

Mindlab

Analysis Mindlab idea cards

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Content

	Page
Management summary	4
1 Introduction	5
2 Mindlab attendees, (non-)response, research (question) quality and method	6
2.1 Mindlab attendees	6
2.2 (Non-)response	6
2.3 Research (question) quality	7
2.4 Method	9
3 Findings	10
3.1 Findings question two: “What did you think of this way of reflecting on Mindlab?”	10
3.1.1 Category 1: Positive evaluations Mindlab Café	10
3.1.2 Category 2: Positive evaluations Mindlab Café in combination with critical notes and/or improvement suggestions	11
3.1.3 Category 3: Critical notes Mindlab Café	11
3.1.4 Category 4: Remarks unrelated or not directly related to the Mindlab Café evaluation	12
3.1.5 Category 5: Open category	13
3.2 Findings question one: “What is your wish for a follow-up? What is your need?”	13
3.2.1 Category 1: Mindlab	14
3.2.1.1 Subcategory 1a: Mindlab play remarks without (constructive) criticism and/or suggestions for a modified content of the Mindlab play	14
3.2.1.2 Subcategory 1b: (Constructive) Criticism and/or suggestions for a modified content of the Mindlab play	15

3.2.1.3	<i>Subcategory 1c: Statements about the Mindlab Café</i>	16
3.2.1.4	<i>Subcategory 1d: Universities' responsibilities and tasks towards Mindlab</i>	17
3.2.2	Category 2: Individual	18
3.2.3	Category 3: (Work) Group	18
3.2.4	Category 4: University	19
3.2.4.1	<i>Raise awareness</i>	20
3.2.4.2	<i>Stimulate dialogue</i>	21
3.2.4.3	<i>Improve leadership</i>	22
3.2.4.4	<i>Appreciate teaching</i>	22
3.2.4.5	<i>Diminish the research and teaching divide</i>	23
3.2.4.6	<i>Stimulate connectedness between scientific and support staff</i>	23
3.2.4.7	<i>Improve HRM policies and practices</i>	23
3.2.4.8	<i>Balance power relations</i>	24
3.2.4.9	<i>Expand diversity & inclusion</i>	24
3.2.4.10	<i>Boost integrity</i>	24
3.2.5	Category 5: System	25
3.2.6	Category 6: Open category	26
3.3	Experiences Mindlab Café process guides	27
4	Conclusions, discussion and recommendations	28
4.1	Recommendations	30
4.1.1	Recommendations for Mindlab play and café	30
4.1.2	Recommendations for the University of Twente	31
	Literature	35
	Appendix 1	37

Management summary

Mindlab is a science fiction theatre play focusing on dark tales in the world of science. The play has been developed by prof. Giebels (faculty BMS, UT), Utrecht University and TheaterMakers Radio Kootwijk. This document contains an analysis of the so-called idea cards. Attendees of the campus performance of Mindlab were asked to answer two questions:

- 1) *What is your wish for a follow-up? What is your need?*
- 2) *What did you think of this way of reflecting on Mindlab?*

Visitors and response. In January and February 2020, two try-outs and the premiere took place. 250 people visited the try-outs (38 UT-employees and 212 external visitors) and 77 the premiere (65 UT-employees and 12 external visitors). On 25 and 26 February and 9 March 2020, Mindlab was performed in Dutch with English subtitles six times on the premises of the University of Twente. In total, 541 people registered for attending Mindlab at the University of Twente. The amount of people that actually showed up was 471: An attendance rate of 87 percent. The response rate of Mindlab attendees who completed an idea card is 59 percent at least (n = 276 or >).

Results. 80 percent of the completed idea cards contain positive remarks about the Mindlab Café: Everybody who attended the performance on campus was invited to discuss the play and related impressions, feelings, experiences and so on directly afterwards in a group setting (question 2). In general, the findings of the idea cards show that organisational members explicitly or implicitly desire their organisation to take subsequent actions on the levels of individuals, groups, the overall organisation and even towards the wider system. From that angle, it can be suggested that an organisation remodels or sharpens the 'psychological contract' of its members by providing interventions such as Mindlab. In particular, based on the number of employee remarks, the following top-3 'to do' topics can be identified for improvement at the University of Twente related to a more fair and safe environment:

- 1) *Stimulate dialogue* 2) *Boost integrity* and 3) *Improve leadership*.

From the perspective of attendees, other issues that deserve subsequent actions from the University of Twente are

- *Resilience enhancing training for individuals;*
- *Raising awareness;*
- *Support for group interventions;*
- *Appreciation of teaching;*
- *Diminishing the research and teaching divide;*
- *Stimulating connectedness between scientific and support staff;*
- *Improving HRM policies and practices;*
- *Balancing power relations; and*
- *Expanding diversity & inclusion.*

1 Introduction

Mindlab is a science fiction theatre play in Dutch with English subtitles focusing on dark tales in the world of science. The play has been developed by TheaterMakers Radio Kootwijk (i.e. theatre group) in cooperation with the University of Twente (UT) and Utrecht University (UU). The initiator of this enterprise is prof. Giebels (BMS faculty, UT) and received support from the UT Executive Board, BMS faculty board and SoFoKles (i.e. social fund for the knowledge sector). For the content of the play interviews took place at UT and U and reading group was installed.

The first step towards Mindlab has been Giebels' attendance at two theatre performances that aim to sketch working and life with the national police respectively army. The stage plays ability to raise awareness on sensitive issues plus the fact that her own working field 'science' is under scrutiny, aroused an inner urge for initiating something similar for science. After two try-outs, on 13 February 2020 the premiere of Mindlab took place and a couple of weeks later the play was performed six times on campus of the UT (between 25 February and 9 March 2020).² Moreover, four more plays were planned for May 2020, but due to the outbreak of the Corona virus, postponement was inevitable until the unforeseeable future.

On campus a maximum of 100 viewers were invited for each play including participation in the so-called Mindlab Café: Everybody who attended the performance on campus was invited to discuss the play and related impressions, feelings, experiences and so on directly afterwards in a group setting (see for more info about the Mindlab Café Appendix 1). The duration of the play was one hour and fifteen minutes and the same amount of time has been reserved for the café. Each play was introduced by a different ambassador (approximately 10 minutes): Ambassadors are people high on the organisations hierarchical ladder such as full professors and executive board members. Directly after the play, prof. Nauta – co-founder of Factor Vijf Organisation development and professor by special appointment at Leiden University – elucidated Mindlab Café to the audience.

This document contains an analysis of the so-called idea cards that have been distributed in the context of the Mindlab Café. Moreover, as a part of the Mindlab Café, participants were encouraged to complete idea cards constituted of two questions. The idea card questions were available in Dutch and English:

- 1) *What is your wish for a follow-up? What is your need?*
- 2) *What did you think of this way of reflecting on Mindlab?*

According to the Mindlab Café instructions for participants (see Appendix 1), the aim of the first question was to identify what employees feel should change at the university, the aim of the second question to evaluate the Mindlab Café. Furthermore, at each performance two employees fulfilled the role of process guide. After an instruction by the Mindlab organisers, these guides responded to

² See also <https://www.utoday.nl/news/67911/een-cultuur-verander-je-met-zn-allen>, <https://www.utoday.nl/news/67969/mindlab-treffend-confronterend-en-herkenbaar> and <https://www.tubantia.nl/enschede/universiteit-twente-maakt-theater-hoogste-tijd-voor-veranderingen~a699b165/>

questions from Mindlab Café participants, observed the different tables, joined tables on invitation or when they perceived support for getting the discussion going was needed, stimulated the completion of idea cards and collected the latter. The process guides provided additional data: Written statements about their experiences in the process of Mindlab Café. This analysis will also be presented in the 'findings' section (paragraph 3.3).

Before presenting the idea card findings (chapter 3), information about Mindlab attendees, (non-)response, research (question) quality and method will be presented in chapter 2. The document finishes with conclusions, discussion and recommendations (chapter 4).

2 Mindlab attendees, (non-)response, research (question) quality and method

2.1 Mindlab attendees

In January and February 2020, two try-outs and the premiere took place. 250 people visited the try-outs (38 UT-employees and 212 external visitors) and 77 the premiere (65 UT-employees and 12 external visitors). On 25 and 26 February and 9 March 2020, Mindlab was performed in Dutch with English subtitles six times on the premises of the University of Twente. Each play provided space for a maximum of 100 employees including joining the Mindlab Café. The café setting as described in appendix 1 was not available for the try-outs and premiere of the theatre play.

In total, 541 people registered for attaining Mindlab at the University of Twente. The amount of people that actually showed up was 471: An attendance rate of 87 percent. Of those who attended 55 percent were support staff and 45 percent scientific staff. Given the fact that 57 percent of all University of Twente employees occupy a scientific function, it has to be concluded that support staff was overrepresented and scientific staff underrepresented. It is valuable to note that analysis of the idea cards shows that several attendees refer to the aforementioned outcome (see Appendix 2). Of all registered attendees at the University of Twente, 16 were full professors. However, a strenuous amount of full professors, all executive board members, all deans and all directors of service departments attended the plays' try-outs or premiere that took place at the premises of TheaterMakers Radio Kootwijk.

2.2 (Non-)response

All 471 attendees were invited to participate in the Mindlab Café. Consequently, the maximum number of Mindlab Café participants and completed idea cards should be 471 (N). However, the Mindlab organising team witnessed that people left directly after the play without completing an idea card. In addition, some people did not participate in Mindlab Café, but filled in an idea card and mentioned their absence from Mindlab Café. The Mindlab organisers's received a total of 268 partly or fully completed idea cards. On a number of cards it was stated that several people shared a single card between them: 2 people shared a card, 3 people shared a card, 5 people shared a card and in one case it was mentioned

that several people shared a card without revealing the actual numbers. Therefore, the number of attendees that completed an idea card has to be corrected upwards with at least 8 more attendees ($n = 276$ or $>$). Consequently, the response rate of Mindlab attendees who completed an idea card is 59 percent at least.

43 out of 268 idea cards were only partly completed: Only one out of two questions was answered. Of the 43 partially completed idea cards, on 7 cards no answer was provided for question 1 compared to 36 for question 2. Of the 268 partly or fully completed idea cards, 69 were completed in English (26%). At the University of Twente, in total 28 percent of all employees have a non-Dutch background.

2.3 Research (question) quality

The purpose of the Mindlab idea cards was to collect information from Mindlab attendees about (a) what they feel should change at the university (question 1) and (b) how they evaluate the Mindlab Café (question 2) (see also Appendix 1). Although also question two implicitly refers to a potential use of participants feedback for change (i.e. improvement of a conversational approach or method), the direction of potential change related to question one is different. Referring to the latter, the question contains an implicit promise by suggesting that the participants remarks might be used or have the potential to serve as an input for organisational change or, more evident, change at the University of Twente. Therefore, question one answers relate to a specific form of research-for-practice (i.e. research with the purpose to contribute to an intervention for changing a practical situation; Verschuren & Doorewaard, 1998): *Action Research*. Action research's aim is to resolve important social or organisational issues together with those who experience these issues directly by using a scientific approach (Coghlan & Brannick, 2001; Lewin, 1973). Mindlab provides an insight into the working and life at Dutch universities. Dutch science is under scrutiny, for integrity issues, social return, the quality of education, internationalisation and financing. For Dutch universities and their community these are issues that beg for resolution. In action research, the members of the system which is being studied participate actively in change for the better. They are research participants or subjects: They themselves are considered as researchers or in a democratic relationship with the researcher.

Until now, Mindlab has been performed at one Dutch university and consequently, idea card data have been collected only at this university: the University of Twente. As such, this university serves as a representative or typical single case study. A case study can be defined as an empirical inquiry that investigates a contemporary phenomenon (here, responses to theatre play Mindlab and Mindlab Café) in depth and within its real-world context (here, place of the performance and group discussions: A university) (Yin, 2014, p. 52). Moreover, more than one unit of analysis was involved (i.e. Mindlab attendees and Mindlab Café process guides). Therefore, this study can be characterised as an embedded case study (Yin, 2014). Finally, given the fact that Mindlab attendees were provided with the opportunity to answer open questions and Mindlab Café process guides were requested to write down their impressions without further instructions, it has to be concluded this case study has a qualitative design.

Qualitative research involves the systematic collection, ordering, description and interpretation of textual data generated from talk, observation or documentation. The goal is to explore the behaviour, processes of interaction, and the meanings, values and experiences of individuals and groups in their “natural” context (Kitto, Chesters & Grbich, 2008, p. 243). In contrast to quantitative research that uses categories taken from existing theory and researchers’ operationalisations (i.e. *etic*), qualitative research is *emic*: focused on finding categories of meaning from the individuals studied (Morrow, 2005). However, also hybrids are common: For example, the testing of existing theory by using open-ended interview questions.

Mindlab is a theatre play intended for raising awareness and, ultimately, change for the better in a certain context. Therefore, Mindlab’s theoretical anchor should lie in the ‘Theatre for Social Change theory’ (Christensen, 2014) and its two models: (1) Theatre of the Oppressed (Boal, 1985) and (2) Theatre for Community, Conflict, and Dialogue (Rohd, 1998). However, not for the Mindlab play nor for the development of the idea cards theoretical underpinning or relevant literature was used. Most probably this affects the rigour and associated “goodness” or trustworthiness of research; here, the research instrument ‘idea cards’ (Lincoln & Guba, 1986).

Theoretical rigour refers to the soundness of fit of the research question, aims and the choice of methods appropriate to the research problem. As in all forms of research, the clarity of the research question reflected in the aims of the study is essential for evaluating results and the interpretation of those (Kitto et al., 2011, p. 245). According to Verschuren and Doorewaard (1998), research questions have to meet two requirements: *efficiency* and *directedness*. Efficiency refers to the research questions’ contribution for achieving the research aim and directedness to the needed nature of knowledge (i.e. explorative of explanatory knowledge) and material for the research.

Question one was formulated as follows: “What is your wish for a follow-up? What is your need?”. The aim of the research question has been described as “what the employees feel should change at the university” (see appendix 1). However, question one lacks the addition “at this university or concerning this university”. Therefore, it is unclear to which focus or foci ‘follow-up’ and ‘needs’ refer to. Thus, question one provides for participants an unspecified or not well-defined mindset/space for answers. This is also reflected in participants remarks that indicate different associated foci of follow-up and/or needs (see next chapter). Moreover, in this context the term ‘follow-up’ has several meanings. One can associate ‘follow-up’ with another episode of the theatre play with a different or modified content, next steps in how to treat the Mindlab subject in a real-life context and/or feedback on the comments made upon the Mindlab idea cards. Summarising all the aforementioned, it is reasonable to conclude that the efficiency of the research question is limited. Finally, a more general shortcoming is the fact that question one is not limited to one question, but in fact contains two questions. So, referring to the lack of efficiency as well as the aforementioned lacking theoretical anchoring of the research question, question one also shows a low directedness resulting in a limited theoretical grip for analysis.

The low efficiency and directedness of research question one explains why the analysis and interpretation of answers related to this question is rather an inductive and in particular grounded theory endeavor (Glaser & Strauss, 1967). Grounded theory’s aim is to generate new theory based on

data. The approach requires from the researcher an open mind without any preconceived ideas of what will be found in the data. This phase of the research is also known as “dancing with the data” (Kidder & Fine, 1997). Once the data analysis has been completed, the researcher has to examine current theories for positioning the new theory.

2.4 Method

The comments on the idea cards were transferred into an Excel sheet. The criticism towards the quality of question one has been adopted for categorising the answers by using an analysis guiding question:

Do the answers relate to the aim of the research question - that is: what participants feel should change at the university - or

a) to a content different from ‘change’ and/or

b) to foci different from the focus university?

Question one and question two remarks were analysed according to Kluge’s (2000) four analytical steps: determine the relevant comparison dimensions according to theory and data material, group the cases and analyse empirical regularity, analyse content meanings and type generation and characterise the generated types. For the written statements from the Mindlab Café process guides, before using Kluge’s analytical steps, the ‘Kernsatzmethode’ (core sentence method; Leithäuser & Volmerg, 1988) was used for text analysis, which is a method that seeks to identify the key sentences and words in a text. Its aim is to reduce and transform information into relevant meanings (Leithäuser & Volmerg, 1988). *Peer debriefing* was used for evaluating the quality of the interpretations (Guba & Lincoln, 1982): A scholar was asked to review the analysis (Cresswell, 2013).

3 Findings

Before showing the findings related to question one (“What is your wish for a follow-up? What is your need?”), the question that has been referred to as having the potential to serve as input for organisational change in the last chapter, a summary of research question two (“What did you think of this way of reflecting on Mindlab?”) findings will be presented. This chapter finishes with reporting about the experiences of the Mindlab Café process guides (paragraph 3.3)

3.1 Findings question two: “What did you think of this way of reflecting on Mindlab?”

From the answers of the partly or fully completed idea cards, five answer categories could be identified or derived for question 2 (“What did you think of this way of reflecting on Mindlab?”):

Category 1: Positive evaluations Mindlab café

Category 2: Positive evaluations Mindlab Café in combination with critical notes and/or improvement suggestions

Category 3: Critical notes Mindlab Café

Category 4: Remarks unrelated or not directly related to the Mindlab Café evaluation

Category 5: Open category

3.1.1 Category 1: Positive evaluations Mindlab Café

This category refers to contributions pointing to a positive evaluation of the Mindlab Café without any critical notes or improvement suggestions. Some of the participants provided statements about the reason(s) for positive evaluation such as “It makes you think”, “It shows the university is self-critical”, “It is nice to share experiences and learn to reflect from different points of view” and “People notice different things and have different ideas, and these are interesting to share and reflect upon”. The last two statements refer to a sub-group within this category: A noteworthy amount of participants mentioned that it is interesting and important to share experiences and ideas with people from different departments or within different functions. However, some people seem to prefer reflection with their team. 146 of the 232 remarks can be classified into category 1.

3.1.2 Category 2: Positive evaluations Mindlab Café in combination with critical notes and/or improvement suggestions

This category includes idea cards with a positive evaluation of the Mindlab Café plus critical notes or improvement suggestions. The following two examples show a positive evaluation with a critical note, but without an improvement suggestion:

- *“Good, but also difficult to start because they are fairly intense topics”* and
- *“On the one hand interesting, on the other hand unsatisfying, because you do not have the 'wisdom' in your possession to find a solution”.*

The next two exemplary quotes refer to a positive evaluation with an improvement suggestion:

- *“Very useful, but it would be better if someone is there from the start or not: walking past disturbs the conversation somewhat”* and
- *“Good to do it straight after. Would be good to have someone encourage mixed occupations at the tables”.*

Referring to the latter example, while six attendees stated that it is educational and interesting to mix up with people from other teams, faculties and /or occupations, it is important to note that, as already mentioned in paragraph 3.1.1, the contributions show also a noteworthy amount of people (n=5) who seem to prefer reflection with their team or department. However, several remarks point to too much homogeneity of the café table participants (e.g. “(+) (+) It would have been nice to discuss with people that are from different fields”). Finally, several people stated that attending Mindlab and the Café should be obliged for certain functional groups. In this context, supervisors and people in high leadership positions were mentioned.

39 contributions can be classified in category 2. As mentioned in chapter 2, 36 out of 268 partly of fully idea cards did not contain any ‘question 2’ remarks. Category 1 and 2 contributions refer to positive evaluations of Mindlab Café. Altogether 185 idea cards contain such positive evaluations. Taking into account the non-response towards question two, 185 out of 232 idea cards contain positive evaluations of Mindlab Café. This means that 80 percent of the completed idea cards contain positive remarks about this conversational approach.

3.1.3 Category 3: Critical notes Mindlab Café

This category includes idea cards without a positive evaluation of the Mindlab Café, but contains critical notes such as

- *“Impressive performance, a lot of text at a fast pace. I notice that I am full of the performance, so I don't really feel the need for group discussion at the moment”;*

- *“Mindlab is interesting as a performance, but it is difficult in consumer mode to get out again, especially if you are not with your club”;*
- *“There are numerous problems to discuss, which were covered in the performance. Not enough time for all of them though”;* and
- *“Because I am in finance, I don't know exactly how it works among scientists. For me this was of no added value”.*

The first two examples implicitly refer to ‘timing’: Some Mindlab Café participants might prefer more time between the stage play and the Mindlab Café. The third remark points to ‘time’ or in other words not enough time for reflections/discussion. The last example shows an issue that becomes even more evident when analysing idea card question one: Nine people stated that the stage play is strongly focusing on academic issues and less on issues support staff experience (see 3.2.1.2) . In contrast, on several idea cards it was mentioned that support staff was overrepresented in Mindlab Café.

Altogether 16 contributions can be classified into category 3. Therefore, taking into account the non-response on question 2, 16 out of 232 idea cards contain criticism towards the Mindlab Café approach without positive additions (7%).

3.1.4 Category 4: Remarks unrelated or not directly related to the Mindlab Café evaluation

This category contains idea cards with remarks not related to the evaluation of Mindlab Café. Altogether, 26 contributions can be classified into category 4. The largest sub-group states that one is not visiting Mindlab Café or one cannot attend because of other obligations (11 idea cards). Another group of people used question two for an evaluation of the stage play (9 idea cards). Examples are:

- *“The example of sexual harassment less recognizable, please provide further examples”;*
- *“I thought the performance was such a catchy mirror for the complex system we are in. Very touched by the desperation of the protagonist. Recognisable”;*
- *“Mindlab makes researchers comfortable to reflect and discuss about topics which are considered taboo. Makes people more aware of the struggles of their coworkers”;* and
- *“Mindlab addressed actual problems in research society in excellent and mindful way. Excellent show, that reminded what is important in life: being brave to say (sometimes) “NO” and having private life”.*

Finally, a sub-group (5 idea cards) used question two for raising issues related to the Mindlab stage play without mentioning the play directly. Examples are:

- *“Staying in discussion about publication pressure prevents publication pressure”;*

- *"Don't know what to do, who am I, afraid. - Wish for more informal space for this, but how"; and*
- *"*Private life, attention to loved ones. *delegate tasks. * More teamwork because relations count --> teambased PhDs. * Relatable, it's real, hidden hierarchy become part of the system . * individualistic, not so many team efforts".*

3.1.5 Category 5: Open category

Finally, two contributions can be classified into category 5. The 'open category' contains contributions not matching the descriptions or definitions of the other four categories:

- *"This is how we do it" and*
- *"It does indeed appear to occur. I was shocked by that".*

Referring to the first contribution, it is unclear if this remark relates to the use of the English language, the idea to use Mindlab and/or Mindlab Café for dealing with issues or a directive way of guiding the Mindlab Café. The second contribution refers to a strong negative emotion most likely related to the conversations in Mindlab Café. After all, "it does indeed appear to occur" points to real-life situations and stories and not to a science-fiction performed in a theatre play.

3.2 Findings question one: "What is your wish for a follow-up? What is your need?"

The data show that question one evoked answers unrelated to 'change' and/or associated with foci beyond the overall organisation (i.e. the university, see also paragraph 2.3 and 2.4). The following six categories show the different identified foci:

Category 1: Mindlab

Category 2: Individual

Category 3: (Work) Group

Category 4: University

Category 5: System

Category 6: Open category

Category 1 'Mindlab' classifies remarks referring to the Mindlab play or Mindlab Café (subcategory 1). The category contains evaluations, ideas for the play and/or conversational approach improvement and university responsibilities towards play attendance. Category 2 'Individual' includes expressions pointing to individuals' change or contribution to change and organisations' support for empowering or

emancipating individuals. Category 3 '(Work) Group' is comprised of remarks beyond Mindlab and the individual, but on a less abstract level than the university as a whole or the system (i.e. academia on the national or international level). The category covers statements related to a proximate group of people with whom a person works such as a team or department (i.e. work group) or displays comments pointing to groups beyond. Category 4 'University', the originally intended focus of participant feedback, consists of answers relating to the broad organisation 'university' rather than pointing to subsystems (e.g. teams, departments, faculties, occupational groups). However, it will be shown that many of the category 1, 2, 3 and 5 utterances contain at least implicit desires for action and/or facilitation by the university. Within category 5 'System' contributions were organised that refer to systematic problems or change needs that go beyond the level of a single university. Category 6 'Open category' was constructed for answers not fitting into category 1 to 5. Within all categories, a large number of idea cards contain besides change also action or improvement ideas and/or evaluations. Moreover, a severe amount of remarks point to different foci. Such answers have been split into different categories and this explains why the number of comments exceeds the amount of completed idea cards (n = 268). Altogether, 356 statements related to different foci could be identified.

3.2.1 Category 1: Mindlab

Category 1 'Mindlab' includes remarks referring to the Mindlab play or Mindlab Café. Subcategory 1a contains Mindlab play remarks without (constructive) criticism and/or suggestions for a modified content of the Mindlab play (i.e. unmodified follow-up play). Category 1b covers remarks related to (constructive) criticism and/or suggestions for a modified content of the Mindlab play. Category 1c is comprised of statements about the Mindlab Café and, finally, Category 1d is constituted of remarks about universities' responsibilities and tasks towards Mindlab. Altogether, 113 out of 356 statements refer to Category 1 (32%).

3.2.1.1 Subcategory 1a: Mindlab play remarks without (constructive) criticism and/or suggestions for a modified content of the Mindlab play

33 idea cards evaluated the Mindlab play and/or expressed a wish for repeating the play without suggesting a modified play. Examples of Mindlab play evaluations are:

- *"Very recognizable",*
- *"Most of the issues are known. Big question is: and what now!";*
- *"Strong. Touching. Makes you think";* and
- *"The play is great for raising the issues, and showing how things 'creep' from good to bad - it's all systematic".*

The following phrases show a wish for repeating the play without suggesting a modified play:

- *"Maybe good for repetition";*

- *“Multiple performances so that colleagues who did not have a chance to see the performance can also get the opportunity”;*
- *“We should have more of these plays, it is a great way to learn to listen and reflect”;*
- *“More Mindlabs”;* and
- *“In any case YES. This way, another way of drawing attention to distressing cases that we all experience every day (directly or indirectly), is an eye opener”.*

Wishes for repetition also contain an implicit responsibility of the university: The university has to facilitate more plays. The remarks on 9 idea cards point to Mindlab plays impact on comparisons between the content and the own work environment, thoughts about others experience with Mindlab and observations related to the audience. On five idea cards, participants explicitly measured their close-by work environment against the Mindlab performance and expressed perceived differences. Three examples:

- *“I work within Finance. It didn't really apply to us, although I really liked the performance. The situations were all easy to imagine this actually happening” ;*
- *“This was a reflection on scientific staff. Before that I had no idea that this played in a 'stuck' system of hierarchy / power / loss of face. Is there also a noticeable 'social' system within the OBP?”; and*
- *“Fortunately, I personally do not have much to do with this in my department”.*

On three idea cards, curiosity was expressed about the ‘experiences of others with the Mindlab play’. An example: *“I would like to hear reactions from WP, how do they view this performance and the problems that are discussed”.* Finally, on one cards, an observation was shared about a perceived underrepresentation of males as well as full professor attendees (*“Not really a need, but what struck me was that there were few men and few professors”*). As mentioned in paragraph 2.1, a strenuous amount of full professors attended the plays’ try-outs and/or premiere that took place at the premises of TheaterMakers Radio Kootwijk.

3.2.1.2 Subcategory 1b: (Constructive) Criticism and/or suggestions for a modified content of the Mindlab play

36 idea cards contained (constructive) criticism and/or suggested a modified content for the Mindlab play. Six statements point to process or technological issues. For example:

- *“Mindlab digital & shared very broadly”;*
- *“A documentary about Mindlab”;*
- *“If the performance could be in English, that would be perfect for me”;* and
- *“A second episode. Open air theatre”.*

On two idea cards it was suggested to improve subtitles by adding “who’s saying what”. A group of statements (n=20) tackles the perspective of the play. In its current form, the Mindlab performance is

centered around a professor and scientific life. The perspective statements suggest a different view for a modified content: From the angle of PhD candidates (n=6), students (n=4), support staff (n=9) or different focus groups (n=1). Examples are:

- *“Turn it around, for example from the PhD student or different PhD students with different stories”;*
- *“More about dependency of student on supervisor this is a very difficult relationship”;* and
- *“Now it is zoomed in on Research and Education. It seems to me very interesting and educational to see such a setting with the difference between Support and Scientific staff”.*
- *“Focus groups?: Worthwhile looking into group specific issues - managers, students, staff... ”.*

Besides process, technological and perspective issues, ten idea cards suggest thematic changes or improvements in the play unrelated to different occupational groups or students. 6 remarks refer to gender issues including more focus on the glass ceiling for women, less #metoo in the play, a male in the victim role, dilemma’s for women to stay in science think about insecurities, family planning, etc. and currently a strong focus on male/female differences. Two suggestions propose other academic topics for a second episode: difficulty of ethics in processing data, giving proper credits to the scientist that contributed most to certain publications / research, practice-oriented vs. fundamental research, job classification system, assessment committees and recognition and appreciation. Four remarks refer to varying topics for a sequel: How the Mindlab professor’s daughter is doing in Mindlab, cultural differences, connecting employee well-being with student well-being, difficult conversations, influence on others than professors, dealing with narcissism and more emphasis on confidential advisors. Finally, 3 idea cards expressed a wish for a positive version of Mindlab (e.g. *“A theatre play of the positive side of academia”*).

3.2.1.3 Subcategory 1c: Statements about the Mindlab Café

Instead of as intended using question two for remarks about the Mindlab Café, 13 idea cards contained statements about the café. Four out of 13 remarks expressed a wish for feedback about the Mindlab Café findings and/or actions derived from this feedback. Two examples:

- *“Summary of all topics discussed during the conversations after the performance, what did others think about? What can we do with this? What will the UT do with this?”* and
- *“Talking about the results of this exercise in a similar fashion”.*

As for repetition wishes (see paragraph 3.1.1.), also concerning feedback on the Mindlab Café, at least implicitly, the university has a central role to play: Analysing and reporting about feedback and (to take) subsequent actions. Six out of 13 remarks that contain comments about the Mindlab Café point to the group setting. Two remarks refer to ‘interesting listening to other people’s experiences and ideas’; four hint to the ‘group composition’:

- *“Actively construct groups that are either diverse or non-diverse in background”;*

- *“Despite being a nice mixed group, I do miss the conversation with the supervisor at the table to hear their side of the story”;*
- *“I am curious about solutions from others. Sat with all PhD candidates at the table, am one myself”;* and
- *“I wonder how scientists would discuss this among themselves, now there was mainly OBP”.*

Finally, three remarks point to a wish for more Mindlab Café’s or sessions comparable to such a group setting (e.g. *“No concrete idea, but follow-up is needed to be effective. Maybe more “mind lab cafes” to share experiences and how they were dealt with”*).

3.2.1.4 Subcategory 1d: Universities’ responsibilities and tasks towards Mindlab

In paragraph 3.1.1 and 3.1.3 several remarks pointed implicitly to universities responsibilities and tasks related to Mindlab such as repetition of Mindlab, analysing and reporting about feedback and (to take) subsequent actions. In subcategory 1d remarks are organised that point to more explicit university responsibilities and tasks towards Mindlab. Two remarks refer to how the university could use Mindlab in the future: Mindlab for the introduction (of new students and employees) and a short promotion video presented in the context of the universities’ strategy. One remark is concerned about ‘life after Mindlab’ and in particular organisations’ duty to keep the Mindlab message alive: *“That it not only stays with this performance but that something is actually being done in the organization. Unfortunately, we experience this in reality”*.

However, the majority of the remarks point to the universities obligation to facilitate attendance. 20 idea cards are outspoken of whom should or even should be obliged to attend Mindlab. Several examples are:

- *“Ensure that ALL senior staff at Utwente attend this performance”;*
- *“You can only proceed with this as an organization if at least the majority have seen and discussed this”;*
- *““Compulsory” participation per department, or certainly for heads for the follow-up to get more openness or discuss everything”;* and
- *“Like to see more scientists in public. So they see what's going on”.*

9 out of 20 idea cards express that in particular people in leadership functions should or have to undergo the Mindlab experience. Several suggest that Mindlab should be visited in groups or teams and on one card it was stated that more males have to attend.

3.2.2 Category 2: Individual

Category 2 'Individual' is constituted of expressions pointing to two subcategories: 1) individuals' contribution to change and 2) organisations' support for empowering or emancipating individuals. Six remarks refer to individuals contribution to change and 2 out of these 6 point to individual responsibilities for system or cultural change:

- *"We need to learn what each of us can do to change the system";* and
- *"Successful scientists should not be allowed to violate basic moral norms, just because they are successful. What can each of us do to achieve this?"*.

In contrast to the two statements above who refer to an 'I' as a part of the 'We' (i.e. "each of us"), the other four remarks remain on an 'I' position for expressing ideas about individuals contributions' to change. For example: *"Awareness that I will soon be a leader with these responsibilities. Don't forget this and my own experiences as a junior"* and *"I hope that all employees of a university will / can watch this performance. Makes you think and your own acts"*.

Within category 2, the majority of people at least implicitly demands support from the university for the empowerment and emancipation of employees. In other words: These statements contain at least implied obligations for organisations' facilitation. 18 idea cards expressed needs for providing more grip on how to deal with situations that are questionable or mentioned specific solutions that could be useful for strengthening individuals such as active bystander training, an academic coach for PhD candidates, better information about where to go to in the case of integrity issues (plus including such information in the introduction of new employees), gender training and leadership training. A few examples that refer less to concrete initiatives are the following:

- *"Follow up needs to address helping people to speak up + influence when they are not satisfied with how things are going";*
- *"Maybe the ways to speak up in case of such situation and how can you make sure your voice to be hear in an effective way. That's something I would like to see";*
- *"Promote strategies for individuals to go against the system (e.g. "active bystander" but for other topics)";* and
- *"How to respond if you don't want to "look away", what choices, when safe"*.

3.2.3 Category 3: (Work) Group

Category 3 '(Work) Group' covers statements related to follow-up actions or needs pointing to a proximate group of people with whom a person works such as a team or department (i.e. work group) or displays comments referring to groups beyond. Outspoken follow-up actions or needs that exceed the work group, but refer to groups, units or other occupations within the university belong to the wider 'Group' such as PhD candidates, the faculty, groups consisting of people from different departments or groups with a mix of scientific and support staff. Altogether, 31 idea cards expressed remarks referring

to follow-up actions or needs related to groups. On 20 out of these 31 idea cards it was stated that people would like to continue Mindlab related discussions and activities with their team or department. To mention a few:

- 1) *“Discussing behavior and wishes within the team. What is going well and what can we do better?”*;
- 2) *“A setting to keep the valuable conversations going, and a way (-> tools?) to keep talking also within your own dept”*;
- 3) *“More open dialogue in the department and that this is facilitated within the university”*;
- 4) *“An open dialogue among external (outside UT) discussion leaders in each chair / department. OBLIGATED”*; and
- 5) *“I find it very constructive to initiate this discussion about the contradictions between scientific ideals and the realities of scientific careers. More opportunities to discuss this more openly among colleagues would be appreciated”*.

In particular phrase 2 (i.e. “...>tools?”) and 3 (i.e. “...that this is facilitated within the university”) show that some participants expect the university to take an active role in supporting group activities related to Mindlab and this is also true for group activities beyond the work group. 11 idea cards express follow-up actions or needs related to the latter. Examples are:

- *“Science is a lonely place. There should be a network where people at all levels can speak and discuss their difficulties with peers, without the feeling of competition and loss”*;
- *“A follow-up reflection at faculty level”*;
- *“To encourage young researchers (PhD), more group talks or workshops will be needed”*; and
- *“Great, good initiative. Repeating this concept in which you enter into conversation with fellow UT people other than your team / department colleagues, it does open the conversation”*.

3.2.4 Category 4: University

From the perspective of the participants, sub paragraphs 3.1 to 3.4 made clear that the organisation - in this particular case a university – implicitly or explicitly has duties on the level of the theatre play and conversational approach, the individual and groups. In category 4, ‘University’ remarks have been arranged that point to the ‘learning organisation’ theory in an organisational context that exceeds the levels of an artistic intervention, the individual and particular groups, but that (should) occur within an organisation that aims for comprehensive advancement. A learning organisation is one that is organised to scan for information in its environment, by itself creating information, and promoting individuals to transform information into knowledge and coordinate this knowledge between the individuals so that new insight is obtained. Moreover, such an organisation also changes its behaviour in order to use this new knowledge and insight (Jensen, 2005, p. 63). One remark refers to a first step for creating a mindset supportive for Mindlab related learning: “Include in strategic policy”. All other remarks refer to different organisational learning challenges that have the potential to deal with topics shown in Mindlab:

- 1) Raise awareness

- 2) Stimulate dialogue
- 3) Improve leadership
- 4) Appreciate teaching
- 5) Diminish the research and teaching divide
- 6) Stimulate connectedness between scientific staff and support staff
- 7) Improve HRM policies and practices
- 8) Balance power relations
- 9) Expand diversity & inclusion
- 10) Boost integrity

3.2.4.1 *Raise awareness*

Organisational awareness has been defined as ‘an understanding of the activities of others, which provides a context for your own activity’ and this context is used to ‘ensure that individual contributions are relevant to the group’s activity as a whole’ (Dourish & Bellotti, 1992, p. 107). This conceptualisation also highlights the significance of situated knowledge (Sole & Edmondson, 2002), which is knowledge embedded in a particular local setting. The remarks of 13 idea cards tackle implicitly or explicitly awareness on a broader scope, a scope that cuts across organisational entities such as individuals, groups or departments. The following exemplary remarks refer to raising awareness directly:

- *“More awareness activities such as Mindlab”;*
- *“Raising awareness on more topics like autism in academia, marginalized groups”;* and
- *“This performance was about awareness. How can we prevent or improve this? What steps can different roles take?”.*

Two out of thirteen remarks point to a need for enhanced awareness that exceeds a single organisation by referring to the context where the organisation is directly embedded: ‘The system’ also known as academia. However, and this is also true for Category 5 remarks about the system, it can be argued that systemic change also has to take place within the constituting entities:

- *“This is a real situation going on in academia, and more awareness among the whole community should be spread”* and
- *“I wouldn't know that well. I hope that regular reflection gradually improves the system”.*

One idea card that was shared by three employees who most likely work in HR, implicitly shows a sense of enhanced awareness related to the situated knowledge of their occupational group or subsystem:

- *“HR's role: Do we need to change anything? Do we perceive things "normal" that are not normal?”.*

3.2.4.2 Stimulate dialogue

A dialogue is the meeting of two or more humans trying to understand each other. Organisational dialogue can be defined as a collective communication process which occurs between and among people when they commit to inquire together what is valuable and important (Roman, 2005). As such, dialogue in organisations can construct collective meaning (Dixon, 1997). Dialogue in organisations has the potential to improve the quality of communication, inspire the participants, correct organisational culture and produce new ideas (Roman, 2005). However, from an organisational learning perspective, it can be argued that management has to guide the process of organisational dialogue. After all, meaning is created and stored by individuals and not by organisations and therefore must be transformed to information effective for organisation wide learning (Grant, 1996).

On 42 idea cards the importance of 'dialogue' was expressed and in particular dialogue that cuts across organisational subsystems like teams, faculties or occupational groups. Related to a 'how to?' question, the majority of the dialogue remarks is rather unspecific as the following examples show:

- *"More openness and dialogue about the impact of behaviour on each other";*
- *"A safe environment where everything is acceptable for conversation! And that it becomes normal to discuss things";*
- *"Keep TALKING";*
- *"Ensure that this topic remains on the agenda and that we continue to have dialogue";* and
- *"Discussion on how to break habits and discuss action".*

However, 9 out of the 42 dialogue remarks include advices or ideas about the dos and don'ts for shaping dialogue. To mention a few:

- *"More dialogue, that is how change goes, dont send out emails";*
- *"Then, as a follow-up, it may be possible to document any action taken (concrete or just as a mental note) and share ideas across departments";*
- *"Sessions in which questions are discussed about controversial topics"*
- *"Set up a forum to discuss & work out solutions";*
- *"Discussion about the content, facilitated with a good opening question & moderator if necessary";*
- *"Walk the talk!!! * People in higher position should talk to the people who experience problems with the system";* and
- *"I would like to see more "smaller" problems and the way how reflecting on them can change the climate at the uni. "smaller" problems - analysing your data until you get significance, comments about PhD doing some "dirty" job etc. I'd like to have more discussion in a grey area and not about things that are obviously wrong".*

Finally, one idea card contains a remark that refers to an academia exceeding dialogue, a dialogue between members of academia and society: "What does this all mean to those outside academia / the primary focus? A broader discussion".

3.2.4.3 Improve leadership

20 idea cards contain remarks about leadership and in particular hint towards leadership deficiencies and vital leadership improvement. Just to show a few examples:

- *"Macho white men at the top of the group make you feel unsafe to tell what's a / d hand";*
- *"I could really slap my previous intimidating manager in the face. - Better leadership culture, not appointing the "best" scientists as leaders, but good leaders";*
- *"Continuous attention to supervisors for staying alert & for giving attention to colleagues";*
- *"Someone who is good at science and brings in a lot of money does not necessarily have good skills to become a group leader (often not, unfortunately...)";* and
- *"Open discussion about "leadership" -> a top researcher does not make a "top leader" -> criteria for "soft skills".*

While the phrases above sketch the perceived current or recent situation, a group consisting of 11 statements addresses a necessity for leadership development and/or support:

- *"People in higher positions should follow mandatory trainings related to leadership / management";*
- *"Training / events for people in high positions on hierarchy, constructive feedback etc. (not only training for PhD candidates in this)";* and
- *"Leadership course for anyone who has to lead and let them reflect".*

Finally, two remarks ascribe to leaders behaviour and especially to those very high in hierarchy a role model or 'front running' function for change towards the better: "Dare to demonstrate the values as an organisation - don't just tell employees how to behave" and "That the "real" people dare to be open & vulnerable and tell their dilemma (people high on the ladder) because this will trickle down in the organization and this can change the culture".

3.2.4.4 Appreciate teaching

On 8 idea cards, remarks about a better or more appreciation of teaching could be identified. The following statements are exemplary for this sub category:

- *"Better appreciation / career paths for teachers";*
- *"More open appreciation for education (currently not visible). Want to become an education professor? Not seen anything yet";*
- *"As a lecturer who has 32 hours a week employment for 2 year contract, but work 40 hours a week to satisfy my students' needs, I would like my faculty to ask me about my own satisfaction and how lecturers can have workload that they can manage and deliver quality teaching";* and
- *"More incentive for educational / teaching practices. To encourage professors to not only research but also teach".*

3.2.4.5 Diminish the research and teaching divide

The former sub category ‘appreciate teaching’ strongly relates to the so-called research and teaching divide. This divide points to a segregation between research and teaching at universities and regularly to overrating research achievement and underrating teaching performance. 7 remarks point to such a divide. Examples are:

- *“Research and education (use research to make better edu)”;*
- *“Balance the appreciation of research / education better”;* and
- *“Education with growth opportunities or real 50:50 research: education”.*

3 out of the 7 remarks explicitly refer to content specific dialogue as an intervention for rebalancing the currently perceived unbalance between research and teaching:

- *“Making the vision on both teaching and research concrete and two-way communication about it”;*
- *“Tension between the quality of education and the ambition to "score" scientifically. Conversation about honesty / ambition / quality”;* and
- *“Have a discussion or dialogue about what is the value to be a scientist. Is it just about publication and grants? How to acknowledge the staff who always back up in situations where teachers are lacking. > dialogue”.*

3.2.4.6 Stimulate connectedness between scientific and support staff

Besides the so-called research and teaching divide, another subject of ‘them-and-us’ is well-known within universities: Differences between scientific staff and support staff. 5 remarks point to such a divide and the desire to reduce this gap including ideas on how to do so. Three examples:

- *“Connect to improve: support / education and science. What are our common goals and challenges. More evaluation / reflection”;*
- *“More support staff & scientific staff joint projects; and*
- *“The support employee talking to a scientist. Having or getting mutual understanding”.*

3.2.4.7 Improve HRM policies and practices

Strictly speaking, also leadership and in particular leadership development (see paragraph 3.4.3) is a HR responsibility. However, given the fact that the current discussion about a renewal of the appreciation and rewarding of scientists in Dutch academia ascribes to ‘leadership competences’ a distinctive concern (NOW, 2019; see also paragraph 3.5), it was decided to award this subject with its own category. Here, in subcategory ‘improve HRM policies and practices’, remarks are arranged that point to improvement of personnel policies and practices beyond leadership or supervisors. 14 rather diverse remarks relate to

such advancements. 3 out of 14 remarks refer to the introduction of exit interviews. 7 out of 14 remarks concern the quality of work of specific employee groups (i.e. PhD candidates, temporary staff, lecturers and postdocs). Some examples:

- *“General idea: no more postdocs who have to guide (new) people”;*
- *“Postdoc to assistant professor remains very difficult with all project-based appointments”;*
- *“Active policy to strengthen social & employment position of PhD students (also not employed) and postdocs and other temporary staff. Sharp attention to implicit messages in university statements about expectations (excellent, outstanding, 1st) about employee performance”;* and
- *“Also for lecturers an explicit hierarchy with a senior who supervises juniors. Like prof who guides PhD candidates. Can also be done in multiple levels for lecturers”.*

Four remarks refer to other ideas or wishes: more open performance interviews with severe employee contribution, expression of function expectations at selection, more appreciation of good qualities and better career perspectives.

3.2.4.8 Balance power relations

Six remarks refer to balancing power relations for overcoming current issues. Several examples:

- *“Transparent power relations”;*
- *“Balance top down and bottom-up, and opportunity to influence”;*
- *“Less top-down decisions; recognition of UDs -> let them participate in the decision-making of the department”;* and
- *“Making the higher rank really feel that they have power, that this may make people more cautious about their opinion. They do not realize that it is so”.*

3.2.4.9 Expand diversity & inclusion

Four idea cards contain remarks about diversity & inclusion. Two remarks point to gender diversity and inclusion, one mentions a desire for a diversity office and one expresses a wish for more diversity in support staff and in particular enhanced internationalisation of this staff group.

3.2.4.10 Boost integrity

Finally, although it can be assumed that all to take actions can contribute to the improvement of integrity, related to universities duties, altogether 27 idea cards refer explicitly to integrity actions, policies and practices and its status quo. 7 remarks hint towards a general improvement of safety and transparency. Three comments show that better support for victims and witnesses of unethical matters is desired:

- *“More opportunities & help for victims of unethical scientific conduct”;*
- *“If someone does brings it up, take the comment seriously. Listen. Support the comment from above!”; and*
- *“Real protection / support from colleagues who raise unethical matters”.*

9 idea cards contain concrete, but different advices on how to improve integrity at the university such as the introduction of a serious integrity program, a stronger role for confidential advisors, regular, anonymous research, training, tooling, communicating norms and values to new employees and students and introduce a game with examples. Some more examples are

- *“An accessible entrance for complaints, good website with information about where to go. Possibly an online forum for questions / complaints”;*
- *“Ethical issues also in the newsletters / other way PR”;* and
- *“More explicit communication about (passed) integrity cases at the UT, and how they were solved, who played a positive/constructive role in 'solving' the issue, and applaud this person. Good examples inspire to act!”.*

Eight remarks point to integrity related issues unrelated to suggestions for improvement (e.g. “How do you reach those it really concerns?” and “Rotten apple --> Can spoil the whole group”).

3.2.5 Category 5: System

In this category remarks were organised that refer to change needs that go beyond the level of a single university. Scientists, universities and institutions such as the Dutch Research Council (NWO) and the Association of Universities in the Netherlands (VSNU) acknowledge that ‘the system’, that is ‘Dutch academia’, has to change. For example, in paragraph 3.4.7 the current discussion about a renewal of the appreciation and rewarding of scientists in Dutch academia was mentioned. Institutions perceive a necessity to reestablish academia within three domains: 1) The creation of diverse career paths with foci not only on research, but also teaching, valorisation and leadership, 2) renewing the research assessment system including stimulating ‘open science’ and 3) in addition to individual performance, a better consideration of team collaboration and performance (i.e. team science) (NWO, 2019). However, it can be argued that system change also has to take place within its constituting entities. Therefore, what should be changed on an organisation exceeding level still has to be carried forward by its subsystems. In other words, remarks in this category also include duties for single universities.

25 remarks point to systemic change. 9 out of 26 remarks hint towards subjects of the national debate about renewing the appreciation and rewarding of scientists. Some examples:

- *“Mindlab shows the identity crisis. The total focus on research and not on education”;*
- *“How can we ensure that "growth" is not based on "measurable" individual performance? (e.g. Veni - Vidi - Vici, ERC, etc)”;*

- *"This has to be continued - The science company is really in crisis -> actions around academic leadership and other performance indicators and less focused on the subject more on team";*
- *"We maintain the system ourselves; we are victims and abusers at the same time; we have acquired a culture in which you do not dare to like education; in which we keep going";* and
- *"Promote open access publications".*

10 remarks point to a general system change including actions to take, but without pointing to the aforementioned three changing domains identified by national research institutions such as NWO. To highlight a few:

- *"Less competitive";*
- *"Research system changes conditions for staying in academia (less numbers of papers, more money for research and salaries ...)";*
- *"Let us talk about system, not only individuals. Invite prof's to talk publicly about their own experiences, and not to hide them. This is only way to change the system. Invite admin people, Phd's, postdocs, make them talk";*
- *"Discussion panel & what we can do next for changing the system in a positive way!";*
- *"I would like to talk with more people who could actually have influence -> also outside the university, for example Dutch research council and ministry";*
- *"More collective action (participating in WO-in-action) to exert national pressure",* and
- *"I dunno. I mean it's all broken right? On an international scale even. I guess we have to keep striving for a change. Keep talking about it. Don't lay down".*

Finally, 6 remarks acknowledge 'general system problems', but do not refer to actions that might contribute to a change (e.g. "If the "system" is a problem, how does it develop through generations? Is it the "system" which crushes initial good intentions of young professors?").

3.2.6 Category 6: Open category

Finally, this was constructed for answers not fitting into category 1 to 5. For 14 remarks it was not possible to establish in one of the aforementioned categories. Examples are:

- *"Really, I'm not sure about it: it's so slippery, this kind of behaviour!";*
- *"I would like it if a PhD student is always motivated for an academic career and everyone is also committed to an appropriate follow-up. I see a lot of people disappearing in business, what was the idea behind the PhD track?";*
- *"Failures are not garbage";*
- *"Do similar issues occur at other organizations?";* and
- *"Anxious to speak up when they see something, don't know everything, I can say that, afraid of measures".*

3.3 Experiences Mindlab Café process guides

Six written-down experiences were received from Mindlab Café process guides. One guide did not focus on the content of the table conversations and was foremost aiming to collect the completed idea cards. However, she remarked that it seems participants perceived Mindlab and/or the conversational approach interesting and remained long in de café setting. Two guides refer to the openness of discussions, but one out of the two expressed that in the beginning participants perceived this conversational approach challenging. The same guide also mentions that some people feel obliged or forced to participate. One guide stopped joining groups, because she perceived disrupting the dynamics of the conversation.

Five guides reported that many people seem strongly affected by the play and some also mentioned participants have been shocked by what they have seen. Referring to the latter, people described Mindlab as “ unfortunately (very) recognisable”. Several observations point to participants fear reporting issues related to injustice or a lack of integrity. One guide states the following:

“A number of them do not dare to discuss the play at home with family and friends. They are afraid of the reaction and expect that it will then be concluded that they no longer should work at the UT”.

Several guides overheard remarks about leadership and role model behaviour:

- *“There are also too many examples of cases in which the management of the UT itself does not act according to the organisational rules, but does require employees on the work floor to do so. This does not contribute to a feeling of safety”;*
- *“Several people believe that attending this play should be mandatory. Especially for line management”;* and
- *“Many people indicate that as many UT employees as possible should see the performance, especially those in high management and line manager positions*

In the context of leadership, one guide reported that Mindlab Café participants discussed the missing people aspect in job openings for higher positions with supervising tasks.

Other issues gathered by the guides refer to the following subjects:

- Difficulties to manage worklife-balance;
- The highly competitive environment;
- Too much emphasis on male-female relations in the play;
- Differences between scientific and support staff and strong emphasis on scientific staff in the play.

Finally, it was reported that many people expressed the discussion after the play should be kept alive and that time for individual reflection is needed, before discussing and reflecting with others.

4 Conclusions, discussion and recommendations

From the point of view of attendees in a work organisation context, what can be learned for and from Mindlab and more in general 'Theatre for Social Change' (Boal, 1985; Christensen, 2014; Rohd, 1998)? First of all, Theatre of Social Change can improve its content, process and relevance by listening to the diverse sound of audiences' voice. Theatre producers should also take into account that an approach that uplifts an audience from rather passive attendees to active participants, for example by requesting feedback and/or invitations to group discussions, includes at least an implied obligation or shapes expectations. After all, such interventions contain an implicit promise by suggesting that the participants remarks might be used or have the potential to serve as an input for changes in the play. The same conclusion is valid for organisations that provide 'Theatre for Social Change' and directly related follow-up activities to its members. The findings of the idea cards show that organisational members explicitly or implicitly desire their organisation to take subsequent actions on the levels of individuals, groups, the overall organisation and even towards the wider system. From that angle, it can be suggested that an organisation remodels or sharpens the 'psychological contract' of its members by providing such interventions.

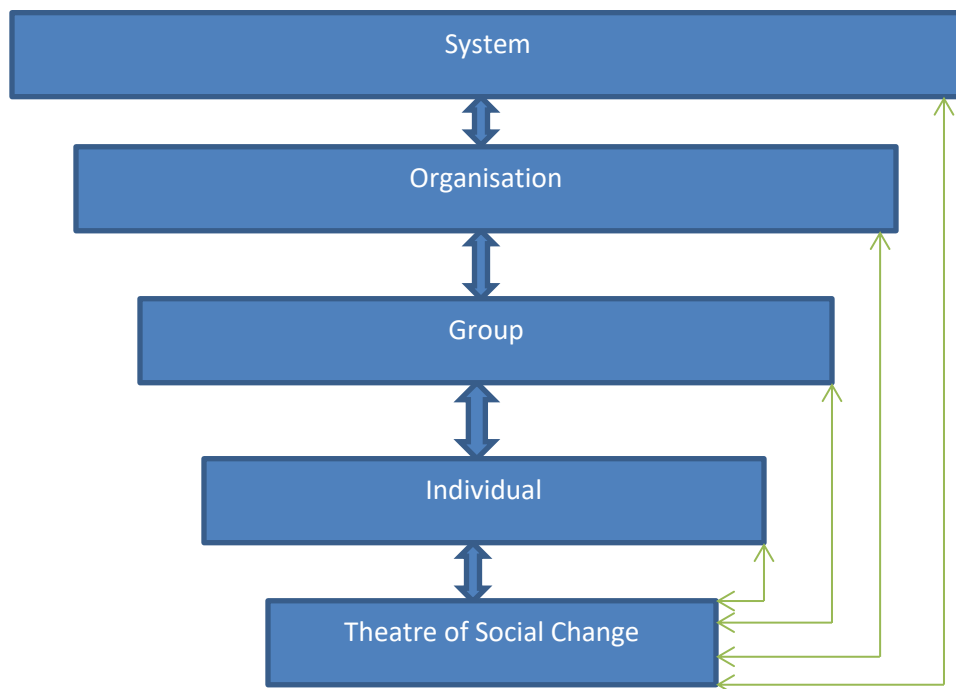
Elaborating on question two, 80 percent of the Mindlab Café participants perceive this conversational approach as a positive, 16 out of 232 idea cards with remarks to question two contain criticism towards the Mindlab Café approach (7%) and 26 contributions point to remarks unrelated or not directly related to the Mindlab Café evaluation (11%). Referring to question one, 91 out of 356 (26%) remarks address theatre producers liabilities such as evaluations or play improvements, while 265 remarks (74%) hint at least implied to organisations duties in advancing work circumstances addressed with the play. Thus, the question one answers show that while a minority of attendees stick to observations concerning the play, the majority abstracts from the play by extrapolating from the artistic to their organisational reality immediately. According to these attendees, an organisation has clear duties for individual, group and/or organisational learning. Referring to broad organisational learning, counting the number of employee remarks this is the top-3 of 'to do' topics for improvement related to a more fair and safe environment:

- 1) *Stimulate dialogue;*
- 2) *Boost integrity;* and
- 3) *Improve leadership.*

When addressing dialogue, it is vital to acknowledge that from an organisational learning perspective, it can be argued that management has to guide the process of dialogue within organisations. After all, meaning is created and stored by individuals and not by organisations and therefore must be transformed into information effective for organisation wide learning (Grant, 1996). Additionally, 18 remarks point to at least implied obligations of the organisation for individual learning (e.g. offering active bystander, gender and leadership training) and 31 remarks point to group activities like providing tools for group discussions.

Given the fact that research question one has been (too) broadly formulated – without a focus point (i.e. university) and pointing to rather generic follow-up wishes and needs - it is possible to answer a question not intended to ask: “In an organisational context, what does ‘Theatre of Social Change’ and its instant sequels evoke concerning follow-up wishes and/or needs within individual attendees?”. A reversed pyramid of ‘Theatre of Social Change Influence’ (i.e. ToSCI) shows an answer to this question. It was chosen to turn the pyramid upside down, because the lowest level of abstraction - wishes/needs towards the play and instant sequels – is potentially less invasive towards desired realities outside the play than extrapolations from the theatre play to the different layers of the outside world. This is also shown by the surface of the visualised layers. Moreover, the arrows between the layers of influence show that lower levels of abstraction can influence higher levels and vice versa. The green arrows from the ‘Theatre of Social Change’ to fields of influence outside the play express the potential train of thoughts from theatre play to outside reality and vice versa. For the record, it is not assumed that the play and related actions provoked new thoughts, but it can be argued that such a play might re-frames or evokes thoughts that have been present on a more subconscious level.

Figure 1: Reversed pyramid of ‘Theatre of Social Change Influence’ (ToSCI) on attendees in an organisational context



4.1 Recommendations

Before presenting recommendations for the University of Twente, first improvements for Mindlab play and café will be addressed.

4.1.1 Recommendations for Mindlab play and café

Leaders as role models

Employees in leadership and leading positions are important role models for change towards the better. Discuss before the actual intervention (here, play and group discussion) with a panel of community representatives and key figures what should be and has to be done to improve a representative distribution of functions among attendees. Related to remarks about compulsory attendance of employees in leadership positions and for preventing 'them-and-us' attitudes, organisations should make sure that those in high(er) hierarchical functions not only attend at rather exclusive try-outs and premieres, but also mix with other organisational members.

Diversity

The reviewers of the work in progress theatre play should reflect the diversity of the organisation and audience in particular to guarantee an accurate representation of issues as well as different organisational members. Reflect on potential dilemma's related to attendees diversity (e.g. scientific vs. support staff and, for example, gender, religious, racial and LGBTIQ+ issues).

Quality of research questions and aim

The purpose of idea card question one was to collect information from Mindlab attendees about what they feel should change at the university. However, the research question ("What is your wish for a follow-up? What is your need?") has low efficiency for several reasons including lacking the addition "at this university or concerning this university". Consequently, the participants mind-set was not framed towards changes at the rather abstract university level. Future endeavors related to feedback requests should take better into account the quality of questions including the aim. Nevertheless, 'Theatre for Social Change' and its instant sequels (e.g. group discussions, feedback requests) can be considered as a method to evoke or clarify needs for (emancipatory) action related to the play content as well as pointing to organisation responsibilities.

Not all groups or people want or need a guide for group discussions

Those who prefer a guide might request one and the same from the beginning to the end. Therefore, let the discussion groups decide if they demand a guide from the beginning or not at all.

Dialogue participants

People differ and this is also true for their needs related to with whom to discuss or 'dialogue partners'. While some prefer discussing with people from other departments, teams, units and/or occupational groups, others request group homogeneity. Therefore, offer the opportunity for different discussion groups related to the participants preferences: groups containing of direct colleagues/peers, groups with people in comparable occupations, but from different teams/departments/units (scientists to scientists and support staff to support staff) and groups with a mix of occupations (scientific and support staff).

Timing

Some people need to settle down the intensity of Mindlab before indulging in dialogue, others prefer immediate dialogue afterwards. This refers to the fact that the right 'timing' differs among people. Consequently, offer opportunities for a Café setting for those who want to talk directly after the play and Café's or 'aftershow' meetings at a later moment. In doing so, take into account the different preferences expressed related to the aforementioned recommendation.

Amount of time

Besides timing (aforementioned issue), also (the amount of) 'time' is important. Several people mentioned the time for discussing the large amount issues raised by the play was not sufficient. Think about transforming the Mindlap Café into a Mindlab workshop and take into account preferences related to 'dialogue partners' and 'timing'.

An invitation for discussion contains obligations

Be aware that from the perspective of employees, an invitation to discuss is not without obligations. Employees expect that organisations' ears widely open including assuming that those in positions who can change a situation for the better truly listen. Therefore, to show this has been done, provide feedback about participants contributions including the outcomes of the idea cards analysis organisation wide and express an urge towards higher and highest management for follow-up actions concerning a fair and safe work environment.

4.2 Recommendations for the University of Twente

What should be learned from the attendees remarks, which follow-up actions should be taken outside those related to the Mindlab play and café by the University of Twente? As a result of this analysis advises referring to 12 categories for this university and perhaps others can be derived:

1) Provide resilience enhancing training for individuals

Continue the 'active bystander training' and invest in innovations that can contribute to an enhanced communication resilience against questionable of employees and probably students. Currently, the active bystander training is rather general oriented, but it would be valuable to investigate if a training specifically for universities and its particular subjects could be developed. Think about issues such as how to effectively communicate issues related authorship or data dissemination.

2) Raise awareness

Interventions like Mindlab are a first, but not exclusive step for a more fair and safe environment. Organisation-wide and regular information campaigns about acceptable and unacceptable behaviour including top-management involvement can contribute to a strong(er) establishment of desired norms and values as well as consequent actions. For new employees, communication of 'the way of working' including the moral compas@UT should deserve severe attention at introduction days. Faculties and service departments should explore how Mindlab issues can be steadily established on the higher unit as well as in lower entity levels (e.g. integrity days as for example at the ITC faculty, lectures, work meeting discussions).

3) Stimulate dialogue

In general, the attendees appreciated the Mindlab café: The opportunity to discuss sensitive issues with others. However, some idea cards provided input for further dialogue stimulating interventions such as sharing ideas across departments and document actions taken, sessions in which questions are discussed about controversial topics, setting up a forum for discussion and working out solutions, discussions with a good opening question and perhaps a moderator, people in higher position should talk to the people who experience problems with the system, discussion about a grey area and not about things that are obviously wrong, and initiate dialogue with a wider public, a public outside academia.

4) Support group interventions

The University of Twente should support group interventions when requested. A positive first step is the 'Pilot Integrity tool/module'. In September 2020, four scientific departments (2 from BMS and 2 from ET faculty) participate in this pilot. First, all participants respond to a number of integrity dilemma's virtually, then the outcomes will be discussed on a group level. However, other initiatives are worth considering and individuals and groups should be invited to share their ideas as well as receive financial resources for execution.

5) Improve leadership

Inside and outside the University of Twente, the improvement of leadership is a hot topic. On the sector-level, leadership is an anchor in the ongoing dialogue about the renewal of appreciation and rewarding in science. However, despite good intentions, the pace of transformation from talking to doing is rather slow. An important reason for deferred actions is the fact that the discussion about

“what is desired leadership in a university setting?” is continuing. For her own institution, the University of Twente has an opportunity to break this impasse by top-level discussions and decision-making based on what is known from the archives of leadership research and first-hand knowledge (e.g. EB, faculty boards, UCB; see also the document ‘action plan well-being’). What has been decided upon this topic forms a vital input for recruitment including the description of desired leadership style in job openings and selection procedures (i.e. new leaders) as well as for the to improve leadership training of current people in leadership positions.

6) Appreciate teaching

The revaluation of teaching including the introduction of teaching career paths is another important topic in the national discussion about the renewal of appreciation and rewarding in science. Although the University of Twente has established the first full-professor with an emphasis of teaching, more efforts are expected by (parts of) the community such as visible appreciation for teachers, more incentives for educational practices including career paths and attention for the workload of teaching. The University of Twente participated in Ruth Graham’s international comparative research on ‘Teaching Cultures’. It is recommended to use the outcomes for a revaluation of teaching at the UT.

7) Diminish the research and teaching divide

The national debate on the renewal of appreciation and rewarding in science accentuates a will and subsequent (planned) actions to overcome this divide. However, as stated in ‘appreciate teaching’ this seems not to have reached the whole work floor yet. Job openings, selection procedures, performance appraisals, forms and subsequent actions like promotions and salary increases as well as career opportunities should reflect what has been discussed on a rather abstract debate outside the organisation by bringing in practice inside the organisation.

8) Stimulate connectedness between scientific and support staff

For diminishing them-and-us attitudes and stimulating connectedness between scientific and support staff raising awareness, enhanced group communications (i.e. dialogue) and shared projects such as working on Vision 2030 seem appropriate interventions. Several projects flourish by involvement of both staff groups such as ‘Talent Management’ and ‘House of Integrity’. Consequently, it is strongly advisable to continue and install new mixed-group cooperation’s.

9) Improve HRM policies and practices

The way of working of the HR column can be described as a mixture of ‘basics up-to-date’ and ‘continuous improvement’. Examples of the former are the introduction of a sophisticated HR system (i.e. Afas) and the implementation of regulations, the introduction of an ombudsfunction, multi-disciplinary work groups on ‘employer branding’, ‘next steps well-being’ and ‘PhD candidates well-being’ are examples of the latter. Moreover, HR advises towards and supports actions relevant to improvements on existing instruments, procedures and practices such as those mentioned above (e.g.

recruitment, selection, appraisal, leadership development) and beyond (e.g. HR analytics, employee research, onboarding, international employees).

10) Balance power relations

Without any question power and hierarchy are evident in all organisations including universities'. For those with less influence and experience it is often not easy to discover who is executing power and how and how to deal with it. This is especially true for informal forms of influence and position. Consequently, departments should offer new employees an experienced, organisation-wise buddy. Moreover, those in control should reflect on how their position and behaviour might affect others. However, to prevent guessing and misinterpretations of actual effects leaders should at least try to stimulate their followers to open up – to raise voice - about related feelings and consequences. For such bottom-up communications building trust including guaranteeing and practicing 'impunity' and showing true appreciation for such rather bold proclamations is inevitable. Related to the improvement of leadership: For saying and doing the right things, leaders are in demand of critical self-reflection and as all people need others as mirrors for understanding their self.

11) Expand diversity & inclusion

Right now, the University of Twente has a job opening for a 'Diversity & Inclusion officer'. In the past, a policy advisor on diversity has been employed. However, the focus was strongly on gender issues related to scientific functions. The focus of the to install officer is broader, also including attention for, for example, culture, gender identity (i.e. LGBTQ+) and people with disabilities. Yet, it is important to take into account that seemingly alike people (e.g. females, higher educated, support staff) show great diversity concerning, for example, preferences and needs. Therefore, it is recommended also to look at such groups with a D&I frame of reference.

12) Boost integrity

Finally, all that has been mentioned in this paragraph can boost integrity. That does not prevent that integrity deserves attention on its own. Since 2018, the University of Twente is building its 'House of Integrity': A house with up-to-date interior (e.g. regulations, procedures, practices) in its rooms for social, scientific and business integrity. Moreover, people put effort in showing the connectedness of these rooms. Given the fact that the University of Twente considers integrity as a core value, it is strongly recommended to continue related investments. Right now, much effort is put into the implementation of the Dutch code on research integrity, policy renewing activities related to social integrity including the introduction of the ombudsofficer have been finalised in 2020 and an update of the whistleblower code can be expected in September 2020. However, one field deserves more attention in the nearby future, when other duties are fulfilled: Business integrity and its relatedness to social and scientific integrity. Moreover, as all organisational activities, also those related to integrity need alignment. Therefore, a meeting has been planned for a better alignment of Mindlab with other integrity activities executed inside the 'House of Integrity'.

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Appendix 1: Mindlab Café instructions for participants

Welcome to the mindlab café. You are going to discuss mindlab.

Confidentiality is of great importance. Please promise each other that specific details that you will share will not go beyond this table.

Anything you do want to share more widely will be inventoried through so called idea cards.

Please appoint a conversation leader.

The conversation leader takes stock: which topic does each of you want to bring up in response to the Mindlab performance?

The next step is discussing what each participant has brought up.

After a maximum of one hour, the conversation leader wraps up with three questions:

1. What will you bring to your own team?
2. What is your wish for a follow-up? What is your need? Please write your answer on the idea card, preferably including your name.
3. What did you think of this way of talking about mindlab? Please write your answer on the idea card.

The conversation leader explains that the idea cards serve two purposes:

- a) To identify what the employees feel should change at the university.
- b) To evaluate what people thought of this conversational approach.

The conversation leader points out that people are free to write on the card or not, either adding their names or not.

*The idea cards are worked out by HR from the University of Twente.³
Names will not be reported, only substantive themes.*

³ The content of the idea cards has not been worked out or constructed by the HR service department