WHISTLEBLOWER PROBLEMATICS IN DENMARK – AN ACTION RESEARCH PROJECT, PART II

Tor Zander Smit (20180454), Sebastian Søgård Jensen (20155760)

AALBORG UNIVERSITY, COPENHAGEN TAN-10 MASTER THESIS

Disclaimer from Head of Studies and Head of Study Boards

COVID19 and the consequences of the lock-down of society and the university since March 13, 2020 have had influence on which activities that have been possible to stage and carry out as part of the project work. More specifically, this means that activities have been limited to online activities, and that activities such as Lab activities; surveying activities; on-site ethnographic studies and on-site involvement activities have not been possible.

When assessing this project, please bear this in mind.

Added here: the students' own reflections on the challenges they have experienced and how they have sought to overcome these.

We had, before the COVID-19 pandemic, plans for conducting multiple future workshops with stakeholders of the project. The plan was to conduct them in a physical space, but due to the pandemic, we soon figured out that this would not be possible. We then started to adapt and think about how we could still conduct future workshops despite being limited from a physical setting. We still wanted to conduct future workshops, as we found it essential for the project that we had this collaborative activity. We researched digital alternatives, and were recommended a software, which made it possible for us to conduct future workshops online. As we shifted to a digital platform for the future workshop, we did not know the tool very well, and so we decided to have a rehearsal with the action research network at Aalborg University. This was done to see how it would work in practice when conducting a future workshop digitally. It was a great learning experience, which led to beneficial knowledge on how to conduct a workshop digitally. However, we would have preferred to organize and facilitate the workshop in a physical space, which we were unable to do. We also did not get to facilitate multiple future workshops with stakeholders, as we were also personally affected by the pandemic, which slowed down the work process. We did, despite the challenges, end up conducting a future workshop digitally, which we were satisfied with, given the circumstances.

Abstract

Dette projekt er anden del af et todelt projekt, i samarbejde med whistleblowerorganisationen Veron, der drejer sig om whistleblowere i Danmark. I første del af projektet blev der foretaget en etnografisk undersøgelse af whistleblowere, med målet om, at komme til bunds i, hvorfor en medarbejder træffer det valg, at whistleblowe. Dette stykke arbejde har lagt fundamentet for denne del af projektet, hvor det bliver undersøgt, hvordan nuværende whistleblower ordninger kan forbedres, så det tager hensyn til fremtidige whistleblowere, som typisk direkte eller indirekte bliver undertrykt af disse ordninger. Med en 'aktionsforsknings' tilgang bliver whistleblowere, som den undertrykte gruppe, inkluderet i denne proces i form af et fremtidsværksted, inspireret af Robert Jungk og Norbert Mullert. I dette fremtidsværksted bliver negative aspekter af nuværende whistleblower ordninger udpeget, så som kritisable eller fejlagtigt design, der kan medbringe uretfærdige konsekvenser for whistleblowere. Derved bliver nuværende whistleblowerordninger *dekontekstualiseret.* Herefter *rekontekstualiseres* de med værdier, udtrykt af whistleblowers og to relevante NGOer, som bør overvejes at blive implementeret i fremtidige whistleblower ordninger.

Content

1. An Introduction to Whistleblowing Cases

Whistleblowing has been a topic of discussion in recent years, with cases attracting media attention such as the Edward Snowden and Peter Rost cases. However, what exactly is whistleblowing?

Whistleblowing, according to the Oxford Dictionary, is the action of reporting illegal or otherwise wrongful activity in the company in which they work, to authority, or the public[1]. So, what makes this field interesting is the effect of whistleblowing and the consequences that follow. Let us take a closer look at Edward Snowden, who became infamous worldwide, after leaking sensitive information during his time as contracted in the National Security Agency (NSA). The information that was leaked pertained to mass surveillance programs that were illegally operated by the government. After reporting this to several officials internally, it became clear that they did not care, as he got ignored. Snowden then stated that after attempting all available internal channels, he brought this unlawful activity to the public. This action resulted in Snowden fleeing to Russia, on account of being charged with three felonies (Peterson 2014). While in exile, Snowden had also taken to write a book in which he gave an account of what it feels like to be a whistleblower and having one of the most powerful governments in the world wants one to disappear. In this book, Snowden describes, amongst other things, how he feels that the public's perspective of him, has changed significantly in the time that he had been hiding in Russia, following his initial whistleblowing. One such example is that Snowden notes that many of the people who initially critiqued and disliked him for blowing the whistle, now were more accepting of what he did, and eventually admitted that actions such as his would include more freedom and safety to the general public (MacAskill 2019). This point adds to the importance of whistleblowing, as it highlights the democratic right to voice one's concern when there is something wrong, and no one, other than the public, will listen. Based on these points in the book, it can be argued that without the debate caused by the whistleblowing of Snowden, there is a genuine possibility that mass-surveillance and illegal governmental espionage on its people would go ignored and without discussion.

As became evident with this case, it did not matter that Edward Snowden seemingly had the best intentions in mind when reporting this activity within the NSA, as he accused of treason,

---

[1] https://www.oxfordlearnersdictionaries.com/definition/english/whistle-blower

after going public with the ordeal when internal authorities would not listen. However, the formal sentence of Snowden was based on three felonies: conveying classified information to an unauthorized party, disclosing communications intelligence information, and theft of government property (Gerstein 2013).

Another case, in which whistleblowing was the cause of significant consequences, was the case of Peter Rost, the vice president for marketing at a pharmaceutical company, Pfizer. Rost had been publicly criticizing the price of drugs in the pharmaceutical industry for a more extended period, eventually resulting in Rost becoming more and more isolated at his workplace. The isolation was evident, as his employees no longer reported to him, his secretary had left, and he was transferred to another company building. What surprised Rost the most, was when he went to work one morning, turned on his computer and his login credentials were denied access. Furthermore, his company-issued cell phone had also stopped working, and he was relegated to the use of a Hotmail account for his emails (Berenson 2005). These consequences presented themselves after Rost had become critical of the high price of drugs in pharmaceutical giants, like Pfizer themselves. While being critical of high rates, Rost was also very outspoken when it came to the off-label prescription of drugs by Pfizer. Pfizer had bought out a company called Pharmacia, and it had emerged that Pharmacia was promoting off-label drugs illegally. Rost blew the whistle and claimed that one of their drugs for anti-aging was off labeled illegally as being approved for growth deficiency conditions, in a lawsuit against Pfizer and Pharmacia by an extension (Edwards 2005). Before going public with this ordeal, he had repeatedly attempted to persuade Pharmacia and Pfizer to report their illegal off-label prescriptions to the US Food and Drug Administration (Berenson 2005). While he was eventually fired after this case settled, Rost fought other aspects that he disagreed with, during his time in Pfizer, such as not paying taxes on bonuses to European executives within the company (Edwards 2006). There is another interesting question to this case, that needs to be asked; why did Pfizer not just fire Rost, when he first started criticizing their practices publicly? This question is a critical one to ask in this context, as the reason is highlighted within United States laws. In the US, it is, by law, illegal to retaliate against an employee who blows the whistle on illegal or otherwise concerning activities within a company or organization. There is an entire program dedicated to the protection of whistleblowers in the US, and this program aims at protecting whistleblowers in various ways, such as ensuring they will not be laid off, demoted, harassed or in any way be denied a paycheck (United States Department of Labor n.d.). The last point, regarding the

case of Peter Rost, is the fact that he had throughout his whistleblowing ordeal been documenting his journey frequently and was very outspoken after shining light on the wrongful and illegal activities within Pfizer. Similarly, to Snowden, +Rost also published a book, in which he detailed his experiences working at Pfizer, and exposed a myriad of different internal scandals in the company (Rost 2006).

These two cases can be seen as examples of why whistleblowing, with the best intentions in mind, can have dire consequences for employees trying to avoid unlawful or immoral activity at their workplace. The variety of consequences stretch far, as we see in cases like Snowden, where he was penalized for exposing illegal activity to the public, based on treason. In the case of Peter Rost, we see a different kind of whistleblowing, in which a high-ranking employee critically comments on the price of a product in the industry he works within. Peter Rost felt the consequences in increasingly severe isolation, eventually resulting in being left without the ability to be productive at his workplace.

These cases are typical examples of more significant whistleblowing cases in the USA. However, as this project focuses primarily on whistleblowing in Denmark, we will now take a closer look at whistleblowing in a Danish context.

While the USA and Denmark have vastly different political and economic landscapes, alongside a completely different set of laws they operate within, the unjust consequences of whistleblowing do not only happen in the USA. Denmark follows a different set of rules and guidelines when it comes to whistleblowing, though we do still see whistleblowing problematics in Denmark. An example of these problematics in a Danish context is the case of Lars Kreutzmann, a high-ranking employee from the organization Akademikernes A-Kasse (AKA). Kreutzmann as vice president of the organization by the board, after reporting wrongdoings about the misuse of AKA resources by the company director. After being fired as a result of this ordeal, Kreutzmann contacted Veron, a non-governmental organization that supports whistleblowers, to assist him in dealing with the repercussions of being a public figure in a whistleblowing case. A Veron spokesperson talked on behalf of Kreutzmann to the media, following his termination of employment, and made it clear that Kreutzmann being fired was an act of retaliation. Kreutzmann himself had stated that he was completely uninvolved with the unlawful activity that he blew the whistle on (Taudal 2018).

This case, about the termination of employment for Lars Kreutzmann at AKA, is a clear example of how whistleblowing in a Danish context, also can have consequences as severe as losing one's job based on reporting wrongdoings in the workplace. This report touches explicitly upon a Danish context, as there generally does not seem to be much research done on the cases of whistleblowing in Denmark. Therefore, we set out with an agenda of documenting the Danish landscape of whistleblowing problematics.

1.1 Project Design

This project is a continuation of a previous project of ours titled "Whistleblowers in Denmark," therefore, we will use this section to explain the project design that laid the foundation for our work as a whole. An important note is that this chapter, regarding our project design, encompasses the design for the entirety of our project, which includes a 9th-semester project, and this master's thesis.

The project itself is a follow-up on a previous project that was developed as a 9th-semester project focused on an ethnographic inquiry into whistleblower problems in Denmark, and this second part being a master's thesis, focused primarily on the action research approach to working solution-based with these whistleblower problems. We started the first project by taking an interest in Veron, the non-governmental whistleblowing organization, based in Denmark. We firstly wanted to take a closer look at whistleblower reporting systems specifically. The reason for doing so is that our first talk with Veron introduced us to the problematic aspect of whistleblowing systems. These systems are typically not as optimal as they should be, which we came to learn through interviews with whistleblowers, who faced unjust consequences as a result of suboptimal systems, such as lack of anonymity, and the possibility of retaliation. When we started talking with different whistleblowers, that we got in contact with through Veron, it became clear that there are many more problematic areas on whistleblowing in a Danish context. These problems are, for example, unions not appropriately protecting whistleblowing employees, management styles actively discouraging whistleblowing, and whistleblowers being harassed, even after losing their jobs. Based on this revelation, we then decided to structure our report into three phases; 'critique,' 'visionary,' and 'planning.' These three phases were developed to help ourselves structure how we wanted to tackle these different aspects of whistleblowing problems while keeping the idea of wanting to help future whistleblowers. Therefore, the first phase, the 'critique'

phase, focused entirely on talks with whistleblowers and searching literature to help us create an understanding of what whistleblowers in Denmark have gone through in each of their ordeals. This work laid the foundation for the first part of the project, which was focused primarily on ethnographic research that allowed us to move into the second part of the project, which focuses on action research. So, in the ethnographic research, we developed an account of critiques to whistleblowing in Danish contexts, based on interviews with seven different whistleblowers, and literature that we gathered. An example of this literature is the research of articles that deal with subjects like "loyalty", "whistleblowing", "ethics", "leadership", and "morality". These keywords were used, as we wanted to get a better understanding of how these words related to how people whistleblow, and why they do it. At the end of these interviews with the whistleblowers, we asked each of them what an ideal situation or circumstance would have been for them so that they would not have experienced the unjust consequences that they did. That was the start of the visionary phase, as we inquired to what conditions would have helped them alleviate some of the retaliation and consequences that ended up becoming huge problems in their life, either professionally or in their personal life. As we developed an understanding of the whistleblowing situation in Denmark, using the 'critique' phase, and starting the 'visionary' phase, we were ready to move onto the second part of the project on the master's thesis, on which we facilitated a workshop alongside whistleblowers and a representative from the NGO, "Transparency". The point of the workshop that we facilitated was to lay a foundation for possible solutions and future work, in which the preliminary ideas for solutions can be brought over to a second workshop, focused on expert participation, for example. Here, participants could assess and discuss the feasibility of implementing the preliminary solution ideas from the first workshop.

During this two-part project, we have been in close contact with Anders Koustrup Kærgaard from Veron. This cooperation we have had with Veron has been an excellent catalyst for a lot of the work we have done, such as getting in contact with different whistleblowers and developing an understanding of how the whistleblowing landscape in Denmark looks. Throughout the project, we have utilized aspects of ethnographic fieldwork, and 'Action Research' as both a method but also a theoretical framework. This approach is best exemplified in our perspective of whistleblowers as participatory partners and not informants. We have this perspective as we wish to help whistleblowers and possible future whistleblowers empower themselves.

Furthermore, our constant communication and feedback from Anders at Veron has helped us in structuring our project in a way that can help whistleblowers empower themselves through a participatory design role. Lastly, we have also used ethnographic inquiry extensively in the first part of the project to create a foundation of knowledge of which we work based on, in the second part of the project, on the master's thesis that focuses primarily on action research. The reason as to why we did this is because we believe we had a more solid basis of continuing working with whistleblowers if we had worked based on an ethnographic inquiry.

1.2 Problem Analysis

With the prospect of these consequences becoming a reality for future whistleblowers, the alternative might seem to be the desired outcome, where employees do not try to correct wrongdoings in workplaces, in fear of retaliation. That is the overall problematic that we wish to address in this project. With the possibility of being retaliated against, future whistleblowers might be scared of doing what they believe is right. This area is also where there is a possibility of change. By looking at the areas of whistleblowing, in which protection of future whistleblowers can be developed, there is an opportunity to support the future of whistleblowers and the democratic right to speak up against unethical or unlawful behavior. Now, what are the specific areas of which can be looked towards, for optimizing aspects of whistleblowing?

Looking towards what areas of whistleblowing can be optimized, we first take a look at whistleblower reporting systems; systems in which employees can report unlawful or immoral behavior, so that authoritative figures within or outside the company can act upon this report, and fix the activity as mentioned earlier. In Denmark, there are very flexible and lax guidelines about how whistleblower reporting systems should operate. There are no specific rules or laws that can work as a framework for these systems in Denmark; instead, there are data protection laws, issued by the Data Protection Agency (DPA). These data protection laws touch upon whistleblower reporting systems, as it states that a company must protect the personal data of the employees that work at the company (Johnsen 2011, 200). That means that when an employee makes use of a whistleblowing system, the personal data they inadvertently feed the system should, in theory, be protected entirely by the company they operate within. Unfortunately, according to Johnsen (2011), this data protection is not enough to support the protection of whistleblowers, as it is possible for management to figure

out who issued the whistleblowing report through their system and thereby retaliate against them. Therefore, there is a need for better whistleblowing systems in Denmark, and better whistleblower protection laws, as to not end up being retaliated against, or experience unjust consequences of whistleblowing, due to lack of data privacy when using these whistleblowing systems.

As it is against the law to directly fire an employee based on reporting unlawful or immoral behavior, retaliation also comes in the form of isolation, as we saw in the case of Peter Rost, which is also very possible in a Danish context. Isolation seems to be more subtle and usually does not require reasoning. To give an example of this: an employee blows the whistle on unlawful activity in their workplace, management might not be happy with this report, but instead of firing the employee, they make their employment as excruciating and distressing as possible. Management might relocate the employee to a new workplace with significantly worse working conditions, either in hopes that the employee will quit themselves, or just out of pure spite. This type of retaliation is also something that we take a closer look at in a Danish context later on.

1.3 Problem Formulation

In the first part of the project, we conducted extensive ethnographic research with whistleblowers, where we sought to understand the reasoning behind what triggers a whistleblower to blow the whistle. We will explain this further in the next chapter of this report, where we will present our findings from the first part of the project.
In this part of the project, we seek to improve current whistleblower reporting systems to support future whistleblowers. We involve the whistleblowers in this process, and to improve current whistleblower reporting systems, we must pick out what is not working in current whistleblower reporting systems and see how these can be improved. With above in mind, we have ended out with this problem formulation:

"How can whistleblower reporting systems be de- and recontextualized to support future whistleblowers?"

1.4 Collaboration with Veron

This project has been developed in cooperation with the Danish whistleblower organization Veron and has focused on whistleblowers in Denmark. The issues they face during the act of whistleblowing. The first contact we had with Veron was during a seminar in June 2019, where different NGOs presented their work and project ideas to students going into the next semester. Veron was one of these NGOs, and we felt intrigued by their work and wanted to investigate the opportunity of working with them.

This project is an action research project that emphasizes participation and engagement from the stakeholders revolving around the topic of whistleblowing and is built upon ethnographic research of whistleblowers on the previous project. The primary point of action research is to assist in optimizing a current situation of a vulnerable group in society, which, in this case, are the whistleblowers, based on close participation with relevant stakeholders. With this ideal in mind, we had an introductory meeting with Veron, where each of us shared our expectations going into the project, what each of us could contribute, and what the focus of the project should be. We agreed early on that the question of why whistleblowers decide to blow the whistle was a topic that needed research since this has not been researched in Denmark. Veron, who works with whistleblowing daily, had their idea in terms of why whistleblowers decide to blow the whistle, and this idea has been taken into consideration in our analysis, which we will go through later, and what findings we made herein.

It has been a great experience working together with Veron since they have been able to help us in areas where we as students are limited. One of the significant bits of help in work with Veron was the network they have, which led us to have interviews with seven different whistleblowers, which we most likely would not be able to have if it was not for the help from Veron. The whistleblowers that we got in contact with through Veron are as follows, including background:

Name	Background
Dorte Jensen	Laboratory Technician at Mærsk
Sergio Fox	Environmental Engineer at Energistyrelsen
David Hertz	Social Worker at Copenhagen Municipality
Oluf Husted	Pilot at SAS

Marianne Jørgensen	Prison Guard at Herstedvester Prison
Frank Grevil	Analyst in Forsvaret
Anders Koustrup Kærgaard	Intelligence Officer at Forsvaret

These are the whistleblowers that we got in contact with through Veron, which had helped us immensely while working towards an understanding of whistleblower problems in Denmark, during our ethnographic inquiry project of the 9th semester. Therefore, we did not have to spend much time trying to gain access and subsequently contact each whistleblower. This help means that we were already benefiting greatly from our collaboration with Veron, as access to a specific field can sometimes be incredibly difficult without a connection to a network surrounding the field. Furthermore, we have consistently been in dialogue with updates in terms of how the work has been going and what the next step in the project would be to ensure constant communication between ourselves and Veron.

With this first part of the project, we set out to create an ethnographic background for this project as a whole, by researching literature and interviewing whistleblowers. Doing so allowed us to proceed into the second part of the project on a master's thesis, with background information on why it is problematic to be a whistleblower in today's climate.

2. Summary of the First Part of the Project

As we have described in the project design, this report is the second part of a two-part project. In this chapter, we summarize the first part of the project, which is the foundation for the work in the second part. We will go through our analysis, which we structured to be a narrative analysis, where the stories of the whistleblowers were told and reflect upon the choice of structuring our analysis as such. Lastly, we bring up preliminary conclusions and points of discussion, we found at the end of our work in this part of the project.

2.1 Narrative Analysis

As we moved onto the analytical part of our report, we decided that we wanted to tell the different stories of the whistleblowers. At the start, we did not set out to make a narrative structure of the stories from the whistleblowers. We had decided on specific themes, we wanted to structure the analysis after in arbitrary order. These themes were such things as *ethics, leadership,* and *reporting systems*. We did, though, wanted to listen to the stories that the whistleblowers had to tell us of their experiences and struggles in their cases. When we started processing the data from the interviews, we soon realized it was hard to structure an analysis like that, where we draw out specific themes from their stories. Another downside was that a lot of the stuff that whistleblowers told us, would not be included, because it did not fit into the themes, we decided beforehand, which we did not want to be the case. Therefore, we structured the analysis as a narrative, with nine different sections, which was done to pinpoint specific critical points in the individual stories from the whistleblowers, that included sections from before the whistleblowing happened, to the act itself of whistleblowing, and the aftermath of the whistleblowing. By that, we would deal with the issue of not using all the data we got from the whistleblowers, and we felt that it would give a more fully fleshed analysis. The sections were as follows:

1. Symptoms of wrongdoings in the workplace
2. The wrongdoing situation gets out of hand
3. The decision to blow the whistle
4. The whistleblowing has been done
5. Leadership or management reaction to whistleblowing
6. Union, allies and external organization's influence on whistleblowing situation

7. Quitting or getting fired as a result of whistleblowing
8. The aftermath of whistleblowing
9. Visions for a better future (Smit, Jensen, and Velisco 2019)

In terms of the project structure, we see the whistleblowers' stories as the significant contribution to the critique phase, also going into the second part of the project, and was vastly covered in the first eight sections of the analysis. We did, though, also get a contribution to the visionary phase from the whistleblowers in the last section. Here we asked them what they perceived as being a better future if it was such things as technical solutions or legislation. This section was essential for us in our action research approach, as we want to involve the whistleblowers in the development process. We wanted to conduct future workshops already in the first part of the project, but it was not possible, so we wanted to get some ideas on the table through our interviews with the whistleblowers.

We have, through each of these sections, been presented what whistleblower has gone through when they blow the whistle on unlawful or immoral/unethical activity within a workplace, institution, or the like. To frame this structure in the analysis, we decided to employ a vast amount of statements and experiences by the whistleblowers, to lead the narrative on whistleblowers, in the analysis.

For example, as we looked at the section regarding "leadership or management reaction to whistleblowing", we took a closer look at our transcriptions. We determined which whistleblower was most vocal about this subject, or which whistleblower focused on this, as a central point in their account of the situation. We strictly only used word-for-word statements, when citing the whistleblowers in our report, as to not twist any points or experiences, as to fit a specific narrative, but merely sought to analyze the different situations that each whistleblower experiences.

As we divided each section into a period that we learned whistleblowers go through, we were satisfied with how the analysis ended up looking as a whole. For each section, we would focus on and choose two-to-three different whistleblowers. For example, in the aftermath, two whistleblowers, Dorte and Marianne, were very vocal about how their whistleblowing ordeal had significant aftermath and affected their future lives immensely. Of course, we did not disregard other aftermaths of different whistleblowers, though we chose to focus on the

ones that were more emphasized than others, in their talks with us. With Dorte and Marianne being so expressive on this topic, we were given an excellent opportunity to frame the unjust aftermaths that whistleblowers may experience. Thereby we made it clear that future whistleblowers might face harsh and unfair consequences that derive from their decision to expose wrongdoings at their respective workplace or institution. It has been imperative to us to legitimize the struggles that whistleblowers go through when they try to do what they believe is right and carry out what a consensus might consider being a democratic responsibility, but instead, get wrongly retaliated against for doing so. By structuring our analysis in this way, and by recounting whistleblower decisions alongside supporting peer-reviewed literature on these cases, we felt that this was a great way to legitimize these struggles. Thereby, we made use of the experiences that were told to us by whistleblowers, to frame the narrative in a way that is supportive of the people who chose to expose wrongdoings and legitimizes their problems. The reason for doing this is so that these struggles and problems would not be dismissed as being straightforward frivolous adverse claims against former workplaces but are real problems that are not dealt with responsibly or adequately.

Lastly, the section "visions for a better future" has been a catalyst to facilitate workshops on our master's thesis. It is evident that this project is an action research project, as we decided to structure this report, and the first part of this project, through three overall phases (critique, visionary, and planning). By acknowledging and inquiring about what visions whistleblowers have for the future of whistleblowing in general, we will be able to use these utopian scenarios to try and generate solutions for whistleblowers that can accommodate some of these visions. We plan to use these visions for a better future alongside experts, stakeholders, and hopefully the whistleblowers themselves, at workshops we facilitate on the master's thesis project. Ultimately this is why we included this phase to our analytical framework, as it plays an essential role in an action research project to work solution-based and modify solutions based on additional feedback.

Now that we have explained our reflections on the choices we made in the analysis and the structure of it, we would now like to summarize the findings we got through our interviews with the whistleblowers. As the original analysis, we are going to structure it in the nine sections, as mentioned above.

2.1.1 Symptoms of Wrongdoings in the Workplace

We started with the initial conditions at the workplace and the actions made by people, that in the end, led to whistleblowing. We saw in our research that the working environment and work culture play a crucial role in the way that problems are handled in the workplace. We discovered this through the different cases of the whistleblowers (Smit, Jensen, and Velisco 2019, 31).

David, a social worker from Copenhagen municipality, who described his workplace as having an impoverished work culture that had lasted for more than ten years, decided to blow the whistle. The issue he encountered was the fact that his leaders were encouraging the workers to register meetings that they did not attend. He and his colleagues thought this was wrong, and they tried to report this problem to the higher-ups, but the problem remained unsolved. Even though everyone in the field, including David, reported this problem and sent a letter to the chiefs in Copenhagen Municipality (Smit, Jensen, and Velisco 2019, 31).

The case of David was a great example to situations, before whistleblowing, the first thing, according to The Whistleblowers Handbook, is to figure out that something is seriously wrong, and no one is able or willing to do anything about it (Martin 1999)

2.1.2 The Situation Gets out of Hand

Going from discovering wrongdoings in the workplace, the whistleblowers get to a point where they find it necessary to report these wrongdoings, and by that, become a whistleblower.

Dorte, who was responsible for analyzing water samples for pollution at Mærsk, was told by her leader to submit wrong numbers and figures, so the department could increase its standing and get bonuses. She did not want to do that, which led to threats from multiple leaders. She did attempt to solve it internally in the company, but the conditions were not suitable for that. Even though everybody knew it was wrong, and she tried to argue against it, the pressure got too high, and she felt that if some authority discovered the wrongdoings, she would be the first to blame. She then tried to contact the authorities anonymously, but they did not want to listen to her by the fact that she was anonymous. She did not want to tell them her name. The next time the authority came onboard for inspection at one of Mærsk's platforms, they indicated that somebody had been telling them, that something was not right.

Dorte knew by then that she did not have their support and decided to talk to a journalist. When the story got published, Mærsk attempted to find the person, who informed the press about this wrongful activity going on inside the company (Smit, Jensen, and Velisco 2019, 33).

This case is an excellent example of a lack of trust in the leadership, which is, most likely, wholly warranted. Following research on the relationship between trust in the leader and ethical leadership, that can be confirmed as:

"An ethical leader's concern for the best interests of subordinates, openness to input, fair decision making, and actively managing morality should result in the leader's attractiveness as a role model. The treating people fairly element of ethical leadership would particularly enhance the experiencing of ethical leaders as trustworthy by their subordinates." (Engelbrecht, Heine, and Mahembe 2017, 370-371)

Therefore, if the leader at the workplace had encouraged a discussion and input from Dorte, based on her decision to voice her opinion regarding the wrongful activity inside Mærsk, it could have significantly lessened the risk of the problem being leaked out to the public, and thereby be dealt with properly (Smit, Jensen, and Velisco 2019, 33).

2.1.3 The Decision to Blow the Whistle

This section was dedicated to the point of no return, which was the decision to blow the whistle. We saw in our interviews with the whistleblowers that, when asked why they decided to blow the whistle, a typical response was, they thought what was going on was "wrong". To better understand the reasoning behind this decision, we applied the ethical judgment model, where we would look at, what ethical values comes into play in the different cases (Børsen and Nielsen 2017, 5-27).

Anders, who was an intelligence officer in the Danish Army, stationed in Iraq, whose initial purpose together with the rest of the army, was to rebuild the area and handle the police/peacekeeping tasks. Anders was in charge of assessing the intel that the army was receiving. He got told, based on false intel, to attack a hospital in Iraq, which was in a civilian area. This was done, because that intel stated, that roadside bombs were being built on site. He complied to this order, as it is his duty to obey orders coming from his commanding officer, even though de knew it was wrong to attack.

Anders decided to blow the whistle, as the Danish army denied that it had happened altogether, and subsequently accused the Iraqi government of lying when in reality, it was the Danish Army who was lying about what had transpired. Anders was being told by his commanding officer to keep silent regarding this, while the situation was ongoing.

Anders' grandfather was part of the resistance in World War II, and this has affected Anders' upbringing and calls himself old school based his background. He learned, when growing up, what it meant to be an officer, which was that an officer needs to take responsibility for his action and deal with the consequences thusly. His commanding officer contradicted this idea of what an officer is supposed to act.

Anders's story highlights how *Justice* as an ethical value being violated. *Justice* is defined by Børsen and Nors Nielsen as: *"Here we include two different definitions: (1) Just actions are to generate the greatest benefit to the least-advantaged members of society. (2) Everybody must be treated according to merit and effort; two people can only be treated differently if their merits or efforts are different. Discrimination and stigmatization are in direct conflict with the ethical value of justice"* (Børsen and Nielsen 2017, 9-10). Anders felt that they had sacrificed civilians, who are not supposed to be involved at all. He thought that this action was unjust, which led to him eventually whistleblow on the act.

2.1.4 The Whistleblowing Happens

Here, the whistleblowers have decided to blow the whistle, as their ethical principles and values were violated. This next part is how the whistleblowing is being played out and examines how each whistleblower chose to blow the whistle.

Marianne, who is a former correctional officer, tried to find documentation for corruption within the system, during her whistleblowing ordeal, as she was sure of its existence, however, she lacked the assistance to obtain this. She pointed out in the interview, that she sought help. However, there was no help to get anywhere, and that the system does not assist in these kinds of situations (Smit, Jensen and Velisco 2019, 37)

She went to management about her witnessing the stranglehold of an inmate by one of her colleagues back in 2013. She was warned by her leader, though, against whistleblowing, because "it would go against the flow", but she decided in 2015 (two years after the incident), after several trials, to go public with the story. She did it through a journalist, that had been following her case since the start of her trial. As stuff kept piling up, she got overwhelmed and could not

keep this case to herself no longer.

We rounded up the interview her by asking, with everything she had went thourgh in this case, if she would have done it again. To this, she was quite clear that she would have done it again with the knowledge of how to handle treatment better and if she knew what kind of help was needed (Smit, Jensen, and Velisco 2019, 37-38).

2.1.5 Leaderships Reaction to Whistleblowing

When the whistleblowing has happened, there are bound to be reactions in the workplace of whistleblower. One role, though, in the workplace seemed to be more prevalent in the interviews we had with the whistleblowers, which was the leader role. As we looked at the role of the leaders in the different cases, it was apparent that the leaders either influence or partially shaped how the situation of the whistleblower played out. This type of influence could be seen in how they acted or reacted, when a whistleblower came forward to report wrongdoings at their workplace.

David pointed out, as mentioned earlier, that there was a poor culture for more than ten years when he got there. He told us that the reasoning behind falsifying reports was his immediate leaders at his workplace was pressured by other leaders above them. It was a legal requirement to conduct a minimum of meetings with families in the social care system. That meant that the pressure to falsify these meetings is not only unlawful but reflects a type of leadership that does not emphasize integrity in terms of a substantial work moral. That is problematic, as ethical leadership and leader integrity are desired traits within a role model in the workplace (Engelbrecht, Heine, and Mahembe 2017, 371). For David and his case, he had a leader, who was more concerned in meeting the legal requirements, even though that the required tasks to meet and fulfill these requirements was not performed. This ultimately resulted in David blowing the whistle, as he has lost the trust to this leader (Smit, Jensen, and Velisco 2019, 40).

2.1.6 Unions, Allies and External Organizations

During the interviews with the whistleblowers, one thing became clear to us: There was a lack of support, especially from the company, but also from colleagues at their workplace, as well as unions and other external actors. Even though that the action of blowing the whistle is about informing wrongdoings in an organization internally, we saw in many cases, that these reports fell on deaf ears. That means that the management or leader that oversee the handling of the report does not or has any intention of wanting to enact change. This led

whistleblowers to report the wrongdoings externally, instead of settling it internally, whereas they attempted to gather allies through colleagues, unions or the like (Smit, Jensen, and Velisco 2019, 43).

One of the cases was Sergio, where we saw an obvious problem when unions represent several parties within a whistleblower case. His first act of seeking help in the case was contacting his union, who incidentally also represented the management that told him to ignore which he reported. The union representing Sergio, however, had told him that it would be more beneficial for all parties involved if they settled their dispute, and everyone got to keep their job (Smit, Jensen, and Velisco 2019, 44).

So, we see a problem, where the union was not interested in defending Segio and his report of wrong doings. Instead, they made a judgment call, which was to aim for a solution, which was the easiest for the four different parties involved.

2.1.7 Quitting/Getting Fired after Whistleblowing

Subsequent to an individual blowing the whistle on a wrongdoing at their workplace, the company or institution of which they worked in, sometimes ended up retaliating against the whistleblower, usually in the form of threats on termination of employment or in some cases, termination without warning. In the interviews with the whistleblowers, we were told how companies used different strategies in order to punish their employees for whistleblowing

In Dorte's case, she was not fired after whistleblowing but was sent to another location to work in a position that did not particularly fit her specific abilities at work. A retaliation, such as being forced to relocate workplace is one of the refers many forms of retaliation in which the whistleblower can be victim to unjust consequences, following whistleblowing (Martin 1999, 11). Furthermore, she was also denied raise in her pay, and a bonus, due to the fact that Mærsk told her that she did not live up to the ethical standards of the company (Smit, Jensen, and Velisco 2019, 46).

Her action of whistleblowing led to what can be defined as a *'denial of work opportunities'* (Martin 1999, 11) due to the fact that she also had been unable to find work, as she had gotten a reputation of being a disloyal employee. She did, though, get a new job, but when the information that she was a whistleblower came to light, her employer seemingly did not trust

her, and Dorte told us that it almost seemed as if he regret even employing her (Smit, Jensen, and Velisco 2019, 46).

2.1.8 The Aftermath

The stages, so far, have focused on the more direct and immediate effects and consequences that came from whistleblowing, which the different whistleblowers had gone through. It became evident that the problematics are not limited to immediate period of time, subsequent to whistleblowing.

One of the most substantial cases in that regard was the story of Marianne. She told us during the interview that she now deals with PTSD, depression, and severe anxiety, as a grim result of everything she went through. This decline in her mental health following the whistleblowing seems to arise from the isolation that took place at Marianne's workplace, where she noticed a pattern of colleagues not wanting to accompany her on patrol duties, which is a task that requires two people. That made Marianne feel isolated at her workplace and feel unwanted due to this (Smit, Jensen, and Velisco 2019, 51).

It can be argued that this led to a decrease in mental health (Bjørkelo 2013, 307). It is a type of indirect social isolation that excludes Marianne from being part of a close community with her colleagues in a type of job that arguably requires a substantial amount of trust in each other as colleagues. This is, according to Bjørkelo (2013, 307), an indirect type of bullying, that is made worse, since it becomes a continuous behavior. For Marianne, this type of indirect bullying started when she blew the whistle, and it did not stop until she decided to leave her job (Smit, Jensen, and Velisco 2019, 51).

We asked her if she believed the outcome of her ordeal altogether would have been different, if the whole situation of whistleblowing had been handled with more care, or that if she had gotten the help that she needed during the situation. She could not deny that but emphasized that the whole ordeal with her colleagues was the reason for her mental health drastically diminishing. It became evident that due to the way the situation regarding Marianne's whistleblowing was handled, the aftermath did not only put her career on hold, but her personal life altogether, through the nine years that this case was ongoing (Smit, Jensen, and Velisco 2019, 52).

2.1.9 Vision for a Better Future

This section differs from the first eight, where we went through the experiences and critiques of whistleblowing in Denmark, as it focuses entirely on looking toward the future. Lastly, in our interviews with the whistleblowers asked them to reflect on how conditions for potential whistleblowers can be improved from what they experienced in their cases.

The first step to improve the conditions is, according to Dorte and David, a change to the law that applies to whistleblower protection. While this might not be a natural step to take, they are both confident that this is the appropriate action to take for the needed protection. We could, therefore, determine that whistleblowers firstly believe they would benefit from a new law that can protect them from repercussions after whistleblowing. Sergio told us that he needed guidance or consultancy, during his whistleblowing ordeal. He believes that a navigator in a complex landscape like whistleblowing would help a great deal. Marianne expressed wishes for authoritative external actors to engage in whistleblower cases to that the safety of future whistleblowers would be ensured, and that they could receive the help that they needed, without fear when reporting wrongdoings (Smit, Jensen, and Velisco 2019, 54).

To wrap up the analytic part of our summary, we would like to introduce, what we call the "whistleblower matrix" from the first part of the project, which was used as an introduction to the whistleblowers (Smit, Jensen, and Velisco 2019, 27). That was done to get an overview of the data we gathered from the interviews with the whistleblowers, where we divided specific key points up in different columns.

Whistleblowers and occupation at the time	What was the problem?	Which ethical values were violated?	How did they report?	What are their visions for better whistleblower support?

Frank, Danish Defense Intelligence Service	Politicians were lying about weapons of mass destruction being in Iraq, even though they knew it was not correct.	Justice	Through the media, Information and Berlingske Tidende	Legal guidance
Marianne, Herstedvester Fængsel	A fellow correctional officer took a stranglehold of an inmate	Justice, Safety and Security	She went to the immediate leader and brought attention to the case through the media afterward.	Whistleblowers get full support from the start. Both legally, mentally and physically
Sergio, Energy Agency	The Energy Agency did not check if measurements for energy-saving windows were correct, and asked Sergio to lie about it.	Professional Integrity Justice	He reported by answering the questions of the journalist that contacted him and continuing to do so even after he was prohibited.	There has to be a work culture where people know it is fine to make mistakes as long as you own up to them. There also needs to be an expert to guide him through the landscape of whistleblowing, as he felt lost doing so himself.

Dorte, Mærsk	Was told to falsify numbers regarding wastewater, for a monetary employee bonus	Professional integrity Autonomy Safety and Security	First went to the leadership, where there was no reaction, then she and three colleagues went to the media anonymously	Change of workplace culture, and look to other countries like Norway, in terms of laws that protect whistleblowers.
Anders, the Danish army	Danish military failing to stop the beating of Iraqi prisoners	Justice Safety and Security	Went to his superior officer without success, then going to the media	External reporting system with two access points and proper leadership.
David, Municipality of Copenhagen	Being asked to lie about attending meetings with socially vulnerable families, for a larger budget at the department	Professional integrity Autonomy Utility	Internal blog post within the IT system of social workers.	A non-flexible law needs to be implemented, that protects whistleblowers from immediate consequences such as isolation, allowing them to be critical of systems they are a part of.

Oluf, SAS	SAS and various airports did not approve the proper safety measures on airplanes	Safety and Security Precautionary principle	Sent letters to the management at SAS, which did not result in change. He then went	There needs to be an external authority that looks at whistleblower reporting systems. Also, a requirement that the system must retain full anonymity.

2.2 Discussions and Preliminary Conclusions

With the analysis done, we would like to go through the points of discussion and preliminary conclusions we ended up with for the first part of the project.

2.2.1 The 'Specialist' Problem

One point that became evident through our talks with various whistleblowers and different 'experts' in this field was that there are problems with whistleblowing that are incredibly difficult to tackle without significant intervention or a complete overhaul in cultural behavior. One such problem is what we call the 'specialist problem', and the concept and difficulty of this is quite simple. If a future whistleblower wants to expose wrongdoings, while being employed in a working position with specialized knowledge, that only very few people would have access to, it would be far easier for management to find out who had blown the whistle, and thereby retaliate against them. That is an obvious problem that was expressed to us through multiple interviews with whistleblowers and even people who create whistleblower reporting systems. The difficulty falls onto the right to remain anonymous when exposing wrongdoings, for the very purpose of not being retaliated against.

2.2.2 Political Influence in Whistleblowing

Problems such as failure to protect people whistleblowing due to lax law-making in this area also proved to be a central difficulty that is problematic to overcome. For example, several whistleblowers expressed a need for more strict laws that would be in place to ensure whistleblowers could not be mistreated by companies they work for. Norway and Sweden were often used as examples of how law-making should work regarding whistleblower protection. The whistleblowers expressed positive opinions on the dedication and strictness that pertain to whistleblower situations that had risen in these countries. However, they were also not hopeful for the implementations of such laws in Denmark, as it is a very large-scale political change that would need to be enacted for such strict laws to arise. We believe it is important to highlight these problems to provide suggestions for solutions, but also to showcase one of the primary difficulties in working with action research: the embedded system issue. This issue derives from the inability to enact proper and emancipating changes to benefit a particularly vulnerable grouping, in this case, the whistleblowers, due to changes needing to be enacted on a very large-scale basis, for example, law-making. We brought this

point up in our discussion, as we wanted to present these difficulties to show that it is not easy to deal with these problematics. We also wanted to present a central point of criticism to the approach taken in this project, as it is worth reflecting on when moving forward with an area as problematic and complex as this.

2.2.3 What is a Successful Whistleblower?

Lastly, in our discussion, we included literature that speaks to what it means to be a successful whistleblower. This played into our wish to include preliminary conclusions and suggestions for future whistleblowers. The literature focuses on mistakes that people unknowingly make when whistleblowing. It aims at what to do as a person who wants to expose wrongdoings in the workplace. Examples of such mistakes can be that the potential whistleblower places too much trust in their leaders or workplace system, cannot present enough evidence of wrongdoing, does not gather support or allies, does not wait for the right opportunity to whistleblow, etc. These mistakes are arguably not the first points of consideration that whistleblowers go through when wanting to expose wrongdoings, as we have seen in the situation of whistleblowers that we talked to. Some of the whistleblowers even mentioned that they wish they had done things differently, per these mistakes. One of the most common examples of whistleblowers failing to avoid these mistakes is the presumption that when they report unlawful or immoral behavior through the proper internal channels, the problem will be fixed without further ado. In almost every case of the whistleblowers we talked to, this was the expectation, when reporting to an authority at the workplace, when utilizing union representatives or when placing a report through a system. These mistakes are examples of things that people naturally do not consider before blowing the whistle. However, they can end up having dire consequences for their professional and personal life in the future. By including a discussion of what kind of mistakes are made, and what can be done to avoid them, we can work towards more balanced and simplistic guidelines into what it means to be a successful whistleblower. Therefore, we believe these mistakes are valuable and necessary for future whistleblowers to be aware of, which is why they are included in the discussion of this paper. It has become evident that there needs to be awareness for these kinds of considerations, and therefore, they make a beneficial addition to the discussion of whistleblowing problematics.

2.2.4 External Influence in Whistleblower Reporting Systems

As we have made it clear throughout the report, this project is the first part of a two-part project on improving conditions for whistleblowers in Denmark and the landscape of what it entails being a whistleblower in Denmark. This first part focuses on legitimizing struggles and problems that whistleblowers go through while presenting the initial ideas of what the whistleblowers themselves believe can be done to improve their conditions in Denmark, in terms of whistleblowing systems and solutions to unjust retaliation. Based on the visions and critique presented by whistleblowers and experts on the field, alongside relevant literature, we arrived at three preliminary suggestions for people who might consider blowing the whistle on unlawful or immoral/unethical workplace activity.

The first essential point that we present is the idea of external influence in whistleblower reporting systems. It became quite evident in the cases of the whistleblowers we interviewed that several of them expressed a need for an external authoritative figure to oversee the process of a given situation after a whistleblower has exposed unlawful or immoral/unethical activity within a company or organization. The wish for the external influence derives from the lack of trust in internal channels and actors to remain unbiased by the handling of a case internally. This lack of trust comes primarily from the fact that several of the whistleblowers we interviewed experienced unfairness to a certain extent, while their cases were handled internally.

2.2.5 Including Whistleblowing Guidance

The second primary point is one that revolves around the idea of consultation and guidance and forming alliances. It was often pointed out during our interview phase, that whistleblowers often felt lost when trying to navigate the political landscape that forms after reporting wrongdoing. Based on this, and literature relevant to this topic, we concluded that whistleblowers need support and alliances in the form of guidance to navigate the landscape they find themselves within. The reason for this is to avoid making the common whistleblowing mistakes, and subsequently falling victim to companies focusing on the messenger, rather than the message, and thereby experience unjust retaliation.

2.2.6 Including Lawmaking in Whistleblowing

The last point that became prevalent through the project was how the law affects whistleblower protection. Dorte and David especially expressed their desire for new laws that support the whistleblowers. At the same time, their situation is ongoing, but also so that they cannot be persecuted simply for exposing wrongdoings. By taking a closer look into the laws that pertain to whistleblowing systems in Denmark, we conclude that they are not strict enough to protect whistleblowers against retaliation adequately. Therefore, unambiguous laws that uphold a certain standard in whistleblower protection, are needed, so that persecution becomes improbable, and retaliation and bullying against people who expose wrongdoings become unlikely. However, with this project, it is highly unlikely that it is possible to attain political influence to a point where it would probably be to enact large-scale changes to the law-making problematics of whistleblowing.

2.2.7 Final Words

Based on this first part of our two-part project, we conclude that whistleblowers wish for the possibility of complete anonymity when exposing wrongdoings through whistleblower reporting systems, as well as avoiding unjustified retaliation against them by the workplace, for doing what they believe is their democratic right. We came to this conclusion based on the talks that we have with different whistleblowers while noticing a pattern of a shared vision in the future of similar situations. Finally, we analyzed the ethical considerations before whistleblowing, of the people we talked to. We did this, as we believe it is vital to the legitimization of whistleblower problems and struggles to present the reader with the narrative that the consequences are a genuine and harmful problem to people who whistleblow. During our work on the ethical considerations, we created a new ethical value; "professional integrity", as it was the basis for a lot of the people who came forward and blew the whistle.

3. Theoretical framework

For this chapter, we would like to introduce our theoretical framework. As this project is an action research project, we would like to introduce this approach, also here in our theoretical framework. We will describe what defines action research and how it differs from other types of research. We then move on to Critical Theory of Technology, which we use in our analysis, when we try to de- and recontextualize whistleblower reporting systems. We will explain the theory and the primary essence behind it, and explain how it fits into our project of empowering oppressed stakeholders.

3.1 Action Research

In this project, we aim at having an action research approach, where we, as researchers in collaboration with whistleblowers as practitioners, get closer to how the ideal whistleblower reporting system should look. We will, in this section, briefly go through action research as an approach and how it compares to conventional research. Furthermore, we explain how we were influenced by action research in the first part of the project, and lastly how it applies to this part of the project.

3.1.1 What is Action Research?

Action research is a group of practices of inquiries which aims to connect practice and ideas for the purpose of humans thriving. It is not a methodology but more an orientation to inquiry, which seeks to create participative communities of inquiry, to tackle important practical issues (Reason and Bradbury-Huang 2008, 1). Action research emphasizes a co-production of knowledge between societal actors and the action researchers themselves. The social actors then contribute actively to democratic change by participating as co-researchers in a field where certain changes are needed (Kristiansen and Bloch-Poulsen 2012, 100). Action research challenges conventional research by being a practice of participation, engaging those who might otherwise be subject to research or recipients of intervention to a greater or less extent as inquiring co-researchers.

"Action research does not start from a desire of changing others 'out there', although it may eventually have that result, rather it starts from an orientation of change with others."

(Reason and Bradbury-Huang 2008, 1)

The action research practice could be described as being *"a shared commitment to democratic social change"* (Brydon-Miller, Greenwood, and Maguire 2003, 13), and rejects the view on the approach to knowledge generation of being objective and free of value. However, it should instead be an especially political, socially engaged, and democratic practice (Brydon-Miller, Greenwood, and Maguire 2003, 14).

When comparing action research with applied research and conventional research, significant differences arise from things like the "purpose of the research" and "stakeholders". The purpose of action research is to understand and improve a current situation while applied research seeks to just improve, and conventional research seeks to just understand. In action research, regarding who the research highlights, is to research 'with' stakeholders, while applied research is researching 'for' the stakeholders, and conventional research is researching 'on' stakeholders. This is a fitting segue to the role of the stakeholders, which in action research are described as being problem co-definers, research co-designers, and research co-implementers, and mainly being partners of the project. In applied research, stakeholders are typically sources of data, instead of being a part of the researchers as they are in action research (Bradbury-Huang 2015, 2).

In contrast, in conventional research, stakeholders typically become subjects of the research itself, or sources of information and sample groups for testing conclusions (Bradbury-Huang 2015, 2). Action research often draws methods pertaining to qualitative research, given that they both deal with the contextualized knowledge of the practitioners involved. There is, though, a big difference between action research and qualitative research as the latter is research *about* practice, but not *with* practitioners. So, to reiterate, action researchers work with practitioners, and always includes practitioners as partners in the work of knowledge creation (Bradbury-Huang 2010, 94-95).

3.1.2 Action Research in our Project

As we have mentioned above, the purpose of action research is to **understand** and **improve** the situation. The whole first part of the project was dedicated to understanding the whistleblower by extensive ethnographic fieldwork, where we, among a literature search, had interviews with seven different whistleblowers. The purpose of this was to get to the core of reasoning behind the decision to blow the whistle, and which issues the whistleblower met in their respective cases. Furthermore, we wanted to involve the whistleblowers themselves, in what future whistleblower solutions should look like, whether it be through technology, lawmaking, etc. Through this, in collaboration with Veron, it led us to become part of a

community that engaged themselves to better the situation of the whistleblower and future whistleblowers. We did not get to implement any specific change just yet, but we have been able to lay the foundation in place, to start looking at how we, together with the whistleblowers, could work towards improving the current conditions.

In this part of the project, we take the first steps working towards the ideal solution with the whistleblowers. We do this by engaging them in future workshops (we will explain future workshops in more detail later in the report), where ideas for solutions will be highlighted and discussed between the participants. This can be seen as the start of a longer process of collaborative work between us as co-researchers, alongside whistleblowers and other relevant stakeholders.

3.2 Critical Theory of Technology

In this next section, we will go over the theoretical standpoint that we make use of in this project. We employ the Critical Theory of Technology (CTT), mainly through the scope of Andrew Feenberg. In doing so, we will cover why we have chosen to work with this theory and why it is especially relevant for this project. Furthermore, we employ CTT as a theoretical framework to also help us formulate how we see ourselves in the field of whistleblowing in Denmark. Lastly, we will take a closer look at what concepts exists within CTT that can help us shed some light on the problematics of whistleblowing in Denmark.

3.2.1 Critical Theory of Technology, what is it?

As we have mainly worked with the concepts of action research during this project, we are focusing on whistleblowers as being a vulnerable grouping in society, due to the possibility of unjust and unfair consequences, when trying to expose and have wrongdoings adjusted in the workplace. As mentioned in our introduction, these consequences are sometimes the result of faulty, ineffective, or malicious intent embedded into whistleblowing reporting systems. Based on this notion, we can direct our attention to the Critical Theory of Technology (CTT), as seen from the perspective of Andrew Feenberg. This theory focuses primarily on the effect that technology has on society, power structures, and the relation between technological designers and the people. They are in different ways affected by technology. The way people are affected by a technology can also change over time, as technology is not stabilized in society from its creation, but becomes stable over time, as social and political implications shape it (Feenberg and Friesen 2012, 3). Feenberg himself states that there is a hierarchical aspect to consider in the design of technology, as the relation

between the user of technology and the designer cannot become a one-way relation. To exemplify this, Feenberg describes the following: "*God creates the world without suffering any recoil, side effects, or blowback. This is the ultimate practical hierarchy establishing a one-way relation between actor and object. But we are not gods. Human beings can only act on a system to which they themselves belong.*" (Feenberg 2008, 32). This notion states that humans must act within a system that they themselves are a part of. However, problems arise with 'technical action', as this is defined as an action where the actor or designer of technology has a very high impact on the object, without having returned feedback proportionate to the impact, that in turn would affect the actor or designer (Feenberg 2008, 32).

These points, and the theory itself, builds upon Science and Technology Studies (STS) and draws themes from the Frankfurt School, such as rationality in a modern setting (Feenberg and Grimes 2013, 1). However, what exactly are these themes from STS and the Frankfurt School, that shaped Feenberg's Critical Theory of Technology?

The Frankfurt School was a collection of social theorists and philosophers, who were heavily inspired by Marxist philosophy and who developed Critical Theory. These theorists consisted, most notably, of Herbert Marcuse, Theodor W. Adorno and Max Horkheimer of the first generation, and Jürgen Habermas of the second generation. What made Critical Theory unique, based on the Marxist influence, was the goal of developing a critical approach to scientific advancement, by including aspects such as concerns from marginalized groups and the like, into the debate on scientific research (Ots 2010, 65). The primary notions of the early Frankfurt School were that scientific research and the prevalent positivism of the time were not disassociated with values. This means that the 'goals' of the Critical Theory of the Frankfurt School were to assist in emancipating individuals who are entitled to a voice in a democratic society when it comes to scientific debate (Ots 2010, 110). This is done through interdisciplinary studies, that allows for more than a select few in society, to have a voice in the scientific process.

In the early years of the Frankfurt School, these theorists also employed a critique of technology in their Critical Theory, stating that the society in which we live, is overtaken by technical rationality. According to Adorno, Horkheimer, and Marcuse, this means that our

society becomes technocratic[2], which causes parts of the societal population to become marginalized under this technocracy (Feenberg and Grimes 2013, 3). Nevertheless, what is technical rational? Marcuse himself described it as when a technology (or apparatus) is implemented into society using rational reasoning initially, and the technology has become widespread and pervasive in society, it can alter the way we think of what is rational (Marcuse and Kellner 1998, 5). This critique of technology is something that one of the theorists, Habermas, did not carry with him, in his development of Critical Theory. Feenberg, however, having studied under Marcuse, believes that this is an essential aspect of Critical Theory that needs to be addressed so that Critical Theory does not become irrelevant in modern times, especially with the increase in the invasion of privacy due to technology in our modern age (Feenberg and Grimes 2013, 3-4). This is a primary theme, derived from the early Frankfurt School that Feenberg implements into his Critical Theory of Technology.

Feenberg also praises Science and Technology Studies for its capabilities in being able to approach cases with sophisticated empirical methods that allow for the study of user agency, actors, and the position and involvement of underrepresented groups in scientific and technological development. Therefore, one of the primary notions in STS is that technology is not neutral or stands outside the box of political, social, and personal interests, but instead is influenced by them (Feenberg and Grimes 2013, 5). While Feenberg employs this aspect of STS into his Critical Theory of Technology, he does, however, also critique its ability to analyze itself and its origins (Feenberg and Grimes 2013, 5). Taking a closer look at the actor-network theory; for example, Feenberg explains the bicycle example, popularly used by Trevor Pinch and Wiebe Bijker. This example revolves around two designs of the early bicycles, one with a large front wheel, that was fast, and one with two equally sized wheels that were slower, but safer. Actor-Network Theory, through the symmetry principle, argues that we should not look at the safer version of the bicycle as a development of the faster and more unsafe one. Instead, we should look at each design of bicycles, as having been designed to fit a specific group in society; the faster, unsafe design for the young man who desired racing, and the slow, safer design for the common folk who would use it for simple transportation (Feenberg and Grimes 2013, 4-5). The critique of the principle of symmetry in STS, as exemplified in the Actor-Network Theory, is the subsequent view on those who "win" and those who "lose" in terms of the ensuing development of technology. Sticking

---

[2] Technocracy; "management of society by technical experts" https://www.merriam-webster.com/dictionary/technocracy

with the bicycle example, Feenberg would argue that both social groups, who use the bicycle design differently, fight for their purpose and intention to be inscribed into the bicycle design's further development. Thereby, as we see the large front wheel typically as a predecessor to the bicycle design as we know it today, the group who enjoyed the racing aspect of the large front wheel design had lost. The group who used the slower and safe design for transportation had won and has had their intentions implemented into the bicycle's further design. This exemplifies Feenberg's critique of the principle of symmetry in STS, as it highlights how one group's wishes and intentions within a technology becomes neglected (Feenberg and Grimes 2013, 7-8). Relating this to our case regarding whistleblowers, it could be argued that whistleblowers could end up as losers, as opposed to the winners being the company employing whistleblower reporting systems. We make this connection, as whistleblowers could end up not being able to have their intentions and wishes inscribed into the reporting system, making their values and properties neglected.

"I relate the technological revealing, not to the history of being but to the consequences of persisting divisions between classes and between rulers and ruled in technically mediated institutions of all types. Technology can be and is configured in such a way as to reproduce the rule of the few over the many. Technology is a two-sided phenomenon: on the one hand, the operator, on the other the object. Where both operator and object are human beings, technical action is an exercise of power" – (Feenberg 2008, 32)

What makes Critical Theory of Technology interesting to employ here, is its possibility of looking at technology through its perspective in terms of feedback between actor and object, and thereby try to understand how the recipients/users of the technology are affected by choice of design in the technology, by the designer. So, in a case where technology is designed in a way that oppresses a group of people in society, what can be done, according to the concepts of Critical Theory of Technology?

As aforementioned, Feenberg states that different descriptions of technology through the philosophy of technology are inadequate and not in any way substantial enough, compared to the possibilities in uncovering valuable complexities through social studies relating to technology (Feenberg 2008, 33). These inadequacies of technological philosophy derive from the fact that they do not offer any abstract or historical descriptions of a specific technology, hence the shortcoming of such philosophy. Based on this inadequacy, Feenberg has composed his notion; 'Instrumentalization Theory'. This sub-theory of CTT focuses upon an

analysis of technology in two levels. The first level takes technology and removes it from its original or intended context, and thereby offers the ability to look at the technology for its core values and properties. In this case, 'core values and properties' encompass the features of a technology that are useful or constructive regardless of the context it is implemented. Core values can be seen as intentions within a technology, embedded into it by the designers of the technology, and properties as its concrete functionalities. These values and properties are put into focus by attempting to hypothesize how they can be utilized in various other systems or devices. Doing this *decontextualizes* the properties to a more directly useful state, that highlights what they excel at, independent from their original system (Feenberg 2008, 33). The next level focuses then on trying to introduce new configurations to an existing system or device, this can, for example, be ethical regulations. It is possible to introduce these new configurations, as, in the first level, the system or device has been simplified enough for this to be feasible, given the decontextualization beforehand. This second level of analysis then attempts to recontextualize aspects such as ethical regulations to a decontextualized system or device (Feenberg 2008, 33-34). The 'Instrumentalization Theory' then allows us through these two analytical levels to look at technologies and decontextualize aspects of them, find their valuable properties, and then recontextualize the system or device with new principles, like ethical regulations. The implementation of new principles or ethical regulations within a recontextualization of a technology can be beneficial to making the feedback, as mentioned above, the loop between actor and object more equitable. Thereby, as researchers, we can isolate negative and problematic areas of a technology that directly- or indirectly oppresses a group of people who are affected by the technology.

Using this approach in our context, we can determine whether or not the core values of whistleblowers are included in the design of the reporting system or if the properties of the system reflect the whistleblower's interests, or the needs of the company that the system is implemented in.

3.2.2 "Technical Citizenship" and our Role in the Field

Our role, as technoanthropologists in the field of whistleblowing problematics, is also something that can be related to, in Critical Theory of Technology. As we are neither technical experts on whistleblowing reporting systems nor whistleblowers ourselves, how do we position ourselves in the field? Critical Theory of Technology suggests the idea of *technical citizenship.*

"Once enrolled in a network, individuals not only acquire new interests, in some cases they also acquire a situated knowledge of the network and potential power over its development. This knowledge from below and insider power is different from that of individuals who have no connection to the network. Even without expert knowledge, insiders can identify problems and vulnerabilities. They have a platform for changing the design codes that shape the artifacts incorporated into the network. This is conscious co-production: the reciprocal interactions of members of the network and the codes that define roles and designs." –
(Feenberg and Grimes 2013, 11)

Thereby, as we facilitate our workshop, we are also able to take 'citizenship' in the problematics of whistleblowing and attempt to assist in providing help to change how whistleblowing reporting systems should be designed. We then take part in the network surrounding relevant whistleblower actors, as co-researchers alongside them, that have a stake in how whistleblowing reporting systems are/should be made.

Our role as 'citizens' in the whistleblower area of problematics can also be related to the concept of the 'Problem of Extension' by H.M. Collins and Robert Evans (2002). One of the concepts that Collins and Evans have worked with is the *'problem of legitimacy'*. This problem highlights the consequences of decision-making in technical contexts, relying solely on a specific core of certified experts and states that the decision-making process should extend beyond the scope of this specific core (Collins and Evans 2002, 237). Although this problem of legitimacy is considered resolved, as we today see different non-certified expert actors involved in technical decision-making processes. However, there is still another problematic concept that has not been resolved, which is the *'problem of extension'*. The problem of extension questions how wide the scope of people involved with technical decision-making should be. While the problem of legitimacy was resolved by involving participation outside a core of certified experts, it did not specify how far of a reach the participation involvement should have.

To provide some background, these problems are described as belonging to individual *'waves of science studies'* by Collins and Evans (2002, 239). The first 'wave' of science studies, in the 1950s and 1960s, is exemplified in the way that scientific breakthroughs and discoveries were discussed on their results, but not based on their process to reach these results. This approach enforced a positivist perspective, as it did not regard people, who were not certified as core experts, as having relevant input to the scientific decision-making process. However,

as the 1970s approached, so did the social constructivism. This approach brought along new perspectives on what constituted 'relevancy' in the scientific decision-making process. What made this a social constructivism approach was the reformation of science as to be a social concept, and thereby the inclusion of other types of knowledge such as law and public inquiry in the form of political processes (Collins and Evans 2002, 237). The 'third wave' then focuses on how to deal with the question of who should and should not be actively contributing to the process of decision-making, based on their given expertise. What makes the third wave interesting for us is the placement of ourselves in the debate of decision-making.

FIGURE 6
Uncertified Experts and the Core

TECHNICAL DIMENSION — Core-set — Uncertified experts

POLITICAL DIMENSION
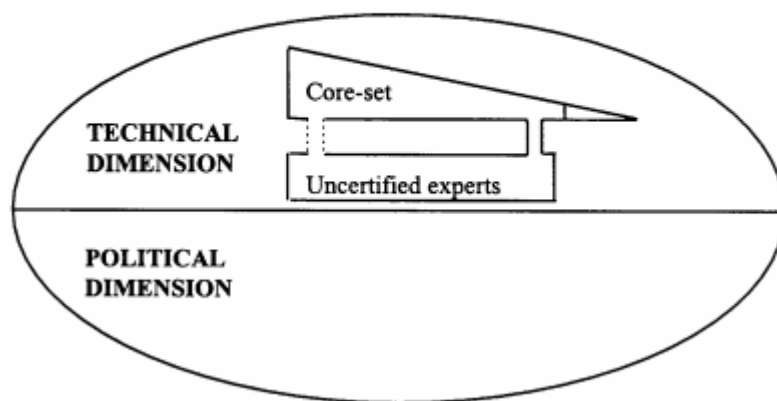
(Collins and Evans 2002, 249)

This figure showcases the placement of experts and non-certified experts[3]. The bottom-half represents political relevance in the decision-making processes – this also includes stakeholders. As technoanthropologists in the field of whistleblower problematics, however, we believe that we belong in the top half of this oval, within the decision-making processes of technology, as non-certified. Alongside us, in this region of the oval, are the whistleblowers. What makes them non-certified experts, when speaking in terms of whistleblower reporting systems, is the fact that they do not inherently have experience in the technical aspects of creating or designing such systems. However, they do have first-hand experience in the act of whistleblowing and the consequences that follow, therefore making them non-certified experts in terms of knowing certain aspects about being a whistleblower and using whistleblower reporting systems, that others do not.

---

[3] We make no distinction between "uncertified experts" and "non-certified experts"

"There are those in the top half, which accrue in virtue of the existence of pockets of expertise among the citizenry, and which are properly described as being within the technical rather than the political domain." (Collins and Evans 2002, 250)

We believe that we belong to the technical dimension of the non-certified experts, even though we do not have first-hand whistleblowing experience, however, we have developed an understanding of the problems and struggles that whistleblowers go through. This development happened primarily in the ethnographic inquiry we performed when we interviewed whistleblowers and experts in the field of creating whistleblower reporting systems, thereby laying a foundation for our role as non-certified experts in the technical dimension.

Collins and Evans propose a specific type of expertise that applies to our position in the field of whistleblowing substantially. 'Interactional Expertise', is described as the kind of expertise that assists in bridging the gap between core-set experts and non-certified experts. To do this, interactional experts must understand and master the language of a specific expert field, but not necessarily master the field itself (Collins and Evans 2007, 77). Based on our research into whistleblowing systems, and our ethnographic inquiry into the experiences of whistleblowers and their situations in a Danish context, we believe that we have attained an understanding, sufficient for us to act as interactional experts. We can then act as interactional experts between whistleblowers, and the companies and institutions employing technical experts to design whistleblowing systems. The argument presented by Collins and Evans (2007, 86), describes that since many different kinds of situations and ordeals in expert settings are dealt with through language, it is viable to act as interactional expertise, with a mastery of the language of the fields they engage within.

In the next section, we try to see how Critical Theory of Technology and its Instrumentalization Theory can help us frame whistleblower problematics that pertain to whistleblowing reporting systems in Denmark, as 'technical citizens' of the whistleblower problems and landscape.

3.2.3 CTT & Whistleblowing Reporting Systems

We believe the choice of this specific theory for our problem area is the most fruitful, as we have also been working with action research for a good portion of the project. The reason for this is that both CTT and action research deals with the problem of vulnerable groupings in a specific context or setting. As we perceive whistleblowers as this vulnerable group of people,

with Critical Theory of Technology, we can highlight whistleblowing reporting systems as the technology in which whistleblowers can be oppressed.

Therefore, we intend to make use of CTT and the Instrumentalization Theory through Andrew Feenberg and attempt to decontextualize whistleblowing systems down to their core values and intentions. Afterward, we will pursue the recontextualization of the reporting systems, with updated core values/intentions and properties of the system.

To do this, we have facilitated a workshop in which we invited whistleblowers and two NGOs, Veron and Transparency, which are actors that have relevance to whistleblowing problems and how reporting systems are designed, as well as their implementation in different workplaces. During this workshop, we talk about whistleblower problematics and which areas to focus upon when discussing whistleblowing. The whistleblowers share their experiences with different problems and systems, and how they are affected by them after performing the act of whistleblowing. The participants, whistleblowers and NGOs, discuss different problems in whistleblowing that produces areas of which whistleblowing reporting systems must relate to or touch upon, that should be recontextualized into future reporting system designs. By doing this, we can decontextualize whistleblowing reporting systems that have been used in Denmark, and afterward, apply other specific regulations, values, or properties to these systems that are essential to the security and safety of the future whistleblowers in Denmark. We will go more in-depth regarding how the workshop allowed for decontextualizing, and attempt to recontextualize more thoroughly, in the analytic chapters of this report.

4. Methodology

With our theoretical framework explained, we will now look at our methodology, which consists primarily of the future workshop concept. We start by describing what a future workshop is, what it emphasizes, and its origins. Then we move on to the structure of a classic future workshop and how it is divided into different phases. Here we have modified the structure slightly as it fit well into our project structure. We will go in-depth with these changes further on. We then take some time to reflect, as we intended to use future workshops, already in the first part of the project. We reflect on why this did not happen and how aspects such as the COVID-19 pandemic has affected our work with this method. Lastly, we present a run-down of our future workshop, where we explain the content of the activities and relate it to action research and CTT.

4.1 Future Workshops

In our interviews with the whistleblowers from the first part of the project, we encountered several issues that were presented to us by the whistleblowers. They felt alone and did not have any allies in their situation, and their union, in most cases, turned their back on them. They felt exposed, due to lack of anonymity and safety, and encountered a loyalty conflict between their own moral code and their workplace, as they got their ethical values violated. They also mentioned that they needed guidance during their whole case because they did not know how to act in this kind of situation, which left them unprepared.

With this part of the project, we seek to implement change in the current situation of the whistleblowers. In order to do that, we have in cooperation with Veron, conducted a workshop, where it is discussed how the whistleblowing situations of future whistleblower can be improved to a preferable state. In this section, we will explain the ideas and purpose of future workshops (or FW for short), how it fits into the ideas of action research, and how we will use the FW methodology in this project. We will furthermore reflect upon how we had to change from conducting two physical workshops to conducting a single digital workshop.

4.1.1 Future Workshops and Action Research

One of the primary approaches to changing or transforming a situation for the better, is to first criticize a specific situation, then fantasize about a desirable future, and lastly, a way must be found, regarding how to move forward on improving the specific situation, into the desirable one (Vidal 2006, 2). FW fits into this form. Its main emphasis is critique, learning,

teamwork, change, democracy, and empowerment (Jungk and Müllert 1996). This makes it ideal as a method for an action research project, as action research seeks, in partnership with practitioners, to empower oppressed groupings of a given field. They may not, in other contexts, have a say.

> *"Action research represents a transformative orientation to knowledge creation in that action researchers seek to take knowledge production beyond the gate-keeping of professional knowledge makers."* (Bradbury-Huang 2010, 93)

This is the reason, as to why FW plays well into action research, as FW also focuses on participatory processes that deals with groupings seeking to change a certain field or situation in real life (Vidal 2006, 2). This approach has been developed to support the political struggles of community groups and their interests in creating a better future, which they see themselves living in (Scholz and Tietje 2002, 2). Robert Jungk, one of the original developers of FW, wanted to enable a utopian perspective, that could promote resolution of conflict, which he called 'social fantasy'[4]. Furthermore, FW weighs group dynamic and synergy heavily, by revolving the workshops around creativity based on the assembled group of people, who want to enact change (Vidal 2006, 2).

4.1.2 The Origins of the Future Workshop method

The idea and approach behind FW can be traced back to the 1950s. Robert Jungk was an Austrian writer and journalist at the time and organized meetings, specifically structured for groups of citizens with shared problems. The main goal of these meetings was to create a foundation, for which a joint critique of something established could assist in developing an improved design for a given area or matter. The general idea would then be for participants to come together to brainstorm ideas and suggest strategies, that could be used for future planning. (Vidal 2006, 2).

Jungk was inspired to shape the FW approach on three primary grounds. The first of these are socialist principles. These principles encompass decision-making based on participatory and democratic aspects. Therefore, FW starts with the *critique phase* because critique exposes a situation for what it is, in its true form (Vidal 2006, 3). Secondly, Alex Osborne, who is a researcher in creativity and innovation, also inspired Jungk, based on Osborne's

---

[4] Enabling the ability to think new and "out of the box" in groups.

brainstorming technique, that eventually ended up shaping the fantasy phase of FW (Vidal 2006, 3). Thirdly, methods that suit the creation and development of new ideas.

"These methods are based on the activation of the intuition of individuals, synergy effects in groups, and critical potentials that can contribute to the creation of an alternative." (Vidal 2006, 3).

The first time the concept in FW was applied was in Germany back in the 1970s, where it was used as a means in the political fight of civil action groups in the enforcement of their interests to create a future, that the action groups believed was worth fighting and living for. (Vidal 2006, 3).

4.1.3 The Phases of Future Workshops

When conducting a classic FW, it should, according to Jungk, R., and Müllert, N. (1996), consist of five phases:

- *The preparation phase:* This phase is about, as the name indicates, preparation for the workshop itself. The organizers and facilitators of the workshop settle the themes, the who to invite to participate, the methods to use during the workshop, the rules of the workshop, and lastly, the timetable. This phase is also used to find room and facilities for the workshop.

- *The critique phase:* Here, the problem is discussed thoroughly, and most importantly, critically. The preferred method of performing this phase, is using brainstorm techniques, and subsequently following up with a way to structure the critique into themes and sub-themes.

- *The fantasy phase:* During this phase, participants will fantasize about what a utopian situation and express what it may look like. This means, fantasizing about a situation in which there are no problems, complications or negative aspects of a given field. These descriptions are the aforementioned social fantasies.

- *The Implementation phase:* In this phase, the ideas that were presented during the fantasy phase will be evaluated and discussed in terms of how realistic and practical they are. Thereby, a plan for action will be developed based on this.

- *The follow-up phase:* The plan for action will be reviewed carefully and examined in practice. Based on this monitoring, changes can be performed, and new FW will be planned facilitated if they are needed. (Vidal 2006, 5)

We have renamed the fantasy phase to the *visionary phase*, so that it fits into our project's overall structure. Furthermore, we have split the implementation phase up in two, so we now have a *planning phase* leading up to the *implementation phase*. This was done because we intend to conduct two workshops, and the planning phase would work as the last phase for the first workshop. The first workshop would have, in addition to whistleblowers and NGOs, different stakeholders from society as participants, who would discuss whistleblower problematics and brainstorm ideas for solutions. The social fantasy is an especially critical component for this FW, as it will assist in highlighting steps that can possible be taken towards improvement, in a very difficult area of problematics, as whistleblowing is. The second workshop was meant to be a technical expert FW, where the best agreed upon ideas from the first workshop will be evaluated by participants, who can transform the ideas into a specific solution.

4.1.4 Reflections

As the description of the phases above suggests, we planned on conducting two FWs for this project, but due to unfortunate circumstances, this was not an opportunity. In this subsection, we want to reflect on the progress of going from planning to conduct two physical workshops, to conduct two digital workshops and end up conducting a single digital workshop.

As aforementioned, this is the second part of a two-part project. Already in the first part of the project did we considered conducting a workshop, however, the opportunity to facilitate a workshop did not arise. We felt that it would result in a better FW if we had all the background knowledge of the whistleblowers in place, and by that, structure and plan more relevant content for the workshops. If we were to have a FW in the first part of the project, it most likely would have been more of a vague workshop given our timeframe, where the themes would not be as concrete or substantial, due to lack of background knowledge. We, therefore, instead focused on the ethnographic fieldwork, where we gained insights from the whistleblowers on what problems they encountered when they blew the whistle and why they chose to blow the whistle in the first place. That is also a reason why it has ended up being a two-part project, as we believe that a FW involving the crucial stakeholders, including

whistleblowers themselves, is an ideal platform to tackle the critical issues that whistleblowers encounter. So, going into this second part of the project, we felt more capable of conducting a more precise and constructive workshop based on the extensive ethnographic inquiry we performed in the first part.

Starting off this part of the project, we wanted to conduct two FWs, where the overall idea would be the same. It would firstly be user-oriented workshops, where the participants would discuss what positive and good additions to a whistleblower reporting system would be. It would follow the classic FW structure with all its phases, and we believed that this setup was the optimal approach.

We, then, soon realized that even though we could brainstorm a fair amount of ideas with the stakeholders in a FW, we would miss a valuable perspective: the technical experts. By technical experts, we mean people who work with such systems in their everyday professional life. Even though we would have ideas and visions from the stakeholders, it would be challenging to evaluate these in terms of practicality without the technical experts' perspectives. We, therefore, decided to conduct two FWs still, but split up the stakeholders and the technical experts into two separate workshops. As stated earlier in the description of the FW phases, we split up the overall phases into two different workshops. The first phases up until the planning / implementation phases, are dedicated to the stakeholders, where issues and problems surrounding whistleblowing are thoroughly discussed, and then brainstorming ideas that can counter these issues. The second workshop would be for the experts, where the ideas from the first workshop would be presented. The idea is that the experts would discuss how these ideas could turn into something concrete like a technological solution and how the strategy of implementation would look like.

While planning out the FWs and what activities it should contain, the COVID-19 pandemic started to unfold and forced people to engage in social distancing, due to infection risks. As the situation unfolded and restrictions by the Danish government was implemented, we soon realized that a classic FW, which would require physical presence was not an opportunity. Despite this, we still wanted to conduct FWs. Therefore, we sought other ways, which would make it possible for us to conduct FWs. We explored our options and eventually decided to attempt an online FW through the workspace software called MURAL, which has the tools and templates to conduct digital workshop activities. While we got familiar with this digital tool, we encountered the most prominent challenge working under these circumstances: gathering participants. Most people had been sent home from work, which limited access to the field, as we had tried to contact potential participants through mail correspondence, for

example. We also felt the repercussions directly, as our work with Veron also suffered due to personal complications, which significantly delayed the progress of getting the FW adequately prepared. This significant delay had made us, in collaboration with Veron, change the format of our FW once again. We had to leave one of the two FWs that we planned to facilitate, down to a single FW, simply because we would not have time to conduct two workshops and process the data due to our timeframe. The second FW (the one surrounding technical experts) that we then planned to facilitate, will be possible to make, during future work in this field, and as a continuation of the work that we have already done regarding this project, and the first FW that we conducted.

We have in this sub-section presented the challenges we have encountered, when preparing our FW, and how we have had to adapt to the unfortunate circumstances that we encountered, in terms of changing the structure of the FW several times. The most significant change has been to change it from a physical format to a digital format, and it has taken extra time getting familiar and discover potentials in the software.

4.1.5 Our Future Workshop

We have now presented our reflections regarding FW that we have had throughout this process of constructing a FW and the challenges that came with it. Here we want to present, how the final version of our FW looked like, where we will go through the different activities with the FW phases in focus.

The preparation phase

Even though this is not a phase that takes place during the workshop itself, but before, it is exceptionally important. This is since many of the problems that can possibly arise during the future workshop itself, stem from insufficient planning, or not having been organized enough in the structuring of the workshop, during the preparation phase (Vidal 2006, 4). This phase has been given a lot of attention in our case, as presented in the reflections. We have been in talks with Veron from the start of this semester, where preparations of FW were the main topic. In these talks, Veron showed great enthusiasm in terms of wanting to help with organizing the workshop, and inviting participants, which highlighted the valuable network they are a part of. So, while we as students took care of the content, themes, and platform of the FW such as the activities, Veron has helped a great deal in providing access to participants to the FW, as they assisted in formulating the invitations.

Before the critique phase, the first activity of the workshop is dedicated to introducing the participants to one another. The participants will write their name and background in corresponding colors on the post-it notes shown below, and by that, choose a specific color that will represent them throughout the workshop, so it will be easier to track who says what.

Hvem er vi samlet i dag? - Her vælger I jeres farve for resten af workshoppen

With this activity, we want the participants to become familiar with one another, what their expectations for the future workshop is, and their own motivation for participating in the workshop.

The critique phase

The second activity is a way to make participants voice what they see as the problems revolving around whistleblowing. In the activity itself, participants will lay out their perspective and ideas of what a whistleblower is and what they perceive as issues as it is now. They do this by adding these opinions to post-it-notes during the activity. When the participants' perspectives have been written down, we try to group these perspectives into

sub-themes, which will carry over to the next activity

Hvad er en whistleblower?

Hvordan definerer du en whistleblower?

Oxford's defintion: "en person, som informerer folk af autoritet eller offentligheden, at virksomheden de arbejder for gør noget forkert eller ulovligt".

Jeres perspektiver

andas?i
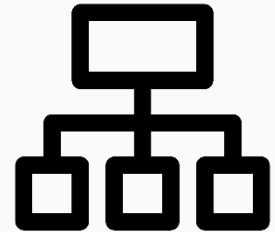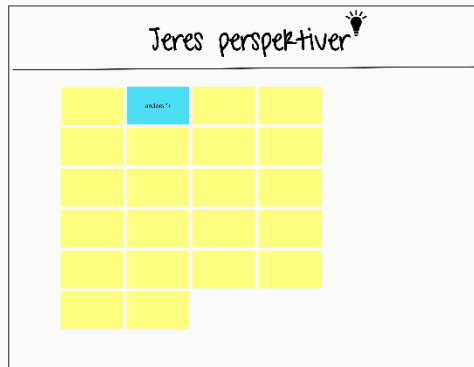
By performing this activity, a way is provided for participants to get a critical understanding of the themes altogether and to think about what kind of solutions should be contemplated when brainstorming ideas during the workshop's next activity. This will also be the phase where we attempt to decontextualize current whistleblower reporting systems, as participants will express negative or positive core values and point out properties in current whistleblower reporting systems, that directly or indirectly affects people who blow the whistle (Feenberg 2008, 33).

The visionary phase

The third activity is a brainstorming matrix, that is based around what areas of whistleblowing require better conditions or improvement, and then determine through which channels these changes can be enacted (technology, workplace environment, etc.). The yellow notes signify the themes of which we have found during the critique phase of the FW. The blue notes are the means of which problems can be met, for example, how can the problem of anonymity be met through technological means?


In the bottom of the blue notes, which concerns itself with channels to provide solutions, there will be a wildcard area, in which participants can come up with their own channel for solution-based ideas, that we did not initially include. This will allow participants also to be able to suggest more creative ideas so that we do not lock ourselves into a set of specific, non-negotiable ideas. We have suggested *technological* and *workplace environment* as channels to provide solutions, which is based on the ethnographic fieldwork from the first part of the project. When we asked the whistleblowers about what they envision as possible means of solutions, we got suggestions, that fits into these two categories. Therefore, we have found these relevant to include as examples of means in which solutions can be suggested. The yellow categories are themes/subjects that pertain to areas of whistleblowing that can be bettered. We have ourselves added issues to the board. These are also based on the ethnographic fieldwork from the first part of the project, where issues like ***anonymity, lack of allies*** and ***guidance*** were reoccurring issues in the whistleblowers' experiences. The sub-themes found in the critique phase will also be added to this part of the matrix. An example of our matrix is thereby; if participants want to protect whistleblowers anonymity better and have an idea for this through technological means, then they can add it in the very first box. However, if they have an idea to improve anonymity protection by means that does not

necessarily pertain to either technology or workplace environment, they can feel free to add it in the wildcards section of the matrix, underneath anonymity. In the workshop's brainstorming matrix phase, the practicality should not be considered or discussed in-depth, as all ideas are welcome here and social fantasy is emphasized. The practicality of the ideas will be discussed in the fourth and fifth activity of the workshop. This will also be the start of the recontextualizing of the whistleblower reporting systems. Here we will be wiser in terms of what core values should be considered, when creating a whistleblower reporting system

The planning phase

The fourth activity consists of the feasibility of solution-based ideas by using a 'riskwall'. Here, the practicality of whistleblower solutions, presented in the brainstorming matrix phase, are discussed; do they work? What are their problems in implementation? Is the solution to a specific work environment? The activity itself consists of a grid, on which the participants will place each solution-based idea in terms of impact on a problematic, and its probability of realistic implementation. After discussing the feasibility and practicality of different solution-based ideas, the participants will have come up with a selection that they consider the 'best' ideas, in terms of their supposed impact on problematics and whether they can work in a professional setting practically. Here, the democratic process comes to light, as the participants find out amongst themselves, what core values or properties are more crucial than others in future whistleblower reporting systems. To ensure that each participant can voice their opinion, we plan and facilitate it as such, that everyone will have their turn to express their perspectives and be able to discuss these openly.
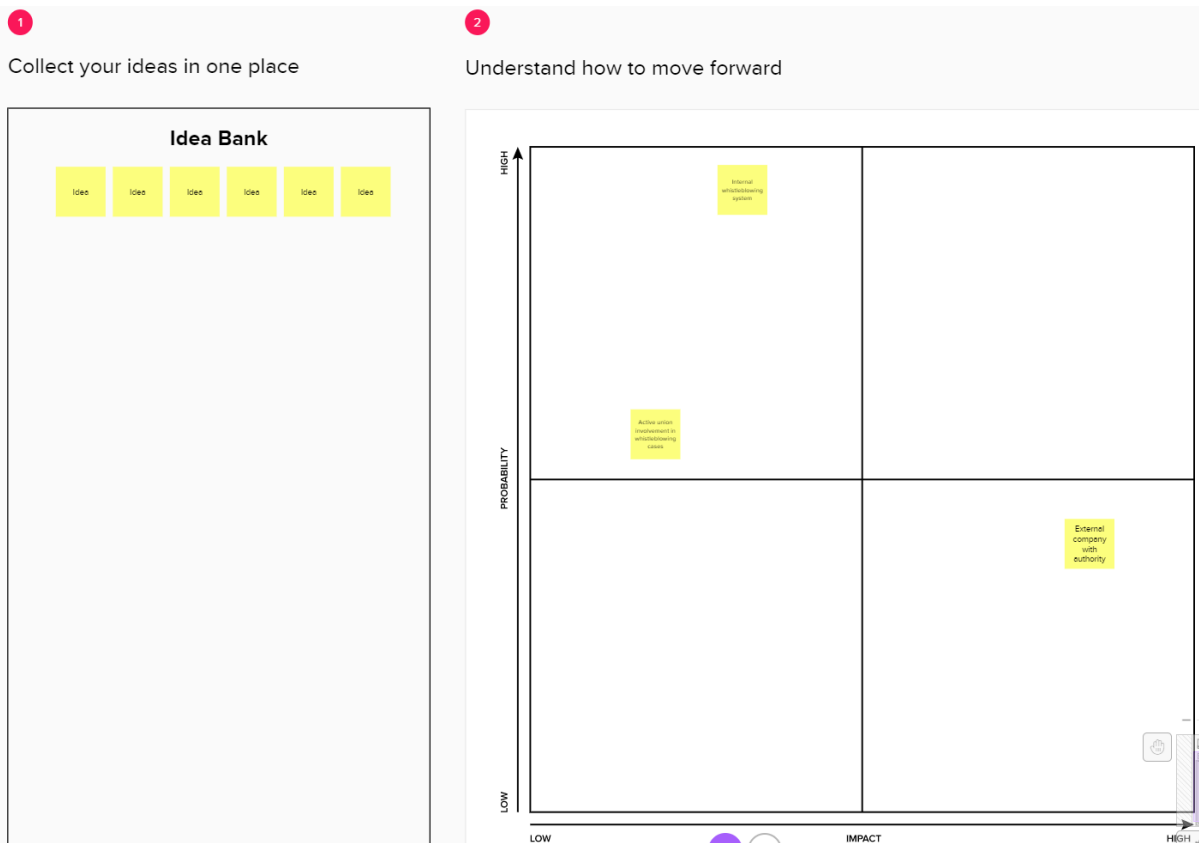
The implementation phase

After evaluating the different ideas in the previous activity in terms of probability and impact, the best ideas are gathered for the fifth and last activity of the workshop. The purpose of this activity is to look further than the workshop itself and see how action can be taken, based on the best ideas from the workshop's other activities. The best ideas are separated in different boxes, and from there, the participants will discuss what kind of action can be implemented for these ideas.

Fremtidigt arbejde

Hvordan bevæger vi os sammen videre herfra? Hvad skal strategien for implementering være?

IDÉ	IDÉ	IDÉ	IDÉ	IDÉ
IDÉ	IDÉ	IDÉ	IDÉ	IDÉ

With this last activity, we seek to elaborate an action plan together with the participants, which hopefully will work as the foundation for future work, and subsequent future workshops to develop a community that is dedicated to improving whistleblower problems with different kinds of solutions to the different problems that pertain to whistleblowing.

5. Analysis

As we have now explained our FW in detail, where we describe the idea behind the method, and why it fits well into action research and CTT, we now move into the analytic chapters of this report. Furthermore, we have reflected upon the journey of planning two physical workshops to now conducting a single digital workshop. Lastly, we have described how our workshop is structured with the different activities and how they fit into the FW phases. This work has led us to the analysis, that we will go through here.

This chapter is dedicated to the future workshop we conducted with five participants, where the purpose was to start looking at possible solutions to whistleblower problematics.

We will start by introducing the different participants for the FW, their background, and why they are relevant to include in this workshop.

In the next section, we move on to the analysis of the workshop itself, where we go through the FW chronologically and its phases. Here we will apply CTT to attempt to frame the decontextualization, that happens through the FW, regarding whistleblower reporting systems and subsequently recontextualize them with the different inputs and ideas that the participants expressed during the brainstorm and riskwall activities of the FW.

5.1 Introduction to the Participants of the Future Workshop

When we were done with the preparations of the FW in terms of the activities, which we have described earlier, we looked at what participants would be relevant to invite. We had talks with Veron, where we discussed the different options of the matter. We quickly agreed to invite whistleblowers, because they are as mentioned in our theoretical framework (Chapter 3) non-certified experts and co-designers for this project, and they have on their own body been oppressed by current whistleblower reporting systems. So, their input will be most valuable when looking at both decontextualizing, where the different flaws of the current systems are pointed out, and recontextualizing, where we look at, what principles and values should be implemented in a future whistleblower reporting system. Furthermore, we thought the input we got from the whistleblowers in the interviews from the first part of the project would be relevant to expand on, in a FW setting.

Other than whistleblowers, we wanted to invite NGOs, who work with whistleblower problematics daily, and who might have a more political and societal overview on the subject. We believe that they can provide useful inputs and another perspective, as they are a link between the whistleblower and society.

Lastly, we wanted to invite Frederiksberg and Copenhagen municipality, as well as the Ministry of Justice, who has a history with whistleblowers and experience with whistleblower reporting systems. Their experience first-hand with these systems would have been beneficial to bring into the mix and maybe bring a more technological perspective and look at the problematics from the employer's point of view. We did send them invites, but they never responded, which was disappointing. The reason for the lack of response could have been because of the COVID-19 pandemic, and nobody was at work. However, according to Veron, they do not usually respond to participation in activities like ours (Appendix 7, 0:01:20). We will expand on this point, later in this report.

In the end, we ended up with five participants for the FW, where three different whistleblowers and NGOs were present. The list of participants was as follows:

- **Anders Koustrup Kærgaard** is vice chairman and co-founder of Veron and is a whistleblower. He has been our contact person in Veron since the start of the first part of the project. He has been coming with significant inputs to how the workshop should play out and helped us getting participants invited to the workshop.

- **Jesper Olsen** is chairman of Transparency International Denmark. This NGO is a global movement working in over 100 countries, whose mission is to stop corruption and promote transparency, accountability, and integrity in all corners of society.

We decided that we wanted to include whistleblowers, that contributed to the first part of the project. Their input in the interviews has become part of the foundation for the themes for the FW. We primarily used the contributions from David, Dorte, and Marianne as central points in this analysis. All three of them showed resolute commitment to the project and purpose of the FW and accepted the invitation. We will shortly introduce them below, and mention why they blew the whistle, why they are relevant to bring into a FW (other than they are part of the oppressed group), and what idea of a solution they had, when we interviewed them in the first part of the project.

- **David Hertz** is vice chairman in Veron and former whistleblower in the Copenhagen municipality. He worked as a social worker and blew the whistle in 2012 because he was asked to lie about attending meetings with socially vulnerable families, for a larger budget at the department. David is very vocal, and we experienced in the interview with him, that he is excellent et explaining and expanding on the topic of whistleblower problematics. His idea of an ideal future solution was that a non-

flexible law needs to be implemented, that protects whistleblowers from immediate consequences such as isolation, allowing them to be critical of systems they are a part of.

- **Dorte Jensen** is a member of the board in Veron and former whistleblower in Mærsk. She blew the whistle back in 2012 because she was told to falsify numbers regarding wastewater for a monetary employee bonus. Her idea for a solution was a change of workplace culture, and look to other countries like Norway, in terms of laws that protect whistleblowers. The input of changing workplace culture is something that we would like to examine further in the workshop.

- **Marianne Jørgensen** is a former whistleblower in Herstedvester Prison. She blew the whistle in 2012 because she witnessed a fellow correctional officer take a stranglehold of an inmate. The focus for Marianne, when it comes to whistleblowers, is very much focused on the whistleblowers themselves, and what they go through physically as well as mentally. We find this perspective essential to bring into a FW, as it also has personal consequences being a whistleblower. Her idea for a solution was that whistleblowers should be permitted extensive support from the start. Both legally and mentally.

5.2 Future Workshop analysis

With the participants introduced, we now move onto the FW itself. We have structured it as described in our methodology chapter, which fits into action research in the sense that we include relevant stakeholders and see them as partners and co-researchers in this project. We will be employing terminology from CTT and thereby, the Instrumentalization Theory. In the critique phase, we attempt to decontextualize current whistleblower reporting systems by having participants discuss experiences and problems with current reporting systems. Then, in the visionary phase, we attempt to recontextualize whistleblower reporting systems with core values and properties presented by the participants, which could possibly be embedded in future whistleblower reporting systems. This phase is about enabling social fantasy, so every idea is welcome, regardless of initial practicality. The planning phase (our added phase before implementation phase) is then used to look at the core values and properties presented by the participants in the visionary phase, and are evaluated in terms of 'probability' of implementation and 'impact' on whistleblower problems, in a joint discussion. In the end, we will have different core values, and hopefully specific properties, suggested and evaluated by the participants, which then should be considered in future whistleblower reporting systems.

5.2.1 Analysis - Critique phase

After the first activity, where the participants introduced themselves to one another, we moved onto the second activity, which is part of the *critique* phase, where we wanted to reach a critical understanding of what the themes of whistleblower problematics are. Part of this was to identify core values and properties in current whistleblower reporting systems that are faulty and may be oppressing the people who decide to blow the whistle. So, here we attempt to decontextualize the current reporting systems and focus on how they influence the circumstances of what consequences arise, when whistleblowing (Feenberg 2008, 33). This is done by the participants to bring up issues and problematics in the current whistleblower reporting systems. So, the decontextualization happens when we look at specific values and properties that are seemingly embedded into reporting systems, that influence the circumstances of the aftermath of whistleblowing. This phase is also a way to understand the current situation, before we can start improving upon it, in partnership with practitioners (Bradbury-Huang 2015, 2).

First, we asked the participants to define what a whistleblower is and what problematics they see in the area of whistleblowing. These were noted down on digital post-it notes, as seen in

Appendix 3. Every participant had their own color, so it would be easier to distinguish them from each other when looking at who said what during the FW.

David was the first to present his definition of a whistleblower and identifying problems around whistleblowing. On a post-it note, he did not present a definition but more of an extension to the predefined definition of a whistleblower that we included; David's describes it as: "A whistleblower has attempted to formulate his/her critique by established channels or can identify and explain an objective fear to do so". He mentions that he has had cases with potential whistleblowers, that have not gone to the proper authorities in the workplace, because they may not feel safe around him/her. This makes it challenging to help them, says David:

"You often get the accusation of being either hysterical or conspiratorial, even though you have something significant to share, (…) there has to be a real fear of not going to the staff representative. It cannot be because you do not like him/her. You must respect the system, and if it does not work, then a whistleblower system or support should be present." - David Hertz (Appendix 7, 0:59:00).

He expands on this and mentions that there are several cases, where the system is not being used or is being misused
Moving on to core values of the current system, David talks about the power balance between employer and employee, and a property of the system on a post-it note, that states: "Information can be detained or rejected, at the cost of the whistleblowers own integrity and career". What is meant by this, is that when an employee tries to formulate important information or critique, then some of that information can be withheld or controlled by the employer. It then becomes an uneven conflict between the employer and the employee:

"The employer has a lot more muscle than the employee, to keep this information detained, and if the whistleblower maintains and stands by their critique, then the character assassinations begin. Then, you begin to be portrayed as incompetent, conspiratorial, and confrontational, I think that was the terms that was used about me back in 2012." - David Hertz (Appendix 7, 1:01:45).

Another core value of the current system is expressed and touches upon the consequences of whistleblowing and what it does to an individual, who is going through the ordeal: "Natural emotional reactions are being reconstructed as a character assassination".
David explains this post-it note. that whistleblowing can invoke a lot of anger and surprise

with people who experience the consequences of exposing wrongdoings in a workplace. He uses his case as an example, where he calls himself "naive" because he and his colleagues went out with a factual message through the established and proper channels and formulated the wrongdoings in writing. When the whistleblower then maintains and stand by their critique, and it goes public with the press getting involved, then it can start to get uncomfortable:

"Then the character assassinations begin, which becomes incredibly unpleasant for the whistleblower, and when you get emotionally pushed into a corner or under attack, then you are not the best version of yourself. That is obvious. An irate man will have a difficult time being charming and factual. So, this well-founded anger becomes a character assassination, as if you had a personal agenda instead of a factual agenda" - David Hertz (Appendix 7, 1:02:50).

So, we have a value in the current system, where the leadership does not deal with the issue properly, but shift focus to the one who gives the critique of wrongdoings. The emotional toll on the whistleblower is being taken advantage of, which leads to character assassination, so the critique seems unreliable and can be dismissed by the leadership.

Dorte adds to the last point, which David made that the accused(employers) will often want to find motivation as to why the whistleblower is accusing them. Dorte mentions her case as an example, where she was asked by her CEO after she went public to the press about the false measurements of wastewater: *"How much money did you get for that article?"* (Appendix 7, 1:05:12). Mærsk then went on to investigate Dorte's background, where they found out, that she lived together with a former Mærsk employee, and they then made a claim, that it was some of his anger towards the company that carried over with Dorte, and that was why she blew the whistle. Not because she felt that it was wrong cheating with doing false measurements of wastewater. She believes that the companies try to find excuses as to why an employee *"tries to damage the company"* (Appendix 7, 1:06:12), when the fact is that the employee's only interest is to do their job right and within the confines of the law. Dorte then went on to present her definition of what a whistleblower is: "One, who wants to stop illegal activity, but without luck internally". She explains that a lot of people has tried to solve their critique internally in the company, but when that does not work and is not enough, then the only option is to blow the whistle.
She then went through her perspective of what some of the issues were, and she noted on a

post-it note: "Whistleblowers are naive and think the system will stop illegal activity"

She mentions that what whistleblowers experience when they discover something is wrong where they work, must be a small mistake, which quickly can be fixed, and people can move on. They do not believe that illegal activity is being systematized to that extent, which it turns out to be. She then brings up that a whistleblower often stands alone and gets to be the one that is getting judged because other employees will claim that they do not know about wrongdoings.

"(...) as I told a colleague, after I talked with the energy agency [one of the channels, in which Dorte blew the whistle], but still was employed at Mærsk: if I were to go into court, then I would be in jail. The chief of the platform then said to me that he should probably have been in jail as well. That is probably one of the biggest confessions, I have gotten in that case" - Dorte Jensen (Appendix 7, 1:08:36).

So, here we have an example with a lack of trust in current reporting systems, because of embedded values that does not favor the whistleblower, as David mentioned earlier. The value, or intention, within the reporting system that we see here, is the fact that even though proper channels are used, then the whistleblower can still be prosecuted and experience unjust consequences, when whistleblowing.

Marianne then interjected and agreed with Dorte and David in the statement that people find it hard to believe that a person has these experiences in whistleblowing. When her case was active, she experienced that other people made up untrue stories about her as a person, so it made her seem like she was less credible or trustworthy:

"I was "hated" by the whole system, and people said that I laid in with the inmates, I was one of their girlfriends, or I was mentally ill. So, other reasons were spreading around, different from what the truth was, which was that something illegal had been going on" - Marianne Jørgensen (Appendix 7, 1:09:40).

She had put up four issues on the board, but summarized it, by saying, that a whistleblower, is very alone, because there is no definite security net or any help to get, in the current whistleblowing landscape. She tried to go to her union and find out how whistleblowing would affect her. She was not covered by insurance, because she was a trainee at the time and was two months away from being done with her education. The point here, is that she had no idea how to act or get through a situation like that, and nobody was there to help and support her, in figuring out what to do.

"I had to take one day at a time. Now, looking back and see it has been eight years(since the whistleblowing)*, then I probably could have saved time and resources, if there was somebody who knew the way before I went down that path"* - Marianne Jørgensen (Appendix 7, 1:11:45).

So, to her, the lack of support and guidance for the whistleblower is a problem, and thereby a core value that should be embedded into reporting systems. She needed others experiences to learn from, about what she was going through. She mentions that she talked with Anders, and it was a great help to her, and that she could lean upon his story and be confirmed in that she was not crazy. Beforehand, she was not sure of herself, and had doubts about, if she was in the wrong or if she was overreacting and were justified in her feelings.

"I have had a difficult time understanding and accepting that because I have been honest about a colleague taking a stranglehold on an inmate, then I have to be punished. I was only doing what was expected of me as a correctional officer. Why do I have to deal with the consequences? "- Marianne Jørgensen (Appendix 7, 1:12:55).

Jesper's definition of a whistleblower on a post-it note was: "An overall designation for many situations, which creates unclarity". He explains this by saying, that in his experience when he talks to journalists, it is difficult to put a label on, what a whistleblower is:

"Is a whistleblower a source for a story? Is a whistleblower one who goes to management? Or is a whistleblower one, who uses current whistleblower reporting systems in place? Therefore, it has become this overall designation for many things" - Jesper Olsen (Appendix 7, 1:14:20).

He points out that sometimes, it is good to have a definition to take upon yourself. However, on other occasions, it is the opposite because it is being connected with different associations or connotations that do not necessarily cover that situation or experience that a whistleblower is going through.

One of the issues he had put on the board through a post-it note was: "The wish of anonymity can be undermining for credibility". He did not explain this in detail. He then brought up an issue, which is: "Whistleblowers has often themselves been part of the wrongdoings". He expands on this and says that in multiple cases, whistleblowers have been an active part of a culture or environment and then at some point, have had enough. This is an issue he thinks should be dealt with.

Another issue on the board was the note saying: "The legal position is unclear, which creates

uncertainty". This relates to the laws about whistleblowing, which was also brought up earlier, given that there are no strict laws regarding whistleblowing.

He then brings up a more social issue, on another note: "Both a relation to management and colleagues". He thinks it is especially important when you talk about these issues, to remember that different dimensions come into play.

The last note, and thereby issue on the board, ties very much into Marianne's input: "You must have a good social network and legal support". What Jesper means by this is that before a whistleblower decides to blow the whistle, then these two factors must be in place. He calls it his mantra when he is out discussing these problems, as reporting systems should support at least the legal support aspect of this. Typically, a whistleblower's social network is being attacked, and he recognizes Marianne's story, where there can occur doubt, regarding whether the person whistleblowing is *"crazy"* or *"unstable"*. Then he mentions Veron, as an example of the possibility of legal support, that could be in place, and assist in terms of, if a case is worth pursuing to the end or not.

Anders widely agrees with what had been discussed so far and wanted to add two notes to the board. First, he wants to address work culture, where he thinks that a "zero mistakes culture" is reigning, which is a problem. He explains that most people, including himself, does not feel particularly well, when they have made a mistake. Some of these people then have difficulty admitting they made a mistake, especially if it has consequences for one's worklife, economy, etc.

> *"Therefore, are there some strong human mechanisms at play in this, which needs to be addressed by law. This means, there must be some regulations of some sort, and the will to do is not typically present"* - Anders Koustrup Kærgaard (Appendix 7, 1:18:30).

We see here value in the system that concerns itself with the political aspect and law, which does not seem present in the current system. He thinks that the reason why there is no willingness to make regulations is that nobody is taking political ownership, which might relate to there being the same kind of 'zero mistakes culture', in the higher political sectors of Denmark, such as in the Ministry of Justice. So, politicians might not be very interested in looking at themselves and their potential mistakes - and this also regards employers and workplace leaders.

Another issue he brings up is that whistleblowers themselves can quickly get into a conflict, where they are breaking the duty of confidentiality, to bring attention to the wrongdoings that

are taking place. When this happens, the blame typically falls on the whistleblower, and in some cases, the whistleblower is also blamed for having illegally blown the whistle.

"The focus often shifts from the main reason for the issue, to the whistleblower. This means that there must be some clear legislation, more than there is currently. The legislation that has come from the European Union is a good start, but it is not comprehensive enough. The biggest issue to me is that there is no political will in Denmark to take action" - Anders Koustrup Kærgaard (Appendix 7, 1:19:32)

The core value here, is the need for political action or influence regarding whistleblower problems, which ties very much into, what David and Dorte mention, where valid information about wrongdoings in the workplace, is being shifted to blame the employee, who is supposedly being disloyal. Anders' focus and belief here, is the political aspect, where the politicians in Denmark do not engage in this subject enough.

We have in this section of the analysis focused on current whistleblower reporting systems and what issues and problems there are. This has been done through decontextualizing, where we have drawn out properties and core values, that influence current whistleblower reporting systems and enable direct or indirect oppression of whistleblowers. Having analyzed upon these critiques, we can move on and start the recontextualizing of whistleblower reporting systems, where we take a look at what core values and properties should be embedded in future whistleblower reporting systems.

5.2.2 Analysis - Visionary Phase

As we have learned about the problematic areas of whistleblowing aspects, and what the adverse effects of being a whistleblower entails, thereby having decontextualized core values and properties within the reporting systems and general whistleblowing aspects, we move onto the analysis of the visionary aspect of our workshop. In this chapter, we will try to encapsulate what exactly are the values, intentions, and functionalities that whistleblowers and stakeholders, Transparency and Veron, fight to have included in the implementation of whistleblower solutions. By doing this, we relate the visionary/utopian aspect of the future workshops to the Critical Theory of Technology by Feenberg, in identifying what this collection of non-certified experts and stakeholders believe is important and want to have embedded into possible whistleblower reporting systems and solutions. We will primarily employ citations and points from the first couple of activities from our workshop as a point of reference, mainly "what is a whistleblower?" and "brainstorming matrix". We do this, as there were discussions and opinions, that we believe dramatically reflects the wishes and wants of the participants, to hopefully be implemented in future reporting systems. We will start by focusing on the statements and descriptions of the whistleblowers themselves and look at what their visionary values and intentions are to be implemented and then shift our focus onto Transparency and Veron.

Starting with one of the more prominent core values that were first presented to us by David in our workshop, we quickly identify how the union plays a role within whistleblower problematics. David mentions:

"From my experience, the moment that someone becomes a whistleblower, there is resistance from the union's perspective. They believe they have a patent on dealing with whistleblower problems, and it is my experience that they do not understand the whistleblower problems and that you are most likely going to get fired for your critique. They tell you that they can get you a settlement if you are lucky. Afterward, you think to yourself 'was a settlement really a victory?' which is something that unions increasingly adopt." – David Hertz (Appendix 7, 1:44:30)

Already here, David expresses not only a value but also critique of current whistleblower problematics, regarding union's involvement in whistleblowing cases. In conjunction with this critique, David mentions that whistleblowers have to settle for a settlement, which does not feel like a victory, and they do not have an opportunity to fight in their case, as unions

have the patent as mentioned above on whistleblowing cases. Therefore, they are obligated to having to comply with a settlement, as that is all the unions are willing to fight for on their behalf. This means that David expresses value in that unions should be obligated to fight on behalf of the whistleblowers, and not just aim for a settlement, that would not change anything. David also mentions to us that a specific technical property such as encrypted channels within reporting systems should be an obvious inclusion into the systems. He articulates his point with an example, saying that this property within different systems is an obvious need, as it would make it too easy for companies to retaliate if it would not be included (Appendix 7, 1:44:15).

As we moved along, Dorte was quick to point out her support of the point, regarding the strict legal protection of whistleblowers, and compared them as she had before, to how the Norwegian government employs a rigorous set of laws, related to the act of whistleblowing. Dorte then makes the connection between lawmaking and workplace culture, saying that she believes a stricter set of laws, about what managers in the workplace are allowed to do in whistleblower cases, will also help reinforce cultural change. Dorte elaborates this point, by expressing that when workplace managers have to be careful with what actions they take, the workplace culture will gradually change as to be more mindful and less retaliative when dealing with whistleblowers (Appendix 7, 1:52:20). Therefore, we can deduce that a substantial core value that resides in Dorte, is also the implementation of strict lawmaking regarding whistleblower reporting systems and situations, which eventually leads to cultural change.

While we have discussed union involvement previously, based on the values of David, Marianne reignites the topic by expressing how greatly she values union involvement, and how she wished that they would have taken an active part in fighting for her case during her whistleblowing ordeal.

"I genuinely believe there is a massive problem in the lack of union activity in these cases. In my 'dream' and world, Veron would be able to grow so large and influential, so that you can sit in conjunction with union-people, who can make a difference for whistleblowers. I believe that if society opens up for this kind of framework, for those who voice their concerns, then there would be more people who would dare to [expose wrongdoings]" – Marianne Jørgensen (Appendix 7, 1:55:16)

Marianne also clearly expresses her interest in the whistleblower NGO, Veron, taking on a more influential role in the whistleblowing landscape, in terms of collaboration with unions, to fight for whistleblowers in their cases. It becomes apparent that Marianne fights for the inclusion of collaborative work between relevant NGOs, and unions, that in many ways, possess power to make real change. Therefore, we conclude that one of the core values to consider into whistleblower problematics, not only in Marianne's case but spread across the three whistleblower participants of our workshop, is the inclusion of unions to a larger extend. This inclusion does, however, require more focus on the unions ability to represent different whistleblower's battles, instead of engaging in the aforementioned frequent settlements, due to a conflict of interest in also representing the opposition in the form of workplace managers. Slightly related to this point, Marianne expresses the need for essential guidance when dealing with the aftermath of whistleblowing. She does this by saying that it is incredibly stressful for whistleblowers to have to deal with the media, the whistleblowing situation itself, and the mental issues that come along, after going public with a whistleblowing ordeal. She exemplifies that, based on her own experience, there is a need for someone who has gone through the steps of being a public whistleblower, to act as a guide through the ordeal. (Appendix 7, 1:56:25). This point is something that we believe can be translated into the value of having support and knowing what the next step is going to be. Based on Marianne's previous statement, that she wishes for Veron to have more influence, the requirement for an actor to act as a guide, could potentially be fulfilled by an NGO like Veron. This means that a technical function within a reporting system could, for example, be embedded guidance into the system, based on input from organizations like Veron, who has the first-hand experience in what happens when an individual decides to whistleblow, and what they should do. To explain this more simplistically, it could be, for example, that in future whistleblower reporting systems, the technical experts who design the system itself, could consult themselves with the non-certified experts on reporting systems, Veron, to ensure that whistleblowers have their values represented into the systems final design.

Moving on to Jesper, the representative from the Transparency NGO, in terms of core values that he believe should be included, when discussing whistleblower problems, is that the directives and law on the area should be clearly defined and strictly enunciated so that there cannot be confusion in terms of how whistleblowing cases should be handled in law (Appendix 7, 1:41:20). As this is related more to law and politics on the subject, Jesper expands on his point, in terms of what the individual needs in their whistleblowing situation:

"A whistleblower from the US once told me, that whistleblowers must have two things ready (before whistleblowing); the first thing is to have a good social network, and the second is to have explicit legal support" --– Jesper Olsen (Appendix 7, 1:16:50)

Based on this remark, we can confidently identify that Jesper values specific and precise legislation to be implemented so that there is no uncertainty or confusion as to what the wrongdoing consists of in each case. This also plays into the critique, as mentioned earlier by David, that 'character assassination´ often follows the whistleblower, when they try to expose wrongdoings, and blame gets shifted to the whistleblower instead of the company, due to technicalities in flexible lawmaking on the area. Having an explicit and specific approach to lawmaking in this area seems to be what Jesper believes can change this. This value that was expressed by Jesper, also echoed with the whistleblowers, as we also identified this value in every description of wishes and needs during our workshop, earlier in this very chapter.

The last participant, Anders, expresses his opinion on what whistleblowing reporting systems should include, also on behalf of Veron. The first point that Anders expresses is that reporting systems should always have an external factor, regardless of an internal system. We identify this as the first and foremost core value that Anders, and Veron by extension, believe should be considered when designing reporting systems. Furthermore, Anders expands on this and argues that there should be a country-wide standard for the design of reporting systems, that the government should be in charge of. This seemingly becomes an extension of the ongoing theme that lawmaking needs to be more strict on the area, as Anders follows this point up, saying; *"The government should present a set of strict guidelines, to be incorporated into the design of the system, and it should be required by law to use that system"* (Appendix 7, 1:58:30). Anders tells us that the reason for his opinion for a more standardized system is the fact that a lot of private companies are currently working on their very different systems and approaches to dealing with them. This causes a general confusion in what is and is not possible with each system, and employees and future whistleblowers could end up as the 'losing' faction. This is because it is then the company in question, that chooses the circumstances of implementing reporting systems, separated from the values and needs from whistleblowers (Appendix 7, 1:58.50). As we touched upon in the chapter of this report surrounding theoretical framework, if whistleblowers do not have their intentions embedded into a technical design, such as whistleblowing reporting systems, then future whistleblowers will feel the consequences of not having their needs within the technology met. If employers,

however, are entirely in charge of this, then intentions such as malicious intent, and the ability to retaliate against a whistleblower, could become a reality. This is an example in which Feenberg would argue that there would be an unjust distribution of power between the aforementioned 'operator' and 'object' of technical design (Feenberg 2008, 32). This is best exemplified by looking at whistleblowers as the 'object' of a reporting system, and technical experts having embedded intentions of an employer into a reporting system as the 'operator'. As the operators of the reporting systems are not affected by the design of systems, but the whistleblowers are, then there is a discrepancy between the operators and the object. Therefore, the point that Anders makes becomes hugely relevant in conjunction with the use of Critical Theory of Technology, when focusing on how future reporting systems should not be solely designed and implemented by technical experts and employers of a workplace. Thereby, a very prominent value that is displayed here, regarding whistleblower reporting systems, is the mere ability to have whistleblowers be able to gain influence into the creation of future systems, whether they are implemented into governmental contexts or in the private sector.

The last point, that Anders notes is that there should be someone with authority and responsibility to uphold the reporting systems, and make sure that they are living up to the law related standards, and satisfy the needs of future whistleblowers (Appendix 7, 1:59:03). Anders concretizes this need, with the suggestion of having the Ombudsman become this person with the responsibility, as it would fulfill the need for an external authoritative figure to be able to oversee reporting systems, whether they are based on a governmental standard, or are different from company to company.

The points that each participant of the workshop have expressed and that we have included in this section of our analysis was not the only points there were discussed; however, they were the ideas and values that were heavily highlighted by the participants themselves. As we see in the picture of our brainstorming activity (Appendix 4), there were several ideas presented. To best represent each whistleblowers' vision of what the future of whistleblower solution-based ideas should consider, we have described them and retold them in this chapter.

Thereby, we have, in this chapter, gotten a closer look into what the participants in our workshop are fighting for generally. By having taken a more in-depth look at some of the statements and expressions of opinion on the topic of a more utopian insight into the wishes and intentions of whistleblowers, we can provide an overview of which topics and

approaches should be in focus when discussing whistleblower reporting systems in the future. The following chapter will go deeper into the practicality of some of these core values and technical properties, that were expressed during more visionary stages of our workshop. To analyze what might be practical and what might not be practical, we use the 'riskwall' activity from our workshop, to encapsulate which ideas were determined to be both high in impact and what has a somewhat reasonable probability of being implemented into practical use.

5.2.3 Analysis – Planning Phase

During the riskwall activity of our workshop, we had been presented a lot of different viewpoints, values, and aspects of whistleblower problematics that would, in different ways, benefit a possible future whistleblower reporting system design. A lot of the ideas and aspects were, however, also very closely related, thereby creating specific themes such as the need above for strict lawmaking, having unions fight *for* whistleblowers, and lastly, sparking cultural change in the workplace. However, which aspects of these thematics are realistic to work with? How practical are they?

If we turn our attention to the riskwall itself (Appendix 5), we will focus primarily on the practicality on the upper right corner of the graph, as it signifies the approaches to solution-based ideas regarding whistleblower problematics that are above average both in probability and impact. Firstly, we take a look at the approach to cultural change. As both Dorte and Jesper had indicated through the brainstorming session, there needs to be a willingness or an urge to induce cultural change when it comes to dealing with whistleblowers. Jesper focuses mostly on the willingness to *debate* cultural change, which was deemed to be above average for both probability and impact. In contrast, Dorte believes the cultural change would come as an aftereffect of stricter laws. What is interesting is that both approaches to cultural change seem to have been deemed practical, or at least realistic, and agreed upon by every participant.

During the workshop itself, David asks for an elaboration on this matter, to which Jesper illustrates his view on why a cultural change would be more tangible to work and why he believes it to be a realistic approach:

"I believe that a lot of the things we are discussing here will meet a wall. Many things can be solved through lawmaking, and it is a good place to start, as it puts out a strong political signal. However, deep down in many places, what needs to change is the cultural aspect of leadership in its different levels. Therefore, I believe that if we want change, it is leadership culture that needs to be debated" – Jesper Olsen (Appendix 7, 2:08:04)

Jesper addresses the specific practicality of how whistleblower problematics can be met through cultural change in leadership. While this does not relate itself very much to a concrete implementation in reporting systems, it could, however, work as an example for how the reporting systems should be designed, from an employer's perspective. Thereby, with

cultural change in leadership, the employers who occupy the leadership positions could become enlightened in terms of how reporting systems should be designed, not to allowing chastising future whistleblowers, but to meet their demands and needs in the design of the systems. After the elaboration from Jesper, David acknowledges the effectiveness of this approach. However, he does also note that he has trouble in trying to imagine the timeframe of such a cultural change coming into effect.

Following this discussion in the workshop regarding cultural debate, we move our focus onto the idea that unions should be put into a more prominent role, regarding the protection of whistleblowers. This conversation is sparked by Anders, firstly, who mentions during the riskwall activity, that there is a more robust realistic approach to utilizing union capabilities in the whistleblowing debate. Anders firmly argues that this overall idea should be placed within both having a high impact on problematics and a high probability of realistically being implemented.

"If you apply the right amount of pressure, and set the framework for a proper debate, you could probably utilize unions into the debate, more than private companies. It is the same thing David and Marianne is saying, [private companies] are not present in the whistleblowing problematic debate that already exists. Nonetheless, it is an area that makes perfect sense to apply pressure to." – Anders Koustrup Kærgaard (Appendix 7, 2:12:08).

This statement from Anders is especially interesting to us as we had been actively trying for several months to communicate with- and involve different municipalities, as well as private companies, to join us in our workshop on this matter. Jesper adds to this discussion, stating that based on the work that he has been a part of, in implementing new directives in the Ministry of Justice, he can attest to the possibility of utilizing unions. This is because, in Jesper's experience, unions have started to become more and more on the *'offense'* regarding this matter, meaning that they are starting to show that they care about this field (Appendix 7, 2:12:48). We will unfold this topic in a discussion further on, in the following section of this report. However, we also wanted to highlight this point in this analytic chapter, as it is especially compelling as we have the first-hand experience in the missing element of private companies and municipalities showing interest in this debate, based on their lack of presence in our efforts to involve them in the whistleblowing debate.

Expanding on the idea, regarding the actual problems of whistleblowing to be considered in EU directives, is also something that Anders weighs heavily in on. Anders states that due to the status of NGOs and their placement in whistleblowing debates generally, they must also provide information on this subject to assist in designing and implementing directives. Such information could be what the actual whistleblower problematics are, as debates on the subject occasionally focus on the wrong problem areas, due to lack of knowledge regarding whistleblowing, according to Anders (Appendix 7, 2:14:45). The role of Veron would then be to engage in dialogue with the lawmaking experts in the field so that these experts could consult with people who have first-hand experience regarding what reporting systems should include, and why they are necessary. Therefore, Anders argues that both Veron and Transparency as NGOs should be a source of knowledge and could provide insight into how these directives should be formulated and implemented. We relate this point to Collins and Evans (2002), but in a different way than we have previously done. As aforementioned, we have described our role in the field as interactional experts as technoanthropologists and how we act as non-certified experts in terms of whistleblowing problematics generally. However, regarding the implementation of EU directives, we relate Veron as a whole, to be seen as both being in the political dimension and technical dimension (see, 'Theoretical Framework') of lawmaking, but primarily residing in the top half of the oval. We blur this distinction, as there are members of Veron who has a background in law who can speak the language of lawmakers – the experts on the field. There are other members of Veron, who instead have first-hand experience in whistleblowing but with different professional backgrounds, thereby making them stakeholders in the political dimension, as they are passionate about the implementation of directives that will help future whistleblowers.

This means that Veron cannot be solely placed in either dimension, but can communicate across the different experts, non-certified experts and stakeholders, thereby making them excellent to utilize as consultants, regarding implementation and design of directives on whistleblowing.

"In other cases, stakeholders will question the ability of institutions and regulations to deliver the standards of performance needed for the scientific advice to be implemented safely, challenging, not the science, but the assumptions on which it is based." – (Collins and Evans 2002, 274)

To summarize, members of Veron are altogether very different and do not necessarily share the same professional backgrounds. They do, however, all have stakes in whistleblowing and its future. Thereby, the stakeholders' perception from within Veron might question the abilities of whoever designs and implements EU directives to uphold the standards of how whistleblowing problematics will be perceived and dealt with in lawmaking. This makes Veron a valuable actor to consider a consultation with when these directives are to be formed.

Shifting our focus slightly, onto the implementation of reporting systems in companies, one of the topics that were touched upon and discussed in the later parts of our workshops, started when Anders pointed out that real change also comes with companies or institutions owning up to their whistleblower reporting systems. This means that those companies that utilize reporting systems must do so in ways that do not jeopardize people who make use of them. Dorte follows up on this, saying that there is always the risk of companies *'parking their problems, and pretend they have solved them with the implementation of a system'* (Appendix 7, 2:20:50). Therefore, Dorte recognizes Anders' statement, in the fact that there also needs to be put pressure on the companies and institutions to own up to their reporting systems and take responsibility for their functionality and ability to relay reporting information safely.

The last point that became prevalent and that we wish to analyze is Veron's role as an NGO with a focus on counseling and consultation for future whistleblowers, or current whistleblowers. During the last segment of the riskwall activity, the focus is shifted to another solution-based idea, that highlights the whistleblowers' need for counseling during the early stages of whistleblowing, placed by Jesper from the Transparency NGO. We can see its position on the riskwall, being very high in impact, but not very high in probability. As we asked whether anyone would want to challenge its initial placement on the riskwall, Anders remarks

"This is something that we, at Veron, should be able to do. That is our purpose; we must get better at it, then. I assume that what is being meant here is that there needs to be a central actor, that people can contact when it comes to whistleblowing [guidance]." – Anders Koustrup Kærgaard (Appendix 7, 2:21:29)

This placement and remark by Anders became very interesting to us, as it puts Veron's role under the spotlight. The fact that the initial idea was proposed by Jesper, and not a whistleblower, could tell us that the probability of employing Veron's ability to provide

counseling and consultation to future whistleblowers is only well-known by the whistleblowers themselves, and not other actors such as the Transparency NGO, in this case. This could mean that there is not a large enough attention to Veron's role in whistleblowing cases from outside the whistleblowing network, meaning that future whistleblowers might not even consider turning to Veron for help, before whistleblowing. After our workshop, we got in contact with Anders once more, to follow up on this point, to which he tells us that he wants Veron to have more of consultation based role in the Danish landscape of whistleblowing, and aims at such. However, he also adds to this, saying that the best-case scenario would also be to utilize the Ombudsman to deal with whistleblowing cases through the political dimension so that Veron can focus primarily on supporting whistleblowers through counseling and guidance.

As we have touched upon earlier in this report, the 'Action Research' approach focuses primarily on enacting changes through participatory methods, such as including relevant stakeholders into the process of changing aspects of society that they have particular relevance to (Bradbury-Huang 2015, 2). Based on this, we bring our attention to Anders' remark; Veron must improve their ability to assert themselves as a means of helping future whistleblowers, through counseling and consultation. Furthermore, the possibility of having an Ombudsman-like actor also to be able to handle whistleblowing cases through the political dimension, as an unbiased authority on the matter, seems to be a needed implementation, significantly expressed by some of the participants throughout the workshop, Anders included.

5.3 Rounding off the analysis

This section is dedicated to rounding off the analysis, where we want to talk about, what we gained from the FW overall and to what core values and properties are essential when we want to recontextualize whistleblower reporting systems. This will also work as a bridge to the discussions chapter, where we, among other things will discuss, why companies and municipalities do not seem to be interested in participating in work that seeks to benefit all stakeholders.

We have gone through our workshop and presented what the participants, in the critique phase, saw as issues in current whistleblower reporting systems, that allow whistleblowers to be oppressed. This phase worked as being the decontextualizing of the current system, where we would see and pick out which properties and core values were at stake in whistleblower reporting systems (Feenberg 2008, 33). Then we moved onto the visionary phase, which was the first part of the recontextualizing of whistleblower reporting systems, and the first step of improving the current situation for whistleblowers. Here the participants presented their core values and properties in the form of ideas and visions for how the problematics and issues regarding whistleblowers can be dealt with. The important thing here was that we wanted to enable the social fantasy among the participants, and we wanted to engage the whistleblowers in the co-design process of a better future. We finished off the FW with the planning phase, where the process of recontextualizing continued with an activity, where the participants had to evaluate the presented ideas and visions from the visionary phase in terms of, how probable they are to be implemented and how big of an impact they will have on the current situation. Here we aimed to reach the core values and properties that the participants saw as the most significant if you want to improve the situation of the whistleblower.
We ended up with six different core values, which becomes focus points for future work in the area of whistleblowing. These values are:

- Legal protection of whistleblowers will change leader culture

- Legal protection against non-factual attacks from the employer

- The will for a change in culture needs to be debated

- Independent external whistleblower reporting system

- Sturdy protection of employees

- Unions must come into play

We did not in the FW get into how we move on with these ideas, where we would discuss what properties should be in the system based on these core values. This was due to lack of time, and we will touch upon this later, why that was the case. Nevertheless, with these six values, we have the foundation to explore this further in the future, where the plan is to conduct more FWs with more actors, who were not present at the workshop.

After we were done with activities, then we finished off with the participants sharing what they got out of the FW, and how they saw the future work in the area.

Anders mentions the point of the unions as being something that Veron has not been focusing on until the FW:

> *"The unions could be incredibly significant in trying to revitalize the debate about whistleblowers and employee protection. If that gets linked to the discussions about the EU directive on the area of whistleblowing and the political influence, then I believe we can create a good dynamic"* - Anders Koustrup Kærgaard (Appendix 7, 2:31:20)

He then goes onto talk about the debate of culture, where he makes the point that there are other actors involved than the whistleblower in these cases. Employees, leaders, authorities are relevant actors to involve in the debate, so the topic gets widened out to more than the whistleblower perspective, and by that open and embrace all actors involved. Anders believes that this will change the topic of whistleblowing from a niche topic to a broader society topic, where collaboration is more likely (Appendix 7, 2:32:00).

Then the last point he brings up, which ties very much into action research, is that there needs to be a closer collaboration. He mentions the idea of establishing a participative community (Reason and Bradbury-Huang 2008, 1), where there would be a mail list with different actors, who should be engaged in this work. Not only for when we invite people for activities like FWs but also a list, where results of relevant work are shared (Appendix 7, 2:32:30).

David thinks it is exciting that the process has started and mentions social media as a tool to talk about whistleblowing. He exemplifies by saying that the reason people know about corruption in the different whistleblower cases is that someone has put themselves on the line to expose wrongdoings. He believes that should this be the way to communicate with people about whistleblowing, and that the target group should be the average Danish person (Appendix 7. 2:39:00).

Dorte thought it was exciting to participate and look forward to continuing the collaboration. She is not as optimistic as David about speaking to the Danish people about whistleblowing, and the desired effects of that. She believes that people just want things as it has always been,

and that *"(…) these small rebellious whistleblowers remind us, that the system does not work. So, I think we would have some challenges to breakthrough, but we should do what we can"* - Dorte Jensen (Appendix 7, 2:41:35).

Marianne was happy to participate as well and is glad that Veron is still going strong and see that there is still a focus on support for whistleblowers because it is something that there will continue to be. She thinks the FW has been rewarding and is happy that she got invited. In terms of the future, she looks forward to continuing the collaboration and meet in a physical space where she would be more comfortable. The last note she has is that she agrees with David, that people would like to hear about whistleblowing if there is a collective effort to spread the message (Appendix 7, 2:41:52).

Jesper was the last to give his final thoughts. He was first glad to be invited, and he, on behalf of Transparency International, will like to collaborate in the future. After today, he believes it is essential that there are different voices in the debate. He then makes the point, that they would not be the representation of the whistleblower, but more of a political voice. He mentions that with the FW, he piles up with experiences in the tank, which he uses when he acts in a public debate about whistleblowing and wants to include whistleblower examples in the debate. He then extends this by mentioning Veron, who must know what actor they are going to be. Veron is both engaged politically, they are an interest group for whistleblowers, and they are a necessary measure for whistleblowers. Jesper believes that Veron needs to consider which of these are going to be the primary perspective. He then refers to David's idea about communication and makes a rather peculiar note. He and Transparency International talked with some communication advisors who told them that they should stop saying the word 'corruption' because, with that word, there are so many negative connotations that will make people ignore it immediately altogether. Instead, words like 'whistleblower reporting systems', 'fraud', and 'openness' are more acceptable. He wanted to give that advice and offers to tell more about experiences on this. He believes that whistleblowers have significant strength and value in knowing what they are talking about, as they represent and understand what is at stake because they have been there themselves. He just advises caution in the political debate because arguments are easily being bumped off if the wording is not in place.

His idea for future work is, how we can make whistleblowing a "not-controversial" matter, so we can avoid people blocking off in the debate. He finishes off by saying that he is happy with the collaboration, and he has gained much ammunition in the FW to future debates he will be participating in (Appendix 7, 2:43:06).

6. Discussing Findings and Essential Topics

As we move from our analysis, we shift our focus to some of the interesting discussions that might arise based on our project and work so far. Starting off, we want to take a closer look at the findings from our analysis and discuss how they are significant to continue working with. In continuation of the findings, we will also discuss the apparent unwillingness from companies and governmental representatives to participate in the debate surrounding whistleblower problematics, as we have experienced during our work. Lastly, we will discuss how different approaches that we employed during this project have helped shape its entirety, as well as consider how they complied with each other.

So, we start by looking at some of the primary findings from our workshop, the ones that became prominent and were discussed as those with the most impact and highest probability of implementation. First, we highlight the idea of cultural change in the workplace, which was proposed by both Dorte and Jesper. What stood out about this was the fact that it represented a value, though seemingly with no possible implementation into something concrete, such as a reporting system. However, this approach was formulated as being a side effect of the implementation of strict lawmaking, and thereby compelling managers, leaders, and alike, to treat employees differently in the workplace upon whistleblowing. Jesper mentioned that by highlighting the fact that whistleblower problematics also stem from a workplace culture that could assist in sparking a debate, aiming at enlightening people who are unaware of this (Appendix 7, 2:08:04). This also plays well into the finding, that actors such as Veron could apply more pressure to unions, as this was also an example of how employers and leaders sometimes search for ways to retaliate or shift the blame to the whistleblowers instead of the problem. To deal with this, Anders mentions multiple times throughout the workshop, that this problem also can be met by applying pressure to unions, as they should be assisting in protecting employees and not employers, as this would be a conflict of interest, resulting in the settlements as mentioned earlier, that Dorte and David expressed their strong dislike for. Once again, these points do not play directly into what aspects of these ideas can be implemented into whistleblower reporting systems. However, it can be argued that they put the focus onto what circumstances and aspects of whistleblower problems that eventually lead to the implementation of whistleblower reporting systems. What we mean here is that if there is sufficient pressure on unions or lawmakers to protect whistleblowers better, then the central argument is that future reporting systems would

naturally be designed with more robust whistleblower protection. Therefore, from the NGOs and whistleblowers' perspective, it seems that solutions to whistleblower problems are somewhat dependent on mobilizing relevant actors more than they are now, instead of specific properties in reporting systems. This is not to say that properties and functionalities in the design of reporting systems are unimportant. However, it does highlight the need for another workshop with participants who possess technical expertise in the designing of such systems. This workshop would then be able to look at the discussions of problems, and the values as mentioned earlier, expressed in the first workshop, and thereby discuss concrete functionalities that a future reporting system could include. We will expand more on this later, as we put our work into perspective and take a closer look at what the prospects of future work in this field will include.

One of the things that became a prominent topic of interest and discussion during our preparation of our workshop was the seeming unwillingness from several private companies and governmental actors such as municipalities to show interest in these problematics. As aforementioned, we have been in contact with two municipalities during the first part of this project, as we performed an ethnographic inquiry into the field of whistleblowing. For our workshop, we had tried contacting three private companies, Vestas, GotEthics, and the BDO network. These three stakeholders in the private sector all have a relation to whistleblowing problematics, GotEthics and BDO both design reporting systems and subsequently sell them to other companies or municipalities. In contrast, Vestas has shown interest in implementing a system at their company, according to mail correspondence with Anders from Veron.

Furthermore, we had also invited Frederiksberg municipality, as well as the municipality of Copenhagen. However, we did not receive any response, whether they were interested but could not participate, or if they were interested at all. The lack of presence from the private sector was unexpected for us, as we previously had an interview with GotEthics, during our ethnographic inquiry of the first part of the project (Smit, Jensen, and Velisco 2019). During this interview, the interviewee, Michael, told us that if we had any questions or needed further help, we could contact him through e-mail. However, as we invited different stakeholders to participate, we did not receive any response from Michael. Instead, we had to go through their website in order to get a response. When we did get a response, it was not from Michael, but a different employee, who told us that they did not have time to allocate resources for the participation of an online workshop. While this lack of communication and

participation can be seen as a general disinterest in our project and its purpose, we cannot deny that the reason could be due to complications regarding the COVID-19 pandemic that was especially prominent during this part of our workshop preparation. However, regarding the municipalities of both Frederiksberg and Copenhagen, we did not receive any response from either of these, even as we communicated through the proper channels and departments, that supposedly deal with these types of requests. These channels were also the ones we contacted during the ethnographic inquiry part of our project, to which we got responses, but no sign of interest in further work or participation involving either municipality. The municipality of Copenhagen did not want to be interviewed during our ethnographic inquiry either but instead referred us to GotEthics (Smit, Jensen, and Velisco 2019, 26). It can thereby be argued that not receiving a response from municipalities at all, during this part of the project for participation in a future workshop, can be due to general disinterest. If the absence of these stakeholders in our project's situation is related to a disinterest in the whistleblower problematics and reporting systems, and not the COVID-19 pandemic, the question arises as to what the reason for this is. Do municipalities (and private companies) not believe this is an important topic? Do they believe there are no problems, or do they not understand the need for rethinking reporting systems? After conducting the workshop, we also talked with Anders to discuss some of the interesting aspects of the workshop. Anders mentions that we cannot be sure that the lack of communication is not related to the ongoing pandemic. However, he also states that in every instance of Veron having attempted to gather participants for activities surrounding whistleblower problematics, they are ignored by the actors they invite from the private and public sector, almost exclusively. While we can only speculate whether this was the case in our circumstance, we do believe this is an important aspect to discuss, as it highlights the lack of critical stakeholders, that are important for how future whistleblower reporting systems will be implemented, and how whistleblower problems are being dealt with. We will now move on to discuss how our theoretical framework has helped us in framing these problematics, and in what ways they proved to be helpful.

As is very clear in this project, we have employed Critical Theory of Technology primarily through Andrew Feenberg. This theory, as described in our theoretical framework chapter, is heavily influenced by Marxist philosophy, based on its roots in Critical Theory from the prominent members of the early Frankfurt School. By utilizing this theory in our project, we have first been able to put a heavy focus on how technology affects society, more

specifically, how the design and implementation of technology in society can cause unjust consequences for a particular group of people that are affected by specific technologies. In turn, the people who are affected negatively by the technology or become controlled by it due to its design, cannot influence or affect the technology. This primary point in Critical Theory of Technology has allowed us to look at whistleblower reporting systems in different ways. It has also helped us put the focus on why stakeholder participation and engagement are essential when designing and implementing these systems. Action Research especially plays well into this, as it puts focus on including relevant stakeholders into the process of enacting change to an area that affects them, including their values and needs in implementations.

Furthermore, Action Research also focuses heavily on the feedback between relevant societal actors and action researchers. Therefore, we found it very useful to employ, as we facilitated a workshop that aimed at engaging, relevant actors, in finding out how whistleblower reporting systems and what can be done for the improvement of future whistleblowers. This inclusion of relevant actors in the process of designing technology, and thereby the incorporation of their values within the technological design, brings forth what Feenberg calls *democratization of technology*:

"*Democratization of technology is about finding new ways of privileging these excluded values and realizing them in the new technical arrangements.*" - (Feenberg 2008, 37)

To add to this, Critical Theory of Technology proposes the idea of *technical citizenship* (Feenberg and Grimes 2013, 10), which we also covered in the theoretical framework chapter. However, we want to highlight it here, as it assisted greatly in framing how we placed ourselves as technoanthropologists in the field, alongside Collins and Evans' (2007) idea of 'interactional expertise'. We make the connection between these two, as Feenberg's technical citizenship states that researchers can gain situated knowledge regarding a problematic, something we believe we have done through a previous project's ethnographic inquiry into whistleblower problematics. 'Interactional expertise' plays into this, as it also argues for people who master the language of a specific expert field, to be able to communicate with certified experts, without necessarily being able to act in their field (Collins and Evans 2007, 77). Once again, by having performed an ethnographic inquiry into whistleblower problematics, having interviewed both whistleblowers and technical experts, we believe we have gained sufficient knowledge on the area to be able to communicate between the certified experts and non-certified experts. Therefore, the idea of technical

citizenship and interactional expertise has helped us frame how we enter the field of whistleblower problematics, and what role we assume in the field as action researchers. Lastly, as is clear at this point, the workshop that we facilitated, was through the methodology of 'Future Workshops', in which we included two NGOs and whistleblowers, and unfortunately did not get any response from the municipalities and private companies that we also invited. This future workshop revolved around the phases of the future workshop concept, to which we had made slight modifications, so that it would fit our project better. Essentially, we ended up focusing on three primary phases during the workshop: critique, visionary, and planning/implementation. This approach played well into our wish to analyze findings through the *Instrumentalization Theory*, from Feenberg's Critical Theory of Technology (Feenberg 2008, 33). As mentioned in our description of CTT, the Instrumentalization Theory focuses on de-contextualizing technological designs and concepts, and subsequently re-contextualize the technological design with new or modified values, intentions, and functionalities within the design itself. One core point, in this case, is that the re-contextualizing must happen with relevant stakeholders, in our case, that would be the whistleblowers and NGOs, Veron, and Transparency. This means that using the method of future workshops to facilitate our workshop, were we able to also focus it upon having relevant stakeholders discuss what aspects of whistleblower problematics should be addressed and possibly be implemented in future designs of reporting systems. Thereby, de-contextualization and re-contextualization happened during our workshop, which we analyzed upon, assisting greatly in our ability to frame how whistleblower problematics should be approached generally, but also through whistleblower reporting systems. One thing that became clear during our workshop, and especially during our analysis of it, was the fact that the participants expressed a lot of core values and opinions on how to approach whistleblower problematics. However, they did not express many ideas regarding specific properties within reporting systems as we hoped. The reason for this could be because none of the participants have a technical background in terms of designing and implementing reporting systems. It is possible, that if there was more substantial interest from private companies or municipalities with technical know-how regarding these systems, that wanted to participate in our workshop, there could have been an equal focus on the technological properties during the workshop.

7. Conclusion

Throughout this project and the workshop that we have facilitated, we have been presented with several wishes and needs as to how whistleblower reporting systems, and conditions for future whistleblowers, can be improved. In this conclusion, we would like to highlight these, in conjunction with our problem formulation.

"How can whistleblower reporting systems be de- and recontextualized to support future whistleblowers?"

As became clear during our analysis, we have identified several values, that should in some shape or form, be embedded into whistleblower reporting systems or should be touched upon in the general debate surrounding the problematics of whistleblowing. Based on what whistleblowers and the two NGOs, Veron and Transparency, thought were the best ways to move forward, we saw suggestions such as pressuring unions to be more responsible for the protection of whistleblowers specifically. Values such as these do not directly have a connection to reporting systems. However, it can be argued that with future work in this area, alongside technical experts, reporting systems can be designed to include unions. For example, there could be a direct channel of communication between unions and the reporting system, in a future where unions have been compelled to take responsibility for whistleblowers protection. This, again, highlights the need for stakeholders, that possess the technical expertise to take an interest in participating in the whistleblower problematic debate. There was, however, also values that have a more direct effect on whistleblower reporting systems, such as the need for a central unbiased, authoritative figure, during whistleblowing problems. As aforementioned in our analysis, Anders suggested the Ombudsman, to take on this role. Therefore, we can conclude that future whistleblowing reporting systems also need to involve external authority, to be able to look at a whistleblowing ordeal, without being biased. This plays well into the prevalent expressed need for stricter laws regarding whistleblowing in general. As we have already discussed, it would be beneficial for both private- and public sector employers and future whistleblowers if there were clear and resolute laws that eliminate the uncertainty in many whistleblowing cases that often can lead to the possibility of retaliation. This touches upon the aspect of whistleblowing reporting systems as well, as stricter laws can assist in how the systems should be designed and shaped, as they are then guided by whistleblowing lawmaking. Summarizing this, we have decontextualized reporting systems by identifying problems and

talked about benefits of current reporting systems and discussed these altogether. We have then recontextualized these reporting systems, based on whistleblower and NGO participation, and their expressed values in how future reporting systems should be implemented. The methodology of working in future workshop phases allowed us to highlight these values and use Critical Theory of Technology terminology to frame them into how they should be implemented in future reporting systems.

Lastly, we conclude this project by emphasizing the need for future work in the field, as the results that we have gathered so far, allow for further research and work to be done, in the field of whistleblowing problematics.

8. Reflections on Digital Tools

After we have now presented the conclusions of our project, we would like to take a moment to reflect on our overall process of developing and working with this project. Firstly, we look at how the experience of using digital tools in action research has been. As we have already touched upon slightly, the use of digital tools to facilitate our FW required quite a bit of adaptation and planning to structure the way we wanted. However, it proved to be a great learning experience, which shows the potential for conducting FWs in a digital space.

We moved into new territory when we decided that we were going to conduct a FW in a digital space instead of a physical one, due to the COVID-19 pandemic. This proved to be a challenge, as we had to learn and get comfortable with a digital tool that we had no previous experience with. It was a steep learning curve, nonetheless a *learning* experience, and we quickly found great potential in digital tools, if the goal is to facilitate participative activities such as FWs. We used the digital tool called MURAL, which allowed us to design our activities from the bottom-up, where we could add whatever relevant content, and activities that surrounded this content. By learning about the possibilities of MURAL, we were able to become more creative with how we wanted our activities to progress and what aspects they should focus on.

The practical thing about MURAL is that it can be integrated with Microsoft Teams, which means that the process of participants having to get familiar with two different technical interfaces was significantly alleviated. This helped us a lot in structuring the process of facilitating an online workshop.

What also proved to be a great benefit, was that we decided to arrange a practice session, that allowed us to simultaneously test the functionality of digital tools in FW, as well as present the use of digital tools in Action Research to a network of action researchers, which was the focus of the practice session. This was also to ensure that we were prepared to reliably deal with problematics that could emerge during an online workshop, as well as be able to adjust the formalities of our original FW based on the practice session. So, we arranged a rehearsal with Aalborg University's action research network, where the agenda was to test out FWs in a digital format. We did not talk about whistleblowers, but how digital methods can be used in action research. The rehearsal was a beneficial learning experience for several reasons. First, we encountered issues, that related to the change to a digital format, where people had trouble accessing the activities, as they were not familiar with this way of working. Here it

was our job as facilitators to be able to mitigate the technical complications that occur, which we had some trouble with, and then teach the participants how to navigate MURAL and Microsoft Teams. During the original FW, we put in a "technical check-in" 30 minutes before the actual activities, where we assisted the participants in getting set up in both MURAL and Microsoft Teams. After this check-in, we started with a crash course in MURAL, where we demonstrated how to navigate the activities, make post-it notes, change color and font, etc. This improvement of preparation, based on the things that were lacking in the practice session, was displayed in our original FW, as there were no significant issues regarding the participants' ability to navigate our activities, which naturally gave a better flow. This also speaks to the idea of action research, where we attempt to change and improve a situation to a preferable one. However, we as researchers also learn and change in the process (Brydon-Miller, Greenwood, and Maguire 2003, 14).

Secondly, after having facilitated our FW, we can see that when de- and recontextualizing through our theoretical framework in reporting systems, the results were different from what we had expected, in terms of core values and properties. As we touched upon in our discussion chapter, during the FW with whistleblowers, we got many core values presented in terms of what was wrong with current whistleblower reporting systems and what aspects of the whistleblower problematics debate should be highlighted and revisited to counter these problems. For our rehearsal, we sought to find out what is essential in a digital tool when doing action research. Here we did not get many core values presented but were instead presented with many properties that could be embedded in such a tool. The reason for this could be that the whistleblowers are more concerned and knowledgeable about the social aspect of how a future whistleblower reporting system should look like, and not so much the technical aspect of it. They, understandably, do not have the same technical expertise and know-how to discuss what properties should be implemented in a reporting system, as much as an expert in IT would have.

The third and final thing is the perspectives on using this digital platform in the future. We see the potential of using digital tools for collaborative work in action research because of how agile and flexible it can be, also given how it can include participants who are not able to meet physically. We want to emphasize that we think a physical FW, for example, is preferable to a digital one, as the digital element can be a challenge, which we have experienced ourselves. With that being said, we think that there is potential to make digital alternatives to the FW method. As aforementioned, regarding logistics, it can be beneficial to

conduct a FW digitally. If someone wants to conduct a FW with participants across the country, the probability of participants wanting to travel a long distance to participate can be rather slim. If, on the other hand, facilitators will make use of digital tools, the distance between facilitators and participants does not matter as much, since participants can be at home, while also being able to participate in the FW. This could, for example, allow for FWs to be conducted internationally, should the need arise.

9. Moving Forward on Whistleblower Problems

So, what is the next step for this project? We have now looked back and reflected on the process, and now look ahead to how future work, around this field, could look like and what the perspectives are in that regard.

We have in this second part of the project conducted a FW, but this is far from the last effort to be made. We aim to conduct more FWs in collaboration with Veron, with different structures, such as including other stakeholders and focusing on different activities. Some of these will be similar to the FW that we have conducted in this project, where we identify core values in existing whistleblower reporting systems and what core values and properties should be included in future reporting systems based on whistleblower needs. Though the right amount was invited, we did not have private companies or municipalities participate in our workshop. It would be beneficial to pressure both the private and public sectors to take an interest in collaborating with stakeholders like Veron and compel them to voice their perspectives on the matter, during a workshop. The reason for this is that large parts of these sectors will be implementing whistleblower reporting systems, and doing so without input from relevant stakeholders such as Veron or whistleblowers themselves, is problematic for the safety of future whistleblowers, as we outlined in our ethnographic inquiry. By including the private and public sector, we can aim at having a lot more intentions and values be considered in a reporting system and thereby create a more well-rounded whistleblower reporting system.

We mentioned in our reflections that we identified several core values but barely any specific properties that could get implemented in whistleblower reporting systems, when we de- and recontextualized whistleblower reporting systems through our workshop. This could be because participants in our FW might generally be more focused on the aspect of values due to not having sufficient technical expertise to know how properties should be implemented into a reporting system. As aforementioned, a central aspect of the FW methodology is the group dynamic of the participants, which is a significant part of the workshop. This is due to the emphasis on participants being able to also learn from each other during the workshop's different phases and the diverse backgrounds of the participants themselves, who all have stakes in each problematic area (Vidal 2006, 21). Therefore, we would like to facilitate an expert workshop as part of future work with this project, where we invite actors that has technical expertise in developing reporting systems and the like. For this workshop, we

would also like to invite those who do not necessarily have the technical expertise of this kind, but those who oversee implementing them in workplaces, whether it is in the private or public sector. The initial idea with this workshop would be to present the core values identified in the first workshop that we have facilitated and discuss whether or not these values could be transformed into tangible properties in a future reporting system. Furthermore, it has become clear from our work with Veron, that the problematic is not very known in Denmark. Therefore, we would like to continue to work with familiarizing people with what we have learned from this project, and present it through different channels, so that hopefully we can inform the general public about the necessity of improving conditions for future whistleblowers. We are currently working on composing an article on this subject, where we will describe our experiences with the field, what we have learned, and how our project and the knowledge we have gathered, can assist in providing safer means of whistleblowing in the future.

While we have specific ideas as to how to continue working with the problematics of whistleblowers, like working towards designing robust and safe whistleblower reporting systems, it is by no means the only way to move forward. Therefore, we believe that it is crucial to keep working with the whistleblower problematic to ensure that future whistleblowers can safely report wrongdoings at their workplace, without falling victims to unjust consequences and retaliation, and be sure that their report is handled appropriately. The possibilities are plenty, as there are several aspects of whistleblower problematics that can be improved, where examples could be the results from our FW, regarding lawmaking, union roles, reporting systems, and so on.

Bibliography

Berenson, Alex. "At Pfizer, the Isolation Increases for a Whistle-Blower.", last modified Jun
08,2019, https://www.nytimes.com/2005/06/08/business/at-pfizer-the-isolation-
increases-for-a-whistleblower.html.

———. "Pfizer Fires a Vice President Who Criticized the Company's Sales Practices.", last
modified Dec 02,2019, https://www.nytimes.com/2005/12/02/business/pfizer-fires-a-
vice-president-who-criticized-the-companys-sales.html.

Bjørkelo, Brita. 2013. "Workplace Bullying After Whistleblowing: Future Research and
Implications." *Journal of Managerial Psychology* 28 (3): 306-323.
doi:10.1108/02683941311321178. https://www.emerald.com/insight/content/doi/10.110
8/02683941311321178/full/html.

Børsen, Tom and Nielsen, Søren. 2017. "Applying an Ethical Judgment Model to the Case of
DDT." 23: 5-
27. https://www.openaire.eu/search/publication?articleId=od_____1266::561c8fe81a34
542bb2b0da140f4645b6.

Bradbury-Huang, Hilary. 2015. *The Sage Handbook of Action Research*. Los Angeles,
California: SAGE Publications Ltd.

———. 2010. "What is Good Action Research?" *Action Research* 8 (1): 93-109.
doi:10.1177/1476750310362435. https://journals.sagepub.com/doi/full/10.1177/1476750
310362435.

Brydon-Miller, Mary, Davydd Greenwood, and Patricia Maguire. 2003. "Why Action
Research?" *Action Research* 1 (1): 9-28.
doi:10.1177/14767503030011002. https://journals.sagepub.com/doi/full/10.1177/147675
03030011002.

Collins, H. M. and Robert Evans. 2007. *Rethinking Expertise*. Chicago: University of
Chicago Press.

———. 2002. "The Third Wave of Science Studies: Studies of Expertise and
Experience." *Social Studies of Science* 32 (2): 235-296.
doi:10.1177/0306312702032002003. https://www.jstor.org/stable/3183097.

Edwards, Jim. 2005. *Pfizer Fires Internal Critic of its Off-Label Marketing*. Vol. 46. New York: Adweek LLC.

———. 2006. *'Whistleblower,' Pfizer Clash Over Accusations*. Vol. 47. New York: Adweek LLC. https://search.proquest.com/docview/218085865.

Engelbrecht, Amos S., Gardielle Heine, and Bright Mahembe. 2017. "Integrity, Ethical Leadership, Trust and Work Engagement." *Leadership & Organization Development Journal* 38 (3): 368-379. doi:10.1108/LODJ-11-2015-0237. https://www.emerald.com/insight/content/doi/10.1108/LODJ-11-2015-0237/full/html https://www.emerald.com/insight/content/doi/10.1108/LODJ-11-2015-0237/full/html.

Feenberg, Andrew. 2008. "Critical Theory of Technology: An Overview." *Information Technology in Librarianship: New Critical Approaches*: 31-46.

Feenberg, Andrew and Norm Friesen. 2012. *(Re)Inventing the Internet : Critical Case Studies /*. Rotterdam: SensePublishers.

Feenberg, Andrew and S. M. Grimes. 2013. "Critical Theory of Technology and STS." *Thesis Eleven* 138 (1): 1-25. doi:10.1177/0725513616689388. https://journals.sagepub.com/doi/full/10.1177/0725513616689388.

Gerstein, Josh. "Snowden Charged with 3 Felonies." Politico., last modified Jun 06, accessed 12/04/, 2020, https://www.politico.com/story/2013/06/edward-snowden-charged-nsa-093179.

Johnsen, Tanja Blichfeldt. 2011. "Whistleblowing Systems in Denmark." *International Data Privacy Law* 1 (3): 199-205.

Jungk, Robert and Norbert Müllert. 1996. *Future Workshops: How to Create Desirable Futures*. London, UK: Institute for Social Inventions.

Kristiansen, Marianne and Jørgen Bloch-Poulsen. 2012. "Participation and Power in Participatory Research and Action Research." *International Journal of Action Research* 8 (2). https://search.proquest.com/docview/1450007011.

MacAskill, Ewen. 2019. "'They Wanted Me Gone': Edward Snowden Tells of Whistleblowing, His AI Fears and Six Years in Russia." , Sep 13,.

Marcuse, Herbert and Douglas Kellner. 1998. *Technology, War and Fascism: Collected Papers of Herbert Marcuse* Routledge.

Martin, Brian. 1999. *The Whistleblowers Handbook: How to be an Effective Resister*. Vol. 26 Legal Service Bulletin Co-operative Ltd.

Ots, Enn. 2010. *Decoding Theoryspeak*. Decoding Theoryspeak. 1st ed. Taylor & Francis Group.

Peterson, Andrea. "Snowden: I Raised NSA Concerns Internally Over 10 Times before Going Rogue." The Washington Post., last modified Mar 7, https://www.washingtonpost.com/news/the-switch/wp/2014/03/07/snowden-i-raised-nsa-concerns-internally-over-10-times-before-going-rogue/.

Reason, Peter and Bradbury-Huang, Hilary. 2008. *The SAGE Handbook of Action Research*. 2nd ed. GB: Sage Publications Ltd.

Rost, Peter. 2006. *The Whistleblower*. Brooklyn, NY: Soft Skull Press. http://www.loc.gov/catdir/toc/ecip0615/2006019069.html.

Scholz, Roland and Olaf Tietje. 2002. *Future Workshops*. Thousand Oaks: SAGE Publications, Inc.

Smit, Tor Zander, Sebastian Søgård Jensen, and Bogdan Velisco. 2019. *Whistleblowers in Denmark - an Action Research Project*.

Taudal, Uffe. "A-Kasse Fyrer Vicedirektør, Som Afslørede Muligt Misbrug: »Det Ligner En Hævnakt«.", last modified Dec 28, accessed 02/03/2020, https://www.berlingske.dk/nyheder/a-kasse-fyrer-vicedirektoer-som-afsloerede-muligt-misbrug-det-ligner-en.

United States Department of Labor. "Whistleblower Laws Enforced by OSHA." U.S. DEPARTMENT OF LABOR., accessed 09/05/2020, https://www.whistleblowers.gov/.

Vidal, Rene Victor Valqui. 2006. "The Future Workshop: Democratic Problem Solving." *Economic Analysis Working Papers (EAWP)* 5 (4): 1-25. http://econpapers.repec.org/article/eacarticl/04_2f05.htm.