the change project. It needs to be considered however, that all actions described here were subject to later changes after consultation with my project partner, Juan Diego Alvear Cardenas. At the same time, I was also involved in the parts which were primarily assigned to him.

Until now, the results of our change project are modest. There is only a limited number of associations and individuals that registered on the Mastodon network in the course of this project and we experienced some drawbacks in the process of coming to this point. There are various possible explanations to this, the most compelling one to me personally is that we did not analyse the actual problem on the first hand. Our approach involved the promotion of an idea which we as change initiators found compelling and a highly interesting project to conduct. However, the actual need of such a change was not analysed, but rather seen by us as feasible without previous evidence of possible support.

To me, this has the implication, that before I want to conduct a change project I need to put myself in the other people's position and try to understand the possible effects which my proposal and approach has on them. This is also what we tried to apply when we drafted the emails, in so far that we applied persuasion techniques, but it appears to me that we underestimated the investment we confront associations with. A more extensive elaboration can be read above.

In a first step, I drafted an email to the umbrella organisation of study associations of the University of Twente. In this email, we requested this organisation for collaboration on the promotion of Mastodon. Because Mastodon is until now widely unknown to study associations, I took particular care to explain the concept briefly and to provide an incentive for the collaboration. Unfortunately, the request was declined. As study associations already rely on the use of conventional social media networks, there would be no desire to change a system they are satisfied with. This response was a drawback on our progress, but we were still hopeful that we were able to convince study associations individually.

Attached to the invitation emails for the presentation which were written by my partner, I was responsible as a main person to write a draft paper on the benefits of Mastodon. As in any step, we laid a particular focus on raising interest, but keeping it short enough so that they do not lose interest. The same can be said about the first version of the opinion article we intended to publish. A reflection on this can be found in the general section of the report. In the presentation itself, I presented the parts on providing the audience with general information on Mastodon. The information for this part was obtained with qualitative research on the internet. The purpose of this part was to explain the specificities of Mastodon to the public but making it not too complicated.

A further aspect in which I was involved was the first part of the section on our idea how Mastodon should be governed. By this, I analysed how this is done at the social media network Facebook. For an inspiration of how to transfer it to Mastodon, I tried to keep the influence from outside sources limited in order to come up with an innovative approach. This was mostly related to the first and third modules of the Honours programme.

The application of knowledge collected in other Honours modules can be found in different other sections. All in all, we relied extensively on the work of R. Cialdini and knowledge as well as experiences from the module Change at the Individual Level. A rather unconventional application of best practices from the module Consulting and Coaching can be found in the presentation when we visualised the Mastodon platform with a screensharing example. This was inspired by the approach of my group in that module when approaching the museum director.

The personal development report which I drafted before the beginning of the project did not have implications on it, though similarities can be observed. As my personal development plan focussed on the purposeful prioritisation of activities a relation to the choice of communicating with unknown persons can be established. This can be done in so far, as the approach of third persons also requires the careful examination of what actions are most important to undertake to get what I as a possible change imposer desire, or what I believe that I can give to other people, depending on the situation. However, this is something which I did not have the opportunity to test in real life, as my personal development goals developed since the beginning of the project.

Chapter 8: Conclusion

To conclude, we have realised that the project was more complex than we thought and needed a more in-depth strategic approach so as to what we did, whom we approached, how we approached them and when we approached them. We expected this problem was going to revolve around the technical aspects of the network we were trying to promote. However, we did not include well enough the most important aspect of them all in a change project – the people around which the change revolves. We have learned throughout the track and at the end of this project that the common factor to change, be it with individuals, in organisations or at the European level is that real change comes from within, bottom-up and better so intrinsically. We thought that it would be authority what would change the current situation with regards to Mastodon, but a common factor we encountered with regards to the associations was their interest in knowing how many students used it. As much as we thought it would be the boards with their authority who would make the change within the student body, the associations made it clear with their questions that the actual agent of change are the students and staff.

We believe the main goal of the project should not have been to convince the associations just yet; rather, we should have focused on those who are supposed to benefit the most out of this new network, the members of the UT community. We think our approach was not the right one from the beginning even though we managed to have 30 people join by using the flyers, presentation and the advertisement on the university's screens.

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Appendix A: Graphics and Visuals
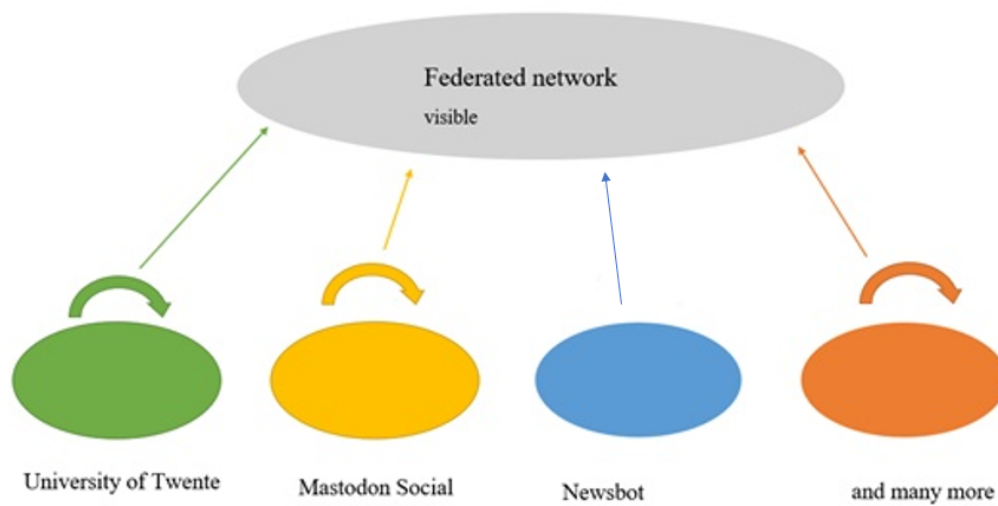
Graphic 1

Graphic 2

Appendix B: Emails

Emails to Associations

Dear chairperson name,

Have you ever wondered how you can improve your communication with the students of the UT? Especially in these days where everything has to be online? Well, wait no more, we have a proposal for you! We want to invite you to our pitch on the UT Mastodon network, which focuses on the university and its campus and will make it easier to communicate with students in a more direct way. In the long run, we hope it to be the better alternative to conventional social media communication within the university. Attached you will find a PDF document with a little more information on the network.

Don't miss the opportunity, save the date! Join us at our presentation on Thursday, the 27th May at 11:00, we will send you the invite link one hour before the event.

Kind regards,

Fabian and Juan

P.S.: If there are other people from your association you want to invite (your fellow or future board members for example), please send them the invite link after you received it or contact us so that we can text them directly!

Email to Anonymous Association

Good morning,

We are two Bachelor Honours students who are currently pursuing a project in which we promote the university-internal social media network Mastodon. When used widely, Mastodon has the potential to be a much more effective and comfortable way for people and organisations related to the University of Twente to interact digitally. This is feasible in times of corona, but also especially so afterwards when more events will take place offline. We hope that, as soon as possible, Mastodon becomes a well-established network at our university.

The [name of the event] seems like the perfect opportunity as the network can be very helpful for new-coming students to come into contact with each other and the university. Therefore, we would like to ask you if the [name of association] commission maybe wants to collaborate with us. Having the Mastodon network be promoted to students from the beginning on, it becomes more likely that they actively use it. And with the [name of association] commission being active on Mastodon itself, you can use Mastodon to promote events related to the [name of the event] or can give people a look behind the scenes of this major event.

If you have any questions or if you are already interested and want to discuss the further approach, please feel free to contact us.

Kind regards,

Fabian Weglage and Juan Diego de Alvear Cárdenas.

Email to umbrella Association

Dear X,

We are two Bachelor Honours students in our last quartile. As part of our last module, we are asking [your association] to collaborate with us.

In order to increase the community feeling of our university especially in times where we are at a large distance from one another, we want to promote the Mastodon server of the University of Twente. Mastodon is a social media platform on which it is possible to establish servers on which users can directly interact within their local community, in this case the UT community. It therefore gives the opportunity to study associations especially to promote their events and other interests to their members more conveniently than via WhatsApp as happening now. Next to that, such a platform enables board members and students in general to share content that is more related to the university and they do not want to share on other social media networks like Facebook or Instagram. Also in terms of privacy and data protection Mastodon is independent from the convenient networks and commercial interests.

To promote this network, we would like to ask [your organisation] for help. Preferably on May 27 we would like to host a presentation in which we would like to advertise Mastodon to the study associations at the UT, explaining Mastodon's potential for them and also to answer questions that may arise. We hope that your collaboration leads to more study associations joining us on this.

Best,

Juan Diego Alvear Cardenas and Fabian Weglage

Appendix C: Articles

UToday article

Mastodon: The time is right for a university-internal social media network

In recent years, the social media network Mastodon set out to be an alternative to conventional ones like Twitter or Facebook. Mastodon has the potential to integrate the

university community in the digital space. As part of our last module of the Honours programme, we set out to promote this at the university-level.

As of now, digital communication by students and organisations of the UT mainly takes place on conventional platforms like WhatsApp, Instagram or Facebook. You get to know about the next events via WhatsApp and you see the newest board member takeover of Instagram accounts. But what if there was a social media network in which you only see content which is directly related to the University of Twente? This is what the UT Mastodon server is for.

A local server

Mastodon is a decentralised social media network, which means that there is no central server which manages every content distributed on it. Rather, the UT has its own server, a so-called 'instance', since 2018. People who are related to the university can create an account with their UT email address and share content with other people which participate on the UT server. With this comes the responsibility of local governance. The rules that govern the server and the penalties which are imposed on those who cross red lines are not given by an upper authority but are created by the people related to the University.

Next to being decentralised, Mastodon uses open-source software. This means that Mastodon is not developed by a for-profit international company like it is the case with Facebook and Twitter, but it is developed by voluntary developers. Because there is no orientation towards profit, there is also no data collection like on conventional networks. Mastodon is therefore also free of advertisements and there is no algorithm filtering messages or the chance of sponsored messages being on top of normal posts. Besides, if a post is deemed to be good by any user it can be promoted by them sharing it with their followers. This way toots can become well known based on the user's participation rather than through sponsoring.

Opportunities

Mastodon offers student associations the chance to reach students better and more effectively as it is an instance focused solely on the university's community. This will in turn give the chance for students to be more integrated within the university and be more aware of the incredible opportunities they are offered by it.

When board members of associations share their work processes openly on Mastodon, this can result in a higher interest from students to do a board year themselves.

It is also possible for professors to share articles and their thoughts with the students of the university as well as for research teams to also publish their research or announce it via this network. This will make it easier for students to be aware of what is being researched in one of the most published universities of the Netherlands.

A bottom-up approach

This is how Mastodon will become an established platform at the UT, bottom-up. The bottom-up approach enables this student-led project being open to everybody from the start. Already now there are several associations, students and staff members who registered on

Mastodon. This makes it possible to connect with more people, exchange interests and to become inspired.

Not only will students have the chance to connect better, but they will have more agency within the social network than they would have in any other as the university instance is of and for its users

The bottom-up approach will also work towards the democratisation of the social network. There are no guidelines established by any organisation, they must be made by the community. For this Mastodon is aiming at having a board were students and professors can come together to write down these guidelines which should then be voted for by the users of the network for its implementation.

Some weeks ago, we held a presentation for associations at our university. While a quarter of the invited associations participated in the event, we generally received a positive feedback. This basis is something we build on. In the following weeks we will have a discussion with people who are interested in working together with us on the promotion, but also on the guidelines of the network.

Come and join!

It is certainly no rocket science for you to join the Mastodon network. You can register with your *@*.utwente.nl email address via this link: https://mastodon.utwente.nl/about. Please, feel also free to invite your peers to join this network. Come and get this movement started!

If you have any questions and/or would like to participate in the discussion round, please feel free to contact us.

Appendix D: Attached file to emails

The University of Twente Mastodon Network – join now!

General information

What is Mastodon?

UT's Mastodon server is a university-internal social media platform similar to Twitter. Within the 'instance' of the University of Twente, it is possible to interact with other students/organisations of the University directly. Instead of creating a post for every

social media that students can use such as Instagram or Facebook, you can approach using only one: Mastodon. Mastodon will have a local feed based on the UT community. In the future, Mastodon will be the first-choice social media network for the University community.

Open-source software

Since Mastodon is open-source software, there is no company behind it that wants to monetise your personal information. This means two things: privacy and no advertisements!

This QR code gets you directly to the UT Mastodon platform!

What is in it for student organisations

Promotion of events

It's true, WhatsApp is an effective way of communicating with the members of your organisation. Events can be promoted in a fast way and everybody who uses WhatsApp (which is most of the people) will see it sooner or later. But several associations also organise events which are open to every student. This means, that a bigger audience can be reached.

Transparency

Board members can also show their board life more directly, without having to do a special Instagram takeover every now and then. By sharing content directly on Mastodon, board life becomes more transparent, encouraging people to apply for an organisation's board for the next academic year.

What is in it for students

Connection to your associations

With Mastodon, you have the opportunity to see the latest developments of the university directly on your desktop on one site.

Promotion of surveys

Several students can relate to the situation that when they do surveys for their study, they do not find enough participants. Mastodon gives people the opportunity to promote their surveys to a broader public.

Language and culture as keys to integration

Writer: Reuven Avnon
Supervisor: Lara carminati

1. Introduction

After the withdrawal of the UK from the European Union, the Netherlands has become one of the most attractive places to study in English within Europe. Currently, the University of Twente offers 16 different bachelor's programs that are taught in English together with a wide range of master's and Ph.D. opportunities (Twente, 2021). Moreover, as of 2020, the official working language has changed to English which puts the University of Twente the first University in the Netherlands to take major steps towards internationalization (Solanki, 2020). Those opportunities have attracted many students and teachers to join the University. According to the annual report of the University (2019), around 30% of all students are international. There are many reasons to come and study in the Netherlands. Among the main reasons, high-quality education and a cosmopolitan atmosphere do stand out.

It is in the best interest of the Netherlands to keep those international students after graduation. The main reasons for that are; Firstly, the government is financing those students, and to get back their investment, graduate students, need to work in the Netherlands and pay taxes

(Lundberg, 2016). Secondly, young talents are arriving every year and not using their knowledge and expertise is a missed opportunity. In 2016, 70% of international students attended Dutch universities have stated that they wished to build a career in the Netherlands after graduation. However, eventually, only 27% did so (Lundberg, 2016). Lack of employment opportunities as well as language and culture barriers seem to be the major limitations for them to fully integrate within the Dutch society.

Therefore, the aim of this paper is to increase awareness about the necessity of a Dutch minor that focuses on the Dutch language and culture at the University of Twente. To do so, research about international students was conducted to collect relevant information about how the University of Twente can increase the rate at which international students stay to work after graduation. This research included interviews with seven international students that shared their experience of studying in the Netherlands. The results of these interviews were used as a base for the workshop which was the second step of this project. Staff members from the UT – University of Twente were invited to a workshop to share ideas about the opportunities of such a minor. Basically, they were invited to the first staff meeting that discussed how such a minor will look like.

This paper begins with a presentation of the research questions followed by a literature review about language and culture as keys to integration. After that, the methodology of the interviews together with the results give an overview of the experience of international Civil Engineer students which was used as a base for the workshop evening. Before sharing how the workshop was carried out, every part of the preparation for the panel is explained. Lastly, a discussion and recommendations conclude this change process project. However, as it is my final project in the Honours Programme, a personal reflection about this change project and my experience in this course is be available at the end of this paper.

2.   Research questions

The goal of the project is a change process that aims to increase awareness about the necessity of a Dutch minor that focuses on the Dutch language and culture. To investigate the integration processes of international students within the UT and the Netherlands, the main research question (RQ) was formulated together with the other three sub-questions (Sub-RQ). Those questions aim to explore not only how to further attract students to work in the Netherlands after their studies, but also, what are the main barriers for them to integrate into the UT and the Dutch society.

RQ: How can the University of Twente increase the rate of which international students stay to work after graduation?

Sub-RQ1: How can the University of Twente improve the integration of international students?

Sub-RQ2: What barriers do international students experience for staying and working after graduation?

Sub-RQ3: To what extend does the language barrier play a role in this situation?

Hypothesis: The introduction of a Dutch minor that focuses on Dutch language and culture will increase the rate for which international student stay in the Netherlands after graduation.

3.   Theoretical Background

It is believed that the societies which are the most welcoming are the ones who offer great access to language education and to the labor market for integration purposes. Aliyyah Ahad, associate policy analyst at the Migration Policy Institute (MPI) in Brussels, (2019) have stated in an interview that *"The most important aspects to language learning are providing it using high quality instruction, making it affordable, and making it convenient. Those are the ingredients for success".* Language and culture education will enhance the feeling of belonging among foreigners as well as their ability to integrate in the working market. Language knowledge will also increase to acceptance of locals towards the migrants (Lozano, 2019).

There is consensus about the necessity of a foreigner to know the local language because it is a crucial element to establish integration. Usually, access to education, income, central institutions, social acceptance, and social contacts deeply depend on the language skills of the local used language (Esser, 2006).

Xhelili Rogova (2014), in her master thesis about the keys for integration, has stated that language skills are of top importance when an individual aims to become part of a society, and to develop integration. In Sweden, as a study case, she stated that although there are no language requirements before applying for citizenship, it is almost not possible to be part of the social and financial conditions as the natives without knowing the Swedish language (Rogova, 2014).

Some do not distinguish between language learners and culture learners, as they claim that culture play a central role within language education. In his publication, Yi-Te Wu (2011) set culture education as a condition to a successful language learning. Moreover, he stated that culture learning would increase the benefits for those who wish to integrate in a new country. Culture learning is not only about the main touristic attractions in a country, but also about how people communicate, deliver each other certain messages, codes of behavior, manners, and basically the foundation of communication (Wu, 2011).

In Figure 1, a conceptual framework for defining the central integration domains is presented (Ager & Strang, 2008). The framework specifies ten core areas that shape the understanding of integrated concepts. These areas cover achievements and opportunities in the employment, housing, education, and health sectors; assumptions and practices regarding citizenship and rights; processes of social contact within and between community groups; barriers to such

contact, especially due to lack of language and cultural competence as well as fear and instability. (Ager & Strang, 2008). This framework aims to demonstrate that integration is indeed a process which behaves a bit like a building. When the foundations of a building are not sufficient, the rest of the building will not be stable over time. From the figure, it is possible to notice that without the language and culture stone, other cores will be affected, for instance, the social cores and the employment core.

Figure 1 - Core domains of integration (Ager & Strang, 2008)

4.   Methodology

To further explore the core domains of integration both in the UT and in Dutch society, interviews were conducted with international students from the Civil Engineering department. There was a dilemma, at this stage, on whether to conduct interviews or a questionnaire. Basically, the dilemma between quantitative and qualitative data. Eventually, interviews were chosen because, in this way, they allow to 'get to the bottom of things', to obtain in-depth insights and to understand the whole picture. In short, the aim of those interviews was to hear impressions and experiences of international students in three main time points: before the study, during the study, and after study (past, present, future).

After the interviews were analyzed, a workshop was designed. The aim of the workshop was to increase the awareness of a minor that focuses on the Dutch language and culture. Within the workshop, an analysis of the interviews results was presented to the target group which was staff members and academics from the University of Twente. The interviews were used in the workshop as a tool to demonstrate the real experience of international students in the UT and in the Netherlands. Moreover, the interview results gave a basis for some statements that were in

the workshop. Within this chapter, the design of the interview and the workshop will be presented followed by a full analysis of the outcomes.

4.1 Research Instrument – Interview

The interviews were semi-structured as it was anticipated that follow-up questions would probably be necessary to complete the story. The target group was international Civil Engineering students. To diverse as much as possible, it was opted to have interviewees from different countries and/or that are at a different stage of their studies, as well as different genders. Given the study program, it was clear from the beginning that female interviewees would be a bit more difficult to reach, but an aim of at least one was set. To do so, the snowball sampling method was used starting from some colleagues and slowly expanding.

Within the interview, data about why students chose to come and study at the UT was collected as well as about what was their plans when they just arrived, and whether those plans have changed since then. Furthermore, questions about their current bachelor's experience were asked, for example, how well students felt they had integrated so far or how many Dutch friends they had. Regarding the language, students were asked if they took a language course. Here, in case of a negative answer, it was also planned to ask interviewees why they did not do it. Students had the opportunity to state where the university is lacking in terms of integration, and where they could improve. At last, a question regarding the hypothesis of this research, which states that the introduction of a Dutch minor that focuses on the Dutch language and culture could improve the rate for which international students stay in the Netherlands after graduation, was asked. Students were asked if they would consider taking such a minor in case, they had the option. Further, on this point, interviewees were asked if they think that knowing the language would increase their chance to find employment and if it increases the chance of them staying here after graduation.

At the beginning of each interview, a consent form was presented to the interviewees explaining to them what their answer were used for and how their privacy would be treated. Moreover, during the interviews, the interviewer was using a technique called active listening which is a technique that a person repeats what he heard with the aim to verify that he heard correctly and that he understood what he was told. All interviews were held online using Zoom meetings due to the Covid-19 situation. Each interview lasted between 10-20 min and was recorded upon permission. The interview template can be found in Appendix A.

4.2 Results of the Interviews

4.2.1 Demographics

Using the snow sampling method, seven Civil Engineering students that are international were interviewed. The interviewees were in the range of 20-30 years old which currently have stayed in the Netherlands for between two to four years. Two were Bulgarians, two from Romania, one coming from Poland, one from Ecuador, and one Spanish. Six males and one female were involved in the research and their Dutch level ranged from non-speaking Dutch to A2 level.

4.2.2 Interview analysis

Within this interview summary, the aim is to picture the experiences that the interviewees have had during their stay in the Netherlands. It is important to emphasize that there is no aim to draw bold conclusions, as seven participants are not sufficient for that. However, interesting themes emerged, and likewise fruitful insights were brought up during those sessions. Therefore, it is recommended to continue to discover this topic.

The first question in the protocol that was regarding the reasons why students have chosen to do their bachelor's at the UT, pointed out a few main reasons. High-quality studies, especially in Engineering, as well as the limited options for English taught bachelor's courses around Europe, seem to be the main reasons. One student has stated: *"I just wanted to learn from the best".* Moreover, there is a common perception that it is relatively easy to get around in the Netherlands with English. For example, one student has stated:*" In other countries, they don't speak so much English, and here people at least know how to speak English".* Some students even have stated that they were curious to discover Dutch culture, as they have Dutch relatives/family members.

When the question about how well students feel they have integrated into the Netherlands was asked, very similar responses were answered. Most interviewees stated that they feel integrated with the University, however, partially in the Dutch society. At this point, students have emphasized the language barrier that stops them from fully integrating into the Netherlands. *"I have been partially integrated. Why partially? I would be fully integrated if I would speak fluently the language and if I would be involved in public life".* Another interviewee stated: *"I am very bad integrated because I don't speak the language. It is very hard to socialize with Dutch people, especially in large groups".* And similarly: *"It could be better to be honest, exactly because of the language barrier that I have".*

Students had some suggestions on how the UT could improve the integration process of international students. This part was divided into integration in the University and integration in the Dutch society. For instance, the Kick-in together with the Buddy program which is organized by Concept (study association for students of Civil Engineering) were emphasized as keys to successfully bind fresh students into the faculty. Whilst the Kick-in is well known, the Buddy program is less popular, and it consist of a program in which 2nd year (or higher) student are

getting in touch with a fresh international student at the UT and help him/her with his/her first steps in the Netherlands.

Interviewees also pointed out the missed opportunity to learn a few Dutch words within the Kick-in, for example, how to buy at the market or how to order a coffee/beer in the city center. Some of the students even stated that they think that the Kick-in should be part of the University schedule and that participation should be mandatory. Further, students felt that the percentage of students that remain in the faculty after participating in the Kick-in could be much higher than those who did not. Those are the main lines regarding integration in the University.
As for the integration in the Dutch society, a few creative ideas have been brought up as well. Again, interviewees were focused on the language barrier that they experience. They felt that access to language and culture education as well as the capacity of those opportunities could be improved. Further, it was stated that language courses are not promoted enough and the benefits of taking those courses are not clear. More importantly, some students have stated that it is essential to set language courses at a convenient time. Currently, the Dutch language courses are usually at evening times (18:00-19:45pm) during the weekdays which can clash with other activities such as the Honours Programme or other club/association activities. Also, some students feel that the Civil Engineering program is already very demanding, and they are afraid to take on more tasks. Another point that was stressed out is that some students feel unsure about their possibilities to be employed after graduation. This creates a paradox in which the University is picturing itself as an international University, however, it is not clear whether job opportunities in the Netherlands will be available for international graduates. To add to this point, students expected an international University, as was communicated to them beforehand. And yet, most of the content of the current English-taught program is still influenced by the previous Dutch-taught program as represented by the fact that out of eight module and group projects, seven concern Dutch companies and only one overseas organizations. The fact that the program is highly influenced by the previous Dutch program create situations where there are clear disadvantages for international students, as relevant literature or even programs/apps are in Dutch and cannot be used by non-Dutch speakers.

During the interviews, there was a strong correlation between students who have or had plans to stay and work in the Netherlands after graduation and those who stated that they would have considered taking a Dutch minor that focuses on the Dutch language and culture. Only one interviewee answered that he would not consider taking this minor because he must return to his country after graduation, as part of his scholarship contract. As a subjective statement, all the other interviewees stated rather in a certain manner that they would have joined such minor. Few examples: *"Yeah I would consider it for sure", "Yes, for sure. I would take it", "For sure, for sure", "Yeah for sure, I would take it for sure"*. Overall, students underlined that knowing Dutch language would increase their chance of employment. Some even stated that they are planning to go back to their home country, but if they knew Dutch, they would stay here for at least a few years to gain some work experience. Some even stated that they would have considered settling in the Netherlands if they knew the language. For instance: *"Coming to the Netherlands and settling here when I am in my thirties, for sure would be an option for me, if I knew Dutch"*.

After setting a basis for the content of the workshop by analyzing the interviews, it was time to plan the change process aiming to increase the awareness of the need of a Dutch minor for Civil Engineers. In the following section, the methodology followed by the results of the workshop will be presented in detail.

4.3 Research Instrument – Workshop

At the beginning, the target audience for this workshop was thought to be solely staff and academics from the Civil Engineering department. However, the rumor about the panel has spread rapidly, therefore, it was decided to extend the target audience to all Engineering staff of the UT with an emphasis on actors that have the power to influence decisions about international students. In addition to staff members, two students, who participated in the interviews, were invited to assist in the activity and to share their experience as international students, live in front of the staff.

In a change process, the first contact with the target audience has a great influence on whether the change intervention will be successful or not. As this change intervention was a workshop, the first contact was an invitation through email. Within this invitation, there were two main aims; the first one was to give the "steering wheel" to the staff because, at the end of the day, they are the one responsible for potentially planning this minor. This was done by letting them know that *"The power to make it happen lies in the hands of the staff"* together with the statement *"your input might shape the future of international students".* The second aim was to intrigue them to join the workshop by asking them to write in their participation confirmation email how would they order a coffee in their own language, written in their own language. It was hoped that staff will wonder how this is connected to the subject and will join out of curiosity (Cialdini, 2016, pp. 103-106). In the invitation email, it was mentioned that a link to the panel would be sent upon participation confirmation. This forces the participants to make an action to participate which increases their engagement to show up (Cialdini, 2016, pp. 241-244). The full invitation can be found in Appendix B.

The workshop itself was designed to take place on Thursday the 10th of June at 18:00 with a duration of roughly one hour. It was hoped to find a moment that workers have a good mood, slightly after work with a glance into the weekend. The agenda for this evening was divided into four main parts: introduction, information about the research, activity in groups, and wrap-up. In the introduction part, every participant not only had the opportunity to introduce him/herself but also the moment to share how he/she is ordering a coffee in his own language. Beside functioning as an icebreaker, this small activity aimed to illustrate the differences in both language and culture even in such a minor situation as ordering a coffee. After that, the results from the interviews were presented followed by the experience shared by the two international students which was an instrument to add further credibility to the findings. The activity was done in small groups as it is difficult to communicate online within large groups. At this stage, the power to navigate the Dutch minor was given to the staff by letting them discuss how it could be structured. As a guideline, several questions were presented on the slide, but it was clear that staff could discuss and reflect on any issue regarding the minor. Groups for this activity were

divided based on diversity as much as possible with the aim to hear different views. After the activity, each group had the opportunity to share back in the plenary session their main discussion points in front of all participants followed by the last main points of discussion.

Before and after the workshop, participants were asked about their level of confidence about the necessity of a Dutch minor that focuses on the Dutch language and culture. Participants could answer on a scale between *"Not confident at all" to "very confident"* with three other intermediate possibilities. In the article, "Ten simple rules for measuring the impact of workshops" (Sufi & et al, 2018), it was mentioned that asking participants about their confidence level could reflect about the effectiveness of the workshop to a certain extent.

Overall, the workshop was designed based on the *"heart, head, and hands"* technique. The introduction part was the heart, the interview results were the head part, and the activity was the hand's part. Different people communicate in different ways, so it was essential to try and touch each participant individually.

4.4 Results of the Workshop

In the workshop, two students who were also previously involved in the interviews participated, one from Romania and one from Bulgaria. In addition to the international students, six staff members from the University took part in the panel. Among the participants, the director of the Civil Engineering department, the module coordinator of Fluid Mechanics I and specialist in Marine and Fluvial systems, the faculty coordinator of International Affairs-Education, the coordinator of Dutch language at the UT language center, the coordinator of International Affairs at the faculty of EEMCS, and the career counselor of the UT have participated in the workshop.

The main points of concern were about the goal of such a minor. If the goal is to facilitate language learning for students who want to work in the Netherlands after graduation, it could be argued that it will not actually increase the rate at which international students stay to work in the Netherland, but only make life easier for those who do. On the other hand, in case that the aim is to integrate international students in the Netherlands, starting to teach them the language in the third and last year of their bachelor might be a bit too late. Another concern was regarding the validity of such a minor, as some countries in Europe limit the credits for which a student can take as language credits, for example, Spain. Therefore, it might be that the regulations of a certain country will not fit the diploma in case that a student did more than a certain amount of language credits.

However, there was a consensus about the need to teach not only international students but also local students, Dutch culture and "educate them properly". For example, take students on a trip to the main attractions in the Netherlands, maybe even the main attractions that are related to their studies (Civil Engineers could go the visit major rivers in the Netherlands, for instance). Another example could be to teach them how to behave within the Dutch society; how to react

when you are invited for a dinner, should you refuse politely or accept the invitation, Dutch birthdays, etc.

Moreover, there was an agreement about the opportunity for a win-win situation of international students knowing the Dutch language and integrating within the Dutch market. A few ideas were brought up; the coordinator of the Dutch language in the language center of the UT stated that they are working on a course that can take a student to a level of A2 within a year. The idea behind this course is to reduce the workload from one lecture per week to one lecture every fortnight. This course will target first-year students, and indeed the connection between the language center and the faculty of EEMCS was made during the activity. Another idea was to offer summer courses to students, however, from previous experiences, the demand for summer lectures among bachelor students is not high. A Dutch minor was considered as an option as well. It was mentioned that if such a minor would be promoted, it should be a "proper" minor and it should be challenging with a clear idea about the learning objectives.
It was mentioned that a level of A2 in Dutch could enable students to communicate with their fellow Dutch students. However, to work in a Dutch company and communicate in the Dutch language, A2 would be a good start but, B1 or more would be preferred.

At the beginning of the workshop, 50% of the participants stated that their level of confidence is neutral about the necessity of a Dutch minor, 25% were confident, and 25% were very confident. Right before the end of the panel, the same question was presented to the participant, and the result was as follows: 38% were neutral, 38% stated that they are confident, and 25% very confident. This indicates that the discussions stimulated and created within the workshop as well as the results presented from the interviews with students have increased the awareness of the necessity of the introduction of a Dutch minor that will be focused on the Dutch language and culture.

5.   Discussion

This project aimed to stimulate a change within staff working at the UT, more specifically to raise their awareness of the potential necessity to introduce a minor on Dutch language and culture in the department of Civil Engineer. To achieve that, an initial research based on interviews was used as the starting point for the content to be offered during a workshop, which was the specific activity that called for a change. It could be that the initial hypothesis of this research was checked in a biased way, as the goal of increasing awareness about the need for a Dutch minor was set at the beginning of the project. Nevertheless, except for one interviewee, all students that were involved, stated that they would have considered taking such a minor. This shows that there is a demand for such a minor regardless of its objectives. The question of whether such a minor would allow more international students to stay in the Netherlands still cannot be answered with a bold yes. Indeed, students with plans to stay in the Netherlands were rather certain that they would have participated in such a minor. However, two interviewees who have plans to leave after graduation did state that they would have considered

working here after their bachelor's if they had known Dutch. It was quite clear that the language created the largest barrier for international students, but it is not the only one. In addition to the language, culture differences, employment opportunities, social connections were among the main barriers. For some students, especially those who come from outside of Europe, visa and legal standing issues could be a barrier as well. This is very well matched with the framework that was initially presented in the theoretical background about the ten cores of integration.

Initially, the workshop was designed only for Civil Engineering staff members, however, the invitation email was spread and other entities from the University were willing to join as well. This shows that the invitation was appealing or that staff from the University think that the future of international students should be adjusted. Six staff members took part in the workshop, together with another two that wanted to join, but the time was not convenient for them. All participants were people that could influence a decision, directly or indirectly, regarding the minor. Unfortunately, there was no representation of non-Dutch staff members or academics in the workshop. Moreover, among the ones who confirmed by email their participation in the workshop, 100% came. This shows that the focus on active engagement, conditioning the link to the meeting by a confirmation email, worked well. Overall, it can be said that the first contact with the target group was rather successful and engaging, as more staff members have participated than expected.

As for the change aspect of the workshop, the main aim was to increase awareness about the necessity of a Dutch minor. As mentioned earlier, participants were asked before and after the workshop about their confidence level about the necessity of such a minor. On average, one participant changed his/her confidence level from neutral to confident out of six. Statistically, it can be seen as random variation, as the sample size is rather small. However, from a qualitative point of view, the fact that one out of the six high positions characters that were involved in the workshop started neutral about the topic and finished confidently, indicates that the content delivered during the workshop was engaging and insightful.

6.   Recommendations

During the workshop, one of the main concerns was about the goal of such a minor. Two main options were considered: to facilitate language education for students who wish to work in the Netherlands after their studies and to integrate international students within the Dutch society. The latter one is a larger mission, and it could be argued that the minor period is a bit too late for that. However, as discussed during the workshop, it is a bit like the story of the chicken and the egg, who came first? Usually, students are at a young age when they join a University and many of them do not have a clear idea about their plans after the studies when they just arrive. Also, two interviewees stated that they would have considered staying in the Netherlands if they had known the language, but for now, they have planned to move after graduation. The recommendation here is to establish a policy for which international students have at least a proper chance to study the Dutch language during their stay (up to A2 level for example). In this

policy, it is of top importance to involve not only language education, but also, Dutch culture learning. Although some do not separate the two, Dutch history, Dutch life, and so on can help students to integrate within the Dutch society. It can be successful in case students have sufficient time to invest in it. Beside the minor which is of course an option, a spread course of A2 level over a year could be another interesting alternative as well. This can create a win-win situation for the students and the University/Country. Further, such a policy could be used as an advertisement strategy, and it will put the University of Twente as one of the most attractive universities to study, at least within Europe. An advertisement strategy might not be sufficient. It is believed by several interviewees that the promotion of Dutch courses could be improved, as some of them did not know such courses even exist in their first year.

The Kick-in and the Buddy program were much appreciated by most of the interviewees, however, some of them recommended, to insert the Kick-in week as part of the University schedule and make it mandatory. It is believed that students who participated in the Kick-in week are much more likely to integrate into the University. Moreover, the Kick-in and the Buddy program could be taken as first opportunities to teach international students a few initial Dutch words. For example, how to buy something in the market, how to order a coffee, how to introduce yourself, etc.

A recommendation strictly for the Civil Engineering department concerns the projects during the first eight modules. The University of Twente is advertising itself as an international university. However, when some international students arrive, they are surprised that most of the projects are in the Netherlands (seven out of eight). Moreover, there are parts in certain modules for which the Dutch language is required to complete the task. In other cases, there are situations where Dutch students have an advantage over international students as they have access to more relevant information. Again, this paradox points out the need for a policy, which could allow international students to have the chance to learn the language and integrate better in the University of Twente and in Dutch society.

7. Personal reflection

When looking back on this change project, I am satisfied with the result, however, I think that there could be room for some improvements. On one hand, in some respects, I managed to do much more impact than I thought I could. For example, I was able to set seven interviews on short notice with different international students. Also, I was surprised that students seemed enthusiastic about the project and were active in the interviews. It was a golden opportunity for me to practice active listening which is repeating what you got told to make sure that you understood correctly what you heard. I was introduced to this method in my coaching sessions with Marie-Chantel and it helped me to understand the experiences of international students with the hope to pass it to the staff members at the workshop. Furthermore, I was proud that six staff members and academics from the UT have participated in the workshop, as it was beyond my expectations. Also, I feel that I could apply some techniques that could engage the target group within the first contact of the change intervention. For instance, I asked the target group,

in the invitation email, to send in their attendance confirmation email to write; how they would order a coffee in their language written in their language. Besides the fact that this activity aims to illustrate culture and language differences, the request of sending how each participant orders coffee, not only creates curiosity but also, forces him/her to actively engage to participate. As result, 100% of those who confirmed their participation, were involved in the meeting. At the beginning and the end of the workshop, all staff members and academics were asked about their confidence level about the necessity of a Dutch minor. This question came to measure the effectiveness of the workshop, in a way. Although the results seemed like a random variability, on average one participant has changed his confidence level from neutral to confident. Taking into consideration the influence each participant potentially has; the difference could be significant.

On the other hand, there were some things I would have changed or done differently. Firstly, I felt like ten weeks in total was a bit short for such a large project. Therefore, I had time to conduct only seven interviews which means that it was difficult to draw some sort of conclusions on a large scale. Also, it felt like the workshop was done in an early stage of the project, as there was not enough time. Doing the workshop after interviewing for instance 30 international students or even 50 would give a stronger base for some statements like the introduction of a Dutch minor will increase the rate at which international students stay to work in the Netherlands after graduation. Moreover, the fact that the change project was only ten weeks made it difficult to measure if a change happened and to what extent. Another aspect was the fact that it was an individual project. Indeed, it was convenient to work without scheduling it with another person. However, sometimes I felt that another perspective could enhance the project's views or directions.

All in all, I do feel that it was a great way to finish the Honours Programme, Processes of change track, as it gave me a chance to put into practice things I have studied during the program. Also, the coaching sessions with Marie-Chantal have added value to the project because alongside the change that I have tried to stimulate in others, I was also trying to change things within myself.

I want to thank Lara Carminati for being my mentor and for the time that you invested in me. Also, I want to thank you for the thoughtful feedback as well as for our meetings where you could guide me to continue this project. I want to also thank Marie-Chantal for coaching me throughout the project and for investing her valuable time in me. Moreover, I want to thank all the Honours Programme teachers that taught us in the late evenings for one and a half years. I want to thank Tsjalle van der Burg, Julia Wijnmaalen, Wouter Keijser, Desiree van Dun, and Ymke Kleissen.

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9.   Appendices

9.1 Appendix A – Interview template

Research project title: Language and culture as keys to integration.
How can the University of Twente increase the rate of which international students stay to work after graduation?
Research investigator: Reuven Avnon
You were chosen to participate in this interview because you are an international student in the UT. The interview will take around 15-20minutes. We don't anticipate that there are any risks associated with your participation, but you have the right to stop the interview or withdraw from the research at any time.
Thank you for agreeing to be interviewed as part of the above research project. This consent form is necessary for us to ensure that you understand the purpose of your involvement and that you agree to the conditions of your participation.
•   The interview will be recorded, and a transcript will be produced
•   If you wish, the transcript will be sent to you, and an opportunity to correct any factual errors will be given

- The transcript of the interview will be analyzed by Reuven Avnon as research investigator
- Access to the interview transcript will be limited to Reuven Avnon and academic colleagues and researchers with whom he might collaborate as part of the research process
- Any summary interview content, or direct quotations from the interview, that are made available through academic publication or other academic outlets will be anonymized so that you cannot be identified, and care will be taken to ensure that other information in the interview that could identify yourself is not revealed
- The actual recording will be kept or destroyed (If you wish)
- Any variation of the conditions above will only occur with your further explicit approval (Committee, 2013)

Demographics:
- Name
- Age
- Gender
- Nationality
- Faculty
- Years in the Netherlands
- Level of Dutch

Questions:
- Why did you come to study in the UT?
- What were your plans when you just arrived?
- Have they changed?
- How many Dutch friends do you have?
- How well do you feel that you've integrated in the Netherlands?
- Did you take a Dutch language course during your studies?
- If not, why?
- What is your plan after you have finished the studies?
- Did you think about working here? If yes, why? For how long?
- Where do you think the UT is lacking in terms of integration of international students?
- How Dutch language and culture could take place in the integration process of international students?
- If there was an option to take a Dutch minor, would you consider doing it?
- Do you think that knowing Dutch will increase your chances to find a job?
- If you knew Dutch, would you consider staying to work in the Netherlands?

9.2 Appendix B – Workshop invitation

Dear name,

As part of my final project in the Hounors Programme, track Processes of Change, I would like to take the opportunity to invite you to attend the workshop, "Language and culture as keys to integration", on Thursday 10-6-2021, 18:00-19:00pm. This workshop will facilitate a discussion about the necessity of a Dutch minor that focuses on the Dutch language and culture. Staff members from the University are invited to share thoughts about the possibilities of such a minor. The power to make it happen lies in the hands of the staff.

The meeting will be held online and the agenda for this evening is as follows:
18:00 – Gathering online and opening speech
18:20 – Hypothesizing about Dutch minor (activity in groups)
18:45 – 19:00 Closing of the evening

Your attendance will be much appreciated, and your input might shape the future of international students.

A link to this workshop will be sent upon participation confirmation.

(As this workshop is about language and culture, please send in your email how would you order a coffee in your own language, written in your own language)

Thanks in advance,
Reuven (Rubi) Avnon
2nd year Civil Engineering student

Standing Up against Sexism in Professional Settings

Writers: Ruth Leßke
Supervisor: Dr. Lara Carminati

About Gender Inequality

In 1975, the Dutch government issued its first policy towards equal legal treatment of genders, the Equal Pay Act (European Parliament, 2015). Since then, numerous laws and policies have been instated in order to establish gender equality in the Netherlands. 'Gender Equality' refers to 'the state in which access to rights or opportunities is unaffected by gender' (Oxford Lexico, n.d.). Although much has improved over the previous decades, there is still no true equality between the treatment of men and women (European Parliament, 2015). This inequality is indicated by factors such as the prevailing wage gap, employment segregation, and workplace harassment. In the Netherlands, the gender wage gap declines by only 0.5% per year, and is

currently at 14%. This means that for every one euro that a man earns, a woman earns 86 cents (CBS, 2021).

Partly, this gap stems from segregation in employment positions, with females making up only 26% of higher decision-making positions while being overrepresented in lower-paying positions as compared to men (United Nations, 2021). Additionally, women are highly affected by interpersonal discrimination such as workplace harassment; Although employers are obliged to prevent harassment, they are not bound to any specific measures, and 60% of females report having been exposed to harassment in the workplace, with up to 90% of the cases going by unreported (Foundation for European Progressive Studies, 2019).

One factor that plays into this sustained gender inequality is discrimination (Ortiz-Ospina & Roser, 2019). Persistently, women of equal competencies and credentials are less likely than men to get promoted, receive job offers or receive a raise (Booth, 2006). This tendency is even further reinforced by the tendency of females to advocate and negotiate less for themselves and their salary, position or opportunities than men, even though they are well able to do so for others (Booth, 2006). Women seem to tolerate not only discrimination, but also harassment; Even though they perceive harassment as inacceptable and report that they intend to confront or report sexism should they experience it, they rarely do so once the situation arises in reality (Woodzicka & LaFrance, 2001).

The reasons for this pattern of non-response are often that they orient themselves by the behaviour of others, feel pressured to keep silent or be polite, or fear retaliation from the perpetrator or other colleagues (Swim & Hyers, 1999). Concerns about negative social or career consequences hold especially true in professional contexts and settings where there are power imbalances between individuals (Ashburn-Nardo et al., 2014). An even less visible factor that plays into inequality in professional settings are implicit biases, whereby individuals subconsciously hold biased gender beliefs such as the belief that women are less professionally competent than men, and thereby subconsciously perceive inequalities such as higher privileges and power of males as justified (Glick & Fiske, 2001). Often unaware of their own sexism, these biases can be held by both men and women (West & Eaton, 2019).

Inequality and discrimination in professional settings restrains women not only in their access to power, prestige and financial means as well as opportunities, but also bears more covert negative outcomes such as upholding negative gender biases, and even fostering these negative attitudes towards the female gender as well as increasing the tolerance towards discriminant behaviours (Mallett et al., 2019). Thus, it is of vital importance to empower women in standing up against inequality and discrimination, not only generally but also specifically within professional settings, where discrimination is seldom addressed or counteracted (Ayres et al., 2009). The most immediate way to counteract discrimination and inequality is by directly confronting them, which shows to effectively reduce the subsequent use of the addressed behaviour as well as mitigate biased beliefs and attitudes (Mallet et al., 2019).

For this same purpose of fostering the confrontation of inequality in professional settings, an intervention was designed as a Change Project in the context of the Honours Programme

Processes of Change, with the aim of *increasing women's awareness and understanding of gender inequality as well as their commitment and ability to counteract it*. Having made abundant experiences with discrimination and harassment in general but also professional settings myself, and the same holding for the women around me, these goals are relevant not only societally but also to me personally.

Methods

Change Goals

Siegal et al. (1972) posit that before taking action to intervene in a situation, an individual must (1) detect that something is wrong, (2) identify a need for action, (3) determine the degree of personal responsibility, and (4) decide on the course of action. Thus, before confronting gender inequality, individuals must be able to identify discrimination, understand its adverse consequences, and feel personally responsible to counteract it. To facilitate these prerequisites, this workshop aimed to enhance participant's awareness and understanding of gender inequality, as well as the role of oneself in nourishing but also overcoming it. Furthermore, individuals need the ability to decide how to address discrimination. This decision-making is impacted by social concerns such as feeling pressured to be polite or fearing retaliation, but also by the confidence in one's own ability to take appropriate action (Ashburn-Nardo et al. 2014; Bandura, 1989). Accordingly, further aims of the workshop were to facilitate the participants' motivation and confidence towards confronting discrimination. These aims were formulated as five major objectives:

1. After the workshop, participants feel better informed about sexism.

2. After the workshop, participants feel better informed about how to stand up against sexism.

3. After the workshop, participants feel more motivated to stand up against sexism.

4. After the workshop, participants feel like they know what to do if they experience sexism.

5. After the workshop, participants feel able to stand up against sexism.

Change Approach

This workshop is the second part of a two-step change project conducted together with my fellow student Marie Luise Reuther, who organised the first workshop of this change intervention. Overall aim of the project was to empower women in standing up against gender inequality, with the first step being a workshop about how sexism expresses itself in today's society and how to identify covert sexism, and the second step being a workshop about gender inequality in professional settings, why it prevails and how to act against it. This funnelling in from general to professional settings served the purpose of first sensitising participants about the many ways in which gendered beliefs and behaviours can affect them, to then zoom in on the professional context in which inequality is especially under-addressed. Parallelly, the

workshops proceed from creating awareness and understanding of external factors, then subsequently internal factors and finally to changing behaviour, as suggested by Siegal et al. (1972).

Due to the COVID-19 restrictions at the time of the intervention, both workshops took place online via Zoom, and were not recorded to facilitate open interaction. The first workshop was led by Marie Luise, the second workshop by me, with both being present during each workshop to assist with matters such as scheduling, management of breakout rooms and external web tools as well as smooth interaction and technical set-up. Both workshops spanned a duration of 90 minutes, and ended with an optional open-ended conversation that lasted an additional 15 minutes each time.

Sampling

Participants were recruited via social media, i.e., snowballing an invitation message through WhatsApp groups and delegating an invitation poster to be posted on the Ambitious Women UT Instagram page (Appendix 1). The invitation messages led to an online sign-up formula on google forms, which collected e-mail address, name and workshop choice of the participants (workshop one, two, or both). Sole exclusion criteria were having access to a technical device that can run Zoom and being female. Although men also have a role to play in fostering gender equality, participation was for females exclusively for purposes of promoting open and unbiased discourse and self-disclosure (Skrla et al., 2000; Swim et al., 2010). Recruitment yielded 16 signups in total, with ten registrations for both workshops, two for only the first and four for only the second workshop. Of these signups, seven people participated in the first and six in the second workshop, with four of the eleven total participants attending both workshops. Participants were students from different universities aged 18 to 28 years.

Workshop

The second workshop was set up to lead participants from learning about gender inequality, over learning about the self and the other participants, to making action plans for the future. The objective of enhancing participants' knowledge and understanding of gender inequality was incorporated via lecture-like informative elements (including a quiz), a self-assessment tool as well as exchange and discussion of personal experiences and opinions. To increase participant's motivation and confidence towards confronting discrimination, social exchange and collective action planning were incorporated in the workshop in order to facilitate social affirmation, collective commitment and decision-making (Bandura, 1989; Skrla et al., 2000; Swim & Hyers, 1999). Integrating these elements, the workshop consisted of the four components (1) *Awareness*, (2) *Self-Awareness,* (3) *Experience Sharing*, and (4) *Action Planning* (For a detailed description of the order and aim of all steps of the workshop, see Table 1).

(1) Awareness

The *Awareness* component entailed several elements in which participants were presented with information about sexism and its mechanisms. In a literature review, Cornwall (2016) found that across interventions, one factor that consistently empowers women in standing up against sexism is critical consciousness, whereby they reflect on and build awareness of the situation of inequality that they are in. In order to create awareness of the current state of inequality within professional settings, participants in this study learned about concepts such as the gender wage gap, horizontal and vertical segregation, as well as workplace harassment and reporting statistics through a Kahoot quiz. To create a deeper understanding of the current situations, they were then presented with theoretical frameworks of the mechanisms that cause and nourish gender inequality, such as the glass ceiling, the gender care gap, implicit gender bias and the entitlement gap.

(2) Self-Awareness

Awareness pertains not only to external, but also internal factors: in this case it is defined as *Self-Awareness.* In his theory of Planned Behaviour, which is a widely used model of behavioural change, Ajzen (2011) postulates that one important motivator in behavioural change is knowledge of the possible adverse consequences of one's actions. For this reason, this element also included information about negative effects of not standing up against sexism, such as enhanced tolerance and even endorsement of sexist attitudes or behaviour (Mallet et al. 2019). Finally, in order to enhance participant's awareness of their own possible unconscious gender biases, they executed the IAT – the Implicit Association Test (Project Implicit, n.d.). The IAT is a self-administered assessment of unconsciously held associations, and analyses these via the speed with which different concepts are connected to each other. Participants of this study could take either the Gender-Career test, which assesses the association of men with career and women with family, or the Gender-Science test, which assesses the association of men with science and women with liberal arts (Figure 1).

Figure 1

IAT Example Slide
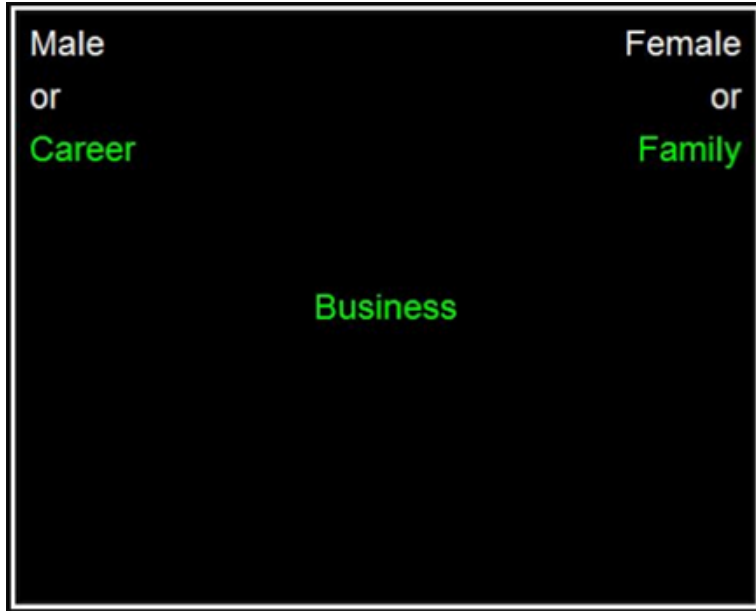
Note. Implicit Associations were tested via the speed with which concepts such as 'Female' and 'Family' or 'Male' and 'Career' are connected, by comparing reaction times between when the concepts were allocated to the same keyboard key as compared to opposite keyboard keys.

(3) Experience Sharing

In two subsequent 15-minute-breakout rooms of three to four people each, the participants shared and reflected on their personal experiences together in open discussions. To facilitate free flow of conversation, all participants had their web-cams and microphones turned on, took turns freely and addressed each other by name. Sharing experiences served to enhance the participants' feelings of relatedness and solidarity by allowing them to get to know each other intimately and illustrating that all of them had made similar experiences with sexism (Cornwall, 2016). Furthermore, it facilitated their intention to stand up against sexism through giving them social affirmation and support, which are important factors in achieving behavioural change (Bandura, 1989; Swim & Hyers, 1999). Skrla et al. (2000) adds the case that discussing experiences of gender inequality together with other women is necessary to avoid the isolation and alienation that is often the result when women keep silent about sexism and begin wondering whether they are alone with their experience. Thus, in the first breakout room session, participants discussed their experiences with sexism in professional settings, and then delved deeper into how they reacted and what inhibited them from standing up against the inequality in the second breakout room session.

(4) Action Planning

The widely replicated research of Gollwitzer and Brandstätter (1997), proposed that effective behavioural change leads through action planning. That is, actually executing an intended behaviour is more likely if one has a concrete plan for when and how to act, specifically an 'If - then' scenario, such as 'If my colleague pats me again, then I will tell him that he is behaving

inappropriately', as it enhances self-efficacy and goal-directedness. Discussing such action plans together with other women builds collective power through creating shared problem awareness, social support, and courage to act (Cornwall, 2016). To facilitate their planning of future actions, participants were presented with a theoretical framework on strategies for encountering sexism in general but also professional settings, followed by together collecting coping inhibitors via Mentimeter (Figure 2). In breakout room two, the participants then discussed one major inhibitor that they face in situations of sexism, and incorporated this into their formulation of a concrete behaviour that they want to perform if the situation occurs again.

Figure 2

Mentimeter created by the participants

Note. Participants responded to the question: 'What inhibits you from standing up?'. The larger the font of a label, the higher the frequency with which it was inserted by participants.

App

Finally, reaching beyond the timely scope of the workshop, an app was designed specifically for the purpose of this change intervention. The App allows users to log experiences in which they experienced sexism, and ascribe each experience a score of how much they felt they stood up for themselves and how exactly they want to act in the future. From the sum of experiences, the app calculates an average standing-up score and shows a trend statistic. The purpose of these functions is to enhance the user's awareness of how much they experience sexism and how they respond to it, and formulate concrete goals for the future in order to facilitate behavioural change (Gollwitzer and Brandstätter, 1997).

Table 1

Workshop elements with respective goals, in order of the workshop schedule

Component	Element	Procedure	Goal
Awareness	Current situation of gender inequality within professional settings	Kahoot	1
	Mechanisms of gender inequality within professional settings	Presentation	1
Self-Awareness	Adverse Consequences of Inaction	Presentation	1, 3
Experience Sharing	Breakout Room 1: Sharing experiences of gender inequality within professional settings	Open discussion	1, 3
Self-Awareness	Implicit Association Test	Self-administration	1, 3
Action Planning	Theoretical framework for coping with gender inequality within professional settings	Presentation	2, 4
	Brainstorming of personal inhibitors of coping	Mentimeter	1, 5
Experience Sharing	Breakout Room 2: Personal inhibitors of coping	Open discussion	4, 5
Action Planning	Breakout Room 2: Creating an action plan	Open discussion	4, 5
	Takeaway: three key practices	Presentation	2

Results and Contribution to Literature

Outcomes of the workshop were evaluated by mean of a self-report post-intervention questionnaire, to assess to what extent the participants perceived any change in their awareness, motivation and self-efficacy towards standing up against gender inequality (Table 2). The questionnaire constructed specifically for the purpose of this workshop, consisting of five items answered on a five-point Likert scale with the response options (1) *Agree*, (2) *Slightly agree*, (3) *Neutral*, (4) *Slightly disagree*, and (5) *Disagree*. It was distributed to the participants via e-mail on the first working day after the workshop (after 3 days) and conducted through the website survio.com. The response rate was 66.67% for total responses and 50% for complete responses.

Overall, 66.67% of responses were positive, 13.33% neutral and 20% negative, indicating mixed results but a positive average. Specifically, items (1) and (2) pertaining to *feeling informed* received 50% '*Slightly agree*', 33.33% '*Neutral*' and 16.67% '*Disagree*' responses, which shows that half of the respondents perceived positive change. Item (3) referring to *feeling motivated* was answered with '*Agree*', '*Slightly agree*' and '*Slightly disagree*' each 33.33%, again indicating a slight positive trend. Items (4) and (5) that assessed *feeling able* received 16.67% '*Agree*', 66.67% '*Slightly agree*' and 16.67% '*Disagree*' responses, showing the highest positive response rate.

Table 2

Post-Workshop Evaluation Survey

After the workshop, I feel …	Agree	Slightly agree	Neutral	Slightly disagree	Disagree
… more informed about sexism in professional settings		66.67%			33.33%
… more informed about how to stand up against sexism in professional settings		33.33%	66.67%		
… more motivated to stand up against sexism in professional settings	33.33%	33.33%		33.33%	
… like I know what to do if I experience sexism in professional settings		66.67%			33.33%
… more able to stand up against sexism in professional settings	33.33%	66.67%			
Unadjusted Cumulative Percentage	66.67%	266.67%	66.67%	33.33%	66.67%

Additionally, informal evaluations were received via a sixth open-answer questionnaire item labelled '*What I liked, disliked or want to say about the workshop*', as well as participant-initiated feedback via email, social media and comments during and after the workshop. Within these informal evaluations, three major themes emerged. Firstly, multiple participants mentioned that they found the *experience sharing* enjoyable and insightful, stating that they were impressed and relieved to see that the experiences they had made with discrimination were shared and understood by the other participants, and that it felt good to be able to disclose them, which was also reflected in the observation that all participants were readily able to relate to the other's stories and eager to tell their own and exchange opinions. For example, one participant reflected that 'it surprised me how good it felt to have this kind of conversation about it with people who experienced the same'. This shared need for discourse resonates with the

overwhelming amount of research showing the silence that still surrounds matters of gender inequality (see for example Foundation for European Progressive Studies, 2019; Swim et al., 2010; Woodzicka & LaFrance, 2001).

The second theme mentioned by two participants was uneasiness about the focus on women having to act against gender inequality. One of them said: '*I felt a bit like I have to do something about it, like I am morally obliged to. (…) Rather than being the responsibility of the victim, it (standing up) should be the responsibility of the victim as part of society. Of course I know this was not implied, but I would have liked to focus more on that*'. Both participants said that although they were aware that it is important for women to take action for their own equality, this may easily be confused with responsibility and support mindsets of victim-blaming. This discrepancy reflects the conflict between holding the perpetrators of discrimination responsible on the one hand and the victims seizing autonomy in holding the perpetrators responsible on the other. Although the discrimination of men against women necessitates a change on part of men, women also play an important role in driving this change, by confronting rather than avoiding discrimination (Brownhalls et al., 2020; Radke et al., 2018).

Thirdly, some participants reported that they had gained new insights such as learning about a concept that they previously had not known about but upon hearing it made them feel like it resonated with their personal experiences and helped them make sense of and better understand these experiences, with one person stating that '*I was surprised at how much there is about this* (gender inequality) *that I was unaware of*'. On the other hand, one participant indicated that she had already known the information given during the presentation elements: '*The info in the beginning seemed nothing new*'. These scattered findings in the questionnaire and informal opinions reflect the wide differences in the extent to which people are aware and informed, or in denial of prevailing gender inequality (Martínez et al., 2010).

These results indicate that although on average, participants perceived slight positive change, some responses indicated no change at all. Most positively rated was item (5), *feeling able to stand up*, and (3) *feeling motivated to stand up*, while items (1), (2) and (4) about *feeling informed* and *knowing what to do* received more neutral responses. One possible explanation for this finding may be the varying needs of women for standing up. While literature demonstrates that some women are inhibited by not being aware or knowing what to do in regard to gender inequality, the mentimeter (Figure 2) created by the present sample indicated mostly social constraints such as being perceived or treated more negatively by other people if they confront sexism (Ashburn-Nardo et al. 2014; Martínez et al., 2010). This suggests that what the participants in this study needed was less being informed, but rather support and confirmation. This resonates with the unanimously positive feedback about being able to share and discuss experiences and concerns about discrimination with the other participants, implying that this social affirmation and encouragement enhanced their motivation and confidence to stand up against sexism.

Advice for the Future

In the context of promoting active progress in standing up against gender inequality in the future, three major lines of advice were given to the participants. The first advice pertains to keeping oneself and others informed and updated about current states of inequality and the mechanisms of such. Knowledge and awareness about how inequality manifests and prevails are the first step in being able to detect and subsequently counteract discrimination (Siegal et al., 1972). As participants indicated that some of the introduced concepts were new to them but resonated with their experiences, it is important to learn more about the topic and keep up to date, as research especially on professional settings steadily yields new findings and insights.

Another practice for the future was to promote and engage in discourse about the topic. The fact that all participants had had experiences with discrimination, and their informal feedback that they enjoyed and valued exchanging experiences in the group, shows their need to share their experiences with others. This discourse is necessary in preventing isolation, breaking the silence about discrimination in professional settings as well as building social affirmation and a collective sense of commitment and responsibility in order to facilitate action through social support, but also to encourage others in standing up (Skrla et al., 2000).

Finally, participants were encouraged to make use of conscious action planning, by formulating specific behaviours that they want to execute when they encounter inequality, in order to foster goal-directed action and self-efficacy towards executing such action, as well as facilitate the decision-making process within the situation (Gollwitzer and Brandstätter, 1997; London & Smither, 1999). In line with this, action planning should entail keeping track of one's progress as a tool of being aware of one's current performance in relation to the set goals and fostering action commitment and motivation (London & Smither, 1999). For this purpose, participants were encouraged to use tools of choice such as diary entries, a logbook or the StandingUp App that was designed specifically for this purpose.

Learning Experience

Conducting this change project was a delightful and challenging experience for me. It allowed me to incorporate the many lessons learned during the Processes of Change track in one final project, a project that was driven by my passion for feminism. This personal relevance made the whole process, from preparation to execution and evaluation, an especially rewarding one - one that I would not have wanted to miss and would gladly do again. Of course, hindsight is wiser than foresight, and there are things that I would do differently now. One such thing worthy of note is that given a larger scope, I would like to integrate all genders into the project. Designing the intervention such that genders first engage as separate groups, and then later merge all together, I would be eager to see how the different groups could come together and enrich each other's perspectives. Nevertheless, I am pleased with how the project worked out, feeling that both the participant and manager side learned from and enjoyed being part of it.

Meeting challenges by approaching rather than avoiding them is not only something that I wanted to encourage the participants to do, but also something that I am working on myself. Guided by my dear coach, I took this project as a chance to reflect and learn to take on the role of a leader not only of my own volition but also being held responsible for this role by the people which I lead. While being confident in my skills as a leader as long as I am the one assuming this role for myself, I often feel the 'pull' of others assuming me in the leader role to inhibit both my confidence and motivation to enact it, which corresponds with my Insights Discovery Profile preference for being a observing and supporting coordinator. Thus, this project, with participants naturally holding me accountable as leader of the change intervention, not only during but also before, between and after sessions, as workshop manager and assistant, as spokesperson and ear for concerns and feedback, posed an ideal opportunity for me to challenge myself. With the support of my coach, I gained insight into myself and was able to develop my ability to manage and embrace how and why I lead.

This challenge of being held responsible rather than only taking responsibility was further enhanced by my choice to work on a change project not by myself but together in a team. Whereas conducting a project by myself would have made me the main person holding myself accountable, collaborating meant that I was held responsible by my team from beginning to end. While this setting is one that makes me feel much more pressured than when working alone, reflecting on the process, planning and anticipating it together with my coach helped me to treat this project and the external responsibility it imposed on me as a challenge rather than a threat, and even as an experiment in which I observe and learn about myself from my own as well as my coach's perspective. One phrase from my Insights Discovery Profile that strongly resonated with me was: 'Because she is protective of her own view, she tends to over-regulate her system or process'. Instead of protecting my own, appreciating the individual ways in which others take on the role of a change leader is something that I improved not only through the teamwork of this project, but throughout the whole Processes of Change journey, and will continue to work on, to be a change leader that not only leads but also embraces the lead of others. On this way to learn about and develop the change leader that I am, the leaders around me, my fellow students, my teachers, my coach, helped me grow, and I am thankful and glad to be part of this journey.

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Appendix

Figure 3

WhatsApp Invitation Message

'Smile, girl!', 'Don't be hysterical', 'Why can't you just take a compliment!?' – do these sound familiar to you? 🙄

Then StandingUp is just right for you! 😊

The StandingUp initiative consists of two workshops for women of all ages to stand up for themselves and others against sexism.
👤👩👧👩👤

In the first workshop, you will gain insights on how sexism expresses itself in today's society and how to identify it in situations where it is not so obvious 🔍. In the second workshop on sexism in professional settings, you will explore your own sexist beliefs and how to respond to sexism in the future 🧑💬.

The workshops are on Zoom and are FREE for you 💸 🖼️

Workshop 1: 17th of June at 18:00 CEST

Workshop 2: 18th of June at 18:00 CEST

Both workshops take between 60 and 90 minutes and are held in English.

You can register for the workshops over https://forms.gle/mJir8AhhTKwo1x977.

If you have any questions or remarks, we are happy to answer them over StandingUp.yourteam@gmail.com 📧

See you there! ✨ 🙋

Figure 4

Instagram Invitation Post

WORKSHOP I

Awareness for and Coping with Sexism in Today's Society

Exposé

StandingUp is an initiative to help women identify common day sexism and is aimed at inspiring people to stand up against this sexism in their own unique way. Thereby making a change on a personal and finally on a collective level to achieve a positive societal change. StandingUp was developed as a final project of the Honours Processes of Change Course at the University of Twente. The following report describes my efforts in bringing this project to life.

Marie Luise Reuther

2153254

Table of Contents

Acknowledgements

Introduction and Current Situation

In the past society did not consider women to be equal to men. For example, your own grandmother would not have been allowed to buy a car with her own earned money without an officially signed approval of her father or her husband. Back then, oppression of women expressed itself in various ways. For example, not being allowed to vote, being diagnosed with entirely socially constructed diseases such as hysteria, being denied the right to self-determination of one's own body and being sent to prison as a result of demanding equal rights where torture and degradation were daily routine to only name a few (Didi-Huberman, 2005; Purvis, 1995). Nowadays, women and men might be equal on paper but still the sexist structures that have been ingrained into our society for thousands of years continue to influence us today.

Specifically, sexism has not disappeared from our society, it solely changed form. Leaper and Brown (2017) elaborate extensively how explicit sexism has become seldom in today's society, but that implicit sexism is still all- present. Within this report focus was set on four such implicit concepts that show how sexism still expresses itself in society today: gender bias, benevolent sexism, internalized misogyny, and intergenerational transfer.

For example, **implicit gender bias** describes the phenomenon of people's perceptions, impressions and judgements being influenced by societally instilled negative stereotypes of and expectations towards women, which biases us against women without being aware of it (Greenwald & Krieger, 2006). Implicit bias can lead to micro aggressions against women, expecting women to perform more care work, inhibition of young girls learning performances and fewer promotion of women and thus has real life serious consequences(Carlana, 2019; Régner et al., 2019).

Additionally, **benevolent sexism** entails holding subjectively positive but still sexist attitudes about women. It entails acting positively towards women when they adopt traditional gender roles, idealization of women, the belief that women need protection from men, and the belief that women have social qualities that men do not (Daniels & Leaper, 2011; Glick & Fiske, 1997; Glick & Fiske, 1999). Benevolent sexism contributes to gender inequality by limiting women's roles and has been shown to impair the cognitive performance ability of women more than traditional sexism (Barreto et al., 2009; Dardenne et al., 2011).

Another implicit phenomenon that results from unconscious sexist stereotypes is referred to as **internalized misogyny** which describes the process of women mistrusting each other, women devaluing each other, and holding positive biases towards the male gender (Sözbir, 2020; Sullivan, 2005). Like internalized sexism internalized misogyny results from women being confronted with subtle and not so subtle sexist and misogynous statements from their environment that they begin to label as true and act out themselves which then harms themselves and other women (Bearman et al., 2009; David et al., 2014; Willis, 2009) McCullough and colleagues (2019) conclude that internalized misogyny evoked by sexist online content can lead to holding negative beliefs and attitudes about oneself and other women. Thus, today's sexism can negatively influence women's opinions about their own gender.

The last concept is the **intergenerational transfer** which occurs when certain behaviours, attitudes and beliefs are passed on from one generation to the next. Therefore, gender bias, sexist beliefs, gendered role expectations, and reactions to sexist remarks can be transferred to one's child by subtle actions without necessarily being aware of it (Klann et al., 2018; McCloskey, 2013; Montañés, 2012). Thus, young women who look up to their role models of mothers and grandmothers therefore might adapt behaviour that was ingrained into their grandmothers and mothers in a more sexist

time. Thereby, more ancient structures and behaviours that are not in line with the modern equality zeitgeist are perpetuated via social learning.

Thus, we see that although sexism changed its form it is still a societal problem today that can have serious negative effects on women. Besides the specific negative of the single concepts sexist discrimination in general can lead to long term negative consequences for women on an academic, social, and psychological level (Brown, 2017; Egan & Perry, 2001).

Additionally, the change of sexism into largely implicit concepts complicates the tackling of the issue. Researchers describe how the problem of **neo-sexism** expresses itself in people thinking that they are treating women and men equally or that there is no inequality anymore despite still holding implicit sexist beliefs which harm women (Martínez et al., 2010). Thus, creating awareness for the presence of implicit forms of sexism and their negative effects is crucial for this workshop. After all, for a behaviour change to be possible people need to be aware of their own behaviour.

Speaking of own behaviour, coping with sexism becomes relevant within the context of this project. Specifically, research lists two main coping strategies: approach and avoidance coping (Roth & Cohen, 1986). **Approach coping** being actively moving towards the sexist threat. In our example this could be speaking up, filing a report against sexual harassment, involving others, or any other action that actively approaches and confronts sexism. On the other hand, **avoidance coping** describes passive coping by distancing oneself from the sexist threat. For example, by avoiding meeting a sexist person, justifying comments with cognitions like "He did not mean it that way", or minimizing the hurt it causes us with thoughts such as "I'll just have to toughen up".

The exact change that is to be achieved in this workshop is a coping behaviour change which results from the observation that women tend to avoid confronting explicit and implicit sexist behaviour in daily life. In fact, Panayiotou and colleagues found that women tend to use avoidance as a coping mechanism more than men (2017). Howerton (2005) confirms this claim and adds that it likely is due to socialising women differently than men. Thus, the gender differences in socialisation might not only lead to the occurrence of sexism but also to harmful coping strategies such as avoidance coping in women. Specifically, avoidance coping has multiple negative effects. For example, avoidance coping increases depressive symptoms and decreases well-being of women (Herman-Stahl et al., 1994; Holahan et al., 2005; Fairchild & Rudman, 2008). The same studies compare this to approach coping which has a positive effect by decreasing depressive symptoms and increasing well-being. Thus, women appear to have a tendency to use harmful avoidance coping instead of approach coping.

Therefrom follows another aim of the workshop which is to raise awareness for the concepts of today's sexism which is necessary to identify situations where the new coping behaviour can be used. Thereby enabling women to recognize and challenge subtle and implicit sexism in everyday life when it occurs. Notably, this has been effective for past interventions already (Pahlke et al., 2014). Additionally, the concepts of avoidance and approach coping will be presented to the workshop participants in relation to their negative and positive effects to act as a suggestion to change. These are the theoretical and scientific foundations for the success of this workshop. Further important social and interactional elements are addressed in the following report parts.

General Philosophy

The idea of my workshop is **empowerment**. Thus, women are inspired to find their own solutions and no solutions are ultimately given. The participants are provided with all the information and tools they need to become active themselves and it is made clear to them that it is up to them. Importantly, participants are not pressured into a change! The essence of the workshop is not "You have to change!" but "Science says that the behaviour I suggest to you has certain advantages and you have nothing to lose if you want to try it a few times to begin with and see if you feel better and might even profit from it personally". This notion is important, because participants shall be led towards a change and not forced into a new behaviour. Changing your usual behaviour in situations where your identity is attacked by sexist comments can be a more than scary endeavour. Thus, if the change I want to spark shall persist, an **intrinsic motivation** needs to be sparked within the participants in order to achieve not only a short term but a long-term change (Flannery, 2007).

According to Flannery (2007) this intrinsic motivation if the participants develop three criteria: autonomy, competence, and relatedness. I believe that all women are by nature autonomous beings. Thus, my workshop focusses on making them feel and related to each other by exchanging sexist experiences that are worth standing up for. Additionally, after the workshop they will possess the ability to identify sexism in everyday situations and know how they can cope with it which will make them feel competent and capable to deal with these situations autonomously.

Additionally, the aspect of levelness entails that the workshop conductor and the participants are on one level and see each other eye to eye. The relationship is symmetric in the sense that we are equal, and the experiences of the participants are as important for the workshop as the information that I provide them with. This way, sameness is created which helps the participants to feel respected and facilitates information uptake (Cialdini, 2008). Thus, empowerment, via suggesting and not dictating change to achieve intrinsic motivation and a symmetric relationship between workshop conductor and participants are the core philosophy of my workshop.
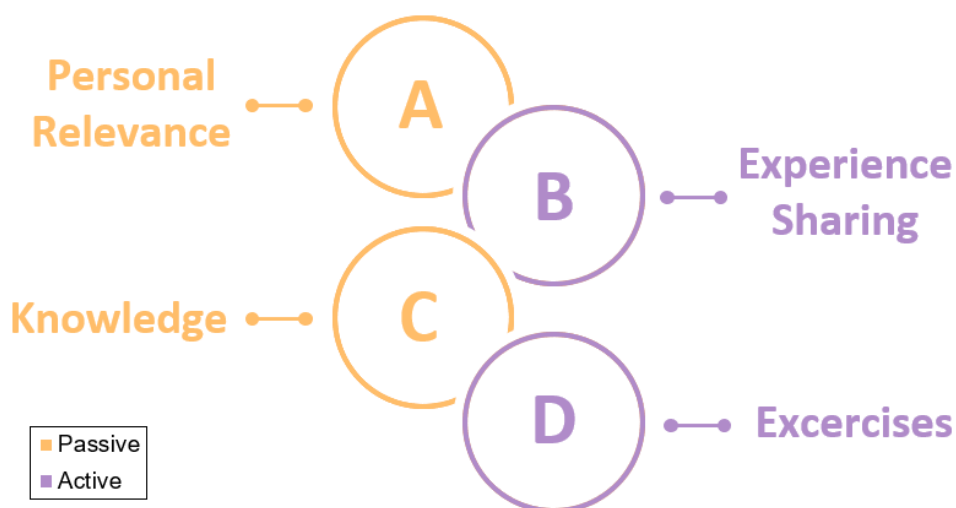
Aims

Main Goal

The main goal of this workshop is to nudge participants into trying out the desired behaviour to make them realize its positive effects which will then lead to them using it in the long term. The undesired behaviour in this case is "Inability to identify sexism in everyday interactions and using avoidance coping when sexism is detected". The desired behaviour can be defined as "Ability to identify implicit gender bias, benevolent sexism, internalized misogyny, and intergenerational transfer in everyday interaction, being aware of personal inhibitors and using approach coping despite these inhibitors when confronted with sexism". Inhibitors in this case are factors that keep you from standing up. For example, politeness, fear, uncertainty. These are different from woman to woman and elaborated on in the Process and Purpose Description.

Undesired Behaviour	Desired Behaviour
• Unaware and unfamiliar with implicit sexism concepts • Unaware of personal Inhibitors • Avoidance Coping	• Able to identify implicit gender bias, benevolent sexism, internalized misogyny, and intergenerational transfer • Aware of personal inhibitors • Approach Coping

Building Blocks

The four building blocks apply to both workshops. Notably, the here described workshop is part of a two-workshop initiative. The first and second workshop both belong to the StandingUp initiative and are similar in general aims. The difference between them is the intervention designer who developed and conducted them.

Personal relevance is important as all the discussed experiences and phenomena directly have a personal relevance for the participants as they reflect daily sexist experiences. This personal relevance ensures that people pay attention to the content of the workshop which is needed to understand the suggested change (Cialdini, 2008).

Additionally, Cialdini's (2008) persuasion principle of authority is used despite the levelness philosophy. Specifically, for all **knowledge** that is provided, articles, references and author names are given. Thereby the authority of these scientists is used to persuade people to change while maintaining a symmetric relationship between workshop conductor and the participants. Additionally, I rephrased the scientific knowledge into everyday language in order to be easily understandable for all.

The most important building block is the **experience sharing**. Specifically, by experience sharing the knowledge is deepened and related to personal experiences, which creates awareness, empathy, and true understanding in oneself and others. Moreover, it allows a feeling of community to arise by validating experiences and showing that sexism affects many and not only oneself. Therefore, it helps emphasizing that the problem of sexism is important and motivates further to try out the desired behaviour.

Last the building block of **exercises** connects the knowledge and experience sharing part. Specifically, by relating the sexism concepts to their own and others' experiences, participants learn how to identify sexism in daily life. Each new experience that is shared becomes an exercise of identifying the underlying concept. Thereby the knowledge is truly understood and can be applied.

Measurable Objectives

For assessing whether the intervention was actually effective on short term, specific measurable objectives were formulated. The first three objectives focus on awareness. Namely, objective one assesses whether participants actually gained knowledge through the intervention and understood the information on a cognitive level. Objective two assesses whether participants could identify these concepts in real life as well, which relates to applied awareness. Additionally, objective three assesses whether the participants got more involved and comfortable with the topic through the intervention and are ready to spread their gained knowledge and awareness to their friend circles.

The last two questions address whether the participants were nudged into the desired behaviour. Specifically, objective four assesses whether the workshop sparked intrinsic motivation within the participants, which would point to a longer lasting change (Flannery, 2007). Objective five is concerned with whether participants actually could be nudged into the secondary desired behaviour of trying out approach coping. The 80 % of the last two objective are explained with the fact that the main intention of this workshop was to raise awareness and increasing healthy coping and intrinsic motivation to cope this way was only a secondary aim that was not emphasized as extensively. Notably, these measurable objectives are only the short-term evaluation. The long-term evaluation is discussed in the App and Evaluation section.

1. One week after the workshop all participants know what implicit gender bias, benevolent sexism, internalized misogyny, and intergenerational transfer are.
2. One week after the workshop all participants feel can identify these concepts when they experience them in real life.
3. One week after the workshop all participants feel capable to speak about their experiences with sexism with selected others.
4. One week after the workshop 80 % of participants feel intrinsically motivated to stand up for themselves in sexist situations.
5. One week after the workshop 80 % of participants are willing to try out approach coping.

Target Group

The workshop was targeted to all women, no matter their age or ethnicity because sexism is a problem that affects all women. The idea behind the quite broad target group was that intergenerational exchange about different life realities becomes possible. We hoped that some older women would join, because the insights into the more sexist behaviour in their time would have been a good addition. However, only younger women joined which means that in the future different recruiting methods and providing the workshop in German and Dutch should be considered.

Notably, the workshop is for **women only**. The experiences of women are the central part of this workshop and creating a women only workshop seemed as the most effective way to created maximal space for their actual discrimination experiences. This way a safe place to exchange experiences without restrain for the women was created. The importance of creating a women only space also becomes clear when one takes into consideration that we want to reach all women also ones that have been raised in different cultures where men usually are in charge so that presence of them could undermine their contributions. For example, one of our participants said that she wanted to wear a top due to the high temperature to our workshop and then realize that she could because "it was just us girls". This shows how the restriction to women only can contribute to creating a positive atmosphere where all women can feel comfortable. Notably, Lee and Mak (2018) state that such a positive atmosphere can contribute to effective learning during the workshop which supports the aim of the intervention.

Recruitment

Due to the corona situation the participants were recruited online. Specifically, we used the snowball method to gain as many participants as possible. We collaborated with the Ambitious Women UT who shared a post about our workshop on their Instagram. Additionally, we used WhatsApp Groups to recruit people. The message was shared on Facebook as well to reach out to older women. In the message all the relevant dates where given, it was made clear that the workshop is open to all women and a lively and exciting text was used to motivate the women to join. For example, we began the text with typical sexist sentences to catch the attention of the women and spark interest. The exact message can be found in the Appendix (Appendix A).

Women could sign up for the workshop via a google forms where they entered which workshop they wanted to visit and their email addresses. Communication with participants then was conducted via our own email (standingup.yourteam@gmail.com) for which we used a logo signature to create a professional contact point. In the future in person recruitment and in person workshops will be considered. This way older women who may not make use of technology as much can also be reached. The workshop was conducted on the 17th of June 2021 and lasted 1 and a half hours. Overall, seven people participated in the workshop. The average age was approximately 22 years, but participants were diverse regarding nationality. All except one were students from the UT.

Process and Purpose Description

The workshop consisted of several elements, each with a specific and distinct function. Elements were developed in a way that they build onto each other, and each step adds a significant insight or mindset to then lead the participants to realize that they should try out the desired behaviour. The slides were kept within the colour scheme of our intervention and women icons were used to create a lively but still professional presentation. All slides can be found in the Appendix and are labelled with the corresponding element for better overview (Appendix B). *Elements that are written in italics are used to indicate reactions of participants to the specific workshop elements.* Below is a timeline of the workshop elements to give an idea of the workshop structure, illustrated in chronological order (Figure 1). All workshops elements are explained in detail following the timeline. The StandingUp Surprise stands for the App Introduction as the participants should be made curious what this surprise might be to keep them interested.
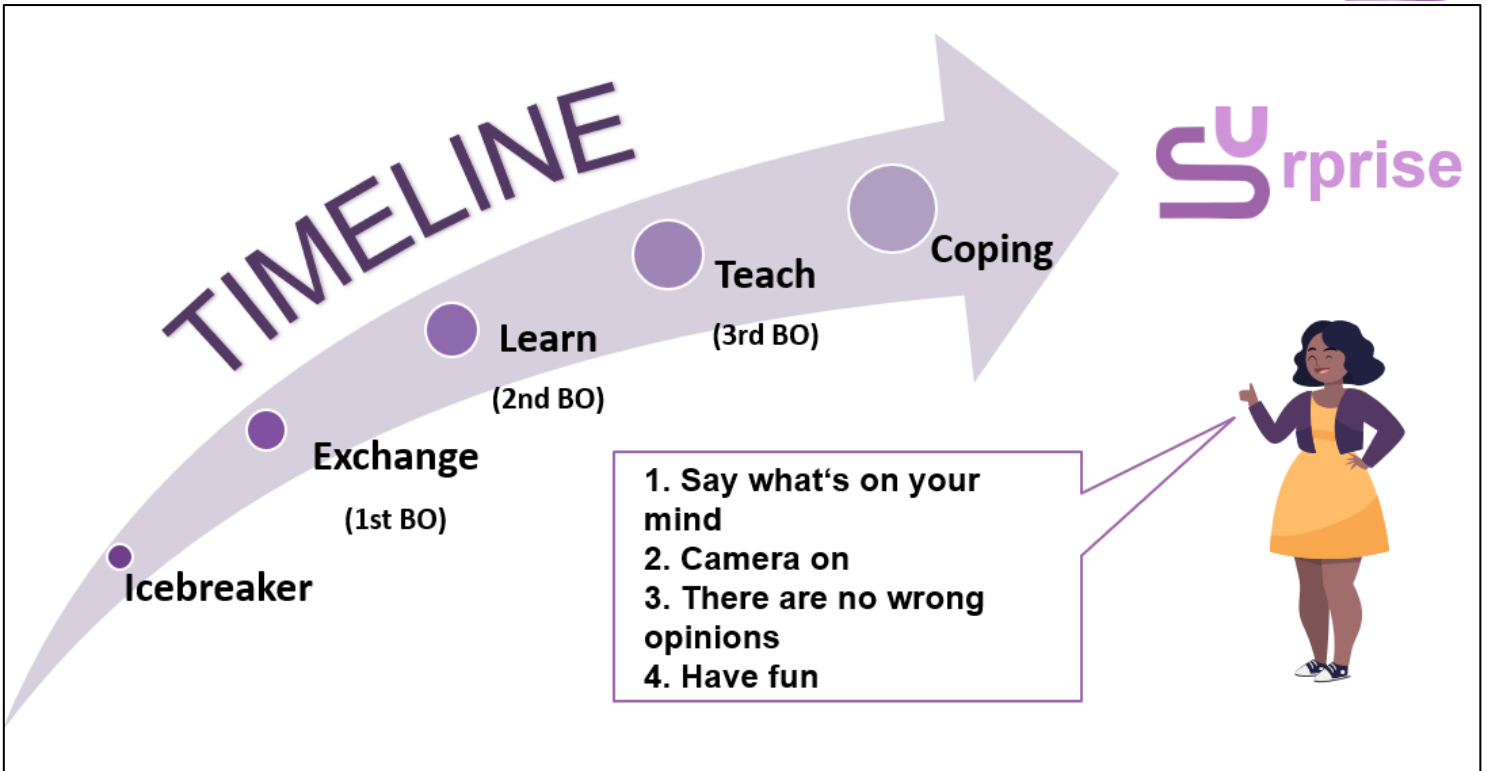
Figure 1. Timeline of the Workshop

Workshop Preparation

Before the workshop I prepared four concept papers to illustrate the concepts of implicit gender bias, benevolent sexism, internalized misogyny, and intergenerational transfer (Appendix C). These concept papers consisted of a definition of the respective concept and the task description for the second breakout room. Moreover, on the concept papers I listed the sources for the corresponding concept to underline the scientific authority behind it. Additionally, these sources allowed the participants to inform themselves further about a specific concept and educate themselves further if they wished to do so. The concept papers were sent out to the participants before the workshop. Each group received only their own concept paper in order to keep the other concepts a surprise. The following mail containing the concept papers was sent out to the participants four hours before the workshop (Figure 2).

Figure 2. Mail to Participants

The participants received the zoom link shortly before the workshop via mail as well and started to join around 18:00. I created a positive atmosphere by holding small talk, asking about their day and their expectations for the workshop before beginning with the first two slides about StandingUp and giving information about what this workshop is about shortly. Of 11 people who signed up 7 people came to the workshop. Thus, not all concepts could be discussed because

otherwise the groups would have been too small. Therefore, implicit gender bias was taken out as it was discussed in depth in the second workshop as well. Thus, there were three groups of three people each. Ruth (the workshop designer of the second workshop) and I filled up and participated as well in order to allow the introduction of all three concepts in the last breakout room. This emphasized the symmetric relationship once more because workshop conductor and participant both worked on the same tasks and collaborated to achieve the change.

Icebreaker

I developed a Kahoot quiz as an icebreaker. Kahoot was selected because many people are familiar with it and multiple people can join with a simple code. The purpose of this quiz was to illustrate how sexism is present in today's society still. For example, one of the questions was "In which year were the words "bitch", and "baggage" removed from the synonyms for "woman" from the Oxford Dictionary?" (1950, 1992, 2000 or 2020). Most participants thought that the answer was 1992. However, it actually took the Oxford Dictionary until 2020 to change this after a petition by women had been officially published (Flood, 2020). *In fact, one of the participants jaws dropped at the answer to this question, which was a nice moment and illustrated the effectiveness of the method.*

Four other questions with surprising answers like these were utilized to introduce the topic and underline the necessity of this workshop. The two most surprising questions were used at the beginning and the end of the quiz in order to make use of the primacy and recency effect (Murdock, 1962). This way the fact that sexism still exists today could better be understood by the participants and a sense of urgency for change was evoked. Time of the Kahoot sections was kept to 20 seconds to leave the participants enough time to answer but still keep a flow and smoothness so that it would not be perceived as a drag but a fun way to begin the workshop.

Exchanging Experiences (1st breakout)

In the mail before the workshop each participant was asked to think about one experience with sexism that she had. This preparation request was made because the comfortability of openly speaking about something with others online was deemed higher if you can prepare yourself for it. Within the exchange part of the workshop participants then shared the experience together with their small groups of three people and were asked to also talk about how they reacted in the situations. *A key moment was when a participant from China and a participant from Germany had a very similar experience with sexism where only them were scolded for fighting although a boy had an equal responsibility for the fight. This was a nice moment of participants connecting to each other over their experiences and illustrated that sexism is an international problem.*

The purpose of this exchange workshop part was to get participants involved and open up to the message of the workshop. Additionally, it showed them that their experiences matter and that they are not alone with the discrimination they face. Thus, this way the self-relevance of sexism was emphasized once more (Cialdini, 2008). Not only on the more abstract and general level of the quiz but also on a personal level for oneself and other women. After returning from the breakout room, I asked if people recognized similarities in how they react in sexist situations. *One group came forward and stated that usually "they don't say anything" when they are being treated sexist. To which I responded that they might be at the exact right workshop then.*

Learning about concepts (2nd breakout)

Within this part of the workshop participants learned about the concepts with the concept papers I prepared (Appendix C). The groups were the same as before as I wanted to utilize the familiarity that they had developed with each other in the first place as group member familiarity positively influences collaborative learning (Janssen et al., 2009). Thus, this way the participants could be more open with each other and could talk freely. Participants were instructed to read the definition of the concept and then each think and exchange about an example from their own life in which that concept expresses. This way an abstract definition and knowledge was linked to a real experience, which helps participants to truly understand the concept on a personal level and acts as an exercise to identify sexism in real life situations. *After returning from the*

breakout rooms, I asked the participants if they knew the concept already to which almost all participants shook their heads. One participant stated that she found her concept really interesting and said that it "clicked" when she read about it in her group because she experienced it but never was aware that there is a scientific concept that corresponds to her experience.

Teaching the concepts to others (3rd breakout)

In the last round of breakout rooms participants were mixed up so that in each group there were three participants with different concepts. This was necessary because the participants taught the knowledge they just gained about their concept to the others. The method used here is more formerly known as jigsaw method. Jigsaw was selected because it positively affects collaborative learning and is perceived as positive and valuable by its users (Azmin, 2015; Hinze et al., 2002; Yu, 2017). After each introduction of a concept the others were asked to contribute and link it to their own experiences.

In my breakout room the conversation was flowing well, and people attentively listened to each other. Sometimes participants raised interesting new aspects themselves and linked the concepts to each other as well. *For example, two participants that presented themselves in a traditional feminine way were shocked to hear about an experience of one of the other participants who did not present herself as typically female and was insulted by an older neighbour at seven years old. They concluded that they do find it unfair that they feel much fewer pressure from their environment just because they dress themselves stereotypically female. This was a nice moment of compassion and mutual understanding which was indicative of the overall atmosphere in the breakout rooms.*

Becoming Aware of Personal Inhibitors

To introduce the coping element of the workshop people were made aware of personal inhibitors in a short group session with all participants. The inhibitor word cloud on the Mentimeter platform was used to collect and visualise what holds participants back from standing up. By using the word cloud, one could anonymously share ones inhibitors without fearing social sanctioning for it. Furthermore, people saw that others have inhibitors as well and they are not alone in their struggle with coping adequately with sexism. Below the word cloud outcome is shown (Figure 3).
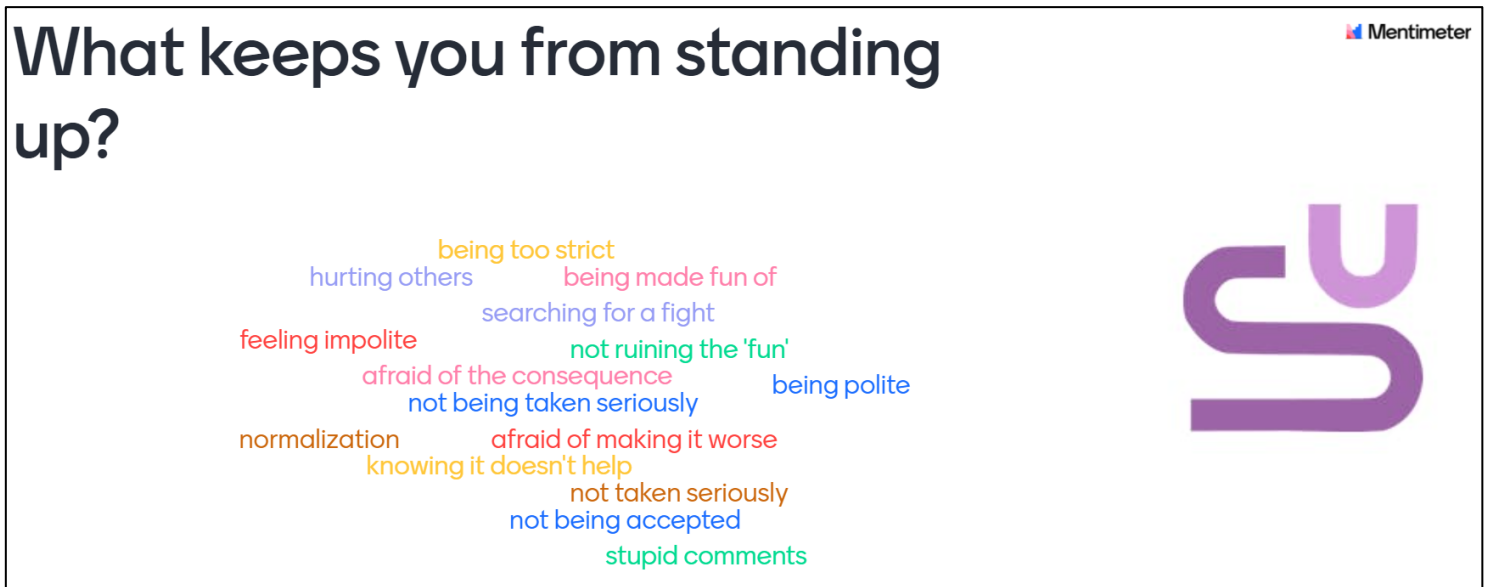

Figure 3. Word Cloud with personal inhibitors.

Information about Coping Types

Following the word cloud a transition was made to a short 3-minute part about approach and avoidance coping in line with the main goal of the workshop to nudge participants into trying out approach coping to make them realize its positive effects which will then lead to them using it in the long term. Specifically, the participants were told that letting oneself be held back by such inhibitors as they just wrote down leads to avoidance coping. Examples for typical avoidance coping cognitions in the context of sexism were given: „He did not mean it that way", „I'll just have to toughen up", „Just ignore it", etc. Following, these examples participants were informed that avoidance coping can have a negative effect on their mental health and well-being (Holahan et al., 2005; Herman-Stahl, 1994). Additionally, it was stated that the unjustified self-blame that comes with it often puts oneself in the victim role (Fairchild & Rudman, 2008). Last, it was emphasized that nothing can change about sexist treatment in personal life and overall society if one uses avoidance coping all the time.

This information was then contrasted with the possibility of approach coping. Specifically, I phrased very carefully that "we want to suggest to you that you should try out approach coping" and gave examples such as: "Speaking Up", or „Filing a report". At this point I emphasized that there is a wide range of approach coping and one does not need to start with extreme actions but can work one's way up by starting with little approach actions like „Giving someone an angry or disgusted look" or simply making a disapproving sound. Additionally, I emphasized that one can find one's own way on how to approach sexism. Moreover, I mentioned that we suggest that you just try it out a few times because it potentially can make you feel better than avoidance coping. I rounded this off with the information that science says that approach coping actually has a positive effect on your well-being and mental health (Fairchild & Rudman, 2008; Holahan et al., 2005; Herman-Stahl, 1994). Furthermore, I mentioned that it makes you feel empowered and that it makes change of sexist behaviour possible which profits not only all of them personally but all women in this workshop and out of this workshop.

As I did not have the time to address the coping in depth in my workshop I simply stated two rules of thumb that could help the participants in dealing with sexism, one derived from common sense and one derived from literature. This way people who only visited the first workshop were not totally left alone with no specific advice on how to cope better. I mentioned that when there is uncertainty in a situation of sexism one can ask oneself „If the roles were reversed, would you say the same?". Thereby, giving the participants a quick decision tool to reduce the inhibition in sexist situations. Specifically, if the answer to the question is "no" then usually it is an indicator that one should confront this. Next, the second rule of thumb was "Confront non aggressively". I mentioned that Becker & Barreto (2014) found that non-aggressive confrontation was actually more positively perceived by people than not confronting sexism at all. Additionally, it increases chances that people are open to this criticism. Thus, delivering one last incentive for confronting sexism and debunking another tricky inhibitor of "not being accepted".

App Introduction

I shortly introduced our app and mentioned that this is actually an easy and accessible tool that can help to really achieve a change should they decide that they want to stand up more. The StandingUp App was illustrated as a tool that helps one monitor ones progress, support awareness and standing up. For an elaborate discussion on the App please refer to the App Section.

Closing

To end the workshop a take home message was shown that I read out aloud. This take-home message read: "Sexism still is all around us today. It only expresses itself differently than in the past. Together we want to be aware of how sexism manifests and affects us. Let's take ownership by actively approaching sexism and standing up for ourselves." This way a clear but non-pressurizing request was made because it was phrased as an invite and not an obligation. Last, the opening slide was once again shown with the women who accompanied the participants through the workshop and thanked them. *We invited all participants to stay if they wanted to talk more and one of them actually stayed for a while and gave us some valuable feedback for the intervention.*

Reactions

Some reactions have already been described throughout the Process Description in *italics*. However, some additional feedback and general impressions still can be discussed.

Effect on others

Overall, the workshop was perceived positive by the people attending. We got various positive feedback about the initiative. For example, the association Ambitious Women UT forwarded our workshop promotion to their members because they thought it "looks like a great initiative". Additionally, five men were disappointed that they were not allowed to join, because they wanted to learn more about the matter. Therefore, we are currently talking about a possibility for a men's workshop in the future to achieve more change. Furthermore, the fact that we got seven participants for the workshop despite stressful exam time and reduced attractivity of online workshops speaks for itself. Last, participants asked me to send them all the concept papers after the workshop which speaks for the fact that they were involved and interested in the modern sexism concepts I researched for them.

Besides the fact that the project was generally positively perceived the specific workshop participants gave more detailed feedback. For example, the person that stayed in my workshop told us that it was nice that she could prepare an experience for the first part, because she is usually not that talkative in groups, but this allowed her to prepare and participate actively. Additionally, she said that the topic was very interesting and relevant to her, and it was great that everyone could involve her own experiences. Another participant wrote to us afterwards that my workshop gave her new insights into herself and that she now notices benevolent sexism around her which she was previously unaware of.

Three points of improvement can be raised. First, one participant stated that the concept papers could have had more content and that the number of concepts in my workshop could be improved. Originally, I wanted to keep it simple because I thought that not only students, but also other women would join the workshop. Thus, I wanted to keep it simple to include people that do not spend the majority of their time reading papers and filling their heads with knowledge. However, as the participants were only students the content might have been too few. Thus, that is a very fair point that I will pay attention to in the future. Additionally, with more time I could research more concepts to include in the workshop.

Second, this aspect actually came from a feedback on the second workshop run by Ruth. However, since it applies to mine as well I will also list it. Namely, one participant raised the issue that we did not consider intersectionality which is the idea that feminism should not only stand up for the rights of women but also for the rights of other minorities (UN-Women, 2020). Basically, joining forces to maximise the chances of being heard and standing up for all inequality without restricting oneself to only one type of discrimination. Personally, for me this is the most important feedback point. Me not considering this was not out of mal intent but simply because it did not come to my mind. I think this illustrates very clearly how we all can have implicit biases. As I am a white woman it simply did not come to my mind to make this workshop intersectional, because I come from a point of privilege so that the struggles of other minorities were not consider by me. The same way as a man who throws a sexist comment to me does not automatically understand his privileged societal position or does not think about the effect it has on women overall. I want to unlearn this and do better in the future. Therefore, future workshops shall be intersectional.

Effect on me

Overall, I was positively surprised by how great the atmosphere in the breakout rooms was. I took a big risk by depending on the interaction and contributions of the participants for a majority of the workshop, because I wanted them to change from their own impulse and not from me telling them to change. I was worried that conversations would not be flowing, or people would not be comfortable. However, the opposite was the case. People appeared eager to share their experiences and were very compassionate with each other even if they had very different life realities. Every participant was involved and open to the others.

On my academic path this is the first project I am truly passionate about (besides my thesis). It was great to see that there was a demand for the workshop I developed, and that people actually enjoyed it. I want to continue giving my workshop in the future and improve the concept further. Additionally, it helped me to become aware of sexism in my life as well and also motivated me to stand up against it a lot. A few days ago, a man cut in line before me although he clearly saw me and I stared him down with a disgusted look, which is very little approach coping but still felt great. I will use the app to improve further and stand up for myself in the future. If there will be a change for all that participated is to be seen but for me I can say that the intervention worked.

Evaluation

Short Term

For the short-term evaluation, a survey one week after the workshops was conducted via the survio online tool. For this the measurable objectives were reformulated into specific statements for the participants to which they could answer "agree" or "disagree". For example, the objective "One week after the workshop all participants know what implicit gender bias, benevolent sexism, internalized misogyny, and intergenerational transfer are." was rephrased into "After the workshop I know what benevolent sexism, internalized misogyny, and intergenerational transfer are". For the extensive question overview and summary of the individual survey answers please refer to the Appendix (Appendix D). Unfortunately, solely two workshop participants filled out the survey which might be due to the stressful end of the year report period that the workshop was in. For the future incentives like little prizes could be used to make the participation in the evaluation survey more attractive to participants. Overall, both participants answered all questions with "yes". Thus, they knew about the concepts of benevolent sexism, internalized misogyny, and intergenerational transfer and felt capable to identify these concepts in real life. Additionally, they felt capable to inform themselves about scientific sexist concepts themselves and felt capable to speak about their sexist experiences with selected others. Additionally, they were willing to try out approach coping and felt internally motivated to stand up for themselves and others in sexist situations. No written further feedback was given by the participants. Therefore, the workshop appeared to be effective at least for the people who participated in the evaluation survey while no statement can be made about the other workshop participants.

Long Term

The long-term evaluation is based on the App. The App acts as a self-evaluation tool for the users and thus supports the desired change in the long term. Additionally, the App is easily accessible via phone and can be used everywhere which increases the chances that people actually perform the desired change. Importantly, this app is open to everyone and not just women. Men can learn to tackle sexism that is directed at women in their environment in daily life with this as well.

App

General Description

When entering the app for the first time, the user gets information about how to use the app which can be seen below. This includes the aim of the StandingUp initiative, information about the project, our contact data, and information about how to use the app. The app can be easily downloaded in the Google Play Store by searching for "StandingUp" (no space!) or by following this link.
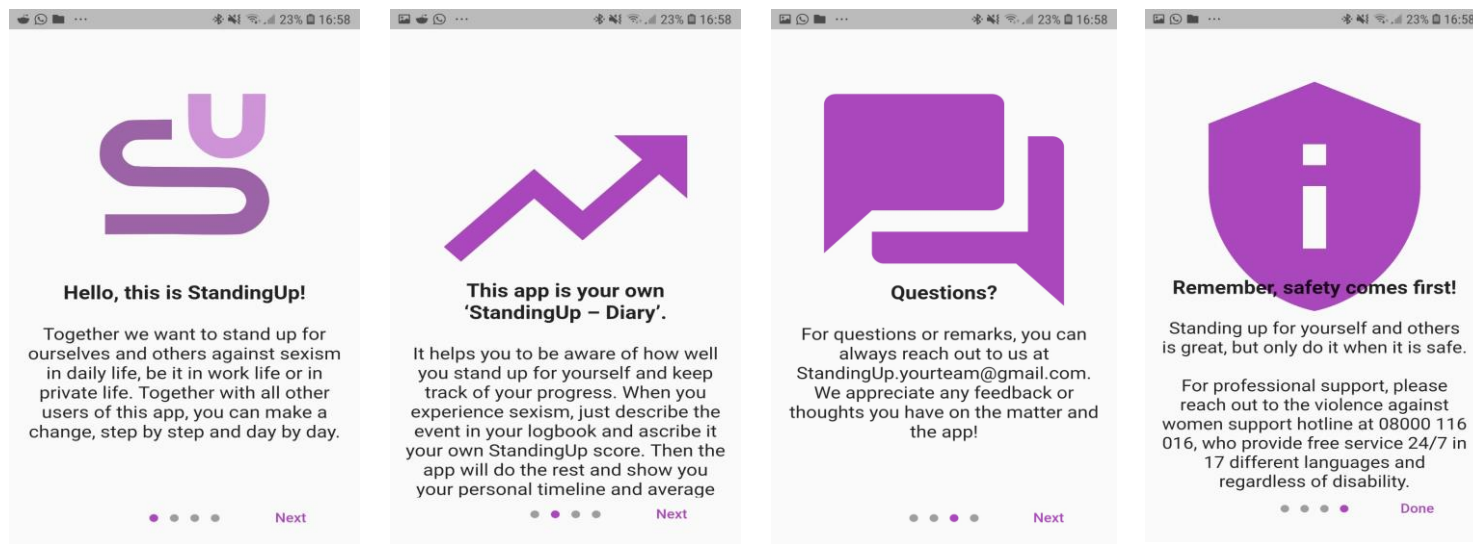

Figure 4. Opening information of the StandingUp-App.

Stand Up Score

The Stand Up Score is calculated by dividing the sum of all event ratings through the number of events. This way a score between 0 and 10 is shown to the user, whereby 0 indicates that one does not stand up for yourself at all and 10 indicates that one stands up for yourself very much. This score simplifies tracking your progress and gives an exact number with which you can track your progress. Additionally, a timeline is shown to see your development over time. Thus, it helps individual participants to monitor whether they stand up for themselves.
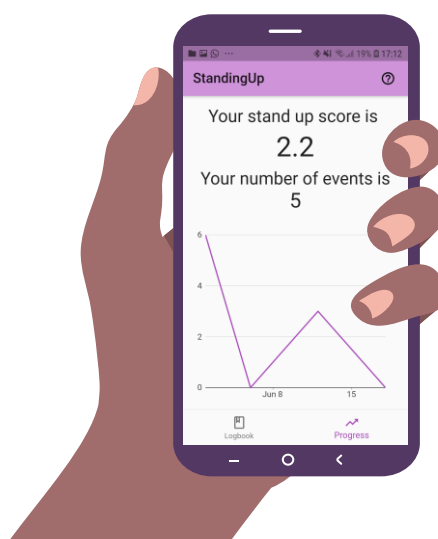

Figure 5. Score and Progress Screen of the StandingUp-App

Logbook Elaboration

In the logbook you can enter experiences with sexism by clicking on the plus button which leads to the function of adding an entry. Here the user gives date, title, and description of the event. Then you are asked to describe your reaction and rate the reaction on a scale from 0 (not standing up for yourself or others at all) to 10 (standing up for yourself or others very much). Then, you are asked to give a specific reason for why you acted a certain way to become aware of the personal inhibitor that held you back. After the scale rating you then describe how you want to react next time in a similar situation and why you want to react that way. This way, users of the app can learn to be aware of sexism, identify inhibitors and make specific action plans on how to overcome this inhibitor.
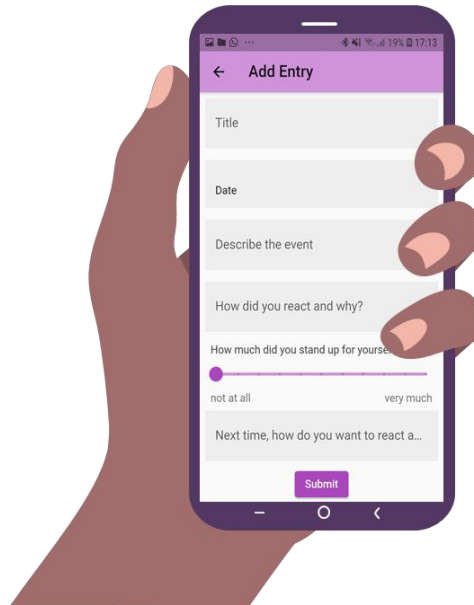

Figure 6. Entry Screen of the StandingUp-App

Within the logbook function you can also view all your entries and edit them in case you made a typo, noticed that you might have been inhibited by something else than you originally thought or come up with an even better reaction for next time such a situation occurs.
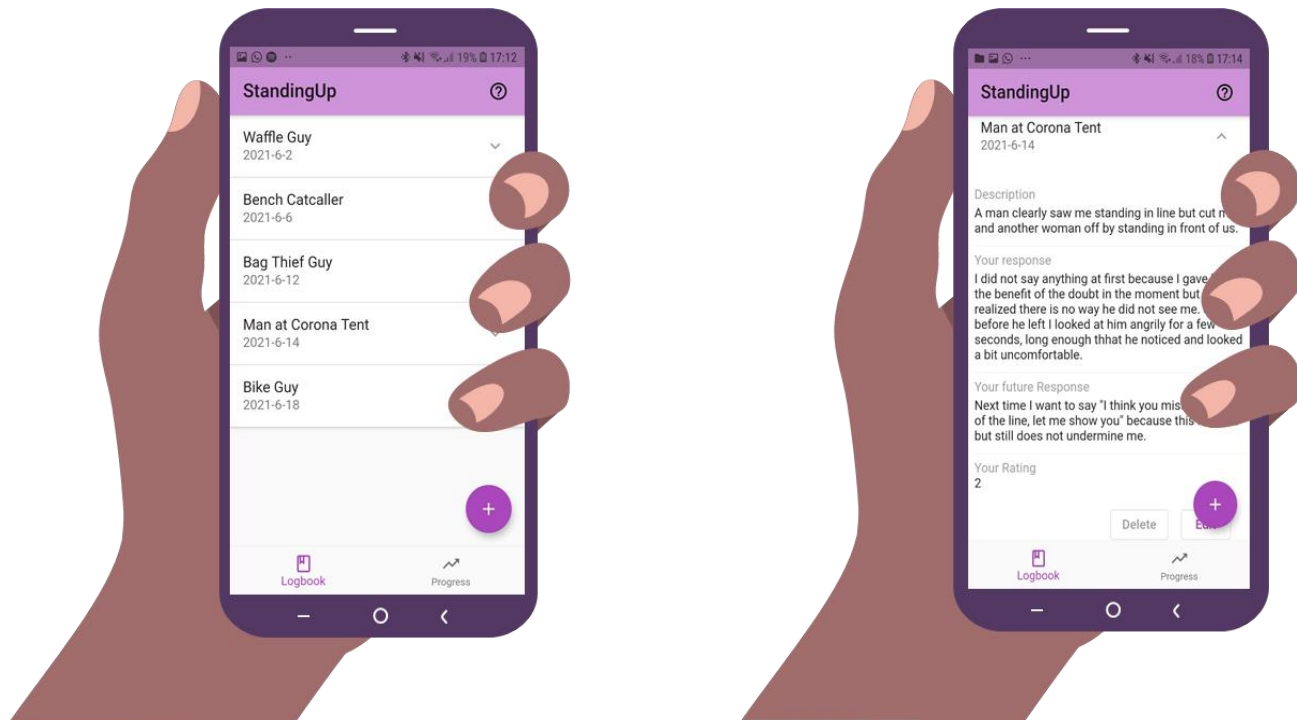
Figure 7. Logbook Screen of StandingUp - App

Logo Design

Design

I designed the logo by arranging forms in PowerPoint. The logo was used in mails and on workshop materials in order to underline our professionality. Additionally, this logo can be integrated into the name StandingUp as seen at the opening of this project report.

Symbolism and Colour Choice

Purple was chosen as the main colour of the logo and the App because it was the signature colour of the suffragette movement in Britain and because it is the official colour of the international woman's day (Waldron, 2016; Zillman, 2018). In terms of symbolism the "u" stands for "you" which is lifted up by the "S". This stands for standing up for oneself and the standing up initiative that has the purpose of supporting people to achieve their very own way of standing up thereby enabling them and "lifting them up" to the way of coping they want to make use of. Lastly, the S also symbolises the long way that the women's movement has come and the way that each individual workshop participant has to go in order to achieve their very own unique way of standing up.

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RTSQ

Get things done.
From a historical, individual and economic perspective.

Jacques Fürst - s2361914
jacques.fuerst@web.de
Marc Fuentes Bongenaar - s2258722
mfuentesbongenaar@gmail.com
Moritz Wagner - s2272369
m.wagner@student.utwente.nl

Supervisor: Dr. Desirée H. van Dun

1. Introduction

This report details the creation, execution, and reflection of an Agile workshop for Impulse, a start-up that helps other companies to gain insight into the environmental impact their organisation has and helps them with improving their sustainability. The insights gained during the creation of this workshop are used in the second part of this change project; a document created for the Specialistische & Uitwendige Reiniging department of NS detailing how agile can be applied to their organisation, focusing on how to handle and mitigate resistance to change from the employees in the department. The overarching theme of this change project about implementing organisational change in an effective way, keeping in mind the work culture of the organisation.

This project was realized by Marc Fuentes Bongenaar, Moritz Wagner, and Jacques Fürst. The three students together shall be addressed as 'we' throughout this piece of work. The project has been executed as part of the Honours programme at the University of Twente, specifically as part of the "Processes of Change" track. The three enforcing students are all students in the given track next to their main study programmes. Within the track, the students were educated in Change leadership. They were furthermore provided with theoretical and practical tools to pursue it effectively. The main goal of the project was hence to establish a change in some part of society that was accessible to the students in the roles that they took on in their current situation.

For more in-depth information on the theoretical backgrounds and the structures of the three initially proposed workshop designs, the reader is invited to contact the authors for further information. The information was initially included in the individual project reports of each team member and was hence not included in this more general report of the project.

2. Background

We are three students of three different study programmes; Industrial Engineering and Management, Technical Computer Science, and Creative Technology. We also presume different character types, which can factually be perceived in the 'Insights Discovery' profile each of us received after the completion of this personality test. Whilst Marc is assuming the role of the inspirer, Moritz falls into the scheme of the director character type and Jacques is a coordinator. We hence naturally bring a range of different skills

and viewpoints into the project. The perspective on this project was also derived from a different starting point for each of us, but as we managed to find a common denominator in the project that is targeting the work structures in different kinds of organizations and trying to make them more efficient. Whilst every one of us may have had contrasting ideas of how to execute it and the kind of change we wanted to bring about, this gave birth to the project and the way in which it was executed afterwards.

For the purposes of better outward representation and intent of the project, we decided to establish a mock-up organization with the name 'RTSQ (Realizing the status quo)'. The main occupation of the given venture entails the design and execution of workshops for third party organizations of any kind. The possible candidates for partnership hence range from student organizations to start-ups and established companies. The main criteria that a partner organization has to fulfil are that they have some kind of organizational structure and experience the usual issues that come with it. As the approach of RTSQ is more on the co-creative side (Hicks, 2010), the willingness to bring change to their own workflow is of greater importance than the stage the organization is in, as the workshop design can be adjusted to their structures in an ad-hoc fashion.

Concerning the client, the phase in which we provided the workshops was of crucial influence because IMPULSE is in the phase of shifting from the start-up to the scale-up size, trying to commercialize their product (Fisher et al., 2013) whilst needing to redefine their workflows and work culture in order to survive the step into this next phase. For the NS, the shift may seem less time-sensitive, as they are in the stability phase already (Fisher et al., 2013) and need to restructure the workflow within their plentiful sub-teams. The size of IMPULSE was hence very helpful in establishing how to implement this change in a group that may well be of the size of one of the NS department teams. The experiences gained were then transformed into a guide for the NS on how to host something similar within their own company, as to make sure that the change could scale up more efficiently within the organization and would not only be implemented at the level of a single sub-team.

3. Change goals

The general goal of our change intervention is to lay the foundation for improving the working structure of a team within an organisation. The subgoals are to raise awareness about problems within their current work structure, to explain the benefits of agile management, and to start the implementation of a new working structure.

Raising awareness about problems within the current work structures is necessary to make the subjects of the change intervention realize for themselves that there is indeed an issue in how things are executed at the moment. The goal is hence to increase the valence of the change recipients, as to make them enter a stage of change acceptance, or even change proactivity (Oreg et al., 2018). If that would not be done and the valence of the group was more on the negative side, they may enter the stage of change disengagement or change resistance at an early stage of the change process, dismantling the procedure as a whole. This is also what our name is based on, 'Realizing the status quo' essentially entails the appreciation of the potential for improvement within one's own workflow. This was measured in a more indirect fashion by us, namely through the engagement of the participants in the workshop. If a significant part of the team were to show up and participate actively, we deemed it sufficient for the impact we longed to manufacture. Furthermore, we asked for feedback through a Google form at the end of the second and last workshop session, for which the exact definition of success or failure will be elaborated upon in the Evaluation section of this report.

Similarly, the explanation of the benefits of agile working structures is essential to the change process, as individuals that may be prone to change initially, may encounter that they dislike the process along the way as they do not see immediate benefits and start wondering whether the change is effective and/ or necessary after all.

This can be justified by the benefits induced by a shift to agile working structures pointed out by the literature. Improved productivity and speed and increased knowledge sharing, which are arguably benefits of this work style (Gustavsson, 2016), are the main goals that we envisioned for our partners. Benefits of more secondary importance to us include a clear sense of progress, improved resource allocation and increased motivation (Gustavsson, 2016). Whether the agile working structures were accepted by the recipients was measured by their discussion and goal definition in the second brainstorming session. If they were keen to implement it, they would engage in further defining and contemplating the manners in which the introduced tools could be useful to them. In this context, we were less stringent with the success evaluation when observing whether they would implement the exact tools and concepts we introduced but wanted the participants to determine for themselves and their own organizational arrangement how and whether these would be effective. If the outcome would entail a goal that slightly deviated from the originally proposed concept/ tool, we would still evaluate that as a success, as every venture has its individual needs.

Only after the need for change and the means would be introduced, the actual implementation of these could be started. The measurement of the success of the

implementation is arguably beyond the scope of this project and was hence not taken into consideration by us.

As a general approach for these workshops, we would first look at which problems the organization may encounter at the moment and constructed tangible solutions for their specific situation.

The defined goal could be reached in manifold ways, be it enhancing the work performance of an individual, a subteam or of the organization as a whole. Depending on the organization, the scope of the change was evaluated and the target group was defined accordingly.

4. Change approach

The original approach to the determination of the workshop topics was done by each of us simply researching different literature on work and business culture and then coming together and discussing which topics and according to papers would be most relevant. This phase of the project already gave a rather peculiar perspective on the team members' personal research interests and styles. The tendencies that were observable in this initial stage of the research then also yielded the split in which of the literature would be read in greater detail and whom would occupy themselves with which initial workshop kind. The multiple perspectives which are taken in the final report also show some clear overlaps with these segregations. This also reveals the true value of the collaboration of several parties with different backgrounds and perspectives, as all of us coming together enabled us to provide their potential clients with a broader range of products and hence yielded a greater chance to acquire a partnership than if we were to pursue an endeavour of the personal kind.

4.1. Workshop Design

We, considering the scope of the project and the potential partner organizations that could possibly be acquired within the given time frame, originally created a rough outline for three workshops as their core repertoire. These entailed a workshop on work performance, Agility and work participation. The design of each workshop proposal was done on a partly individual and partly group basis. Whilst we agreed upon a general structure of the workshops together, the sub-parts were created through one of the team members each. The specific theoretical backgrounds of each workshop are elaborated upon in our individual reports.

The workshop specifically tailored for IMPULSE was based on a more elaborate range of theories and the observations made in the attended meetings. The paper by Fisher et al. (2013) played a significant role in the design, as the theory provided a clear overview of the separate phases a venture is going through and how the company culture does and must change over time for it to survive. In the beginning, the venture's culture is very much defined by the founder's identity (Fisher et al., 2013). This can be very much so observed in the IMPULSE startup, as the rather relaxed and communal work structures that do not enforce workflow obligations on the team members to a great extent are very coherent with the character trades of its CEO. Because of this and the smaller size of the team, a workshop was chosen as a means of bringing change, because this was expected to have the greatest impact.

Regarding NS, the company has reached the stability phase already and are hence object to the needs and wishes of a very diverse group of stakeholders (Fisher et al., 2013). The change to be induced in this company would entail changing the work structures of individuals and subteams first in order to achieve change on an organizational level. A guideline was hence chosen as a tool to engender change, as the greatest impact was assumed by it.

4.2. Acquisition

The organizations targeted for acquisition were picked based on our individual and extended networks, considering the time frame given. The three organizations we reached out to initially were the Electric Superbike Twente (the student team), IMPULSE (the start-up) and the NS (the established company). The level of organizational structure and change projection satisfaction was evaluated before getting into contact with the prospective partners through mostly already established channels. Meetings were arranged with one established company, one UT start-up and one student team at the UT.

In each meeting, the three core workshops and the objective of the organization were presented and a brainstorming session with the respective contact person was executed in order to determine the possible points of collaboration. A communication channel on WhatsApp was created with both key contacts from IMPULSE and the NS, as that would make communication more efficient and lean.

After the positive outcomes with both the established company and the start-up, we decided to not further pursue the contact with the student team, as the workload would have increased beyond the scope of this project otherwise. Short project proposals were sent to each of the partners to get their approval. The NS partnership would not be based on a workshop, but rather on a written guideline, which would be based on the experiences gathered through the workshop at IMPULSE. The IMPULSE partnership would be based on a singular workshop on how to improve their workflow in

communication in the light of the company transitioning from a start-up to a scale-up. The contact with IMPULSE was mainly maintained by the author.

4.3. Workshop

Theoretically speaking, we based our workshop structure on the Kaizen method. As Jain (2015) discloses, Kaizen is a method of constant improvement implemented by the whole range of members of an organization. By inviting the whole team to our workshop we made sure that every department of IMPULSE would have the chance to be present and to express their opinion and share their knowledge. We furthermore promoted the constant improvement Kaizen entails by establishing at the end of the workshop, that the solutions we found this time are a mere starting point in order to tackle the challenges that the venture is facing at the moment and will be facing in the future. The methods and tools should hence be a constant object of re-evaluation and adjustment to ensure that they fulfil the organization's needs most optimally.

The IMPULSE workshop was held based on an analysis of the general team meeting and a specific sub-group meeting of the LCA (life cycle analysis) team in the company. During the general team meeting, Moritz took the role of the observer, taking notes of the structure of the meeting and any peculiarities he encountered in it. Whilst attending the LCA meeting, a similar strategy was chosen, with the difference that the attending member of our team, namely Marc, asked a few questions about the workflow and communication to this specific team. Based on the findings in the two meetings, the workshop specifically for IMPULSE was structured by all of us.

The first part of the workshop had a simple introduction with an energizer that was supposed to get the team motivated for the workshop. Later, a brainstorming session on Miro was held as a means to get the team to self-reflect on issues that may appear in their current everyday work. This was also meant as a help to summarize them to more symptomatic problems in communication and workflow. Those were then compared to the issues found by us and a conclusion was drawn.

We decided to take a break of at least one day between the two sessions to give the participants time to reflect on their own findings and for us to integrate them into the contents of the second session. For scheduling purposes, the second session was held 2 days after the first one.

The second workshop session started with a short summary of the findings of the first workshop after a short introduction of its desired goals and went on with us introducing two elements that we thought may be of use for IMPULSE to integrate into their work structures. The given elements, Slack and a Scrum/ Jira master were shortly presented

by us to level the knowledge of the participants. After that, a brainstorming session dividing the team into two sub-groups was held, in which they could think about how to integrate these into their current work structures; the results were summarized. A conclusion was drawn, and the participants were asked to provide some feedback on the workshop experience itself, for us to evaluate how effective and impactful their efforts had been.

The exact task division of each workshop and greater details on how the sub-parts were executed can be found in Appendix A.

5. Evaluation

6.1. Results

When observing the results of the workshop, one can say with confidence that it was a successful endeavour. The engagement of the IMPULSE team was high throughout both workshops, even though not all of the team could participate in both workshops, due to time constraints and the general issue of arranging a meeting with more than 10 people within the time frame of 2 weeks. The energizer at the beginning worked the way we anticipated and helped to get the team motivated. The problem-finding brainstorm also went very well, the only possible drawback may have been that they got lost in discussion sometimes because they did not focus on the goal of the brainstorm. A short reminder of the time limit gave them a push in the right direction though and they completed all of the steps with sufficiently detailed results. It should be noted that a sub-group of 4 to 5 people took up most of the conversation during the brainstorm sessions, this is quite natural in online brainstorms and as the rest created content on Miro sowe did not see this as a drawback in participation. A slightly negative thing we experienced during the first workshop was that some of the recipients still had to sign up for Miro, which cost us a bit of time. Additionally, one of the team members could not participate in the brainstorm as they were on their phone and could hence not make use of Miro. If we had advertised upfront that we would be using this environment, the workflow would have been smoother.

 All clients who filled the survey indicated that they would recommend the workshop to other startups. The likelihood of implementation was rated as a 4.5 out of 5, which indicates that they are very likely to implement the given solutions. The solutions were generally described as 'promising', 'viable' and that they could be 'helpful'. The participants also recognized that they were still rather vague, which was also our intention, within the timeframe at our disposal within the workshop sessions. The overall feedback was hence very positive which matches the things we observed during the workshops and the oral feedback we received at the end of the second workshop. The

implementation was and will not be measured, even though this would be of great interest to us to measure the project success of course, as this would be beyond the scope of this project. The recipients additionally reflected on their own revelations in the end of the second session and derived by themselves that change was needed and could be implemented utilizing the ideas established through the brainstorm.

6.2. Advice

The approach taken by us and the manner in which the project was executed gave us good insight into the work of change consultants and some of the challenges they may face in their position. In general, the project went rather smoothly, which may be due to the fact that our team had a very smooth and relaxed work culture and we supported and supplemented each other in a multitude of ways. The size of our team benefitted the workflow as well, as we could communicate effectively whilst still being able to distribute the work efficiently. The acquisition was easier through our collaboration as well, as we could use the networks of three rather than merely one individual. The work with the organizations went smoothly as well, which may have been due to the fact that we knew the key contact people from previous projects. Executing the workshop with a student-driven start-up benefitted the investment and the change acceptance and proactivity of the group. The only thing that may need minor change is to advertise the tools used in the workshop upfront to make sure that all participants have the chance to prepare for that.

We would hence wholeheartedly recommend other individuals and our successors in this course to take a similar approach, as we had a great time working on the project and got some hands-on experience in how to implement change on a small scale. The decision to work in a group was a good one as well, as we could not have realized certain parts of our project on our own and it helped us with making more informed and diverse decisions, as well as with time management.

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Appendix A - The workshop structure

	Ti me	Pe rso			
I D		n			

	Ti me	Pe rso n	Heading	Content	Reso urces
				Session 1	
1	0	MW	Introduction	Welcome everyone Thank for taking the time We are: Jacques, Marc, and me Hope to have productive session today (and on Thursday) Before talking a lot let's dive right in. You will see what this is exactly about in a little bit	Keynot e
2	4	MW	Energizer	Take a piece of paper and pen! Have everyone draw a picture for one minute about an event in the past week ON PAPER --> Take a picture and upload it to the drive The pictures are uploaded to a drive. We look at each picture for 30 seconds and try to guess who it is by. Another 10 seconds to resolve and explain what it is ==> roughly 10 minutes Lefika, may I ask you to explain more about what we are actually doing today?	Drive

3	10	Lefi ka	Project introduction	State reason for workshop Review what this workshop is for state the two goals for this workshop	
4	13	JF	Inside out introduction	Interested in issues or points of improvement they see especially focus on scaling up and workflows Explain ideation	Miro board
5	15	JF	Inside out brainstorm	Give 5 minutes time for them to think about with intial quest START TIMER You can talk during the session, you can also ask questions in between, I will be happy to answer those Start timer Questions for us to ask to dive deeper: - In which situations were you unhappy with the way things were communicated? - When did you feel like a communication flow valuable to you that was held within the team did not involve you? - At what time did you think that the work you did was redundant, took longer than it should? - Which tools/ work environments do you use frequently in your work? Do you enjoy using them? - When did you see something done differently by another team that you thought may be helpful for you as well? -...	Miro board
6	25	JF	Inside out Dig deeper	Write down critical issues based on clusters 5 minutes what are the most crucial ideas / issues START TIMER Then come up with reasoning, and connected issues --> 7 mins, START TIMER Questions for us to ask to dive deeper, address specific person: - How are these two situations connected, do you think? - Is there a pattern you observe in the problems? - Do you think this should maybe belong to a different cluster? - If you had to summarize this cluster in one sentence, what would it be? - ...	Miro board
7	35	JF	Inside out Final results	I will formulate the 2 final results in one sentence each.	Miro board
8	38	MB	Outside in introduction	-We observed two meetings, a general meeting on friday and LCA department meeting -Gained some insights during the meeting and noted some that we think are crucial to change -We are looking forward to seeing possible overlap and how insiders perceive these aspects	Miro board

9	40	MB	Outside in Final results	In this section we explain the main points that we saw: -General meeting unstructuredness Generally a lot of talking around, we think it could be more efficient. and brainstorming. Meeting seems to be meant for more updating points. -Updating of AP's seems to be inconsistent, tools are not used properly Deadlines/AP's can be better maintained, Scrum is not really maintained well. Responsibility for things is a bit unclear. -Communication could be streamlined, current way is not scalable Right now communication between boards is doable because you are a small team, when Impulse grows this can cause problems.	
10	45	MB	Outside in comparison	In this section we compare the observations against theirs, no clear structure here because it will be adjusted to what they wrote down in the miro. If we have time, we will ask them what they think about our observations. Otherwise, we move this part to after closing.	Miro board
	49	MB	Closing	Closing. Thursday 14.00	
11	50		Break		
12				# Session 2	
13	0 (60)	MB	Introduction	Introduce second session goal + tools we will introduce/improve -Introduce second session goal (Find two solutions with implementation plan to crucial issues) -Short summary of the findings of previous session as a recap -Introduce the tools that we will work with -Explain why Jira could useful for their problems, maintain and monitor agile workflow -Explain why Slack could be useful for their problems	Keynote
14	5	MB	Starting point for solutions Slack	Introduce slack, show some of the possibilities that were the reason we chose it -Introduce slack, what is it? -Show slides of UI, explain core functionalities -Why did we think it applied well to their problems (focus on communication, scalability) -Slack can be integrated into Jira	Keynote

15	10	JF	Starting point for solutions Jira master	Introduction Jira/ Scrum master, mention that some or most may know this already and that it is just a short summary, valuable even if one person of the team does not know the role: - Why is it needed? --> good to have a person guide the meetings to get acquainted with the framework --> most optimally: someone who has some experience/ has worked in a functioning Scrum environment before --> role can be assumed in turns, or by one static person, depending on the team - What does the function entail? 4 key roles in one: coach, facilitator, teacher, impediment handling Standups - Facilitate standups (daily/ weekly, depends) as needed. Board administration – administrator of scrum board, keep up to date. (**tool administration**) Reporting – Regular analysis of burndown charts to monitor progress (**tool maintenance, progress overview**) internal consulting - consult with team members and other stakeholders how to best work --> central point of contact (**workculture**) Blockers – eliminate external blockers + manage internal roadblocks. Busy work – maintain team's workflow: may mean fixing broken computers, moving desks around, getting coffees/ snacks **If working with Sprints:** Iteration/sprint planning meetings – Protect the team from over-committing and scope creep. Sprint reviews – Participate in the meeting and capture feedback. Retrospectives – Note areas for improvement and action items for future sprints. - What is the position of the Scrum master within organizations? **project manager:** sets and tracks timeframes and milestones, reports on progress, coordinates team communication --> from place of control **scrum master:** helps team enhance + streamline work processes --> team member or collaborator, in every individual team	Keynote

1 6	15	JF	Introduction Solution and Implementation (S&I)	Slack: Find your own way, relate to Marc's section, three add-ons that we like: add giphy (for gifs), integrate with google docs and google drive, create own emoji Jira master: every subteam will have one, choose yourself how that person is chosen e.g. every week sb else, one dedicated person per team, ... Transition to brainstorm, mention	Miro board
1 7	18	MW	S&I brainstorm	Divide participants into two groups: Communication / Workflow improvement --> Ask lefika to divide people randomly to breakout rooms, also include (marc, jacques), and me Guide through another ideation phase: 10 minutes brainstorming on alternative solutions or possible structure necessary to adapt to Impulse's needs. Possible questions: - What difficulties will arise? - Why do you need certain functions? - What requirements are important for alternative platform(s)?	Miro board
1 8	28	MW	S&I implementation	Open discussion (5 mins on communication, 5 mins on workflow improvement) on how to implement structures into the team Questions: - How does this affect departments? - How does this affect roles? Think about your personal role! - What would have to change to improve these aspects for your role? Use dig deeper to cluster, use Implementation plan to specify practical implementation	Miro board
1 9	38	MW	S&I Final results	Have Lefika summarize what the teams have found and how to implement it Be precise, come up with specific situation where this solves an issue	Miro board
2 0	42	MB	Wrap up	Wrap up the workshop - Thank Lefika -Ask them to write down the positive effects on their own role -Ask if there are any questions or last points -Some last words from us -"Responding to change over following a plan", we now found some form of implementation, but the core of Agile is introducing agility in to your organisation. This implementation is not set in stone (need to find a better wording for this. -Ask them for feedback	Keynote

Women in Science

By Laura Hartung
Supervisor: Lara Carminati

This year, it is sixty two years ago that the chemist Rosalind Franklin died, without any recognition for her work in discovering the structure of DNA. In May of 1952, one of Franklin's graduate students, named Raymond Gosling, took a photograph of the way a strand of DNA scatters an X-ray beam, which lead to important findings of the structure of DNA. Without Franklin's permission, her fellow researcher Maurice Wilkins showed the photograph to James Watson, who used it to develop a model of the chemical structure of DNA.

A decade later, Wilkins shared the Nobel Prize in Physiology with Watson and Crick for discovering the spiralling ladder structure of DNA and its role in heredity. Franklin received no credit for her role until after her death. Since the Nobel Prize committee doesn't confer awards posthumously, it means that Franklin will never share in the scientific community's highest honor for her work. In fact, if not for Franklin's early death, she might eventually have had two Nobel Prizes, as she was working on the molecular structure of viruses with her colleague Aaron Klug, who received a Nobel Prize for the work in 1982.

With her faith, Rosalind Franklin is actually not alone. Recent work has brought to light many cases, historical and contemporary, of women scientists who have been ignored or denied credit (Rossiter,1993). STEM-researchers like Jocelyn Bell Burnell, Esther Lederberg, Lise Meitner or Nettie Stevens share the experience of never receiving any accreditation for their work. This non-accreditation can be summarized under the concept of the Matilda effect, which defines the bias of not acknowledging the achievements of women scientists and therefore attributing their work to male colleagues (Knobloch-Westerwick et al, 2013). Nevertheless, to make matters worse, Rosalind's story and that of other female researchers are not very well known. In fact, when I think back of my time in high school, I cannot remember that any of my biology teachers ever told me the true story behind the research of the structure of DNA. In reality, my biology teacher teached me the story of Wilkins, Watson and Crick. Hearing years later the true back stories of crucial STEM-research findings, made me wonder if today's life of a female researcher is still characterized by the exclusiveness towards female scientists.

As research showed, "although gender discrimination generally continues to decline in American society," "women continue to be disadvantaged with respect to the receipt of scientific awards and prizes, particularly for research." (Lincoln et al, 2012, p.157). Researchers from the Radboud University in Nijmegen showed that in the Netherlands the gender of professorship candidates has an influence on their evaluations (van den Brink & Benschop, 2012). On top of that, researchers have indicated that mass media ask male

scientists more often to contribute on shows than they do their female fellow scientists (Crettaz von Roten, 2011). This phenomenon can be greatly observed in the current covid-19 pandemic, where mainly male virologists are getting interviewed for an expert's opinion. Furthermore, as the Harvard Business review stated, women may earn about half of life science doctorates, still only 21% of them land full professorships and a mere 15% serve as department chairs at , for instance, medical schools (Lerchenmueller & Olav Sorenson, 2017). Further, research found that women had a 10-15% higher likelihood than men of earning prestigious first authorships, on average, however, women have remained substantially underrepresented in the senior position. Also, women are less likely to attain important grant funding, which is crucial for the transition to a senior scientist position. As the studies display, women still face barriers to advancing in the life sciences. Nowadays female scientists appear to experience partially what is known as the "Glass ceiling effect". This effect defines that gender disadvantages are stronger at the top of the hierarchy than at lower levels. This in turn refers to the sometimes-invisible barrier to success that many women come up against in their careers (Bertrand, 2017). Nonetheless, it has to be highlighted again, that not every female scientist experienced such a barrier. Accordingly, the following two hypothesis can be proposed:

H1: How can the inclusiveness of female researchers be enhanced at the University of Twente?

H1(a): Where do female scientists perceive issues in their work life at the University of Twente?

Change approach and change goals

The overall aim of this project is to find recommendations for the University of Twente on how the University can become more inclusive for female scientists. To achieve this goal, the work life of a female scientist with its possible issues and qualities has to be investigated. Indeed, enhancing the inclusiveness of women researchers will benefit the University of Twente by means of diversity. The achievement of this goal is of great importance for the future of the University of Twente as it will not only enhance the reputation of the scientific institution, it will also benefit by its increased diversity of perspectives. By that is meant, that diverse research teams in regards to diverse gender teams are more likely to come up with new ideas and perspectives, enhancing the quality of projects and research (Bert, 2018). Furthermore, the diversity aspect enhances the collective intelligence of a research group, making new contexts to understand societal aspects of research possible (Elsevier, 2015). Additionally, the achievement of this goal is

personally important for me, as I am a female myself and considering an academic career. Moreover, I have several female friends who started their PhD at different universities and reported struggles. The overall goals of this project can be seen in table 2.

Table 2
Goals

1.	After the interviews and focus group, both research questions were able to be answered.
2.	After the interviews, a clear perspective on possible issues female scientists encounter in their work life should be given.
3.	After the focus group, recommendations for the improvement of the inclusiveness of female scientists will be created.

Methods

In order to get insights into the work life of a female researcher of the University of Twente and to get an idea of general inclusiveness of female researchers at the University a qualitative study was conducted. The key investigation were semi-structured interviews. Firstly, because the structure allows to cover a predetermined and standardized set of questions and topics. This is important to highlight all necessary aspects during the interview. By that, I hoped to get a deeper insight into the issues of a researcher. Furthermore, it gave me the option to deviate from the interview scheme and ask probing, open-ended follow-up questions. This is useful to fully exhaust the subject and study the participant's independent thoughts. Lastly, the intimate setting of an interview gives the participant the safety to speak freely without being judged by peers (Longhurst, 2003; Newcomer,).

In total, four researchers were able to meet with me in the short period of time. The duration of interviews were planned for half an hour, nevertheless, it appeared that two interviews took more than 30 minutes to conduct, as the participants were very detailed in answering the questions. In order to participate, the individuals had to meet the following three criteria. Firstly, they had to be English-speaking as the study was conducted in English. Although I am bilingual, it was better to choose English as the interview language in order to prevent information loss in translation (Cambridge, 1999). Secondly, all participants needed to be researchers at the University of Twente, or had to be formerly involved in research work. Lastly, as the study focuses on the inclusiveness of female

scientists all participants needed to be female, or perceive themselves as female. This means male researchers did not participate in the study.

The interviewees were selected using snowball sampling. Snowball or chain referral sampling is a method where the selection process occurs through referrals made among people who know of others who possess certain characteristics that are important for the research (Biernacki & Waldorf, 1981). As Biernacki and Waldorf (1981) state, this method is exceedingly useful for qualitative studies of sensitive topics. Browne (2002) argues that snowball sampling allows to find participants that are usually harder to detect. Since this study's focus is on problems and concerns in the worklife of the University of Twente, it can be seen as a relatively sensitive topic. Coleman (1958) emphasized this method's usefulness in research in the social sciences as it follows out the chains of sociometric relations in a specific community. Nonetheless, it needs to be noted that snowball sampling creates two distinct populations: one of the individuals and one of the relations among individuals (Colmena, 1958).

Once all participants were selected, they were invited to participate in a short survey before the interviews. On the day of the interview, all participants received a message reminding them of their time slot. The message included the invitation to the Zoom-Call as well. All interviews were conducted using the video conference tool of Zoom. The video conference started with a brief introduction of me and a short explanation of the study. I reassured that the data from the study would be handled confidential and used solely for academic purposes. Furthermore, I explained that the interview will be audio recorded, and the data would be stored safely. In addition, I informed the participants that their name will not be mentioned in the final document. To still be able to quote participants' opinions, I decided to give every participant a number as a name, to ensure anonymity. Furthermore, the participants were informed that they could withdraw their participation at any time without providing a reason, as a given consent does not mean that providing an answer is obligated (Munhall, 1989). Once all participants' consent was obtained the interviewer proceeded to ask questions about the participants' occupation and usual workplace. After the general questions were answered, the interviewer continued to ask about the participants' career, possible obstacles in their career, and if the participants had experienced any kind of exclusion. An overview of the planned questions can be seen in table 1.

Table 1.

Planned Questions

Item	Question

Introduction	Can you introduce yourself? Tell me something about your occupation, your workplace and perhaps in which different intuitions you have worked?
	Since when are you working at the Utwente?
Work situation & Inclusiveness	Did you ever had problems getting your work recognized? And if yes, why do you think this is/was the case?
	Did you ever had the feeling that you get treated differently than your colleagues? And if yes, can you name some examples?
	Do you think the University of Twente can be described as inclusive? If not, can you give me an explanation or examples?
Possibilities of Change	Is there something you think the University of Twente is doing well in regards to inclusiveness?
	If you could change something regarding your work life at the University of Twente, what would it be?
Ending	Do you have any questions regarding this project?
	Do you want to add something at the end of our interview?

In order to be able to define recommendations for the University of Twente, a focus group was conducted. A focus group is a group interview that initiates a discussion between several participants and provides several opinions and insights of a certain topic (Smithston, 2000). Approximately an hour before the focus group started, the participants received a reminder in the form of an email, including a link to the online environment. The participants were students of the University of Twente, having different study programmes as a background. Furthermore, bachelor as well as master students were involved. In total, seven students participated in the focus group. The focus group began with a small introduction of the researcher (me) and themselves.. Afterwards, participants got more information about the topic and goal of the focus group.Then, I asked to share

thoughts and feelings about this particular matter. Finishing the focus group, I thanked them for participating. Lastly, participants were told that it is possible to contact me for any questions or remarks later on. In total, the focus group lasted 50 minutes. An overview of the planning of the interviews and focus group can be seen in the Appendix A.

Results and Discussion

To begin with, it has to be noted that despite the initial plan of sticking to the exclusion questions, I often added questions about the participants' work-life balance. As it appeared several times during the interviews, this was a topic every participant saw as problematic and therefore, I understood that there was change needed. Hence, the results of the interviews will focus more on the work-life balance part of a female researcher, instead of the inclusiveness of those. Still, both topics can be seen as very interconnected. Furthermore, I would like to highlight that most of the information from the interviews are not directly connected to the University of Twente and therefore are more or less general experiences of the interviewees. In addition, it has to be emphasised again, that this report only focuses on female researchers and therefore, the perspective of male researchers is completely left out in this report.

In general it can be said that most of the interviewees did not mention any experiences with inequalities in respect to the credibility of their work, or how they are perceived as a professional. However, three out of four researchers mentioned that this may be due to the fact that they had worked mainly in an very inclusive environment , or in an environment where female researchers are overrepresented. For instance, Interviewee 2 claimed: "(...) *from the gender perspective, I was in a luxurious position as both of my supervisors were female, so my experiences with getting no credits are non-existent."* This is in line with the statement of Interviewee 1, stating that this person was working in an very inclusive environment. Nevertheless, that person also mentioned that she is aware that this is a very rare and uncommon situation. *" Thankfully, I am in a very inclusive environment, but I know that there are problems, maybe not at the UTwente, but in the academic world with regards to gender inequalities, which are nowadays more hidden, so to say"* (Interviewee 1). Moreover, one interviewee had the opinion that the situation in regards to inequalities of female researchers have changed over years and have "shifted towards a more equal situation". Still, there would be inequalities when it comes to the situation of family planning and career (Interviewee 3). This leads us to the possibility of answering the first research question of " *Where do female scientists perceive issues in their work life at the University of Twente?*

First of all, it seems like that the aspect of workload, appreciation of work, work evaluation and unstable working contracts can be seen as an issue researchers face, despite

their gender or age. As Interviewee 4 explained, colleagues who are mainly teaching have struggles catching up their research time, as it requires a lot of networking with people on various projects. In order to build a profile as a researcher, it is needed to have the chance to become a leader of a project, but in order to become a leader of a project, a researcher needs to have a representable profile. Therefore, a lot of teachers are trapped. As the Interviewee 4 demonstrates: "(...) *so, there is a catch in between too, as you need positive evaluations which are connected with a lot of overworking, making more hours and especially your job coming first. It is a circle you are trapped in and if you have family, so other responsibilities too, this mostly leads to the fact that you are not becoming a leader of projects as you do not simply have the time to work that much. Of course, this only applies to researchers not yet having a higher position, or older children"*. This comes in play with the appreciation of teaching work. As two interviewed researchers described, the workload that teachers do to be able to meet the goal of teaching future professionals, is not as much taken into account as research projects when it comes to evaluations and promotions. Another Interviewee criticises the contracts of researchers, which are often perceived as very unstable. As it seems, it is very difficult to get a steady job in research. Most of the contracts are not longer than five years. Therefore, it is often a difficulty for researchers to plan in longer terms. This also involves the planning of hobbies, meeting with friends and especially the time planning for family. Besides that, all researchers mentioned a heavy workload in their job. To illustrate, Interviewee 1 said: *" Your research job is seen as a kind of vocation, so working in the evening or on the weekends is seen as a natural duty. You have to do it, but that is of course not only restricted to women and of course, this can lead to an unbalance in the work life balance."*

Secondly, if it comes to more gender based issues, it seems that female researchers have obstacles when it comes to pregnancy and maternity leave in their early years of academic career. As half of the interviewees stated, it is perceived as quite normal that a woman does not get pregnant when doing her PhD or Postdoc. In addition, it seems that an unexpected pregnancy can lead to no further promotion or in the worst case, in the termination of the funding of the PhD. To illustrate, as Interviewee 4 explained, it was mostly expected from her to postpone her family planning when doing her PhD. This may have been already twenty years ago and situations have changed, still a pregnancy is more or less seen as complicated in the academic world. As she states: *"I worked with chemicals which are not healthy at all if you are pregnant and at that time, I really had to choose, or more to say it was expected from me to postpone pregnancy. Back in the days, it was just simply not done to become pregnant in your PhD years. And it was also not done when you were finished. There was no room for that." " (...), now the situation is different. Nowadays,it is totally fine if you become pregnant during your Postdoc for example, still it is not something researchers desire in the beginning of their career, as it often results in no further promotion of you for the next few years. And if you want to become something, you try to avoid it. One can see that the academic community is still struggling to plan in*

pregnancies, maybe because some years ago it was not that usual to find a woman in research?" The struggle not only has an influence on the future career of a researcher, it also affects the later work situation. According to Interviewee 3, she perceives struggle in the division to have to split up to be a mother and a scientist and thinks that it would be easier for a lot of female researchers if there would be more daycare for children available. In addition, Interviewee 1 mentioned that she misses possibilities for young mothers to be able to pump breast milk.

In the end, all interviewed researchers agreed that they perceive the University of Twente as an already very inclusive institution and think that gender equality is high. They see the problem lying in the scientific community/ academic field of working, not adapting to nowadays norms of working life. If it comes to the issues of family planning and the integration of family life, they perceive the University of Twente as very progressive. Still, some smaller recommendations can be made for the University to enhance their inclusiveness towards women researchers. Hereby, the focus was on issues non-related to gender. So, *how can the inclusiveness of female researchers be enhanced at the University of Twente?*

1. Daycare options

As it was mentioned, some researchers would like to have better daycare options. One possibility students of the focus group see here, is to lower the price of daycare for PhD students or Postgraduates. As one student explained: *"As a PhD student you are not making so much money, so it would be great if daycare at the University would be made more affordable for them. Maybe even the government can help out here."* With making daycare more suitable and also available for PhD students, Postgraduates and in general researchers of the university, the students hope to help in matters of relieving stress and making a good work-life balance with smaller children possible.

2. Silent rooms for mothers

As one researcher mentioned, she missed opportunities to be able to pump off breastmilk. This could be solved by one room for mothers in every university building, which is only possible to enter by a special key card. By that, students think that privacy for the mothers is ensured.

Limitations and future research

Of course, this research has some limitations. First, as it was mentioned in the introduction and in the results part, this research focussed only on the issues of female researchers and

on their statements and perspectives. Therefore, it is advisable to do another investigation in regards to the enhancement of inclusiveness, including male researchers perspective. Furthermore, some information stated in the interviews is not written down in this report, as this information may have made the person identifiable. Also, some of the issues demonstrated in the report, are not related to the University of Twente and therefore, cannot be changed by the institution.

Learning experience

Overall, I can say that I really enjoyed honours and that I had multiple learning experiences throughout the whole one and a half years. In respect to this project, I can say that it definitely was a challenging experience for me. Having to manage this final project and next to it a bachelor thesis, was a stressful experience, but I am proud of myself that I was able to finish both! A great help was my coach at that time, giving me hope, relieving my doubts and making it possible for me to be in my "zone" (she will know what I mean with that). Having two bigger projects at the same time, pressured me into learning how to structure myself better and into learning to say "no" to people and to not overwork. As getting myself more structured was also a big goal for me in the beginning, I am satisfied about the fact that I was able to structure my time planning a bit better as I usually do. Nevertheless, the coaching gave me much more than just leaving me behind as a more structured person. I really have to thank my coach for listening to me and for giving me hold and positivity in a very difficult time! It also has to be noted that I am mostly a really "bad" overthinker when it comes to solutions and academic work. I am thankful that I was able to reduce my overthinking a bit and accept it as a part of me, which does not always have to be a negative character trait.

When looking back on this change project, I am satisfied with my result, however, I think that there is room for improvement. On one hand, I think being able to only concentrate on this project would have already ensured a better outcome of the project. Furthermore, I would have had time to interview more researchers and to conduct multiple focus groups later on, leading to a better representative researcher sample and statements.

In the end, I want to thank Lara Carminati for being my mentor and for all the advice, nice words and power you gave me. In addition, I want to thank you for the thoughtful feedback as well as for our meetings! The same goes for all the other Honours teachers mentioned in this booklet. Thank you for giving me this opportunity and thank you for believing in me!

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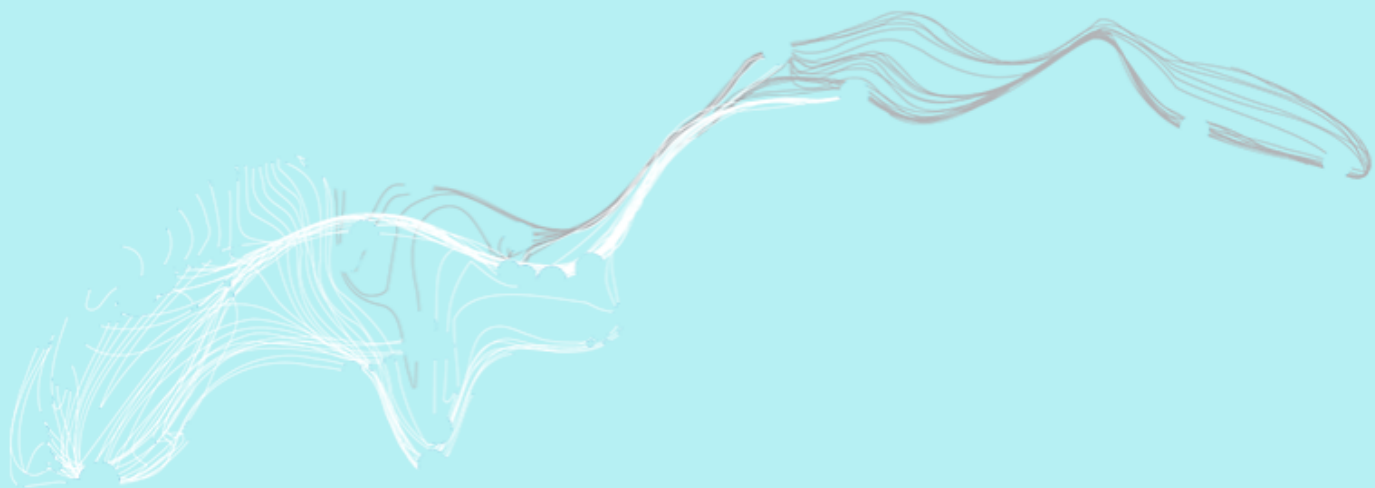
Appendix A

Overview Time Planning Interviews & Focus group

Date	Meeting
14.06 / 17.00	Interview Researcher 1
16.06/ 13.00	Interview Researcher 2
17.06 /14.00	Interview Researcher 3
17.06 / 17.30	Interview Researcher 4
18.06 / 15:30	Focus group students

Procedure Focus group

14:30 Reminder Email	Reminder Email
15:30-15:40	Waiting till everyone arrives
15:40- 15:50	Introduction of me and students
15:50- 16:05	Explanation of Project & Display of findings
16:05 - 16:20	Discussion of findings & broad brainstorming of recommendations
16:20	Last words and goodbye/ Thank you

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