

Play Produces Serious Results

And

LSP Gets a Graduate Degree

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Research Study

Play Well: Constructing Creative
Confidence With LEGO^(R) SERIOUS
PLAY^(R)

The Challenge



A new mindset



A creative product



A playful method

Creative Confidence:

attitude or belief | experiments | holistic
viewpoint | divergent & convergent thinker
| holds tension with uncertainty

Review of Literature: Formula



play

serious play

LEGO Serious Play

Question

Can working in **collaboration** with others,
and engaging in hand-mind construction
through **play**, namely Lego Serious Play,
while experiencing elements of **flow**, inspire
creative confidence?

Methodology: an exploratory study using a hybrid of qualitative deductive and inductive analysis.

-  Workshop Intervention
-  Data Collection
-  Data Analysis

LSP as a Creative Process

Deeper Learning through Visual Artifact | **Deeper Learning through Mental Challenge**

| Perspective Taking | A More Productive Experience | An Evened Playing Field
| Interpersonal Safety | An Emergence of Empathy | Facilitator Influence

“So, with something way outside my comfort zone, not something I would choose, it was encouraging me to **look at things in a different way.**”

(Kristi, Post-Workshop Interview, March 2018)

“I think building is another way to **stretch** us, because it's uncomfortable in some regards.”

(Zach, Post-Workshop Interview, March 2018)

LSP as a Creative Process

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| Perspective Taking | A More Productive Experience | An Evened Playing Field
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“It wasn’t forced and knowing that you had **space to explain** your expression was really, really important. Otherwise I think it would have been **handcuffed** and **paralyzed** attempts at putting everything together.”
(David, Post-Workshop Interview, March 2018)

“I feel like it created a **safe** environment ... we were given the **freedom** to say things.”
(Johno, Post-Workshop Interview, March 2018)

Emergence of a Creative Product

Think Differently | A Level of Comfortability with Uncertainty | See Self/Others as Creative
| Courage to Try Things; Experiment | See Other Perspectives | Wanting More

“It forced us to be creative and to **think of things differently**. I think creativity is about **thinking differently** and **thinking outside the box** and finding new ways to express that.”

(Nina, Post-Workshop Interview, March 2018)

“So, at first it was a little bit just challenging, I think to **break out of that mindset of conformity**, but then, yeah, it became fun and certainly was easier.”

(David, Post-Workshop Interview, March 2018)

Emergence of a Creative Product

Think Differently | **A Level of Comfortability with Uncertainty** | See Self/Others as Creative
| Courage to Try Things; Experiment | See Other Perspectives | Wanting More

“I learned that I certainly have the **capacity to have self-control** and to stay back with those that I want to lead so they can **discover things themselves.**”

(John B., Post-Workshop Interview, March 2018)

“I wanted to take the lead, and I was learning that it's not always a place for that. And, I just need to **sit back and watch what unfolds.**”

(Johno, Post-Workshop Interview, March 2018)

“It throws you off balance a little bit, you're not quite sure, at least for me, so we're just **going with it and see what happens.** I think that was good. That was very interesting.”

(Kristi, Post-Workshop Interview, March 2018)

What did we learn?

Creative Confidence can be
developed through engagement with
LEGO Serious Play



Interpersonal safety (**psychological safety**) is
added to the equation

Reframing of Play into the adult vocabulary
and workplace as an effective tool for
solving complex organizational challenges.



LSP Gets a Graduate Degree!

Student Profile: Master of Science, Organizational Psychology; Master of Arts in Leadership

Program Intent: Program designed to train and equip future leaders of organizations and organizational development consultants and practitioners.

The university Environment

Challenges: Not taken seriously, non academic, trivial, a departure from a traditional classroom format.



Opportunities: Serves as a way to enable creativity, critical thinking, problem-solving, and can be a greater bridge for millennials and gen z

Generational Impact: Millennials and Z:

1 Information Overload

2 Struggle with Self-Awareness

3 Technology and Instant Access

Practical Implications for Education



- ❑ Gap in non-technical skills (problem solving, interpersonal relationships, critical thinking)
- ❑ Thrive on experiential/interactive learning
- ❑ Influenced by peers
- ❑ Depth of learning and developing creative capacity limited

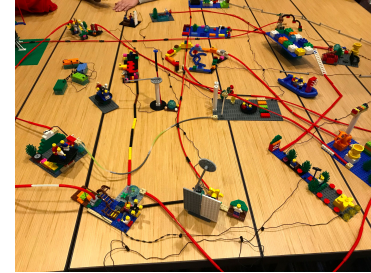
Reframing The Classroom Experience

#1 Relationship Matters: Redefining the role of the professor from Teacher-Student to Facilitator/Student; Students become a co-learner and co-creator

#2 Instructional Design Matters: Reframing the learning experience to include critical thinking, creativity, fun, collaborative activities and 100% participation

Case Studies

- **Executive Coaching Course:** To understand the core competencies and behaviors required of an executive coach.
- **Organizational Systems Course:** Understand mental models and the components of organizational systems and change.
- **Thinking 3D-** Prototyping in the Design Thinking Process

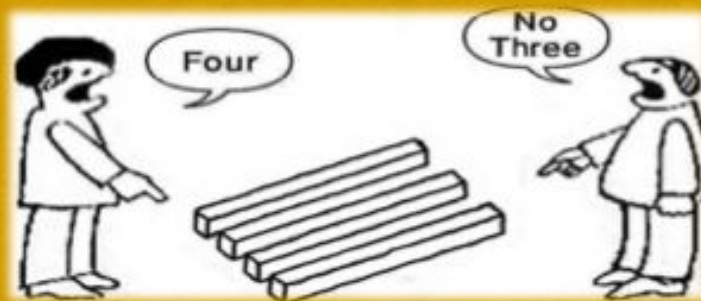


Lessons Learned

“For the most part we do not first see and then define, we define and then see”

“People live in the same world, but they think and feel in different ones”

Walter Lippman



How can they resolve this apparent conflict?

Lessons Learned

Perspective Taking is the ability to look at things from a point of view other than our own resulting in increased:

- Understanding
- Empathy
- Bias and stereotype reduction
- Conflict resolution
- Creativity

Good News! There is Money!

- Innovative Teaching Grant- Classroom space and LEGO supplies
- Lily Grant- part of a \$1M dollar grant to develop LSP workshops for non-profit organizations
- Anticipatory Thinking Grant to promote experiential learning



“...may you continue to learn how to **play** fully and with **utter commitment**, as a practice, a way of empathy, an **interplay** with other human beings that combines great **freedom** with great concentration and **responsibility**” (Nachmanovitch, 2009).

Play well and play on...

Q+A

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