

An exploration of 'value' in the Lego® Serious Play® (LSP) method

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ABSTRACT

Strategic thinking, decision making and collaboration are central elements within business. But how are these components impacted or improved through utilising Lego® Serious Play® (LSP)? This research project looks to provide a thought-provoking discussion and exploration of what constitutes 'value' within this playful, collaborative, problem-solving method. Aimed at encouraging equal participation and unlocking potential, the method of LSP has far reaching possibilities which have not currently been fully explored and evaluated. A multi-method qualitative study was carried out in three phases. Initially data was collected through an ethnography, which led to a qualitative interview process, followed by a respondent engagement with an emerging model. The results indicate a set of key 'values', and lead to further recommendations for building upon their use.

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CHAPTER ONE- INTRODUCTION

1.1 Introducing Lego® Serious Play® (LSP)

The method of LSP is gaining attention and momentum in strategic literature and practice. It is a playful, creative and non-hierarchical collaborative method combining fields of organization development, psychology, and management learning (Schulz et al. 2015). This method is changing the way people do business. Evolving from a business strategic challenge within the Lego® Company itself, LSP has developed from the business world as a solution to encourage collaboration, 'out of the box' thinking and new ways of working.

The concept of 'play' within organisations has been well recognised as benefitting learning and performance (Ibarra, 2004). However discussions regarding the use of play in the context of strategy and decision making, remains relatively new (Roos, Victor & Statler, 2004), plus there is the additional challenge of ensuring that the concept is taken seriously.

Play prepares us for emergence; keeps us open to opportunities and helps us to adapt and develop resilience as we test boundaries (Brown & Vaughan, 2010). With the business world recognising the necessity of being adaptable and responsive to the world we live in today, perhaps it is time to start to think more seriously about LSP.

1.2 Confirming the research title

The literature was reviewed in depth to ensure that current research had not previously answered the explorative title, whilst also confirming that it was indeed a pertinent area to investigate and research.

The research title:

‘An exploration of ‘value’ in the Lego® Serious Play® (LSP) method’.

Some studies explicitly suggested that on-going research was required to *‘show that LSP can produce richer information than other current techniques’*, with work needing to be carried out to establish its value (Mccusker, 2014). Other research indicated that organisational performance indicators such as competitive advantage or differentiation, were not the exclusive benefits of the approach. Whilst being difficult to measure such change (due to the multiple influences and constructs that take place within organisations), it was suggested that factors such as motivation; teamwork effectiveness and further individual measures could be of greater importance (Statler, Heracleous & Jacobs, 2011).

A message that also became apparent throughout the literature, was the need to create further links between the world of academia and practitioners in the field of LSP. By completing an academic project whilst

working with practitioners and experts based in the field, I hoped to begin to create symbiotic outcomes to bring together these parallel practices.

1.3 The research project

This project was instigated through the MBA programme which covers a breadth of modules, with many interlinking elements emphasising the dynamic, holistic and inter-relatable world of business. This topic of LSP felt equally broad - encompassing strategy, team collaboration and decision making, whilst also being an innovative and novel method. My interest and motivation for such a project derived from discovering the method of LSP, and being inspired to investigate the value and impact it could have for organisations. The core method and underlying theory of the LSP approach appeared to align with my career as an Occupational Therapist. Working in paediatrics, I frequently delve into the mode of play to teach and build skills. But beyond paediatrics, how can play be of value? What can the business world unlock and unleash by discovering the benefits of play? This research project looks to provide a thought-provoking discussion on this fascinating method.

1.4 The conceptual research aims

- To theorise and reflect on my experience of participating in a LSP facilitation course
- To identify key elements and capture what constitutes 'value' within the LSP method and confirm or refute these 'values' with experts and other LSP facilitators in the field
- To review and consider evaluation of this method based upon the key 'values' and elements identified
- To examine the potential practicalities; possible benefits and current known limitations of evaluating the method using such an approach

1.5 A brief road map

The literature review that follows this introduction details the contextual setting and business topics relating to the field of LSP. It progresses to explore the underpinning themes and relevant literature relating to the method of LSP and its current usage. Chapter Three describes the qualitative methodology of this project and the three phases of data collection and analysis. Results are then illustrated in Chapter Four through figures, tables and photos. The discussion of these is captured in Chapter Five. The implications and recommendations following this research together with its strengths and limitations are discussed in Chapter Six. Concluding remarks complete Chapter Seven.

1.6 Defining terms and concepts

When defining the word 'value(s)' and its use in this research project, it was deemed that the term 'value' related to both its form as a noun and as a verb. As a noun – to have worth e.g. 'this process contains value' (not limited to economic value), and in its form as a verb within the word evaluate or to be valued e.g. 'the programme was evaluated to measure change' or 'the programme had been valued as being worthwhile'. These definitions were used repeatedly throughout the research process to express the precise meaning of the specific term 'value', reminding participants that the term in this context did not refer to assumptions, beliefs, or underpinning morals.

The term 'facilitator' relates to the individual delivering the LSP session. For the purpose of my project the participants within my research will predominantly be referred to as facilitators or interviewees, to reduce any confusion relating to participants in LSP workshops.

CHAPTER TWO - LITERATURE REVIEW

Organisations are dynamic. They develop and change under the influence of individuals and their external environment. The strategy thread plays a significant role in aiming to understand and progress a business. Through deliberate or emergent actions, greater rewards materialise.

2.1 Strategy

Grant (2015) defines strategy as:

“A unifying theme giving coherence and direction to the actions and decisions of an individual or an organisation”

A successful strategy can rely on effective implementation of clear and consistent long-term goals; an understanding of the competitive environment and an objective appraisal of resources. The term ‘strategic fit’ is used in organisations to acknowledge alignment between the business and its environment. Decisions regarding goals, values, resources and capabilities are made having understood the wider sphere of the organisation and its stakeholders.

There are a multitude of tools throughout the discipline of strategy that encourage an understanding and deciphering of the macro environment;

appraise an organisation's positioning in its industry context and review its resources and capabilities to ultimately understand their competitive advantage.

Strategic meetings are often felt by leaders to be vital to the success of the organisation. However, many employees can view them as a painful waste of time, and find themselves checking their emails, doodling and using the time to make to-do lists of all the things they are *not* getting done whilst in that meeting (Andriopoulos, 2014). What appears less understood, is why teams and individuals do not always feel on-board or engaged in the organisational strategy.

The challenges in the world of business today ensure that organisations need to be responsive and sensitive to the ever-changing turbulent environment. When situations arise, they are having to take the approach of emergent strategy (alongside their planned strategy), to navigate their way. Weick (1995) is well known for his account of Hungarian soldiers in the Alps, using a map of the Pyrenees to navigate their way back to base. The take-home message emphasised by Weick (1995) being: 'when lost, any old map will do'. In this story the map acts as a confidence booster - a pre-text to commence the journey rather than an accurate navigation tool. Basbøll (2012) rejects and criticises this account, noting concerns about its originality and credibility. He also questions the ambiguity of the message portrayed.

As mentioned above, having a strategy (whether right or wrong) and meetings to convey this, are not necessarily the way to ensure staff are engaged and that the business will flourish. Colville and Pye (2010) share a business case example from Eli Lilly in which they describe that by '*acting their way into meaning... they enacted a meaningful strategy...they were clever enough to know that it was what people did rather than the map that made strategy in such circumstances*'. This resonates with my view that having only a map, is limiting our understanding of the key features of business – be it decision making, leadership, managing change, or collaboration. 'People enact strategy; it is not the plan' (Pye 1995). Having a strategy or a map, however, has been shown to enhance the quality of decision making; facilitate co-ordination and focus organisations on the pursuit of their long term goals (Grant, 2015, p16).

2.1 Decision making

As mentioned, having a strategy can assist decision making but equally strategic thinking and planning are heavily reliant on the soundness of the process. Understanding how individuals make decisions and what influences them, is the subject matter of much research in management psychology. The exploration of heuristics; biases; rationality and emotions, starts to reveal the intricate and complex working of the human brain and the influences on decision making.

One emerging framework aiming to capture the practicalities of decision making, is Naturalistic Decision Making (NDM). This approach takes into account the natural settings and reality of decision making, (for example, a chaotic and messy business scenario or decisions made when fighting a fire), rather than basing its understanding on laboratory based experimental settings. In this approach, the real life situational components (such as time, skills and resources) are not always available to enable perfectly calculated outcomes (Artinger et al., 2004). It therefore often depicts a far more authentic picture.

One of the theories developed in the NDM movement is recognition-primed decision making (Klein, 2008). This approach relies on a blend of intuition and analysis, and identifies that people often relate to a pattern of their past experiences to aid decision making. Such patterns highlight within us the most pertinent cues, (i.e. what we would expect to happen) and identify goals plus typical types of reactions in such situations (Klein, 2008). Enabling rapid decisions, this approach supports Herbert Simon's (1957) notion of satisficing, by which the first workable option that aligns with a recognised pattern from the past is actioned. Research has evidenced the remarkable and valuable decisions that have resulted from such an approach, and organisations such as the armed forces now rely on this technique in their tactical decision making (Klein, 2008).

2.2 Leadership

Implementing strategy effectively, often relies on leaders guiding, engaging and inspiring their colleagues to embrace a direction and way ahead. The notion of individuals as 'born leaders', is becoming a thing of the past.

Locke (2014) suggests that rather than focussing on intelligence or individual traits such as extraversion, employers should focus on a leader's development potential and their emotional intelligence. They should also consider context specific factors such as stress and environment which can contribute to an individual's ability to perform their role. The concept of a successful leader being 'in sync with others around them', (Boyatzis et al., 2013) stresses how emotional competence is viewed as a key component to effective leadership. Various leadership development programmes are now available as organisations capitalise and understand that leadership development is a valuable element of competitive advantage (Kark, 2011). Aspects such as developing self-awareness, emotional intelligence and understanding one's decision making process, have been shown to be significant factors in developing first-class leaders (Phipps et al., 2014).

2.3 Collaboration

The heterogeneous groups that are formed in workplaces can consist of great diversity. The range of individual heuristics and biases present within teams can therefore be dramatic. The variance itself often leads to the creation of fresh and new ideas, but equally can be a challenge to the

team's success, as individuals struggle to see each other's point of view. In facilitating collaboration in the workplace, strategy can act as a common thread to bring teams together. The strategy, however, is only as strong as the individuals implementing it. Therefore, creating shared values and a shared understanding of such a strategy could be seen as the glue holding the team together (Schulz & Geithner, 2011). Many organisations provide limited opportunities to ensure that everyone's point is heard, understood and valued. This can lead to individuals feeling misunderstood or unappreciated. Often teams also have the impression that they are working on something jointly or have the same understanding, but more frequently than not there is asymmetry of comprehension (Møller & Tollestrup, 2013).

2.4 Strategic tools

There are numerous tools within the sphere of strategy to assist decision making, the collaboration process and to guide an organisation. Activities such as SWOT analysis, scenario planning and role-playing can often be utilised in the strategy development process (Roos, Victor & Statler, 2004). Visual representations of strategies are also frequently employed in order to lead to a more holistic view of the dynamic interaction between internal strains and external pressures (Hendry & Seidl, 2003). Such visual tools can help to show causal linkages; share ideas and improve managerial judgments. Scenario planning has been shown to help organisations develop a critical review of possibilities for future narratives (Jacobs & Statler, 2006). By identifying key strategic issues in and amongst variables

in the macro environment, businesses can plan to embrace adaptability and be responsive, gaining them competitive advantage. Some of the aforementioned tools are practical and inclusive. However, many are seen by teams as another paperwork exercise, rarely getting new ideas on the table, let alone off the ground. Roos and colleagues (2004) state 'if you are striving for innovative strategy content, then start by innovating your strategy process'. A method to shake up the strategy process in a practical, inclusive and novel way is Lego® Serious Play® (LSP).

2.5 Lego® Serious Play® - principles and process

LSP is based upon overcoming three challenges. Firstly, beyond '20/80 meetings'. This figure represents that in most meetings, a few individuals dominate the discussion. So approximately twenty percent of the participants in the room provide eighty percent of the content. These figures relate and lead to lower-quality, 'leaning out', and so-called 'low attention density meetings' (Kristiansen & Rasmussen, 2014). The participation hypothesis (Mann, 1996) demonstrates that as participation increases, ownership develops leading to new ideas, innovation and learning – an underpinning principle of LSP. The second key principle of LSP, links to encouraging full and equal participation (100/100). This enables an individual's potential to be unlocked. The third and final LSP factor relates to breaking habitual thinking, by encouraging new insights and 'out of the box' ideas.

LSP is a systematic set of group dynamic principles, with a clear approach of using Lego® bricks and a number of specific techniques. The core process and seven application techniques are listed below (Kristiansen & Rasmussen, 2014).

Figure 1 - The Core LSP Process

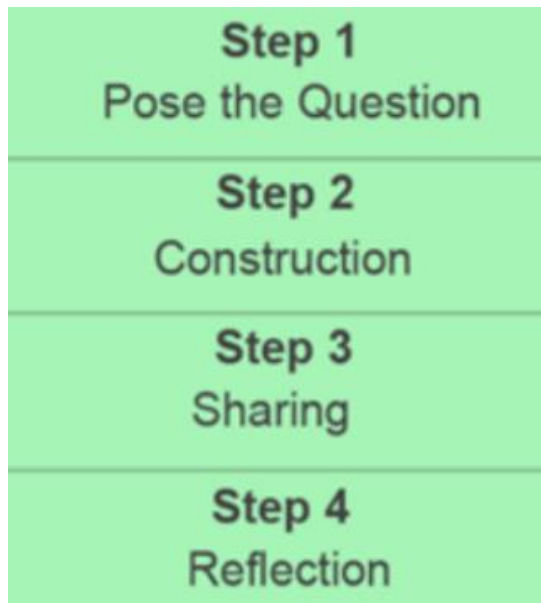


Figure 2 - The LSP Application Techniques

1	Building Individual Models and Stories
2	Building Shared Models and Stories
3	Creating a Landscape
4	Making Connections
5	Building a System
6	Playing Emergence and Decisions
7	Extracting Simple Guiding Principles

2.5.1 Using Lego®

Lego® is the specific medium central to the LSP methodology. The blocks are a means to encourage 'leaning in', the unlocking of knowledge and a way of breaking habitual thinking. The combination possibilities using Lego® are quite astounding. From using eight standard 2 x 4 Lego® bricks, there are supposedly 915,103,765 ways to combine them (Kristiansen & Rasmussen, 2014). The LSP kit comprises of a specific combination of elements, including Lego® bricks, Duplo® and Lego® Technic items. All of the items can be built and taken apart repeatedly, enabling endless possibilities.

2.5.2 Using metaphors

A key part of the LSP process is the story-telling and metaphorical representation revealed by the constructed models. Although Lego® is often used to build real-life objects, part of the appeal of LSP is the way it can be arranged to create intangible worlds and imaginative outcomes. Metaphors have the power to expose insights, attitudes and feelings that may be subliminal or implicit. The method of LSP draws upon this metaphorical potential, to enhance understanding.

2.6 Concepts underpinning Lego® Serious Play®

2.6.1 Play

‘Play is more than fun, it’s vital’ is the title of a talk given by Dr. Stuart Brown identifying the importance of this activity, not only in child development, but throughout the lifespan. The value of play is frequently discussed in terms of its cognitive, emotional and social value, focussing on its importance for learning, dealing with conflict and encouraging collaboration (Cohen, 2006). In recent years there is a growing understanding of the significance of play, not only from an early years and educational psychology point of view, but also from neuroscience and a business management perspective.

Play has many forms and guises. Bundy (2001, p.89) stated: - ‘there is little agreement and much ambiguity about virtually every aspect of play, from its definition, to its purpose, to the ways in which it manifests itself’.

Key characteristics that researchers have identified are that play is often safe, fun and unpredictable; generally more internally than externally motivated and it has the ability to both transcend and reflect reality. Play has the capacity to promote rules, roles, and turn taking (which supports the development of social competence) and encourages deeper learning (Bogers & Sproedt 2012). Play has been labelled as ‘unintentional’ and ‘frivolous’ (Statler, Heracleous & Jacobs, 2011). However, given its

profound purpose in human development, these terms are keenly debated. Play provides a way of expressing our understanding and engagement, and can be traced right back to the first contact of mother and child as they lock eyes on each other, and begin to develop joint attention.

2.6.2 Play into adulthood

Not surprisingly, the research in favour and support of play tends to originate entirely from consideration of children's play. However, although there is substantial understanding that play is crucial for exploring, experimenting and inventing, (and neuroscience continues to praise its value), there is a vast gap in the literature relating this into adulthood. Perhaps the stigma of play being 'child-based' or viewed as an oxymoron to work, is a hurdle still to overcome.

Being playful and playing out scenarios gives room for understanding other perspectives, possible failures and conflict, without the normative social structures that govern our actions and behaviour. This psychologically space of safe failure (also known as ludic space) is seen as crucial for developing shared understanding and making sense of complex social dynamics as adults (Kolb & Kolb, 2010). Play as adults is often realised throughout our interests and activities, which provide the right level of challenge and enjoyment. Whether it is competitive sport, board games or perhaps crafting something in the kitchen or shed, when individuals are completely involved in an activity to the extent that they lose awareness of reality, they are said to be in a state of 'Flow' (Csikszentmihalyi, 1990) (see figure on right). It is within this state that creativity, new insights and mastery are released.

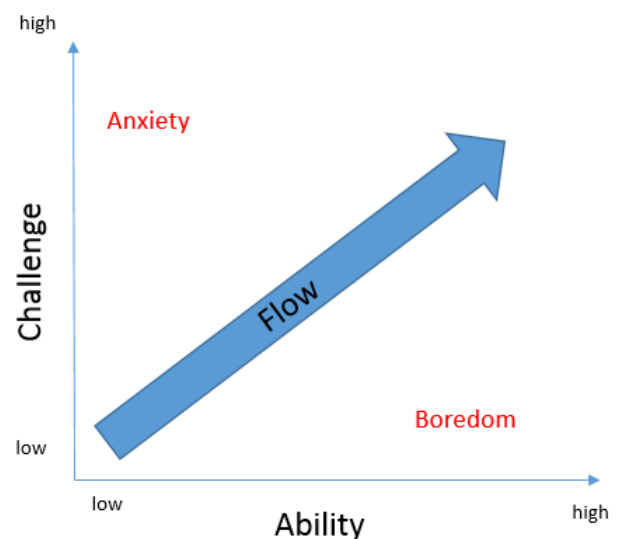
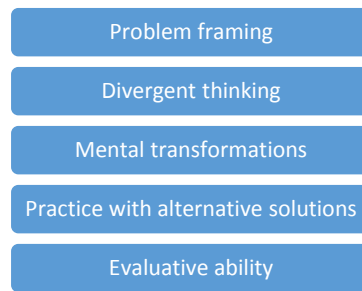


Figure 3 - State of 'Flow' (Csikszentmihalyi, 1990)

Mainemelis and Ronson (2006) show that play can facilitate five creativity-relevant cognitive processes (see figure below), all of which could be viewed as valuable in the workplace.

Figure 4 - Five creativity-relevant cognitive processes (Mainemelis & Ronson 2006)



The ability to frame an issue clearly, (i.e. think about it differently; try out varying solutions and evaluate what the suitable outcomes are to action), is in essence what many businesses look to achieve on a daily basis. Play is a language and a tool to enable this process.

2.6.3 Play at work

Play is widely relevant in the work place and it is beginning to permeate through a variety of literature sources. These include psychological literature (emphasising its role in cognitive and emotional development); sociological studies (defining its importance in understanding social contexts and relationships); anthropological research (focussing on cultural identity); and philosophical inquiry (noting its presence on ethical judgement) (Statler, Roos & Victor, 2009). Play crosses professional boundaries not only within the academic sphere, but noticeably filtering, too, into practice. Organisations are beginning to value its worth. Google, for example, permit their workforce to spend up to twenty percent of their work time experimenting with new ideas that spark their curiosity (Battelle, 2005). Motorola were innovators - incorporating play into their way of doing

things (Nemeth, 1997). They invested time and resources to encourage ideas and innovation. Play activities within organisations have been shown to develop the capacity for teams to share a collective identity, which can strengthen their ability to manage above and beyond their planned strategy (Statler, Roos & Victor, 2009).

2.6.4 Serious play

Play, however, is far from a leisure pursuit. It is, in fact, a serious activity that can unleash imaginative energy in individuals, teams and within the business world today. The term ‘Serious Play’ has received a considerable amount of attention due to its ambiguity and paradoxical nature. What constitutes the nature of ‘Serious Play’? How do the concepts of work and play sit together? And how does ‘Serious Play’ enable organisations to overcome and address challenges?

Statler and colleague (2011) provide a definition following their exploration of the term ‘Serious Play’ and reframe the notion as “*a practice that occurs whenever organizational actors submit to a paradox of intentionality—that is, when people engage deliberately in a fun, intrinsically motivating activity as a means to achieve a serious, extrinsically motivated work objective.*” In other words they identified that ‘Serious Play’ is intentional in its purpose and novel in its nature. Play, in literature, is often seen as an opposing concept to work. Gold (2017) however, disputes this view, commenting

'maybe the opposite of work is meetings' and suggests that bringing play into the workplace could encourage productivity. A key 'Serious Play' observation, is that the outcomes cannot necessarily be predicted and foreseen. The process incorporates dynamic elements of the unknown in an open-ended and non-linear fashion. 'Serious Play' perhaps reflects the reality of learning in action, which may seem unusual to organisations (which often tend to view knowledge as a finite object, rather than a continuous learning journey) (Statler, Roos & Victor, 2009). Other research of note has highlighted the importance of 'action learning', (transforming an individual's thoughts and actions, which in turn influences organisations in practice) (Vince, 2012).

'Play' as a word, does appear in itself to create a barrier which poses risk to organisations. Terms such as 'organisational distraction' (Mainemelis & Ronson, 2006), and 'superficial gimmick' (Statler et al., 2009) have been littered throughout the literature, but their use appears to be dwindling. 'Serious Play' is beginning to make its way into organisational literature and practice, with a growing awareness beyond just the field of creativity and innovation (Roth et al., 2015). It is starting to be viewed as 'a technique to develop practically wise leaders'; 'a strategy for embracing change' and a 'way to assist the management of uncertainty and continuous learning'.

2.6.5 Constructivism and constructionism

Jean Piaget, the renowned Psychologist, developed the 'Theory of Constructivism', which asserts that a learner's understanding is 'constructed' through their interaction of ideas and experiences (Gruber & Vonéche, 1977). As we develop skills and gain knowledge, we construct our new thinking based upon what we already know. Papert (1993) went on to extend this theory, into what became known as 'Constructionism', adding that learning is enhanced when engaging in creating physical objects. The foundation of LSP relates to these theories.

2.6.6 Metaphors

Metaphors are fundamental to our reasoning and interpretation of the world. They offer a window of expression and insight into our innermost thoughts and feelings (Burke, 1992). Their importance in strategy theorising and effecting change cannot be underplayed. Rich, personal and memorable stories and images can be created, allowing ambiguity whilst simultaneously providing a shared direction (Jacobs & Heracleous, 2006).

Constructing and crafting embodied metaphors in the method of LSP can provide new insights and creative thinking, by capturing intangible and collective views of an organisation's identity. Embodied metaphors are those which are not only described by words, but can also be built physically using items such as tangible bricks. These can be moved,

touched and understood from various angles, enabling what is known as 'sensemaking' (Heracleous & Jacobs, 2008). Crafting metaphors in LSP can be seen to be an evolving process, linking the physical level (hand and mind connection); the psychological level (thought and action); and the social level (speech and meaning) (Heracleous & Jacobs, 2008). The ambiguity and unpredictable nature of play provide an experimental frame for humans to express their differences and rehearse strategies through stories. By imagining and playing 'make believe' in workplace scenarios, individuals are taken into a freeing world of safe-failure and innovative thinking. According to Colville & Pye (2010) 'a story becomes a good story when it seems to structure and stabilise the unknown'. LSP aligns with this concept as models and metaphors are used to elicit meaning and unveil tacit knowledge.

2.7 What does the literature say about Lego® Serious Play®?

2.7.1 Engaging in the process

Traditional methods of strategic decision making and planning tend to favour a cognitive approach, such as completing various matrices and reviewing frameworks. These are then often completed by certain members of the team and therefore group participation is limited. LSP not only develops cognitive thinking, but enables an integration of social and emotional experiences, therefore adding different dimensions to the strategy process. Roos, Victor and Statler (2004) found that utilising this method led to unusually high interaction with more engagement,

participation and affective experiences for those using Lego® materials than those using flipcharts and slides. Participants in their research reported gaining new insights and were able to explore problems in a different way. Statler and Oliver (2008) reported that during a LSP session, participants gained a clearer awareness of each other's identity and role. This enabled them to work more collaboratively with each other following the session. The process is all inclusive. Everybody is expected to build and all are given the time to share. The method strongly emphasises the belief that everyone has something unique and valuable to contribute to discussions, decisions and outcomes (Schulz & Geithner, 2011). By tapping into the knowledge of all of the individuals in the room, not only does this method engage people beyond mainstream strategy meetings, but it has been shown 'to bring hidden insights to the surface and generate entirely new ideas' (Roos, Victor & Statler, 2004).

2.7.2 Creating awareness

One of the strengths of LSP (according to the literature) is its ability to develop awareness. It can encourage elements of self-revelation as well as providing a greater insight into others within the organisation. By encouraging everybody to have a voice and to listen to each other, deeper and often revealing models are built and then shared. Other researchers have shared remarks such as: *"I've been working with this colleague for 14 years and never knew this about him"* (Statler & Oliver, 2008) and *"I was certainly aware of plenty of affect present... at least for myself. I had lots of*

thoughts but lots of feelings too” (Holliday et al., 2007). By sharing insights and getting ‘to know each other in a more genuine way” (Statler & Oliver, 2008), it is likely to lead to higher employee engagement and encourage effective team working. One participant was quoted as saying: “It was kind of enlightening for me because suddenly I am seeing what these people are thinking, and you don’t often get a chance to do that in a nonthreatening way” (Holliday et al., 2007).

2.7.3 Developing a shared understanding

Whilst understanding different views and voicing opinions, another value that has been expressed is that LSP enables groups and teams to develop a shared understanding. Constructing a vision together or negotiating aspects that are key to the organisation’s future, are examples whereby the method and models facilitate people comprehending ideas collectively. One team voiced that during a LSP session they came to the realisation that as a team, they held at least four different understandings of a term that was key to their strategic plan (Statler and Oliver, 2008). The collaborative approach assists people to ‘gain understanding and clarity regarding the identity and dynamics of their organisation’ (Schulz & Geithner, 2011). Having the ability to express ideas in a clearer and more obvious way, can reduce the likelihood of talking at cross purposes, or working on divergent agendas.

2.7.4 Achieving outcomes

Important aspects of consultancy or strategic thinking tools, are the outcomes that they can provide. There is much anecdotal evidence of the use and worth of LSP. Heracleous and Jacobs (2008) document a number of examples:-

“A mobile telephony company’s strategy team was able to recognize previously neglected impending competitive threats, that in turn triggered an unanticipated, yet necessary critical reflection on the company’s brand positioning.”

“A food packaging firm’s senior management team were split on the strategic relevance of the company’s after-sales activities. But after building representations of their company and its competitive environment, the team eventually appreciated after-sales activities as strategic, and subsequently explored alternatives to raise its capabilities in this area.”

Many other studies have published a plethora of positive outcomes following the use of LSP. Results included enhancing creativity; focussing ideas (Schulz et al., 2015); and providing safe spaces to enrich communication and deal with ambiguity and complexity that arise in business (Holliday et al., 2007).

A recurring question that struck me, was how were these outcomes and remarks substantiated? What is the evidence to show that ‘people had more awareness’; that ‘they gained a shared understanding’ and that by

using LSP *'they were better off as an organisation'*? Many of the conclusions and current research show clear anecdotal accounts of change, but a lack of rigorous evidence that can prove a causal link. The challenge of learning and development is that often results are not always obvious and measurable, especially in the short-term. Changing practice, thinking and performance within organisations, can sometimes take years and is often impacted and affected by many variables. Is there a way of being able to understand the elements of LSP that bring about change? Can the 'value' of LSP be captured with the hope of developing a way of evaluating the method? From a combination of my participation on the LSP facilitation course and the ensuing discussion, the topic and title for this research project materialised.

CHAPTER THREE - METHODOLOGY

The research within this study follows a multi-method qualitative design completed in three phases. Initially data was collected through an ethnography (phase 1), which led to a qualitative interview process (phase 2), followed by a respondent engagement with an emerging model (phase 3). These three stages enabled me to address the research question: - 'to explore and understand what is deemed as 'value' in the Lego® Serious Play® method (LSP)'.

Although the methodology in this project has used certain principles employed in grounded theory (e.g. early commencement of data collection; writing reflections throughout to help conceptualise a theory; and simultaneous flow between data collection and analysis), these are activities commonly used in qualitative approaches. This research did not adhere to a true grounded theory approach, I considered existing literature and frameworks. The study was exploratory in nature, initially following an inductive style. During the ethnography I sought relevant literature alongside data collection and analysis to assist with framing and developing concepts, moving towards a more abductive approach.

3.1 Qualitative methodology

Research following a qualitative methodology tends to be associated with an interpretive philosophy, as researchers look to make sense of meanings and phenomenon (Saunders et al., 2016). This method was deemed to be appropriate for this research topic, in order to go deeper and explore underlying thoughts and feelings, plus developing an awareness of 'value' in the method of LSP. Gioia and colleagues (2012) retell Einstein's famous words that "Not everything that can be counted counts, and not everything that counts can be counted" - a statement that I found reassuring when embarking on a qualitative approach for this project.

There are several critics of qualitative research approaches, many of whom are quantitative researchers! A recent account aiming to decipher the qualitative versus quantitative debate, has highlighted the worth of subjective qualitative judgements. Trafimow (2014) distinguishes between those generating new insights, (which he notes are of great importance accessed from a qualitative angle), in comparison to those aiming to look at predictive validity (which he feels are less valuable). He concludes that mixing research methods, could be of significant value. By using qualitative methods in exploratory phases to determine variables and then further test these in a quantifiable way, would be the ideal. Using both approaches, the researcher gained a new insight – something akin to the method of LSP.

However, I felt in this exploratory research quest, that a qualitative approach would be superior to aid the initial determination of 'values'.

3.2 Ethnography

Ethnography literally means 'a written account of a people or ethnic group' (Saunders et al., 2016). It originates from nineteenth century Western anthropology, and historically has involved researchers immersing themselves into a culture or specific location in order to practically experience a situation and gain insight (Hammersley & Atkinson, 2007). Through time and its application in a variety of contexts and disciplines, the sense and definition of ethnography has evolved.

From its roots in European colonizers' accounts of 'other' peoples, to accounts of pre-industrial societies and various depictions of migrant and urban populations, ethnography has a rich story of tradition (Taylor, 2002). Expressions of power imbalances, cultural perceptions and a wide range of eye opening accounts into distinctive communities have been documented throughout the ages.

Ethnography today continues to engage in 'understanding the practical, philosophical and epistemological challenges facing the social world' (Van Maanen, 1988). Crafting together interpretation through fieldwork

(focussing in on the 'how' and 'why' rather than understanding 'how much' or 'how many') is essentially the heart of ethnography (Van Maanen, 2011).

Common features of ethnography which were incorporated in this study are as follows:

- Observing patterns of human thought and behaviour in everyday contexts rather than under experimental conditions created by a researcher.
- A holistic approach in which the ethnographer is a human instrument relying on all of their senses, thoughts and feelings to be a sensitive and perceptive data gathering tool (Fetterman, 1998).
- A relatively unstructured data collection and analysis which often take place simultaneously (interweaving between each other).
- A smaller scale with few participants to facilitate an in-depth study.
- An analysis of data where interpretation of meanings and practices is developed in specific contexts (Hammersley and Atkinson, 2007).

Interpretive ethnography places its emphasis on subjective impressions rather than on objectivity (Saunders et al., 2016). It therefore does not attempt to provide causal links or statistical data, but rather takes a deeper look at something from within, (understanding the actors and experiences that lie central to an event or group). The critics of this method tend to debate the worth of subjective views from what is often a small sample or perhaps even a sole individual. Advocates such as Van Maanen (2011),

however, have argued great worth in such small scale, single site ethnographic studies, powerfully stating that 'the universal it seems can be found in the particular'. They report on the value and truths that have been realised through using such approaches.

Like many other research methods, the ethnographer is subject to bias and it is important to understand that my own heuristics could serve as both positive and negative influences. Recognising my own cultural 'values', 'assumptions' and 'prejudices' could itself be understood as an expression of history, culture and the essence of my being (Mullick et al., 2013). To mitigate the negative effects of individual bias in this research study, I utilised triangulation, to 'check in' with other views from the field through phase two and three of the research. I also express that the evolvement of concepts and interpretation of literature, (as well as my reflective experiences) will be open both to my own bias as an individual, but also the influences of my personal and professional background. This could be seen as a potential limitation of the study and method of ethnography. Fortunately being limited by one's own background and culture has not led to a paralysis of this research method, and ethnography survives despite its susceptibility to subjectivity. Van Maanen (2011) describes ethnography as somewhat of a 'mess, a mystery, but mesmerizing'.

The time frame of this ethnographic piece of research is relatively short in comparison to many research projects, due to the constraints on the size and scale of this MBA project. In order to understand the language;

concepts; categories; practices; rules and beliefs (Van Maanen, 1988) of the world of LSP, I immersed myself in a four day LSP facilitator course in Germany in May 2017.

Ball (1990) suggests for methodological rigour, that a research biography (a reflective account of the conduct of the research) is included. I have evidenced and incorporated elements of a research biography (time; place; persons) throughout the methodology chapter. Due to the nature and iterative process of the journey, I felt it would flow better to document these elements throughout the journey, rather than creating a stand-alone chapter.

3.3 The process of Phase 1: Ethnography – formulating a topic and question

Developing the topic of interest was the initial stage in stepping into this method. Coming across the method of LSP sparked my interest and motivation for further exploration. Having heard positive accounts of individuals who had experienced the method, I read the book 'Building a Better Business using the Lego® Serious Play® Method'. Realising the potential in this method both from the viewpoint of my career as an Occupational Therapist and my interest in strategy development, became the driving force to investigate this topic.

An exploration of the literature in this field soon led me to realise that in order to appreciate and investigate this method with its vast potential, it was crucial to experience LSP at first hand. Accordingly, the ethnographic approach was chosen to capture my role through the process.

As a novice in the field of ethnography, I spent time exploring previous ethnographic accounts to gain an understanding of the principles of this method to ensure a sound collation of rich data could take place when attending the course. Delving into diverse ethnographic studies from the depiction of frontline war realities (De Rond & Lok 2016), to the insights gained from a free play weekend softball league (Kolb & Kolb, 2010) gave me an understanding of the wide range and delicate use and applicability within this methodology.

Ball's (1990) heuristic representation of the ethnographic research process shown below, gave me a clear visual understanding of the reflexive nature required of this method.

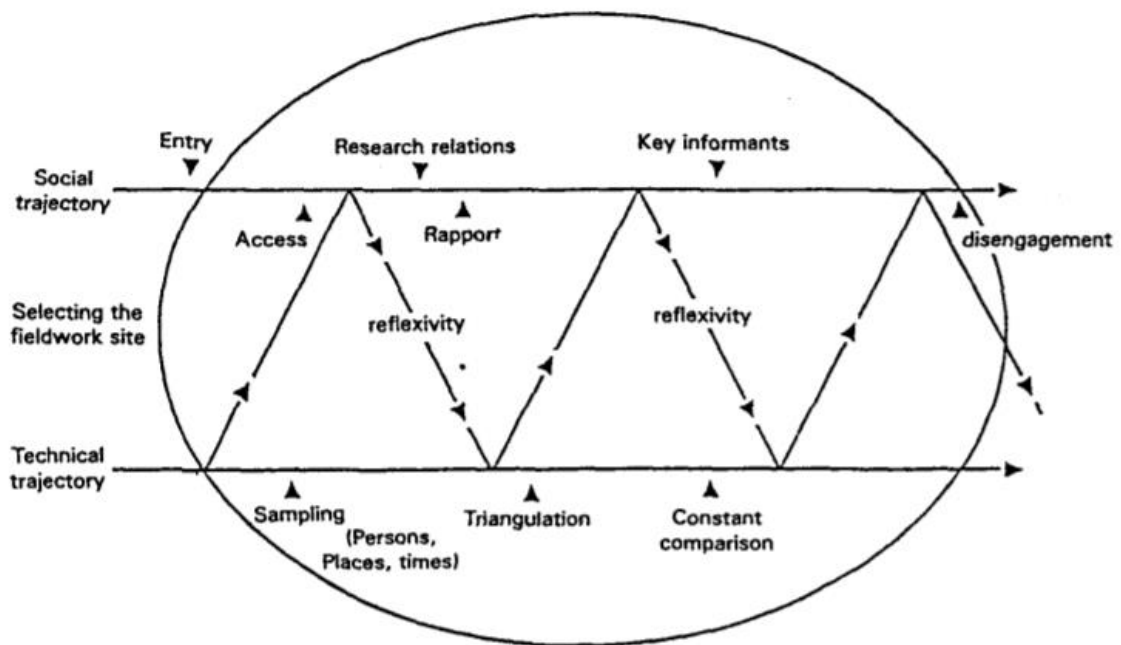


Figure 5 - Ball's (1990) heuristic representation of the ethnographic research process

As a clinical practitioner, I felt familiar with the process of reflection, as it is a central element to my professional identity. I drew upon various reflective models to extract and detail as much information as possible. Models common to my own clinical practice were used as well as using Lego® itself to assist reflection.

The topic for research became clearer as the course progressed. By day three, a sense of needing to understand and express the value of this method was apparent. A combination of the limited documented evidence of the specific 'values' within LSP, together with experiencing the potential of the method, struck me as I was immersed in LSP through building (see pictures below).

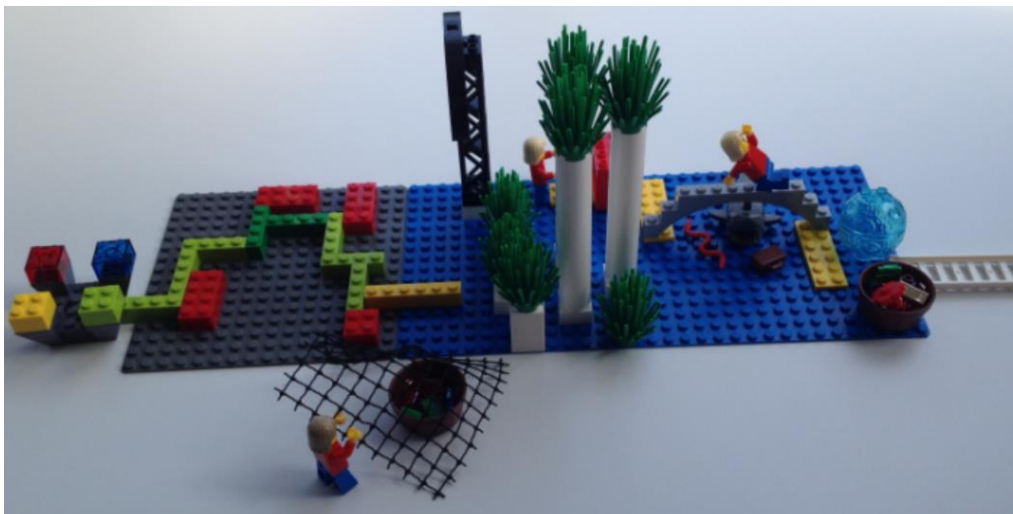


Figure 6 - Photo depicting my journey as a researcher

The above model was created on the morning of day three of the course. It depicts my journey in this research project (to be viewed from left to right). The initial blocks depict different options of topic to study, (some clearer than others), followed by the route I metaphorically took to navigate my way to the LSP course. It shows that I encountered a number of 'dead ends' on the route, whilst trying to find a suitable topic for study, but whilst on the LSP course had the realisation that it was key to try to 'capture the value' of the method (shown as a net over a bucket of valuable items).



The picture to the left shows a different angle of this same model which provides a clearer view of 'the extractor'. The next stage of the research involved attempting to extract the 'value' of this method. The trees portray the metaphor of 'not being able to see the wood for the trees' and hence not yet knowing the values to extract (even when engrossed in the method).

Figure 7 - Photo depicting part of the journey

The final picture shared on the right of this text shows a figure with a radio. This represents a need to 'check in' with others to ratify the values that are being extracted.

Figure 8 - Photo depicting 'checking in'



An excerpt from my diary:

'By building this model I found a sense of security and direction coming from my hands. I built the model in eight minutes not thinking I knew the answer of where I was going with my research or what research question I would explore. When I began to talk about what I had built and write down the language I had used and metaphors I had voiced, I realised I knew

where I needed to go with this. It felt like my hands knew where I was going long before my head'.

When we begin to understand that our imagination works via analogies and metaphors, we can start to generate concepts and models in our analysis (Hammersley & Atkinson, 2007).

3.4 The process of Phase 1: Ethnography – The course

The specific course was identified after I contacted a number of experts in the field to discuss suitability of courses and time scales. Due to the limited time frame available, I attended a course in Germany to be trained in the method of LSP facilitation.

The course was facilitated by a Master of Trainers facilitator supported by a local facilitator to the course location. There were five participants in total on the course, representing four countries (Germany, Spain, Switzerland and the UK). Four of the participants were male, and one was female. The course completed was version 2.0, attended over four full consecutive days and comprised of the seven application techniques.

The course trainer and participants were made aware that I, whilst attending the course, was simultaneously conducting an ethnographic study

reflecting on the method for my MBA dissertation project. They all gave verbal consent for me to be a part of the group and to conduct my reflective practice whilst on the course.

Each day I journaled and wrote down daily reflections (when appropriate) and every morning, prior to the course beginning, chose to build reflections in Lego® as a tangible mode of reflective practice. At the end of the course and two weeks following the course, I added further reflections. Following the course, I reviewed my journal entries and photos to further develop themes and categories.

3.5 The process of Phase 1: Ethnography – Analysis of data

Analysis in ethnography is an iterative process and often cyclical (Hammersley & Atkinson, 2007). The sifting analytical process begins by reviewing the ethnographer's reflections, and this process continues to evolve until the submission of the work as thoughts and concepts are refined and reworked.

After the course took place, I reviewed the journal entries and reflective models in search of patterns. Repetitive notions were highlighted and key understandings pinpointed, to form data sets which I then developed into themes. I chose to complete this stage by hand without computer packages, and spent time over several weeks reviewing and repeatedly going over the entries. The process followed is visually depicted (Saldaña, 2009).

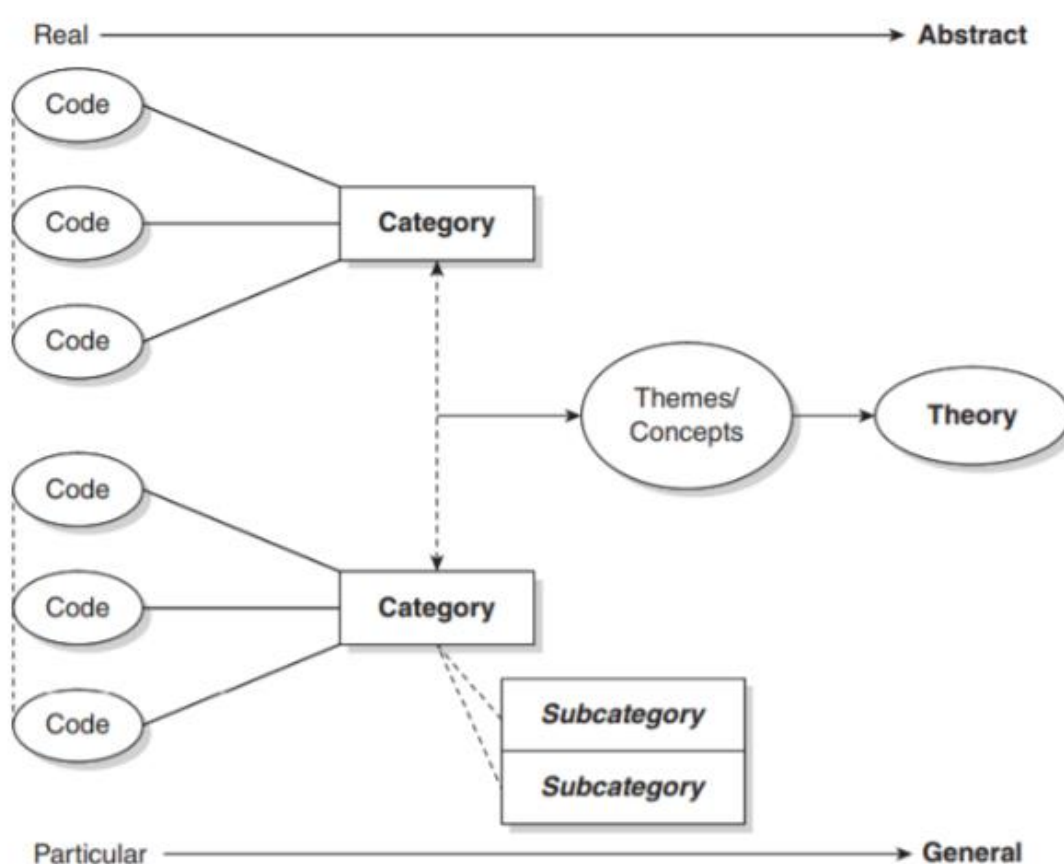


Figure 9 - The process of qualitative analysis from codes to theory (Saldaña, 2009)

Patterns emerged in a funnel like process, focussing on themes over time (Hammersley & Atkinson, 2007).

Following this process, word clouds were created by submitting first the entire raw data and then the sifted quotes separately to Word Cloud (<http://www.wordclouds.com>). This tool enabled a simple visual comparison of the frequency of the words (see results section). The size and prominence of the word indicated the frequency of its use in the document. I was keen to eyeball the two resulting word clouds to ensure that the key, repeated words from the raw data had made it into the first order data.

During the emergence of codes and themes (see results section) I turned back to the Lego® to start to build the concepts that were evolving and channel the data into named values. This resulted in a tangible, visual way of extracting the themes and assisted me with the next phase of categorising. Initially I identified fourteen themes. These were revised to eleven (to ensure values were not repeated), before categories were generated. Moving the models around allowed me to visualise which elements should be grouped together, and this resulted in the formation of five categories.

After themes and categories had been identified I reviewed whether there was a sequence or pattern to these elements. I played intentionally with the Lego® as in the method of LSP to landscape and test where 'values' would fit and if there were any that had a specific position or order in relation to another. A conceptual framework model began to emerge as I grouped the models and began to create a sequence and structure. The model

consisted of twelve 'values' in a pyramid structure (one initial value evolved into two to cover two separate categories).

Within phase one I had created researcher centric concepts (following my reflective journaling). In the second and third phases of research, I utilised interview participants to corroborate data in a method known as a triangulation to ensure a level of rigor was maintained.

3.6 Phase 2 - Semi-structured interviews

The process of triangulation examines one source of data against another to test the quality of the information, and puts the developing understanding to the wider test (Fetterman, 1998). I chose to use semi-structured interviews via the internet medium of Skype to question participants. Interviews were audio recorded to enable transcription and to capture all data accurately.

When determining numbers and criteria for participants I considered: experience in the LSP method; ease of access to participants (knowing the relatively short time frame) and cultural or industry variation in experience of applying LSP.

Due to the time and availability of individuals, I interviewed six participants via opportunity sampling. Participants were found via connections through LinkedIn and via the Association of Master Trainers in the Lego® Serious Play® Method network.

Participants ranged from a recently trained facilitator (basing their insights on their participation in the training course); to those who had been practicing this method frequently and those who are considered experts in the field (who train facilitators).

Participants interviewed were based in Denmark, Germany and the UK and industries represented were healthcare, education, consultancy and an individual working for a large corporate organisation. The experience using the method of LSP ranged from a matter of months to over 15 years.

Participation within the research was voluntary and participants were informed that they could withdraw data prior to a project collation date. Insights and information shared were anonymised and all participants completed a signed consent form detailing information and ethics of the study prior to participation (see appendix one). An interview guide (see appendix two) detailed the questions asked.

The interviews were transcribed and further analysis took place (see results and discussion section). Identification of codes developed as I highlighted repeated notions and aspects that appeared key or striking. These codes acted as a link from my data to the ideas and from these codes, themes were derived. In some instances these themes were further categorised (similar to the previous analysis). The results were tabulated to present data clearly. I identified the commonalities between 'values' I had recognised in the initial ethnography and noted differences and additions for further deliberation (see discussion for details).

3.7 Phase 3 - Respondent engagement with an emerging model

Following the Skype interview, participants were requested to additionally provide a short written or verbal feedback on a proposed conceptual model. This was emailed to them in PowerPoint format. The emerging conceptual model was proposed following the Skype communication so that individuals were not led in their interviews when asked about the values of LSP.

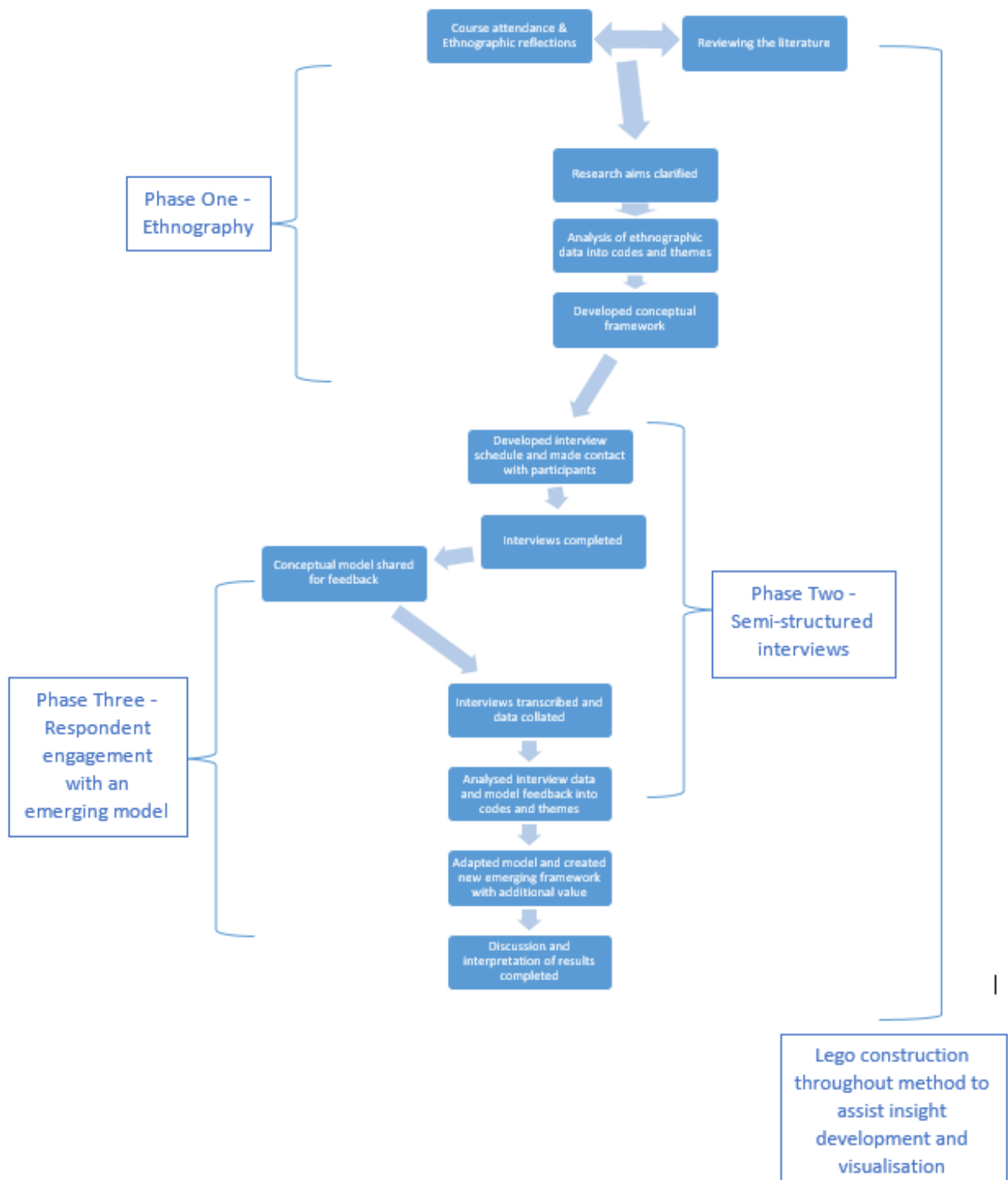
Within the presentation, participants were asked to comment and email back after the following prompts: What is missing? What could be removed? Do you agree with the structure, sequence and progression indicated? Any other thoughts and feedback?

An explanation of the model was provided alongside photos of individual Lego® models of each 'value'. Participants were informed of this emerging conceptual model at the end of their Skype interview and requested to respond within twenty four hours. Three out of the six participants requested to discuss their feedback on the model verbally and three responded by email.

Comments on this model were then compiled and utilised to further develop and adapt the conceptual model and create a further emerging model (see results).

The flow chart below visualises the methodological journey.

Figure 10 - Flow chart to visualise the methodological journey



CHAPTER FOUR - RESULTS

The research consisted of three main phases: phase one – ethnography; phase two - semi-structured interviews and phase three - engagement and feedback on a conceptual model. The research results are detailed below.

4.1 Phase 1 - Ethnography

Following my attendance on the LSP course, I initially highlighted and sifted phrases directly from my journal that reflected or indicated ‘value’, worth and impact. This became my first order data (see appendix three for details).

Following this process, word clouds were created for both the entire raw data and then (separately) the sifted quotes. This tool enabled a simple visual comparison of the frequency of the words. The size and prominence of the word indicates the frequency of its use in the document. The words ‘*felt*’ and ‘*model*’ were the most frequent words appearing in both documents. Other key words from the raw data such as ‘*understanding*’, ‘*insights*’ and ‘*others*’, appeared to be captured in the second cloud, but with less distinction. When I compared the two word clouds, the prominent words were similar and from this I deduced that my first order data was representative.

The raw data journal on the left and extracted phrases on the right



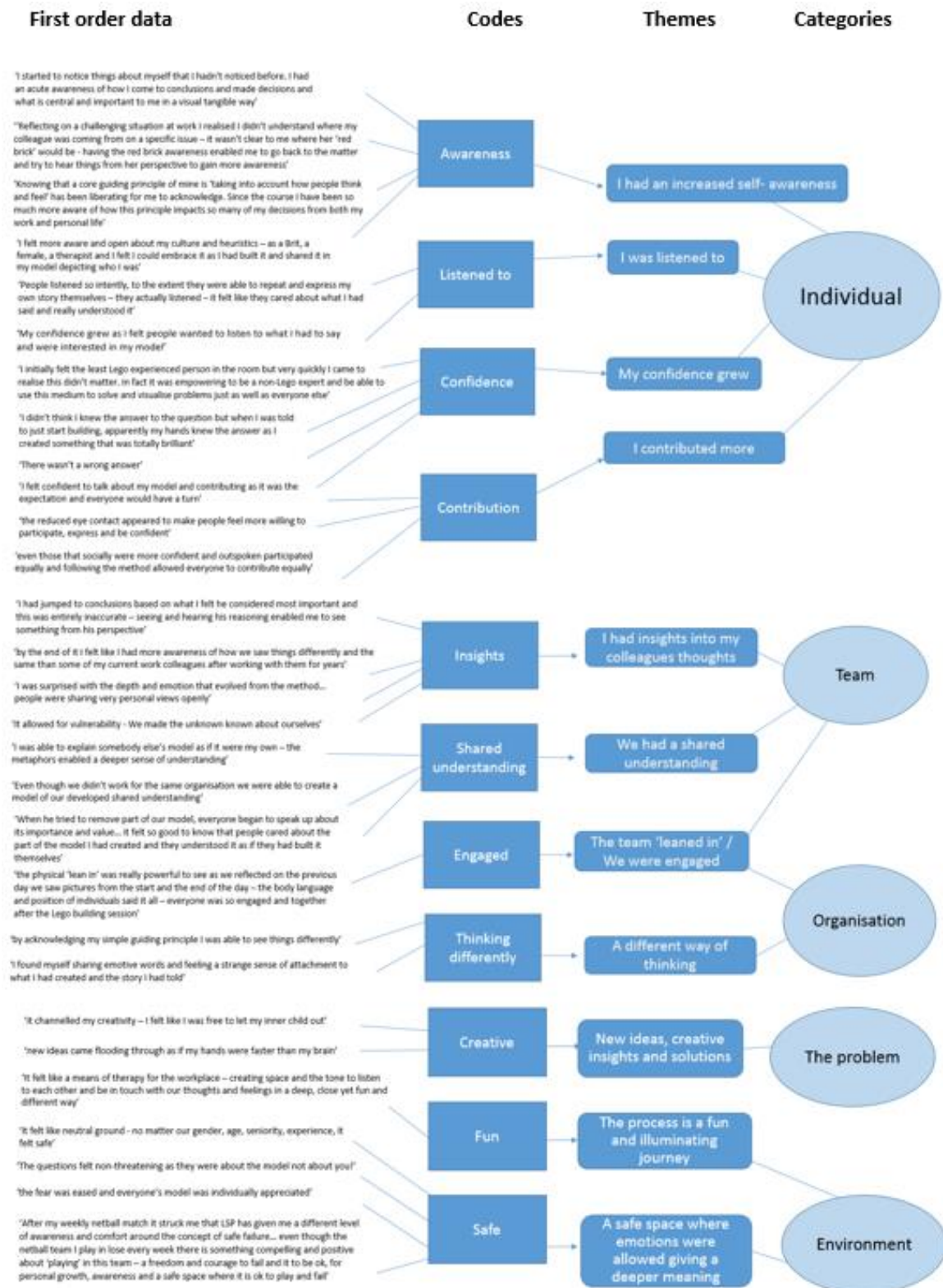
Fourteen initial themes were built, but after some consideration two were removed. I eliminated ‘*Captured all together by the method*’ as this was already encompassed by ‘*The team ‘leaned in”*’ and ‘*We were engaged*’. Secondly, ‘*having the key to your decision making*’, was removed as I felt this theme was not as widely relevant to all elements of the LSP method.

The ethnographic analysis process is detailed below.

4.1.1 My ethnographic analysis process

Figure 12 - My ethnographic analysis process

(First order data in larger font located in appendix 3)



4.1.2 The conceptual framework model

Following the analysis of my ethnography, a conceptual framework model was developed (see appendix four for full page version).

Proposed framework capturing the ‘value’ in Lego® Serious Play®

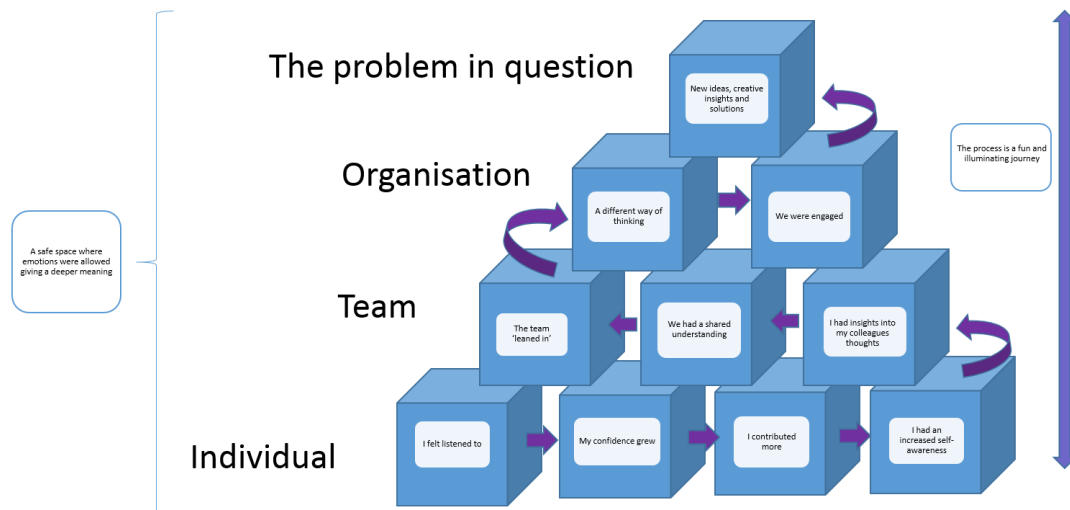


Figure 13 - The conceptual framework model

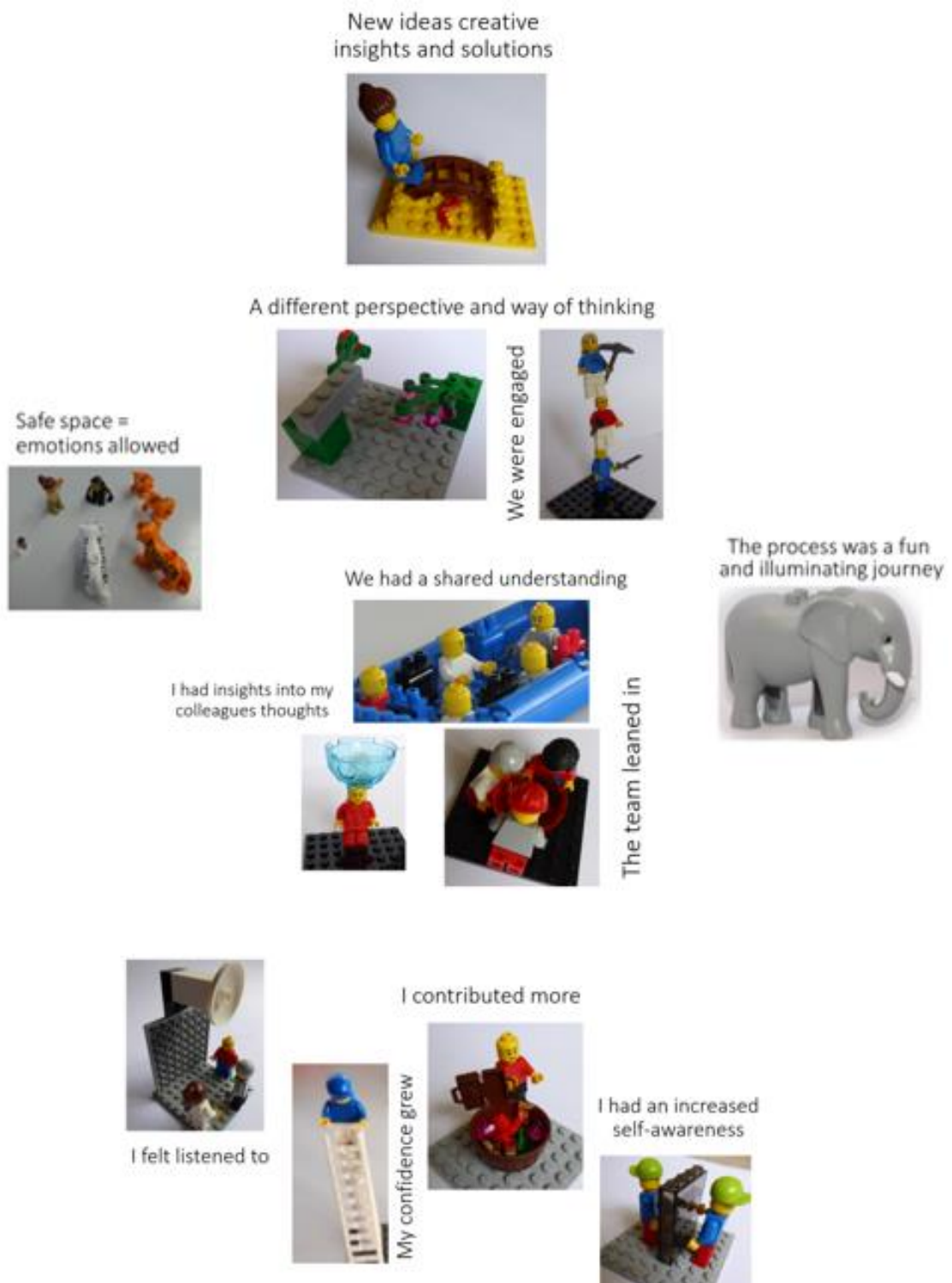
Each block indicates a ‘value’ that I identified within the LSP method. Twelve values were identified within this framework. Ten of these are incorporated in the pyramid and a further two in the wider model. The values in the pyramid are layered by their relation to the individual, team, organisation and problem in question. The purple arrows indicate a directional sense of flow to the framework. During my experience of LSP, I personally felt there was a progressive direction, (for example, because I felt listened to my confidence grew and therefore I contributed more). It was as if each block became a stepping stone that enabled progression to the next stage. Although the method itself encourages all participants to interact equally, the notion (aptly) of building block by block, and stacking

upwards (from the individual to the problem in question at the top), justified the pyramidal structure.

The framework was not intended to be an evaluation tool, but to portray and clearly identify the 'values' within the method whilst also displaying their relational elements to each other.

The pictures that follow this model, depict each 'value' in the framework that I created in Lego® form to assist understanding through visual imagery.

Figure 14 - A photographic representation of the values constructed in Lego®



4.2 Phase 2 - Semi-structured interviews

The second phase of my research involved completing six Skype interviews with various LSP facilitators. The interview consisted of seven questions focussed around the topic of values in LSP and the evaluation of the method. The results are tabulated below, showing the first order data, followed by coding, categorising (where appropriate) and theme development for each question.

Table 1 - Data and Analysis from Question 1.

As a LSP facilitator what do you consider the most valuable outcomes of using the method? (Value defined as having worth or something that could be evaluated).

First order data	Code	Category	Theme
Speed and efficiency Do good work in a fairly focussed and intense way Maintains motivation provides that corridor of challenge, keeps momentum and discovery A stronger proposition of having an outcome Time limit is valuable as the things that first come into people's minds are expressed	Time	Process level	Efficient and focussed process
Unique opportunity to see something in real terms - helps to see that in a practical way, Very visual, easier to remember, the power of stories Enables people to use different abilities – some more visual, some are more auditory, memorable, personal and insightful stories It's a holistic multi-sensory approach The right level of challenge - individuals feel engaged and it dissipates anxiety or boredom	Practical method		Multi-sensory approach
You are talking to the model, it's not personal – helps you to look and deal with something in a safe way that could be a very emotional response Unanimously they said they were having conversations they had never had before That negotiation of can I live with this? It is a really healthy way of looking at conflict Gives everybody a language to express themselves Thinking, communication and problem solving process Puts you into an exploratory mind-set –more valuable if you are trying to create specific outcomes as people are less resistant, they feel less threatened and are more likely to take risks	Model helps communication		Model and method gives a new way of communicating / a new language
A safe space for negotiation enables a process of letting go, being more open	Safe environment		A safe space
Immediately people are seeing ways it can be used and how it is helpful even after only have a short experience It ignites possibility It is fun and creative - develops something interesting and something new The mode of using play is valuable - it is exploratory and positive	Play being valuable		It ignites possibility through positive exploration

First order data	Code	Category	Theme
Applicable across all cultures and all organisations. Involving everyone giving it a stronger impact Very participatory, from 20/80 to 100/100 – so people don't dominate, everybody's opinion and ideas shared Even footing because of the process – democratising tool Gives a level playing field	Accessible	Individual level	All can participate on the same level
People feel heard, engaged, involved, motivated, empowered, people feel understood and part of something	Listened to		People feel listened to and a part of something
Everybody to conceptualise their own view and idea on a given question before they see everybody else's, without being influenced by others or by feeling intimidated Enables their own pure response As you build you discover things, the process enables you to see different interpretations of things Each person gives their own contribution and then comment, they are not influenced because they are able to express thoughts and ideas first in a model Explicit your experience or knowledge, what you have in your mind it comes out in the model	Response		A unique response of my own – unlocking my potential
Exploit in a positive way and maximise the potential in the room and benefit from diversity Takes into account all the creative experiences and power of all the members of the group	Diversity	Team level	Benefitting from diversity
People were honest Connection with your hands and the model allows you to surface stuff in an authentic way Authentic as people will say things to each other that they wouldn't otherwise say	Authenticity		Authentic conversations
Very good tool to develop a mutual or shared understanding Bigger picture view than just your own perspective, People understand each other much better – people go around thinking they understand the same thing about things but they don't really – where now they feel they really understand each other	Understanding each other		Developing a shared understanding
Part of growing trust and commitment to an organisation – crucial for developing healthy relationships Committing to a different future and working differently	Commitment	Organisation level	Committing to working differently

Table 2 – Data and Analysis from Question 2.

Can you share an example where LSP has brought about measurable change and benefit to a team or individual?

First order data	Code	Theme
It's the measurable that is difficult – how can you measure that we just accomplished more in one day than we ever have before? The big question is what is the measurable? For me measurable suggests consistently measurable Often People express that In LSP a lot of the learning is in the process – it's the actual process that changes something in the group and changes something in someone's head - how you can measure this?	Measurable	The challenge of what and how to measure
I have an example where the outcome was different to what was expected from the premise. For me measurable suggests consistently measurable The big question is what is the measurable?	Specific challenges	Measurable objective before the workshop?
I'm using LSP with pupils I work with. Initially I take a sample of their writing and they build a model that shows their current understanding. After the LSP workshop I then ask them to explain it to others in their own words using their own model. If they can teach somebody else the concept, I think it shows they've really learnt it. You can also see measurable differences in their educational results and writing samples. I have an example where nine team members had nine different opinions of what the project goals were. After the workshop we were able to see they had developed a shared understanding of the objectives of the project.	Examples of measuring change	Change measured using pre and post outcomes

Table 3 – Data and Analysis from Question 3.

Do you currently evaluate the LSP workshops and sessions you run? Please give details

First order data	Code	Theme
No I don't evaluate my workshops but would do if there was a suitable measure available We have worked on this for twenty years to find an evaluation tool and haven't got there	Not evaluating	Have not found a suitable evaluation tool
I would encourage you in your project as I think evaluation with the method is a real challenge and would be very useful. We have worked on this for 20 years to find an evaluation tool and haven't got there. We have learnt that LSP is a different way of thinking, communicating and problem solving which means we need different way of evaluating this system – you cannot use existing tools to evaluate a different way of working	The need	An evaluation form would be useful
Internally in our company we have many tools. Before any training you must define why you are having the training? What are you trying to impact? How do you measure this at the moment and that you aren't satisfied by this? There is a measurement in place given by the team.	Company evaluation tools	Using company specific measurement tools to set objectives and measure against.
Yes I use a feedback form at the end of every workshop immediately but not long term follow up. Mostly I tend to use my own which asks: What's your overall assessment of the workshop? Which aspects of the workshop did you find most interesting and useful? Did it achieves its objectives? Sometimes I evaluate workshops but not on a scientific basis for example what did you like? What could be improved?	Self-developed evaluation form	Variation in what is evaluated. Importance of whether the workshop achieved its objectives

Table 4 – Data and Analysis from Question 4.

What do you perceive are the challenges and benefits of using a pre/post evaluation tool?

First order data	Code	Theme
A more realistic picture, setting clear goals and targets, you as a trainer clear to deliver on those targets and expectations. Gives you an indication of peoples thinking before they go into LSP	Pre-evaluation benefits	Pre-evaluation is useful to guide the facilitator
You can measure success, what has worked, what didn't work, and decide on the next stepping stones for teams and individuals. It's a fantastic sales tool, if you can get feedback that you can use afterwards as a measure of effectiveness. For the client, it would also be helpful on their project as they can go back and see what has been achieved. To show the value of the method in comparison to other methods. People can see a shift in their own perception and their ability. It helps to measure the impact and helps me to see where there are areas I need to work on. It also gives an accountability to what I am doing, giving that process a way to be measured.	Post-evaluation benefits	Post-evaluation is valuable for the client and facilitator to demonstrate change
Working out what it is that you want to evaluate and measure. The difficulty is that people don't have a real concept of what is involved with LSP until they have actually done it. I believe often people expect change or improvement too quickly – a week or a month after – which is too early to measure as most of the time you are trying to impact behaviour and impact how they communicate with others and that doesn't change in a month. It takes time for them to change habits Having a single or small set of measurements that would be appropriate to all LSP workshops might be quite difficult Evaluation tools are often filled out in a great hurry, people don't like doing it and just do it as quickly as possible, so you would have to have a process that would engage people. People are often impatient on measuring success.	Challenges of pre and post evaluation tools	The challenge of knowing what and when to evaluate

Table 5 - Data and Analysis from Question 5.

Who would be important individuals to complete the evaluation - the entire team or the individual whom requested the session and why?

First order data	Code	Theme
The entire team but you may want slightly different questions. All the stakeholders should be involved in the evaluation continuous with the idea of everyone being involved. It might be interesting to ask someone externally if they see that something changed after LSP. I guess it depends what it is you are evaluating –the workshop or the impact of the workshop? I would also include those leading and facilitating the workshop too because I think it would help. If you only get some of the participants views – then you often get the most enthusiastic people filling it in, those who could probably give the most valuable contribution may not have filled it in	Who	All involved should be involved in the evaluation process Key question are you evaluating the workshop or the impact of the workshop

Table 6 - Data and Analysis from Question 6.

Are you aware of any specific tools or outcome measures that you feel would be applicable to measuring and capturing change when applying the LSP method?

First order data	Code	Theme
No I'm not aware of any specific tools (three participants)	Not aware	Unaware of evaluation tools
We have developed an evaluation form for a specific workshop we deliver, however this needs more validation in a broader sense and that is a challenge. One of the questions I usually ask is did it meet the expectations and secondly would it be useful as the project progresses? Another really important question is would you recommend it to colleagues?	Self-developed	Questions currently used in self- developed evaluation forms
I think it's less about measuring the effect of the LSP at the end of the day it's a method not a training curriculum so any measurement the organisation has is what I would use e.g. Employee retention, customer satisfaction, employee engagement, revenue. Whatever they wanted to set out to change and focus on, then that is how I would measure success after training. That gives me a clear indication on how they want to be measured and what they want to impact. It's not about inventing something in addition but being clear on how the business measures success.	Company measures	Using companies own measurements on how they want to measure and show impact
I haven't got experience with business evaluation tools but I know of The Goal Attainment Scale (GAS) goals and Canadian Performance Outcome Measure (CPOM) from my own profession. I think it's the design features that are key. If you have a defined goal or question to work to as a team, the outcome measure would need to capture whether there had been progress in helping to resolve or create whatever the goal of building and it could be very different each time.	Tools available	Utilising or adapting tools that are currently in existence perhaps from other industries

Table 7 - Data and Analysis from Question 7.

Could you give me an example of why LSP is such an interesting and effective approach to management learning?

First order data	Code	Category	Theme
I think you learn a hell of a lot from LSP – things like it's possible to massively increase the input of others, a requirement for all to think and speak in the meeting and a structured discussion in the meeting with expectations going into it. Hands can help you unlock knowledge and build ideas. Things like we have a unique look and take on everything even if we use the same words. People make an agreement but everyone has a different interpretation of the meaning. The idea of laying out ideas where everyone can see everything, depersonalising by focussing on the model. You are not forced but led to working together. In this method people don't have an action plan with thirty things to do but a few actions where everyone buys in and feels they can fully agree because we have a shared understanding and have agreed on the steps to take.	New ways of working	Organisational level	We have broken our habitual way of thinking
Many leaders believe that they have to be the captain on the ship, so that they tell people what to do or show them fifty five PowerPoints but that doesn't engage people. LSP is a way of involving people. People want to be part of something. It's very levelling – so the way that people manage now is less hierarchical and more networked – all of those things are absolutely in the approach central to LSP. People from different areas and hierarchical levels in an organisation can participate equally An example from a LSP workshop I did with a hospital in Germany where members in the group were from administration, nurses, doctors, they were not talking to each other before due to all the hierarchical levels, but using this method, each participant could say what he or she thought about diagnostics in the hospital from their perspective and everyone listened and developed a new understanding	Involves everyone regardless of hierarchies	Team level	Hierarchies were suspended
It definitely takes you out of your comfort zone. I have a personal strong view that people aren't playful enough in work. Playfulness is key. It encourages all kind of things like authenticity, collaboration and risk taking and to encourage exploring which is absolutely vital in management.	The benefits of play at work	Process level	Playfulness is key
My experience from a recent workshop saw a team come together like never before. It enabled them to look at what they really valued in their team and some of the strengths and issues around being part of that team. Every single person gave positive and very enthusiastic feedback. They were surprised about what had come up. They wanted to keep using the method. They fed back that the time went really quickly and someone said 'it was the best training they had ever had'. That for me demonstrates that LSP is like no other experience and we have a lot to learn from it.	Example experience		It was an experience like no other

4.3 Phase 3 - Engagement and feedback on the model

The final phase of this research involved the interview participants providing feedback on the conceptual framework following their interview. Three of the participants responded to the model by email and three chose to give verbal feedback which I transcribed.

The data was subjected to the same analytical process as the interview questions. Codes enabled data to be gathered together from which themes were developed.

Table 8 - Data and analysis from feedback on the conceptual model

First order data	Code	Themes
The framework looks great. I think it's a really good model. It does seem to have too much of the team building feeling. I like it as it captures the benefits of LSP as a technique and method so would be applicable to most users. The broad applications of the model is helpful.	Overall impression	Too focussed on team building Broad model enables wide application
I'm a little bit allergic to the term fun but I think it's missing the business aspect. I can use fun but it's actually more the notion of speed and efficiency and purpose it's not just to have a warm and fuzzy fun team building. One key word I think is missing is the word commitment. Perhaps more on the organisation level that we are confident that this is the best thing therefore we commit. If you have new ideas and creative insights and solutions but if people don't feel committed to going out into the organisation and doing them it will not happen so the word commitment is really key. On the individual level there is a part missing of how it helps the individual think. It became a language to me. People often say when we ask them these questions that they do not know the answer, which is why you should build. I did not know I knew this. It's a notion that is more than I contributed more... it's also I discovered... I unleashed my knowledge. I contributed more and increased self-awareness have too much of the team building sound. If you use too much of the traditional terms people relate it to the traditional way of how they see that and that's a big challenge to LSP because people try to say how can I now do what I normally do but do it the LSP way. No that is not how you do it. It is a different way. It is not trying to use your current way of working it's a different way of working. Also this notion of benefitting from diversity is missing – as well as a shared understanding we were able to benefit from our diversity. It gave me the time and space to conceptualise my own response to a given question first, to build and develop that, before being influenced and I think that is really important. I think that space is honouring the individual's creativity and enables people to tap into their own stuff. I	What is missing?	Fun? Commitment I unleashed my knowledge A different way of working Benefitting from diversity Build my own unique response first I had to listen

First order data	Code	Themes
guess it would be: build my own view in response to what has been asked or build my own response first or build my own unique response first. One of the values is about talking to the model rather than talking about a problem or issue or individual face to face. The model gives an intermediary that isn't emotional so in discussions you can only talk about model and it gives a discipline and focus in on something specific. I think its missing that it gives you the ability to express yourself in different ways as it is multi-sensory. I almost feel like you need a base level capturing fun, visual, auditory and perhaps the safe environment that the pyramid could be stood on.		The model gives me an intermediary language It is multi-sensory Base layer requirement
I feel that the top box is not a statement for LSP only and applies to many learning methods (new ideas, creative insights and solutions). If I was a client it would not feel convincing enough that this is the best method to use. I agree with the core values but I would suggest to write all the values in the same way as sometimes you use a verb, sometimes not. I'm interested that you have used the subjective 'I felt listened to' there is a difference between feeling listened to and being listened to. I wonder why you phrased it like that. Some of the values are factual, the team leaned in/ I contributed more. In developing the tool can you split some of it into feelings and to factual? As they are values I feel the model should have 'it enables me...' could this be at the start of each sentence? I would change –'we developed a shared understanding rather than 'I had a shared understanding' the process is about developing. I think the 'process is fun' needs more of an emphasis I wonder whether people did actually have increased self-awareness. I think everything else I agree with but I'm not certain that everybody has increased self-awareness.	What would you change?	Is it convincing for clients? Review the language We developed a shared understanding Do people have increased self-awareness?
The four level structure is great (I always like a pyramid) and if you're doing a pre-evaluation, you might want to get the client to rank each box in terms of what they are looking for. Perhaps the 'problem in question' label could be simpler: "outcomes". Otherwise the whole thing looks too much like it's focused on process. What is not so appealing on the top is new ideas, it kind of reinforces that it is an idea or innovation tool or brain storming technique. Perhaps instead it is actually about a paradigm shift in how you think about it, go about it and what you will do about it. We reached another level in our way of dealing with this issue. Maybe that is the top of the pyramid. We have taken our insights, ideas and understanding and reached another level. We think differently about this and we have broken our habitual way of thinking. Maybe the environmental elements could be named values of the process? The "process values"?	Structure	The problem in question too focused on the problem. Adapting environmental elements to process values. We have taken our insights and ideas to another level. We have broken our habitual way of thinking.
The first one on the team level should be the team leaned in as this leads to other things but I feel it should be first. It is tricky with a sequence, I wonder if the arrows should go up – turning them to feed up to second layer rather than going across? I'm not sure it needs the sequencing - the four levels are progressive enough for me; but if you keep it, I'd switch the first and second boxes on the Team level. Also isn't 'we were engaged' the same things as 'the team leaned in'. You could replace the former with something like 'hierarchies were suspended' which is a more organisational thing and drives new, more unconstrained thinking.	Sequence	'We leaned in' should come first on the team level Altering the arrow and flow direction Hierarchies were suspended

First order data	Code	Themes
I believe there is no sequence that will always be strictly followed and I believe the boxes can be moved around depending on the individuals and the task. I basically agree with the arrows, however I am not sure if this is really such a straightforward process. I do not see it needs to be in a sequence with arrows and I don't see it as a pyramid as some of it happens at the off. I think the sequence is a good way of capturing the process.		Varying views on the sequence being necessary
How could we measure the impact on these levels? For it to be more useful you might want to think about the context for the answer. Versus what? Expectations? Other methods and experiences? Suggestions for questions to use and rate could be: Did other people take time to ask questions and ensured they listened to me? Were they able to explain my view correctly to someone else to show they understand what I'd been talking about? In a group do you have time and opportunity to think up your own response before giving it, do you have time and opportunity to share and listen to everybody's thoughts and views?	Evaluation tool ideas	Impact o-meter Context for evaluation Suggestion questions

Themes that emerged were built in Lego® to assist the framework development process. After reviewing the model feedback analysis, certain elements were re-worked. Further new values were added and others were removed. The flow chart below documents the progression and development of the combined values, which were then utilised to develop and adapt the model and produce an emergent framework.

Figure 15 - Flow chart detailing the development of an adapted and emergent framework model

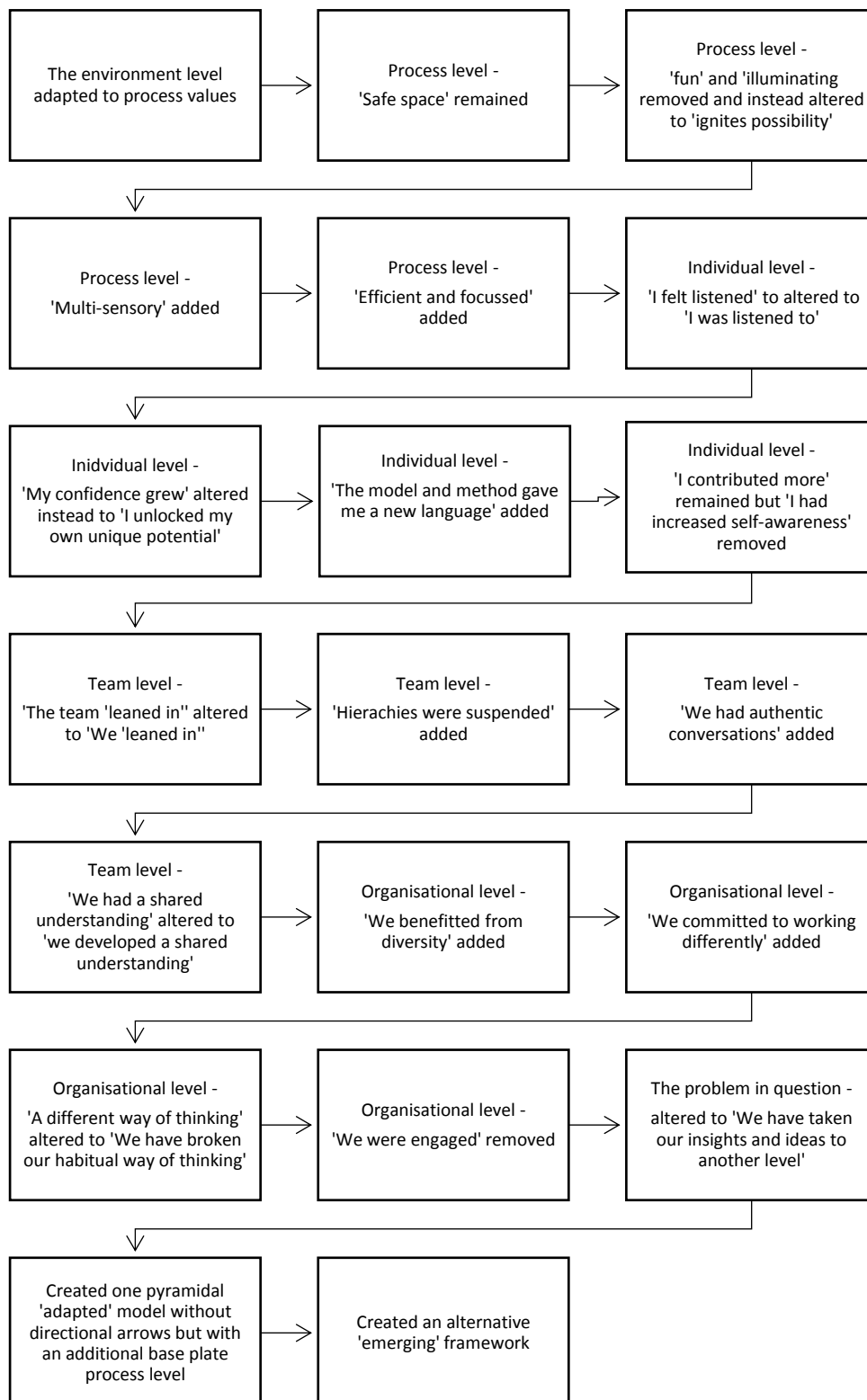


Table 9 - A table to display the initial themes and categories alongside the combined emergent themes:

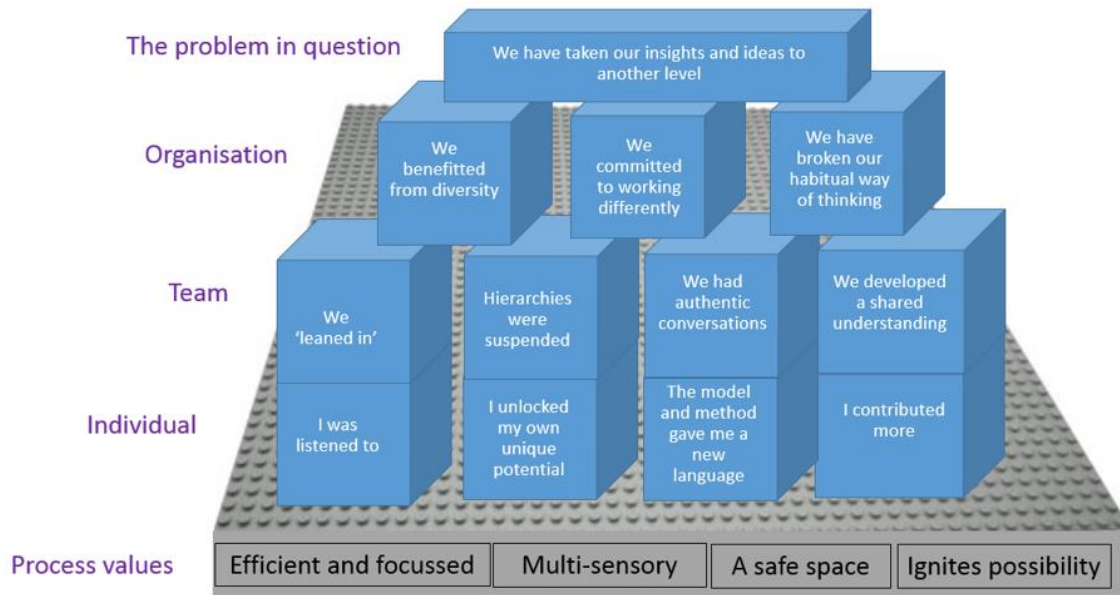
Initial themes	Category	Combined emergent themes
• The process is a fun and illuminating journey • A safe space where emotions were allowed giving a deeper meaning	'The environment' which developed into 'Process level'	• Efficient and focussed • Multi-Sensory • A safe space • Ignites possibility
• I felt listened to • My confidence grew • I contributed more • I had increased self-awareness	Individual	• I was listened to • I unlocked my own unique potential • The model and method gave me a new language • I contributed more
• I had insights into my colleagues thoughts • We had a shared understanding • The Team 'leaned in'	Team	• We 'leaned in' • Hierarchies were suspended • We had authentic conversations • We developed a shared understanding
• A different way of thinking • We were engaged	Organisation	• We benefitted from diversity • We committed to working differently • We have broken our habitual way of thinking
• New ideas, creative insights and solutions	The problem in question	• We have taken our insights and ideas to another level

Figure 16 - A photographic representation of the emergent values constructed in Lego®



4.4 Adapted framework capturing the 'values' in LSP

Figure 17 - Adapted framework capturing the 'values' in Lego® Serious Play®

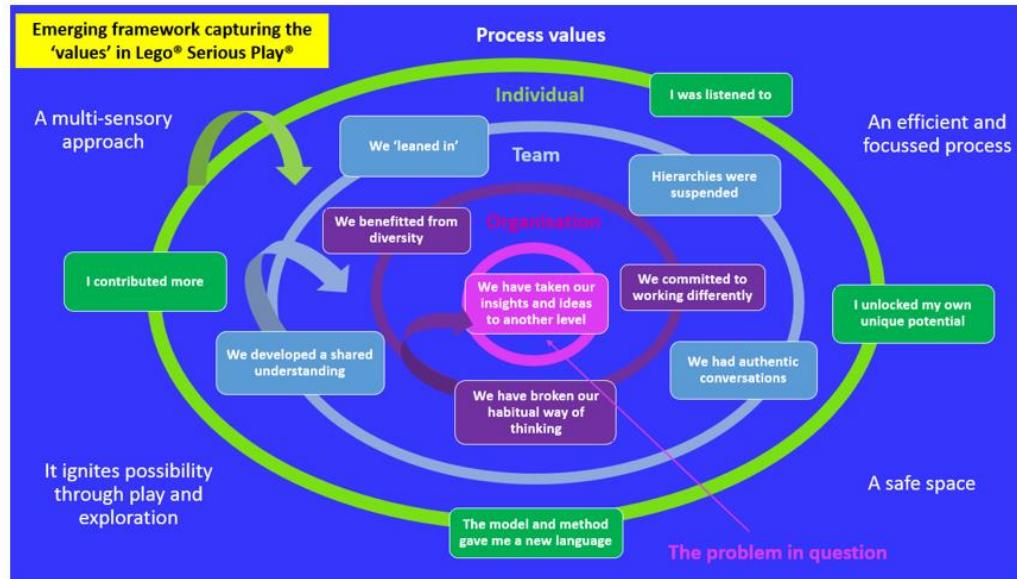


See appendices for full page version.

This model was created as an adapted version of the conceptual framework. It incorporates the additional emergent 'values' whilst maintaining a similar pyramidal structure. The base plate was added to incorporate the process values as a foundational level. The model has no specific arrows to determine direction across the layers, but relies on the blocks themselves to indicate a progressive nature of layering upwards.

4.5 Emerging framework capturing the ‘values’ in LSP

Figure 18 - Emerging framework capturing the 'values' in Lego® Serious Play®



This second model is my emerging framework. It takes a different cyclical format with a less directive form. The levels spiral inwards but the 'values' are not necessarily in a certain order or sequence (following the feedback). The process values form the background of the model and this is representative that they are present throughout the levels and experience.

CHAPTER FIVE - DISCUSSION

At the outset of this project, I embarked on exploring the Lego® Serious Play® (LSP) method. As a tool designed for problem solving and engaging all individuals present, I decided on self-involvement and participation in order to develop a better awareness of this subject matter. To do this, I embarked on an ethnographic journey, immersing myself in, and then reflecting on, a four day LSP facilitation course. Whilst on the course the topic for the research question began to emerge, as it became apparent that within the literature of LSP, (and in practice), the element that was missing was a tool to capture its 'value'. Having experienced the LSP process, I set out to highlight elements that could be considered as 'value'.

5.1 Extracting the 'values'

The initial phase of research explored the method through an ethnographic approach, using reflections of my experience of participation in a LSP facilitation course. The data collated from the reflective journaling was extracted to form themes and these were then categorised. As themes emerged from the first order data, I used Lego® to tangibly create each theme by constructing a model. Fourteen themes were built initially, but after some consideration through reviewing the models, two were removed to leave twelve. As I played and moved the Lego® models around, it became clear that some of the themes related to individuals, whereas others were focussed on the team. So categorisation began to take place.

By separating the values into individual; team; organisation; the problem in question and the environment, I iteratively established each value, developing theme titles. Eventually this resulted in twelve core values that were represented in a pyramidal conceptual framework model (see results for details).

5.2 Confirming or refuting these 'values' with experts

For the purpose of this discussion the participants in my research will be referred to as facilitators or interviewees to reduce any confusion. The initial interview question was composed to extract from LSP facilitators their understanding of the values of the method and the outcomes it can produce. Following analysis of the first order data, sixteen themes emerged, (see table and flow chart in results section). The themes were grouped within similar categories with the amendment of the category originally entitled 'environment' to become 'process values'.

Interestingly, during the interviews, two of the facilitators naturally separated the values they discussed into the categories of individual, team and organisation, similar to my categorisation. Other elements of grouping became apparent as a result of the interviews, such as a participant labelling certain values as 'process values'. I then adopted the same terminology when categorising that particular stage of values, as it felt more appropriate than the term 'environment'.

5.3 Confirming similar 'values'

A number of the discerned themes and values following the interviews aligned with my initial themes from my ethnography. On the process level, the idea that LSP created a '*safe space*', was identified. In my own personal reflections, I had included how it felt '*non-threatening*' and a reflection a few weeks after the course drew upon the additional concept of it feeling safe to fail:- '*After my weekly netball match it struck me that LSP had given me a different level of awareness and comfort around the concept of safe failure. Even though the netball team I play with lose every week, there is something compelling and positive about 'playing' in this team. I feel a freedom and courage to fail and for it to be ok.*' LSP provides a safe space where it is acceptable to try things out and play with ideas, even knowing they may fail.

The second process value to discuss is '*The process was a fun and illuminating journey*'. The interviewees had conflicting views about this topic. Many stated '*fun*' as being key and encouraging creativity. Others disagreed stating '*I'm a little bit allergic to the term 'fun'. I think it's missing the business aspect. Yes it is fun, but it's actually more the notion of speed and efficiency and purpose, it is not just to have a warm and fuzzy fun team building*'. This was enlightening for me, as I do not think I had appreciated the speed of the process quite so clearly, having only experienced the facilitation course. It also then struck me that although '*fun*' may be an

enticing element for participants, managers who are looking to solve a problem and buy into 'serious play', may feel this word has too much emphasis on 'play' over 'productivity'. Therefore in determining key values I chose to include an '*Efficient and focussed*' process. Alongside this theme I also created a new value that linked to creativity, play and the power of stories which I entitled 'ignites possibility'. I had reflected that 'LSP had channelled my creativity. I felt like I was free to let my inner child out'.

An additional value that was confirmed from the interviews, was the notion of being listened to. I had reflected that '*people listened so intently, to the extent they were able to repeat and express my own story themselves. They actually listened, it felt like they cared about what I had said and really understood it*'. Within my initial value I had called the theme '*I felt listened to*'. Interestingly, throughout the interviews, others questioned the subjective language of 'feeling' listened to, and suggested that the process for them meant that '*people are listened to*'. Having reflected on this further, I realised that my initial value of feelings, could be elaborated on, to encompass the fact that 'I was listened to' and this therefore became my replacement value.

The value 'I contributed more' was approved by others as an emerging value. One facilitator felt that it was more about discovery than increased contribution necessarily, however from my observations and analysis of the majority of facilitators, this was felt to be a valid outcome from the method.

'The team 'leaned in'', was agreed as an important value and came through in the interviews, in the form of *'engagement'* and *'attention'*. Interviewees acknowledged the phrase *'lean in'* was a part of the LSP lingo, but felt it was an apt representation of this value. I felt the language *'we 'leaned in''* was a suitable fit for the emergent theme.

The other value on the team level that was retained was the theme of *'shared understanding'*. One facilitator gave an example in which they were running a workshop for a team of scientists who had worked together on the same project for a year. *'Before the workshop started, they completed a survey asking the group individually what they thought the goals of the project were. All nine team members shared nine entirely different opinions of the project goals. LSP enabled that team to visualise this and develop instead a shared understanding and direction of the project.'* Another interviewee shared the value as *'developing a shared understanding'* rather than *'we had a shared understanding'*. This felt true to the method and therefore became the emerging theme.

The final value that was consistent from the ethnography and within interviews was the concept of thinking differently as an organisation. I had reflected that *'I was able to see things differently'*. A facilitator also added *'we have broken our habitual way of thinking.'* This resonated with the principles of the approach and the patterns that emerged from the

interviews, therefore this value became '*We have broken our habitual way of thinking*'.

5.4 'Values' to be added

Following the interviews, a number of additional values came to light as themes, which I have incorporated into an emerging model.

The ability to be in 'flow' (Csikszentmihalyi, 1990), was felt by one facilitator, to be associated with the '*multi-sensory*' approach. The method permits visual, auditory and kinaesthetic aspects of learning, making it accessible and engaging to participants. This finding is supported by research (Worren, Moore, and Elliott, 2002), which states that multi-sensory methods can support and develop an individual's knowledge and understanding. This was felt to be a foundational, process level value.

Three of the six facilitators mentioned a key value relating to '*having a unique and pure response*'. Individuals were able to conceptualise their own view on a given question without being influenced by others. By drawing upon their own experience and knowledge to build a model, they were able to make their knowledge a physical reality without being swayed by others' opinions. For individuals who may prefer to process internally or spend time coming to conclusions quietly, they may find this method freeing in comparison to usual team meetings, where certain individuals or

personality types may dominate the room. I had initially incorporated some of my reflections around this aspect of unique responses into the notion of confidence. I had reflected '*I didn't think I knew the answer to the question but when I was told to just start building, apparently my hands knew the answer as I created something that was totally brilliant*'. The importance of tapping into your own answers and potential is valuable in its own right, hence creating an emerging value of '*I unlocked my own unique potential*'.

Another value added on the individual level was '*the model and method gave me a new language*'. Using a model and sharing metaphors was reported as providing '*memorable, personal and insightful stories*'. Although the model by itself has limited explanatory power of its own, the story and descriptive insights from the individual, provide clear meaning (Schulz et al. 2015). I had also noted that '*the reduced eye contact, appeared to make people feel more willing to participate and be more confident*'. Other facilitators' comments included: '*It gives everybody a language to express themselves*' and '*you are talking to the model, it's not personal*'. The model becomes an intermediary. Often in meetings, conflict can encourage defensive behaviours. In this respect, the model appears to depersonalise aspects of communication, providing freedom of speech. Mainemelis and Ronson (2006) raise a question in their concluding remarks as to why people find joy and reward in enacting false stories through play, rather than searching for information based on truth and real life experiences. Perhaps in limiting ourselves to the past and what is known to be true, we

restrict the human potential to develop insights and adaptive solutions that imaginative play and metaphorical modelling can create.

A value and emphasis I realised I had not captured within my initial themes was: *'we had authentic conversations'*. Interviewees shared that managers often reported that *'They were having conversations they had never had before'*. People felt they could say things they usually did not voice. An example of this ability to share and bring to the surface thoughts otherwise unspoken, was shared by one of the facilitators in the study:-

'One guy simply took a spikey plant and put a mini figure on it and put it on the table and said he was finished. When it came to sharing he said "that's me sitting on a pineapple. The thing is, when I'm at work, I'm given these tasks to do and I don't really understand why we are doing them. I don't think we should be doing them. Sometimes, I don't know how, but it hurts". The room was silent and then his boss said "Really, you see those as pineapples?" Looking at the model the guy said "Yes I do". The boss continued to look at the model and asked "Does anyone else feel like that?" Three other people joined in with their eyes remained focussed on the model and said "Yes I feel like that too". The boss then said "Yeh I can understand that. Well I get given these tasks and quite often I don't understand why we are doing them. I try to push back on a lot of them but I can't push back on all of them. Sometimes we just have to sit on a pineapple". From this moment on, the pineapple became a badge of honour, when they went into planning meetings they started saying, "I have

a pineapple, who wants it?” Rather than sitting there and resenting it, the symbolic pineapple became a badge of honour – “Who wants this pineapple?”

A further value theme that emerged from interviewees was that *‘All can participate on the same level’*. Phrases such as *‘an even footing’*; *‘a level playing field’* and *‘a democratising tool’* flagged a sense of access for all, and a lack of hierarchical barriers that can often be present across organisations. Vince (2012) draws attention to the presence of power through social power relations such as class, gender or race and evolving, too, from structure and agencies. One of the interviewees shared an example of a LSP workshop completed in a hospital on a specific diagnostic care pathway. The group consisted of administrators, nurses, doctors and therapists. Prior to the workshop there had been clear barriers to engage and discuss matters due to the hierarchical levels. However, through the method of LSP, each individual was able to share their perspective and together they developed a new shared understanding. It may be naïve to think that such power balances could shift significantly for any length of time beyond the LSP session. Nevertheless, the power balance is positively challenged whilst in the momentum of the method, as everyone is expected to contribute and everyone is expected to listen. Therefore a value taken forward from this was *‘Hierarchies were suspended’*.

The value of *‘committing to working differently’* emanated from a couple of the interviewees acknowledging that it is not just the individual session itself that is powerful, but also that this tool can instigate a new way of

working and encouraging commitment. *'In this method people don't have an action plan with thirty things to do, but just a few actions where everyone buys into this and feels they can fully agree.'* Another facilitator voiced *'If you have new ideas, creative insights and solutions, but people don't feel committed to going out into the organisation and doing them, it will not happen. So commitment is really key.'* This notion struck me when thinking of portraying the distinction of this tool. It is not just about the workshop, but the longer term view and commitment to a new and different way of working. Jacobs and Heracleous (2006) conclude that a key element of sustaining the effect of the LSP intervention, is to invite clients to take the actual Lego® constructions back to their organisation and use these as aide-memoires. Although the tangible benefit of being able to check back in with the model could be very useful, perhaps something more sustainable (whilst also promoting change) would be to challenge the participants about how they can utilise, and draw upon some of the different ways of working, that may have come out of the session. One facilitator shared how he frequently reminds clients that although LSP has a vast array of interplaying elements (that enable new thinking, communication and problem solving), some of the principles such as *'empowering everyone to speak in a structured discussion or using your hands to unlock knowledge'* can be continued and committed to everyday.

Within the team level a further theme that emerged linked in closely with unlocking an individual's potential. The notion of 'benefitting from diversity' was something that most facilitators touched upon. Interviewees said: *'It takes into account all the creative experiences and power of all the*

members of the group, and *'exploits in a positive way to maximise the potential in the room and benefit from diversity'*. Interestingly researchers have debated the perception that diversity is always good for business, noting that the benefits of varying perspectives may be optimistic. Research has shown that whilst context dependent and only under certain conditions, there is evidence to suggest that there are performance advantages of diversity (Jackson, Joshi, & Erhardt, 2003). The advice documented in the research to support diverse teams, focusses on encouraging groups to learn more about each other; have shared experiences and find ways to facilitate positive emotions as a team. These are all factors that clearly are central to LSP. During the interviews one facilitator shared an example in which two teams were merging together. *'A digital team, who were young, eager and perhaps could be seen as impatient, were joining an older team, who worked in policy finance and were fairly resistant to change. They were struggling to come together as a single team as they worked so differently. Through the process of LSP, they realised they had many similar issues and so by understanding commonalities rather than differences, they began to overcome some of the challenges of working together.'* In one of my personal reflections I had also touched on this aspect of roles we play and diversity we bring, stating *'I felt more aware and open about my culture and heuristics – as a Brit, a female, a Therapist and I felt I could embrace it, as it was who I was'*.

The final theme that surfaced was aligned with the problem in question. The initial value depicted was *'New ideas, creative insights and solutions'*.

Interviewees reported *that 'within workshops clients can almost immediately see ways of how the method can be used to assist thinking and shift mind-sets'*, and that it is the prospect that is of worth, stating *'it's the guarantee or stronger proposition of having an outcome that is valuable'*. Another facilitator said *'it kind of reinforces that it is an idea or innovation tool or brain storming technique. Perhaps instead it is actually about a paradigm shift in how you think about it, go about it and what you will do about it. We reached another level in our way of dealing with this issue. We have taken our insights, ideas and understanding and reached another level.'* The language of stepping up a level, appeared to feel relevant to movement and actions created in the process whilst also linking to the pyramidal structure that was illustrated initially as the final progressive value. The emerging value therefore became *'We have taken our insights and ideas to another level'*.

5.5 Evaluation of LSP

One of the research aims was focussed on reviewing evaluation of the LSP method following the identification of key values. During the semi-structured interviews, I gained insights into current evaluation methods used.

5.5.1 The challenge of what and how to measure?

Interviewees were asked for an example where LSP had brought about measurable change or benefit to a team or an individual. Many of the facilitators struggled to share an example. Responses included:

“No, because I think it’s the measurable that’s difficult. What does that mean, that it’s measurable? How do you measure that we just accomplished more in one day than we ever have before?”

“It’s very hard to measure it other than in the feedback you get. For me, measurable suggests consistently measurable.”

“A lot of the learning is in the process. It’s the actual process that changes something in the group and changes something in someone’s head. How can you measure this?”

Some facilitators did share some examples of what they indicated as measurable change such as ‘*a team developing a shared vision after starting with very different ideas*’, or with a LSP facilitator who is using the method in an educational setting with children: - ‘*if they can teach somebody else the concept, I think it shows they’ve really learnt it. You can also see measurable differences in their educational results.*’

Two facilitators highlighted the challenge of outcomes i.e. what you set out to achieve is something very different to what actually develops from using the method. Facilitators said:

“The manager requested a workshop to focus on a specific problem he felt the team were facing. With the initial exercise I took a broader approach to look at the challenges the team would express they face, to confirm the manager’s assumptions. Interestingly the problem the manager had thought was the biggest issue and challenge, wasn’t built by anyone. This was very insightful for the manager to realise that there were other things to prioritise.”

Another facilitator shared an example of working with an HR team which had requested a LSP workshop to help develop their vision. It became apparent very quickly within the session that there were other priorities to deal with, taking precedence over the ‘vision’. This meant that the workshop progressed and morphed into looking at reorganising and understanding the team structure.

These examples present one of the challenges for such an evaluation process. If you were measuring whether you had achieved what you initially set out to do, then the process would not capture the progress that had taken place.

It is therefore perceived that the word ‘measurable’ is the debateable element among the interviewees. What values are important to measure and how is it possible to capture these?

5.5.2 Measureable change

When asked if the LSP facilitators currently evaluate their workshops, two out of the six facilitators reported that they did not evaluate the sessions, but would do so if there was an appropriate tool available. Other facilitators in the study had differing opinions on the process of evaluation and what it is that they were evaluating. What became apparent, is that few of the facilitators were actually using the evaluation forms to measure change within the organisations for which they had completed workshops. Most forms related to reviewing the facilitator's performance and the actual workshop, rather than the impact or change to the participants.

Answers included:

"Mostly I tend to use my own tool which asks questions like: What's your overall assessment of the workshop? Which aspects of the workshop did you find most interesting and useful?"

"Sometimes I evaluate workshops, but not on a scientific basis, for example what did you like? What could be improved?"

Conversely one facilitator made it clear that the tools used in the evaluation process were not specific to measuring the method of LSP, but the change to the organisation.

"At the end of the day it's a method not a training curriculum, so any measurement the organisation has is what I would use, e.g. employee

retention, customer satisfaction, employee engagement, revenue.

Whatever they wanted to set out to change and focus on, then that is how I would measure success after training. That gives me a clear indication on how they want to be measured and what they want to impact. It's not about inventing something in addition, but being clear on how the business measures success."

This response initially made sense to me as a valid method for evaluation. However, when beginning to investigate this further, I was interested to understand how such measures are actually correlated to the LSP method. For example, how can you prove that after a few LSP sessions, any statistical improvement in employee retention numbers is solely down to LSP? The ability to prove cause and effect in such instances seems insubstantial. There are potentially too many variables involved with very broad criteria for evaluation. There are instances where 'cause and effect' are clearer to spot. For example, the participant who uses LSP within education has a clear way of discerning pupil changes through using writing samples, school examinations and better verbalised understanding. However, apply this to the complex multifaceted business world and it becomes harder to translate and find measures that are as obvious.

Elements such as meeting length, attendance at meetings and content of meetings may be easier to record. These may be directly linked to cost savings and productivity, which could be an easier measure to indicate

change. However, even these factors may require the controlling of other variables in order to prove that the results were down to LSP. Using these factors alone would also limit the possibilities already identified.

Facilitators appeared to struggle to identify evaluation tools that could encompass all the above whilst still being flexible, plus also incorporating the wide range of further possibilities that LSP can address. Noticing the broad values initially noted from my ethnography and the further values added from interviewees, could there be a way of capturing such elements in an evaluation tool?

Two of the initial individual values relate to communication concepts of 'being listened to' and 'participating more'. Measuring such elements could be completed subjectively by the individual rating their perception, but there are also possible objective tools that could be employed to record such values. A tool currently under development at University College London, is the 'Interaction Network Tool' (Howell et al., 2017). This tool was actually developed to assess Acquired Brain Injury patients, with a social communication impairment. It relies on video footage followed by analysis, to track interactions among participants. The results detail the strength of the interaction and communication based on frequency. As far as I am aware, such tools are not utilised within management at the present time. Realistically this sort of tool would perhaps only have use in a research study looking at providing measures to demonstrate the difference between

methods such as LSP and other approaches. The usability of this sort of measure in a real-life work setting may be unrealistic, but it would be interesting to complete a study to gather measurable data, understanding how such a method changes communication and interaction.

5.5.3 Pre and post evaluation tools

The purpose of using a pre and post evaluation tool is to measure change and to review whether an intervention has made a difference. Interviewees were asked what they would perceive to be the benefits and challenges of using such a tool for LSP evaluation. There was a clear unanimity among the facilitators that an evaluation form would be beneficial. Not only *‘for the facilitator to gain feedback, measure effectiveness and then ultimately use this as a sales tool’* but also *‘for the clients to have a clear view on their progression and outcomes of having used the method’*. There was a sense that people wanted to be able to prove its worth in comparison to other methods. One facilitator noted that it would *‘give an accountability to what I am doing’* and another reported *‘it would be incredibly helpful’*.

Not one of the facilitators mentioned the fear that by completing a pre-evaluation form, you may in some way disrupt the benefits of the session. I had felt this could be the case and recorded in one of my post course reflections that ‘the mystery in the process, (not knowing quite where you are going), is a big part of the magic of what you get out’. The surprise of new insights, different ways of thinking and understanding of others, could

perhaps be less impactful if the goals were known beforehand. Having said that, prior to completing the course I had read around the subject, but felt that this did not appear to affect my experience.

Other facilitators actually viewed this conversely, noting that *'having a realistic picture, setting clear goals and targets can help you as a facilitator understand people's thinking, before they go into the session'*. Another facilitator did extract another potential challenge with pre-evaluation tools for LSP in that *'people don't have a real concept of what is involved with LSP until they have actually done it. So it's a bit like saying to someone who is colour blind, the grass is green'*. However reporting on certain values prior to LSP does not necessarily require an individual to understand what is involved with the method.

In order to have a useful evaluation tool, there must be an agreement on what is important to measure. This was a common thread through each interview. Most of the facilitators felt the breadth of the possibilities for LSP would make it very challenging to evaluate. Other difficulties reported related to assessing at what point the evaluation is completed. One interviewee said *'people expect change or improvement too quickly. A week or a month after is too early to measure, as most of the time you are trying to impact behaviour and impact how they communicate with others. That doesn't change in a month, it takes time for them to change habits'*. Another reported *'in my experience evaluation tools are often filled in in a*

great hurry at the end of the day. People don't like doing it and just do it as quickly as possible'. These are two important considerations to bear in mind when developing a tool, particularly if you are trying to demonstrate sustainable long term impact.

Within past research there have been very few studies looking at LSP and long term follow up. Geithner and Menzel (2016) incorporated a follow up measure one year after their use of LSP in a business case study game. Although they only had a twenty six percent response rate, they did show that the use of LSP had reportedly helped the participants to increase their knowledge in project management. The challenge noted in this study related to the subjectivity of self-assessment measures, as skill-based outcomes were found to be difficult to evaluate in education based scenarios. By completing rateable pre and post evaluation forms, the researchers did however produce some statistically significant data, showing improvement in soft skills and awareness about project management.

With pre and post evaluation, I have discussed the importance of actual value and outcomes and their measurable potential. Nonetheless, it is also possible to hypothesise impact beyond actual value and outcomes, as the use of LSP may trigger a raft of unexpected and unanticipated results, conclusions and consequences. These may be impossible to measure, and may not be always be obvious to those using LSP, the facilitators or even

the organisation. This adds elements of unpredictability, originality, creativity and ingenuity to the whole process. Whilst not quantifiable, these factors may be of great significance. However, due to their hidden nature it is beyond the remit of this study.

5.5.4 Who should be involved in the evaluation process?

All of the facilitators interviewed shared the same indicators concerning the importance of the person completing the evaluation process. The general consensus was that everybody involved in the process should be involved in the evaluation. Some facilitators commented additionally that by encompassing everyone, they would also include those facilitating the workshop and if possible an external view from somebody who was not involved in the workshop. This may enable a different view and perception of how the team worked following LSP. One interviewee also added that if you only evaluate some participants (e.g. those volunteering feedback) you will be likely to get a skewed view. He also stated that *'you often get the most enthusiastic people filling it in, and those who could probably give the most valuable contribution may not have filled it in'*.

5.5.5 Evaluation tools in existence

Half of the facilitators in the study reported that they were not aware of any specific tools to measure or capture change when applying the method of LSP. Two facilitators noted that they had created their own tools, but both

were related more to evaluating the facilitator and the workshop itself as opposed to measuring change and outcomes for the team, organisation or individuals.

One participant reported not knowing about any specific LSP or business related evaluation tools. However, she shared two tools that she uses in her own profession, which she felt could be pertinent for consideration. The measures that she uses are: The Goal Attainment Scale (often known as GAS goals) and The Canadian Performance Outcome Measure (CPOM). Both originate from her background in healthcare, and are pre and post evaluation measures. She shared some details of using the CPOM and reported that she had used this measure partially in relation to previous LSP workshops.

'The client rates three things on a score of 1-10. Firstly the importance of an activity. Secondly their perception of their current ability on that particular task and thirdly they score their satisfaction with their current ability. After intervention you re-score those three elements. They can then see the shift in perception and any progress they feel they have made compared to before the intervention. Goals are picked very carefully as part of the CMOP. They are not randomly picked. It's a shared experience creating the goals and identifying which are the important areas to work on.'

Although the above tools are tailored towards healthcare and measuring rehabilitation outcomes, it would appear there is some relevance and learning that could be applied when developing an evaluation tool for LSP. Further exploration of such tools and perhaps others from fields outside of the management realm would be worth investigating in future research. It would appear that having a tool for managers to engage with prior to LSP, which provided a breadth of possible outcomes to measure and review, would be ideal. Creating questions for each identified value that drill down into the area anticipating impact (perhaps with options for both subjective and objective measures), could be a suitable approach to take.

5.6 The conceptual model – Structure and sequence

Feedback was provided on the initial conceptual model to both develop the values it encompassed as well as how individuals understood and interpreted the structure and sequence of the values in relation to each other and the method of LSP. Structurally it appealed to some and not others. Some interviewees found the pyramidal structure clear, '*The four level structure is great*', and noted how they liked the element of blocks as it linked well to the building process central to LSP. Others found the structure challenging stating it to be '*too much like team building and too traditional in approach*'. This facilitator felt that by using traditional forms of modelling, people may assume it relates to a traditional way of working,

which is a challenge to LSP as *'It is not trying to use your current way of working it is a different way of working'*. Another said *'I don't see it as a pyramid as some of it happens at the off, it is not always progressive'*.

When reviewing the sequence, views were again diverse. Comments such as *'It is tricky with a sequence, I wonder if the arrows should go up?'*; *'I'm not sure it needs the sequencing, the four levels are progressive enough for me'* and *'I basically agree with the arrows, however I am not sure if this is really such a straightforward process'*. The notion of direction and progression within the method was a conflicting topic.

To encompass the new emerging and combined values and capture the feedback, I chose to create two further models. The first model was an adapted version following on from the conceptual framework, consisting still of blocks but with additional base plate process level, the omission of arrows for direction and a slight change in the structure. The second, an entirely different model which I have called my emerging framework as it instead takes a different approach to structure and sequence in a cyclical but less directive form. I personally find the emerging framework slightly harder visually to follow, as it is more abstract in its form. However it provides the viewer with more freedom to make their own way through the values and concepts in a way that they uniquely interpret (even without the blocks), aligning with the process of LSP.

CHAPTER SIX - IMPLICATIONS AND RECOMMENDATIONS

This research study has explored the value to be extracted and captured from using the method of LSP. By opening up the topic of 'value', I have begun a discussion emphasising how and why it is important to evaluate this process. LSP has consistently received high praise throughout the literature for its ability as a problem solving and communication tool. But facilitators are keen to be able to establish its worth through sound and meaningful appraisal.

Having identified the key 'values' in a conceptual model, I suggest that further research could be undertaken on the following key points which have emerged.

- Firstly, re-circulation of the iterated values and visual frameworks for further feedback (both to the current participants in my research and a wider LSP facilitator audience). By defining and confirming the key values in LSP, there would be clarity of the significant aspects to evaluate.
- Secondly, the bricks themselves could be used to look at the challenge of 'how to measure and capture value in LSP'. Ideally this could involve drawing together LSP experts from around the world, for a workshop using the method itself to solve the challenge.
- A third important angle to investigate, would be to review current evaluation tools in practice (across a broad range of industries), to examine how the values identified could be captured within an

evaluation tool. My research endorsed the benefits of drawing upon the input from different professionals, to share tools that perhaps have not been used traditionally in the business world.

- Following on from this, a working group could be established to create, form and test out evaluation tools.
- The next stage would be to conduct a larger scale project, applying the measures in practice.
- Beyond the focus of evaluation, I would also recommend that organisations look at taking play seriously, and review how they understand continuous learning in terms of play.
- A last recommendation, relating to management learning, would be to realise that even after the bricks and the facilitator have left, there is worth and lessons that can be learnt and applied in teams and organisations. This is not always quantifiable.

6.1 Strengths

This research is explorative and has opened up a discussion forum to consider and develop the topic of evaluation within LSP. I have also identified a number of key values that can be taken forward to aid the development of an evaluation tool. By creating a number of framework models, I have been able to depict visually not only the 'values' but also their relational positioning. The project has also identified opportunities for future research in the field of evaluation of LSP and beyond.

6.2 Limitations

As with all research, there is an acknowledgement of the limitations of such a study. Firstly by taking an ethnographic approach, I recognise the level of subjectivity within this methodology. Although I incorporated elements to consider other's views, the initial values and the modelled framework was developed from my own personal reflections. The analysis was also completed by myself by hand rather than using computer software, which was a time consuming process and could be seen as vulnerable to bias. Additionally my ethnography was formulated following my participation on the facilitation course, (my first experience of LSP), rather than using reflections from an experienced facilitator. Another limitation relates to the sample size because the sample for my interviews was relatively limited. Although I marshalled a variety of experience, backgrounds and industry representation, in reality this represented a small sample of facilitators. The results and values defined, therefore, are less generalizable and may require further validating amongst a wider group.

The individuals interviewed used LSP in varying ways. One facilitator partly used the method with children; one with business students and one (although facilitating workshops) also taught the facilitation course. Although this spectrum captures the wide variety and use of such a method, it also challenged me to understand how an evaluation tool could be suitable for all. Keeping it simpler may have enabled me to make further progress. However, all the facilitators interviewed were trained through the

Association of Masters Trainers course version 2.0, so were all standardised in this sense.

In spite of these above limitations, I have been able to develop some initial values based not only on my own reflections, but also from gaining feedback from experts in the field. The momentum and interest in my project has also been encouraging.

CHAPTER SEVEN - CONCLUSION

In the process of participating and researching LSP, I have invested my time, energy and resources to learn more and understand this method. Sharing my own experience and writing this project from a personal perspective, has required a sense of vulnerability. This has definitely taken me out of my comfort zone. Much of this work has been my personal experience - my story of analysing the method of LSP as I see it. I have tried to capture others' stories to ensure this project is not just my single story, but has culminated in a convergence of understanding to portray a shared perception on the LSP method.

The importance of finding a solution to evaluate this method is critical, so as to be able to understand its impact (whilst providing accountability) and assist its promotion as a valuable tool. As the research participants have expressed '*once you have experienced it, you do see things differently*' and I can vouch for this. The challenge to know 'what', 'how' and 'when' to evaluate has materialised through this research. Further confirmation of these emerging 'values' is now required. Additionally this research has shown the importance of taking the term 'play' seriously.

To conclude, the LSP method has enormous potential. It reveals 'values'. It redefines 'play'. It delivers solutions. The momentum and interest in capturing its evaluation is growing. It is time to build on this.

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APPENDICES

Appendix One

Information sheet and Consent Form



Proposed title of the project:

- An exploration of value in the Lego® Serious Play® (LSP) method

Aims of this research:

- To explore and identify what constitutes 'value' in the LSP method
- To capture the key elements where value is thought to be gained in the LSP method and confirm or dispute these with experts in the field
- To review and consider tools for evaluation purposes of this method based upon the key values and elements identified

Participation in this study:

Six trained facilitators in the LSP method will be offered an internet or telephone based semi-structured interview to reflect and provide their insights following their experience in the LSP method. The interviews will be audio recorded and transcribed by the researcher. Following the interview the participants will be requested to additionally provide a short written or verbal feedback via email on a proposed conceptual model.

Participants providing insights will range from a recently trained facilitator (basing their insights on their participation in the training course), to those that have been practicing this method frequently and those that would be considered experts in the field who train facilitators. These insights will be collated and analysed via thematic analysis to inform the research and assist and guide towards an appropriate evaluation tool.

Participation within this research is voluntary and information provided by the participant can be withdrawn at any time prior to the project collation date (26th August 2017) on their request without question.

Insights and information utilised in this study will be anonymised. By providing consent to participate in this study individuals are consenting to visuals and quotations they provide to be presented within this research in anonymised format.

This research will be submitted to the examination board in September 2017. A summary of the research outcomes will be circulated to all participants and the full study will be available to be shared on request from December 2017.

Consent:

I confirm that I have read and understood the information sheet relating to this research and agree to participate. I have had the opportunity to ask questions and ensure I understand what my participation will entail. I am aware my participation is voluntary and I am free to withdraw prior to the project collation date. I am happy for my interview to be recorded and the information I share in written and visual form to be utilised within this research in anonymised form.

Appendix Two

LSP Interview Schedule

- Participant thanked for agreeing to Skype and for returning consent form
- Purpose of the research reiterated and check that they have read the info sheet
- Reminded about confidentiality and anonymity and withdrawing from study on request prior to collating data
- Offered to send out research findings once it is complete
- Remind participant the interview will be audio recorded and transcribed

Interview questions:

Q1. As a LSP facilitator what are the most valuable outcomes of using the method? (define value as having worth, something that could be evaluated).

Q2. Can you share an example/experience where Lego Serious Play has brought about measurable change and benefit to a team or individual?

Q3. Do you currently evaluate the LSP workshops and sessions you run?

If Yes – what specifics are you evaluating – please give brief details of current evaluation process.

If No – Would you find an evaluation tool useful if there was a suitable measure available?

Q4. What would you perceive the challenges and benefits of using a pre/post evaluation tool?

Q5. Who would be important individuals to complete the evaluation - the entire team or the individual whom requested the session and why?

Q6. Are you aware of any specific tools or outcome measures that you feel would be applicable to measuring and capturing change when applying the LSP method?

Q7. Could you give me an example of why LSP is such an interesting and effective approach to management learning?

Thank participant for their insights.

Following the researchers review of the literature and ethnographic study – a conceptual framework has been build and developed based on core values identified by the researcher – this will now be emailed to yourself in the form of a PowerPoint presentation. Please respond to the researcher by email or request a further call with your comments on this framework – Are there any additions, deletions or amendments you would make? Are you in agreement with the values identified and what are your comments on the structure and sequence?

Close the interview by thanking the participant for their time and interest and checking whether they have any further questions or information to share.

Appendix Three

First Order Data – Quotes from my reflective journal

'I started to notice things about myself that I hadn't noticed before. I had an acute awareness of how I come to conclusions and made decisions and what is central and important to me in a visual tangible way'

'Reflecting on a challenging situation at work I realised I didn't understand where my colleague was coming from on a specific issue – it wasn't clear to me where her 'red brick' would be - having the red brick awareness enabled me to go back to the matter and try to hear things from her perspective to gain more awareness'

'Knowing that a core guiding principle of mine is 'taking into account how people think and feel' has been liberating for me to acknowledge. Since the course I have been so much more aware of how this principle impacts so many of my decisions from both my work and personal life'

'I felt more aware and open about my culture and heuristics – as a Brit, a female, a therapist and I felt I could embrace it as I had built it and shared it in my model depicting who I was'

'People listened so intently, to the extent they were able to repeat and express my own story themselves – they actually listened – it felt like they cared about what I had said and really understood it'

'My confidence grew as I felt people wanted to listen to what I had to say and were interested in my model'

'I initially felt the least Lego experienced person in the room but very quickly I came to realise this didn't matter. In fact it was empowering to be a non-Lego expert and be able to use this medium to solve and visualise problems just as well as everyone else'

'I didn't think I knew the answer to the question but when I was told to just start building, apparently my hands knew the answer as I created something that was totally brilliant'

'There wasn't a wrong answer'

'I felt confident to talk about my model and contributing as it was the expectation and everyone would have a turn'

'the reduced eye contact appeared to make people feel more willing to participate, express and be confident'

'even those that socially were more confident and outspoken participated equally and following the method allowed everyone to contribute equally'

'by the end of it I felt like I had more awareness of how we saw things differently and the same than some of my current work colleagues after working with them for years'

'I had jumped to conclusions based on what I felt he considered most important and this was entirely inaccurate – seeing and hearing his reasoning enabled me to see something from his perspective'

'It felt like a means of therapy for the workplace – creating space and the tone to listen to each other and be in touch with our thoughts and feelings in a deep, close yet fun and different way'

'new ideas came flooding through as if my hands were faster than my brain'

'it channelled my creativity – I felt like I was free to let my inner child out'

'I was surprised with the depth and emotion that evolved from the method... people were sharing very personal views openly'

'I found myself sharing emotive words and feeling a strange sense of attachment to what I had created and the story I had told'

'It allowed for vulnerability - We made the unknown known about ourselves'

'I was able to explain somebody else's model as if it were my own – the metaphors enabled a deeper sense of understanding'

'Even though we didn't work for the same organisation we were able to create a model of our developed shared understanding'

'the physical 'lean in' was really powerful to see as we reflected on the previous day we saw pictures from the start and the end of the day – the body language and position of individuals said it all – everyone was so engaged and together after the Lego building session'

'When he tried to remove part of our model, everyone began to speak up about its importance and value... it felt so good to know that people cared about the part of the model I had created and they understood it as if they had built it themselves'

'the fear was eased and everyone's model was individually appreciated'

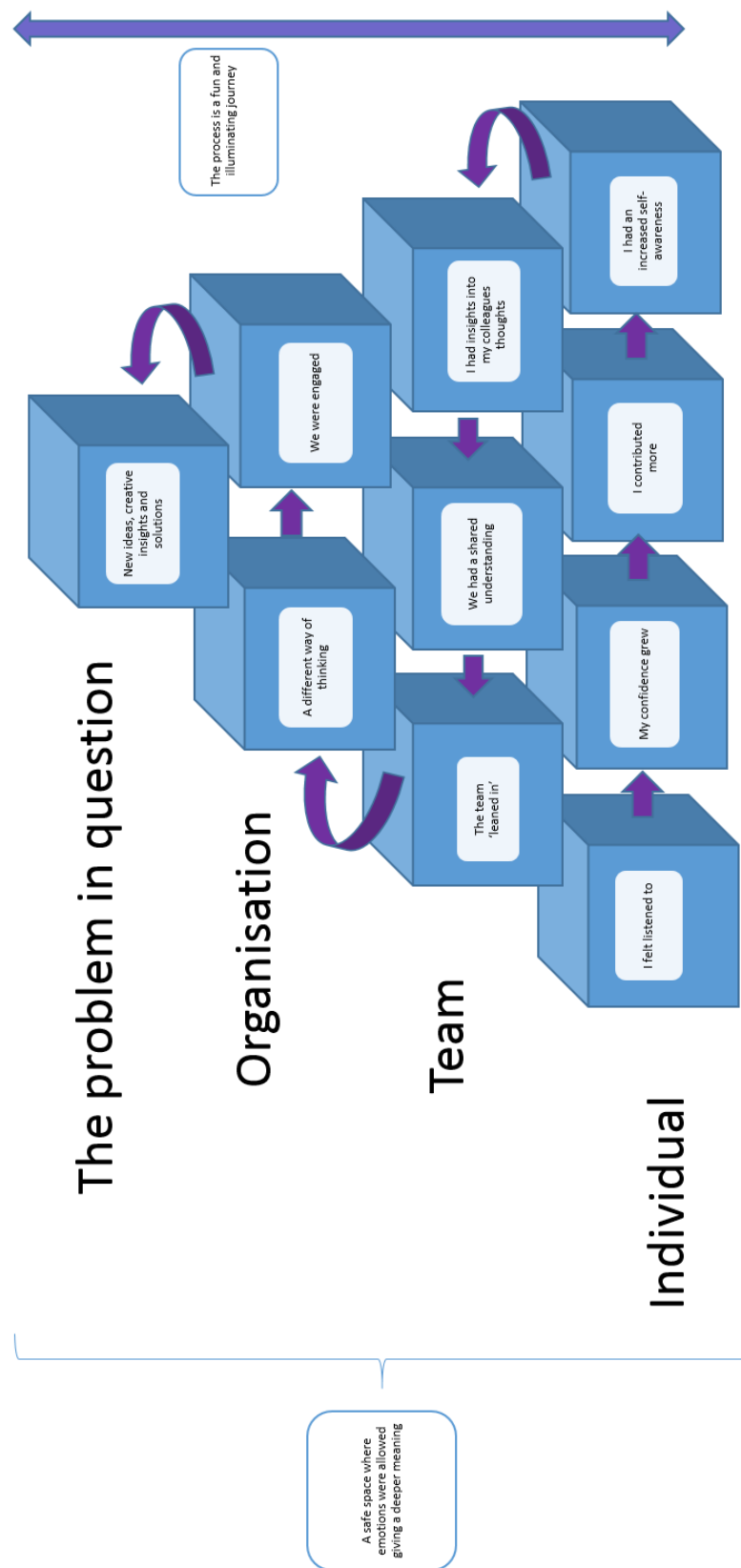
'it felt like neutral ground - no matter our gender, age, seniority, experience, it felt safe'

'by acknowledging my simple guiding principle I was able to see things differently'

'The questions felt non-threatening as they were about the model not about you!'

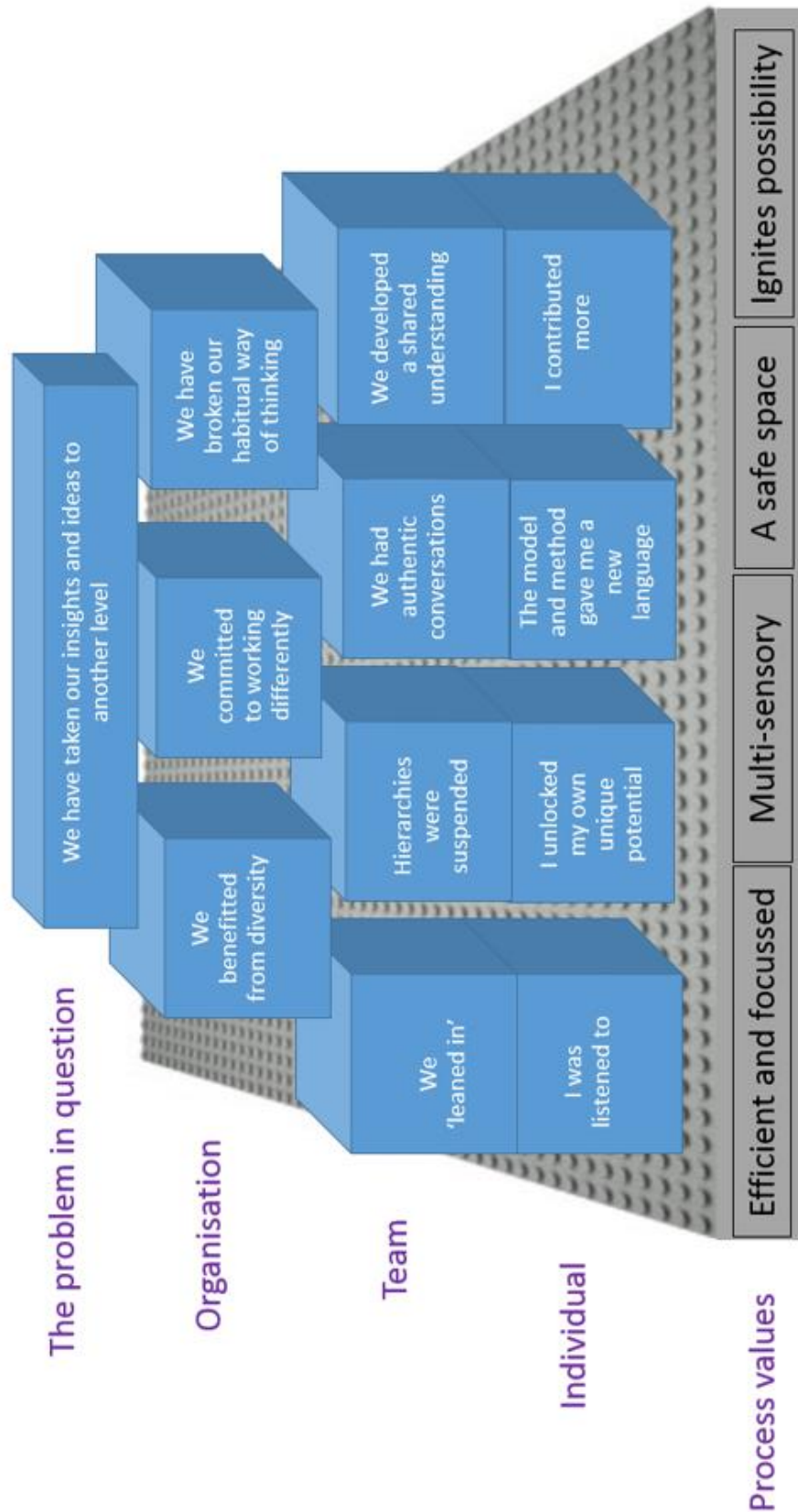
'After my weekly netball match it struck me that LSP has given me a different level of awareness and comfort around the concept of safe failure... even though the netball team I play in lose every week there is something compelling and positive about 'playing' in this team – a freedom and courage to fail and it to be ok, for personal growth, awareness and a safe space where it is ok to play and fail'

Appendix Four



Appendix Five

Adapted framework capturing the 'values' in Lego® Serious Play®



Appendix Six

Emerging framework capturing the 'values' in Lego® Serious Play®

