LEGO

1. The Workshop

Introduction – Aim

LEGO® SERIOUS PLAY

Origins of LEGO® SERIOUS PLAY®

LEGO® SERIOUS PLAY® (LSP) is based on a process that comes from the heart of the LEGO bricks and the LEGO system. Looking for a tool to unleash innovation within the company, the LEGO Group realized that the solution lay in the LEGO System itself: just as the LEGO Group has been telling children to "build their dreams" for decades, perhaps adults could be asked to build their vision of the future strategy.

Based on the inclusive and participatory nature of the LEGO system, LEGO® SERIOUS PLAY® rejects the idea that outside "experts" should be involved in identifying problems and proposing solutions; instead, LEGO® SERIOUS PLAY® assumes that the answers are "already there" and invites participants to "think with their hands" to develop their understanding. Each team member is involved and each has a vote.

LEGO® SERIOUS PLAY® has been revised several times from 1998 to 2010 and has been used successfully by companies around the world. In addition, the LEGO® SERIOUS PLAY® concept has been developed to meet the needs of teachers and educators. There are "LEGO® SERIOUS PLAY® for Education" products and training courses especially for this target group (see http://educatorsweb.lego.com) [1].

Why use LEGO bricks?

LEGO bricks are particularly suitable for this type of process for several reasons. The materials allow participants to easily build satisfying models that represent something they want to teach. The LEGO system is familiar to many and even if they have never worked with LEGO bricks before, most find it easy to make meaningful constructions.

LEGO bricks come in many shapes and colors and can often inspire informal metaphors. They can be built in simple or complex shapes depending on the personality of the builder, and research has shown that people of all backgrounds can attach different metaphorical meanings to LEGO bricks. Today, LEGO® SERIOUS PLAY® is the only community-based business model using LEGO® materials that is officially approved by LEGO® Group.

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[1] Classroom Solutions for STEM and STEAM | LEGO® Education. (2022). Retrieved 15 March 2022, from https://education.lego.com/en-us/

2. Workshop content

The workshop consists of two parts and nine training exercises. All the activities are consolidated in a pack. Educators are asked to read and understand the concept. They can also consult suggested resources for further information. It includes a brief presentation of what the LEGO® SERIOUS PLAY is about and how it can be used as a practical application in a training session. It also explains how the LEGO® SERIOUS PLAY can help the project's target groups understand and address the organizations' needs in cross-generational collaboration. We will also show how the LEGO® SERIOUS PLAY can support new services' design to promote cross-generational collaboration in working and everyday life domains. It requires 5 hours of training (It depends on the trainer and the number of participants).

The workshop consists of the following parts:

1. Information about the LEGO® SERIOUS PLAY®
2. How to design a training session using the LEGO® SERIOUS PLAY®
3. Practical application of the LEGO® SERIOUS PLAY® in a training session
4. Summary
5. Self-assessment test
6. References and resources

3. Information about the LEGO@SERIOUS PLAY

Why make things, rather than just talking?

Studies have shown that making and discussing an object can lead to much more useful, insightful, and honest discussions. (See, for example, David Gauntlett: Creative Explorations, 2007[2], and Making is Connecting, 2011[3]). A thoughtful and creative making process challenges the brain to function differently and can open up new perspectives. Although all participants have constructed an object in front of the discussion-an object that represents what they think is important about the topic before anyone else has said a word about it-it allows all participants to present their case (literally and figuratively) and everyone is in the same situation.

This is very different from typical workplace discussions, where the dominant person seeks to identify "key issues" at an early stage, and the rest of the discussion follows. At LEGO SERIOUS PLAY, everyone is constructive and everyone talks. This gives the "younger" or less vocal members of the team a chance to speak, and more importantly, it gives the "older" or dominant members a chance to hear ideas and challenges they might not have heard otherwise. In fact, the process of building and collaborating often produces ideas that would not have arisen in normal discussions. As we shape our imaginations by developing and externalizing concept - making them concrete and divisible - we can not only think for ourselves, but also invite others to think with us. LEGO® SERIOUS PLAY® provides an immersive environment where action is seen as meaningful, where one's skills match the challenge, and where there are tools to express the evolution of knowledge.

LEGO® SERIOUS PLAY® is an example of the benefits of the entire LEGO system. It is creative, empowering and open. It does not dictate the path of the individual or group, but welcomes and supports all ideas that emerge and encourages development and collaboration to strengthen them. At every stage of the LEGO® SERIOUS PLAY® process, LEGO bricks are built using a "hand-intelligence connection"- participants never sit down to write or discuss things without first developing their responses. Everything that is discussed is a construction process in which the hand and the mind come together to give visual and metaphorical form to meaningful things, feelings and relationships.

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[2] David Gauntlett, Creative Explorations: New Approaches to Identities and Audiences. 2007, Retrieved 15 March 2022, from https://www.routledge.com/Creative-Explorations-New-Approaches-to-Identities-and-Audiences/Gauntlett/p/book/9780415396592

[3] David Gauntlett, Making is Connecting, The social meaning of creativity, from DIY and knitting to YouTube and Web 2.0. Cambridge: Polity Press, 2011, 232 pages

# What LEGO® SERIOUS PLAY® is, and what LEGO® SERIOUS PLAY® is not

The LEGO® SERIOUS PLAY® methodology provides the group with a challenging way to share ideas, hypotheses and observations, engage in intense dialogues and discussions, and develop meaningful solutions to real-world problems. A LEGO® SERIOUS PLAY® workshop usually lasts at least one day. The shortest length of a LEGO® SERIOUS PLAY® workshop is three to four hours.

Not surprisingly, efforts have been made over the years to shorten the length of LEGO® SERIOUS PLAY® workshops, since time is critical in business, as it is everywhere else. However, shorter workshops have been shown to be of significantly lower quality. When a facilitator skips the skill-building exercises, goes straight to a difficult task, and asks participants to complete it quickly, it is simply ineffective. Anyone using the LEGO® SERIOUS PLAY® method should understand that the strengths of the process lie in the cycles of building, reflecting, and cooperative learning. This is a specific type of moderated process that is used for a specific purpose. For this reason:

- LEGO® SERIOUS PLAY® is not a fun introductory exercise to start a class. Of course, you can also do exercises with LEGO cubes for this purpose, but it is not LEGO® SERIOUS PLAY®.
- LEGO® SERIOUS PLAY® is not a tool for creating block diagrams or planning physical environments (such as buildings or workspaces). Of course, you can also use LEGO cubes for this purpose, but it is not LEGO® SERIOUS PLAY®.
- LEGO® SERIOUS PLAY® is not something you can do in an hour.
- LEGO® SERIOUS PLAY® is not persuasive communication when one team member convinces others that his or her point of view is the only one that matters, or when a manager communicates messages to his or her staff.

LEGO® SERIOUS PLAY® (LSP) has evolved over the past decade into a design tool used in both education and training. Overall, play is a cognitive, emotional, sensory, and social experience (Bogers & Sproedt, 2012). Its role in organizations is becoming increasingly important (Mainemelis & Altman, 2010; Sørensen & Spoelstra, 2012) as it has been recognized that cognitive, emotional, and social aspects of learning are affected through play (Bogers & Sproedt, 2012).

Roos et al. (2004, p. 15) define serious play as an activity that "stimulates the imagination, integrates the cognitive, social, and emotional aspects of experience, and intentionally transfers the emerging benefits of play to organizational tasks." Serious play invites participants to "think with their hands, creating a model" (Roos and Victor, 1999). Answers emerge through action, i.e., B. by modeling, and the developers of the method argue that serious games have great creative potential due to their intuitive and playful nature (Schulz et al., 2015). The LSP method was developed by Johan Roos and Bart Victor in the mid-1990s (Roos and Victor, 2018). It is a facilitated process of discussion, communication, and problem solving that helps participants answer a series of open-ended questions that deepen the topic (LEGO®, 2019).
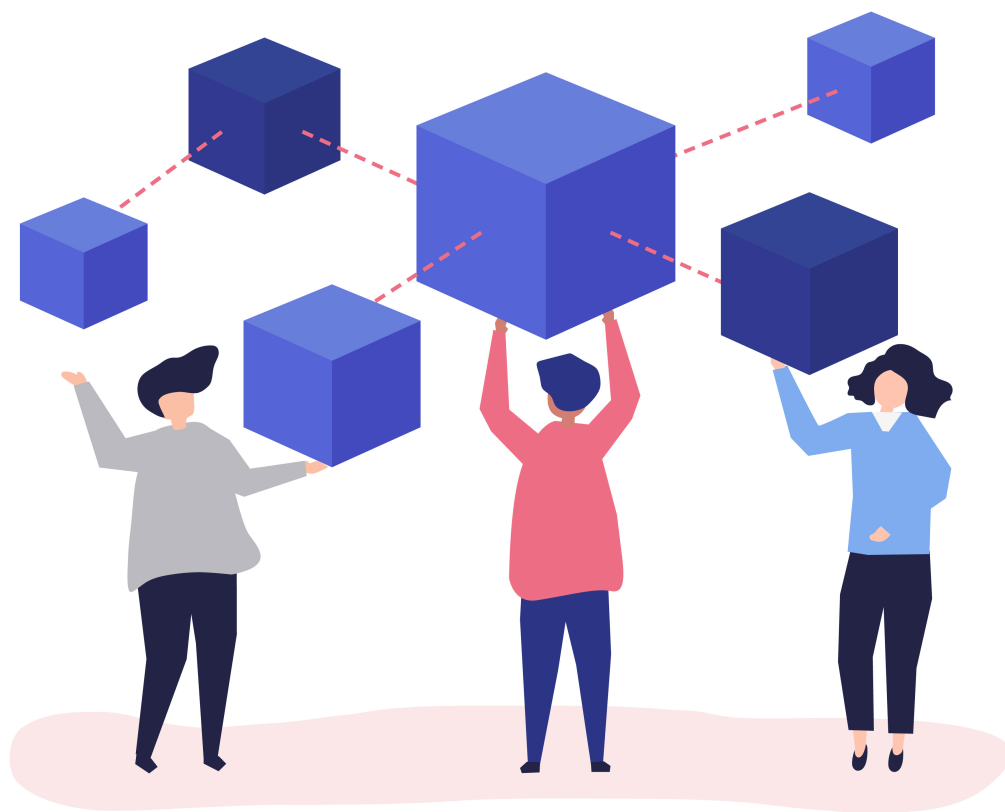
Teamwork is characterized by members working toward common goals in an interdependent and stable environment (Hackman, 2002). Member interdependence is one of the defining characteristics of a team (Wageman, 2001), and as interdependence increases, the need for interaction and coordination within the team increases (Hu and Linden, 2011). Each participant assembles their own LEGO® 3D model using specially selected LEGO® parts to answer questions from the facilitator. Participants create metaphorical models that represent their ideas or experiences (McCusker, 2014), and the models serve as the basis for group discussion, knowledge sharing, problem solving, and decision making, rather than verbal responses as in a traditional learning conversation.

Combining modeling that presents personal stories in response to Socratic questions puts the quality of the designed model into perspective, balancing the modeling skills of experienced and inexperienced participants (Schulz, 2015). LSP applies flow (Csikszentmihalyi, 1990), positive emotions, and positive psychology constructs to help participants brainstorm ideas (Harn and Hsiao, 2018), and uses LEGO® bricks to support storytelling and metaphors to convey meaning inherent in the exploration participants are attempting. (Bab and Boniwell, 2017; Ham and Hsiao, 2018). Through the loss of self-consciousness and immersion in the process facilitated by flow, LSP aims to generate authentic opinions, ideas, and identities to be considered and reflected upon within the group of participants (McCusker, 2019). Perspective taking, the ability to perceive an action or situation from another's perspective, is an essential

component of LSP design and helps to reduce implicit biases and make invisible ways of thinking visible (Dijks et al., 2018).

For the benefit of the GSmart audience, we share the basic principles of LSP, its key benefits and advantages, and how it can be used for intergenerational collaboration. We also show the possibilities of its practical application based on the results of the GSmart project on intergenerational collaboration. According to the study, intergenerational collaboration differs between the older generation - BB - and the younger one. For generations X, Y, and Z, intergenerational change in attitude, teamwork, trust, openness to experience, composure, kindness, and honesty should be consciously promoted and strengthened to enable intergenerational collaboration.

Furthermore, the most important element of cross-generational collaboration is the exchange of knowledge and experience, which complements the mutual abilities of employees of different ages to perform their professional roles and tasks. The seniors interviewed see the positive aspects of intergenerational cooperation in the exchange of knowledge and experience, the acquisition of new skills, mutual learning and mutual help in solving tasks, problems or crises. One of the most frequently mentioned difficulties in dealing with generations concerns stereotypes and age-related prejudices in the workplace. Therefore, every company, institution or organization needs a human resource management and generational management strategy to improve work processes for different age groups.

The main gaps in the literature are the lack of case studies focusing on the role of gamification in different stages of the design thinking process in digital leadership, sales and marketing, customer experience, product and service innovation for the multigenerational industry. Indiana, in person. The recent serious play literature focuses on developing strategies with embodied metaphors (Jacobs and Heracleous, 2006) using LEGO® SERIOUS PLAY®.

LEGO® SERIOUS PLAY® acts as a catalyst for co-creation and innovation within the organization, its partners and customers in a variety of contexts for young leaders (Millennials) and senior managers (Generation X). Therefore, this workshop provides a series of practical exercises for senior organizations that can change employee behavior towards co-creation, i.e. group creativity and idea generation for design-driven innovation, especially in senior universities and related institutions. At the end of the workshop, the target groups will apply the LSP tools to overcome the intergenerational collaboration problems.

4. How to design a training session using the LSP

The core of the LEGO® SERIOUS PLAY® method, the key factors of the method are play, flow of play, and imagination, which creates a safe, multi-sensory, multi-dimensional work environment. The method is based on extensive studies in various research areas:

- Constructivism (Piaget; 1951).

- Constructionism (Charel and Papert; 1991).

- Complex Adaptive Systems´ theory (Holland; 1995).

- Autopoietic Organizational Epistemology (Von Krogh and Roos; 1994, 1995, Weick; 2000).

- Flow (Mihaly Csikszentmihalyi; 1993).

LSP and game play theory for training

The study of play has been taken seriously by scholars for nearly a century and much research evidencing the many and varied benefits of play exists (Gordon, 2014). In general, play is a cognitive, emotional, sensory, and social experience (Bogers & Sproedt, 2012). Its role in organizations is becoming increasingly important (Mainemelis & Altman, 2010; Sørensen & Spoelstra, 2012), as it is recognized that the cognitive, emotional, and social dimensions of learning are addressed through play (Bogers & Sproedt, 2012).

Roos et al (2004, p. 15) define serious play as an activity that "stimulates imagination, integrates the cognitive, social, and emotional dimensions of experience, and intentionally transfers the emergent benefits of play to organizational challenges." Serious play encourages participants to "think for themselves and create a model" (Roos and Victor, 1999). The assumption behind serious play is based on Polanyi's (1969) silent integration, e.g., that participants have ideas and answers to difficult questions without being aware of them. The answers come through action, such as modeling, and the developers of the method claim that serious games have strong creative potential due to their intuitive and playful nature (Schulz et al., 2015).

The LSP method was developed by Johan Roos and Bart Victor in the mid-1990s (Roos and Victor, 2018). It is a facilitated process of discussion, communication, and problem solving in which participants are guided through a series of open-ended questions and become increasingly immersed in the topic (LEGO®, 2019).

Each participant builds their own 3D LEGO® model with specially selected LEGO® pieces to answer the facilitator's questions. Participants create metaphorical models that represent their ideas or experiences (McCusker, 2014) and these models serve as the basis for group discussions, knowledge sharing, problem solving, and decision making, rather than a verbal response as in a traditional educational discourse. Combining models that present personal stories in response to Socratic questions

puts the quality of the designed model into perspective and balances the modeling ability of experienced and inexperienced participants (Schulz, et al., 2015).

Why should we play at work?

Play stimulates people's creativity, which fosters collaboration and learning, especially when participants are constantly facing complex challenges and unpredictable changes. In play, we are free to take risks, imagine the unthinkable, and take on a variety of new roles.

Play also allows us to get into a flow. The theory and research behind the concept of flow is that people get the most out of a learning situation or development process when they are fully engaged and enjoying the process. Therefore, it is important for participants to participate in a developmental process to reach the "optimal level" of cognitive and emotional engagement. In other words, their skills and resources must be adequately and appropriately tested in order for them to function at their best.

The concept of play is characterized by the fact that it is limited in time and space, structured by certain rules and/or agreements, and always has a purpose. When adults play, social relationships, emotional expressions, cognitive development and constructive competence play a role.

In LEGO® SERIOUS PLAY®, we also add materials (LEGO® bricks) to the play concept that make our play more creative and concrete, which leads to a better outcome. LEGO® bricks allow us to develop new ideas, explore other possibilities, immerse ourselves in the really important stories, and enrich the working lives of everyone involved in the process.

5 Reasons Why You Should Use LEGO® SERIOUS PLAY®

1. **It is serious business and you build results:** LEGO® SERIOUS PLAY® creates a working language that guides you in a free and honest exchange of views that ensures that real and genuine problems are addressed. You will be able to see things through the eyes of your colleagues and allow them to see things through your eyes as well. It also allows you to quickly get to the core of your organization or business to find the skills you need to improve the way you work. By using the building blocks, participants get a clearer picture of the organization's goals, actions and simple guiding principles. This allows them to get a much more complete result from their work.

2. **LEGO® bricks create a common, practical language where everyone can work together as equals and all opinions are heard and respected**. In a very direct way, you can get a sense of what everyone in the company or organization knows and what they don't know. Visualization and shared language come from creating metaphors for your real-world problems, strengths, opportunities, etc. This allows you to address complex problems without having to deal with a specific problem. So you can tackle complex problems without having to worry about them. This allows you to tackle complex problems without simplifying them and without missing important details. You will also foster your creativity by expressing what you think and feel with your own hands. Using LEGO® SERIOUS PLAY® creates

incredible new ideas, solutions and opportunities for your organization or business.

3. **Stimulates people to communicate in new ways: by sharing a language, participants can communicate on a deeper level.** They gain a deeper understanding of the organization or company, which fosters a greater sense of responsibility for their situation and their work within the company or organization. Through this new way of communicating, they can identify problems and formulate action plans that address the real problems in their daily work and not just the symptoms they are experiencing.

4. **Promote a better understanding of the current situation:** Traditional development tools usually analyze the past or speculate about the future. LEGO® SERIOUS PLAY® is different! It takes things from the past and the future and tests them in real time to instantly improve your decision making. A real-time process starts with questions about current events combined with relevant knowledge from the past and hopes, dreams and expectations for the future. When you focus on improving your work "now," you will be better prepared for future challenges and opportunities.

5. **Now is the time to act: the information obtained through the use of LEGO® SERIOUS PLAY® can be applied immediately.** That is, the information is gathered by the people who work with them on a daily basis. Therefore, it is not necessary to first introduce and anchor the ideas in your organization or company.

➡ https://inthrface.com/wp-content/uploads/2020/03/LSP-Material-UCLL.pdf

5. Practical application of the LEGO® SERIOUS PLAY® in a training session

The LEGO® SERIOUS PLAY® methodology consists of completing tasks and challenges "in real time". It is a methodology based on extensive research in the following areas: business development, organizational development and learning. The objective of the training is to provide participants with the knowledge, confidence, experience and commitment to prepare and conduct workshops using the LEGO® SERIOUS PLAY® methodology, with maximum participation and impact.

Importantly, these playful interventions are based on approaches that are proven in the academic and design community and are designed for collaboration and emergent creativity. The researcher in this study is the facilitator of these workshops. They follow a facilitation format rather than a teaching format typically developed in the context of organizational development. These interventions involve the collaborative development of experiences, the interpretation of metaphors, and the reporting of findings by organizational members without the facilitator influencing the creative behavior or creative output of the participants.

During this training, in regards to the simplified Bloom's taxonomy (ASK: A – attitude, S – skills, and K – knowledge), the training session participants will gain such new features:

At the level of attitude. The following are achieved:

- Receptivity to the use of LSP, demonstrating respectful behavior, involvement in the proposed exercises and enjoyment (with a relaxed and fun approach).
- Creation of a playful cross-generational environment that encourages participation, creativity and communication, ensuring that participants have the opportunity to express their own point of view before being influenced by the rest of the group.
- Promotion of discovery, making use of multiple intelligences (visual, spatial, linguistic and kinesthetic).
- Elimination of cultural, gender and age obstacles in the realization of the workshops.
- Positive impact on the team' s assumption of responsibility, setting in motion its own collaboration and cooperation capacities.
- Awareness of belonging to a group, enhancing more channels of communication.

At the level of skills

- They will be able to learn from each other through social learning.
- They will be able to develop, change and strengthen your organization and the teamwork within your company.
- They will be able to optimize processes and performances within your organization or company.
- They will be able to develop and implement dynamic strategies in your organization or company.

- They will be able to engage in and facilitate personal development processes including coaching, mentoring, etc.
- They will be able to communicate complex ideas and expressions that can be difficult to communicate using just words.
- They will be able to create stories to discover, explore and decide.
- They will be able to identify, value, and build on one another's skills and experiences, a key point for modern workplaces.
- They will be able to develop relationships across the team.
- They will be able to apply new ways of conduct according to what they have learned.
- They will be able to discover their individual and collective power.
- They will refine listening and consulting skills.
- They will become more receptive to change, regardless of age.
- They will be able to solve problems together in a short period of time (group problem-solving skills).
- They will build listening, storytelling, pattern-finding, questioning, and observing skills.

At the level of knowledge

- Thanks to the training session's activities, the participants will learn how to create resilience and absorb disruptions by reorganizing programs together.
- They will be able to simplify and create an overview of what is chaotic and complex.
- They will be able to facilitate changes and develop a shared understanding and acceptance of the changes.
- They will be able to identify new and creative solutions to various challenges.
- They will be able to explore consequences of possible future actions.
- They will be able to collect information and knowledge in a concrete way.
- They will be able to implement and secure concepts and plans.
- They will be able to create shared goals and direction based on culture, identity and generation gap.
- They will learn how to address intractable problems or conflicts by unleashing self-organization.
- They will learn how questions are more powerful than answers because they invite active exploration.
- They will change their preconceptions about each other. The activities will build trust so that group members can share accountability with integrity.
- They will learn to articulate functional and personal needs.
- They will learn to take responsibility for tackling the issues they care about and what does or does not happen.

- They will learn how to face the different scenarios of cooperation,
- They will be able to analyze their behaviors and collaboration conflicts and the activities' results to improve their performance.

Such GSmart competencies can arise from the LEGO® SERIOUS PLAY®'s educational work on cross-generational collaboration. The results of our research clearly reveal some stereotypes about X,Y, Z, BB and their perceptions of less learning ability in the workplace. A problem for older workers is lack of flexibility and low profitability compared to younger workers.

Although games have been shown to increase collaboration between different organizations and creativity in organizations, many organizational leaders believe that games can be "useful and ambiguous, frustrating, frivolous, and strangely stupid." (West, 2014). These industrial-age leaders, typically Generation X (born between the mid-1960s and early 1980s), often do not let gaming ruin the sharp thinking skills they use to lead their organizations. Organizations need nonsense technology to deal with this over-reliance on rational technology.

An analysis of the Brand Finance study reinforces this intergenerational concept. Haigh says, "In a technology-saturated world, parents appreciate the underlying creativity that [Lego] fosters and feel an enduring nostalgia for the brand long after their childhood. Lego is a unique, creative and engaging toy." (https://www.brittonmdg.com/blog/the-awesomeness-of-everything-lego-that-is/)

Employer attitudes toward older adults are ambiguous. Although older workers' skills and knowledge are considered obsolete, they are also perceived as loyal and reliable, even more so than younger workers (Walker, 1997). However, studies on age and outdated skills are inconsistent and suggest a positive, neutral, or negative relationship between age and performance (Sterns et al., 1994).

Several social learning channels, e.g., online discussions, audio-video interactions, peer coaching, or the collaborative environment Slack promote mutual understanding through intergenerational social skills. Multi-channel communication via cloud-based systems such as Google Workspace for Education, Telagram Liberating Structures groups, and the Slack mobile collaboration environment will facilitate the integration of teaching and learning methods in the GSmart project. This process will allow us to build a bridge for intergenerational cooperation through training and social skills development. With the help of the Slack platform, educators can directly ask questions about the parts of the workshop they do not understand. Slack can be a useful tool for collecting frequently asked questions and their answers to help teachers. Slack can collect FAQs and the opportunity can be used to realize that this is the preferred support channel and optimize it for this use case.

This module contains a series of practical exercises to raise awareness of mutual cooperation between the different generations BB, X, Y and Z. The exercises' primary focus is to bring together all different generations to work and cooperate. To make this happen, WORKSHOP 2 consits of tho parts. The first part includes 6 exercises and second part includes 3 exercises based on the findings of the report:

PART ONE: Putting them in a Playful mode

1. The Duck prototypes
2. Playing the building
3. Build a model of the things you don't like to happen in a meeting - Working Agreements definition
4. Stories, Skills and Values
5. Build a good experience in your life
6. Who you are

PART TWO: Addressing the cross-collaboration by setting up the system model

1. Your core identity in the cross-collaboration
2. Your aspirational Identity in the cross-collaboration model
3. Setting up the Cross-collaboration model Life
4. The training session's activities and the expected timing are explained below.

The exercises are conducted in an open manner. The LEGO® SERIOUS PLAY® leader is responsible for planning the LEGO® SERIOUS PLAY® process. He/she has to prepare the construction challenges for the workshop in advance. The formulation of the construction data has a decisive influence on the process and it is important that the construction data is formulated in a way that serves the purpose of the workshop and ensures the integrity of the method.

The LEGO® SERIOUS PLAY® method is based on an "open" approach. The central philosophy is that challenges should be stimulating rather than demanding definitive "correct" answers. In this approach, it is assumed that a task has a developmental effect if there are several correct or "true" solutions.

This means that there are many different ways for participants to approach and solve the challenge, and a task must be written specifically to address these different ways of viewing reality. When formulating challenges, the facilitator should try to ask open-ended questions that encourage reflection and dialogue. In this context, open-ended questions often deal with thoughts, imaginative future scenarios, and things that have not yet happened.

The goal of creating challenges is to get to the heart of what participants need to think about. Questions should also focus on experience and characteristics rather than hard facts and knowledge. Participants tend to see a good design task as something that is easy to understand and activates their brains in unusual ways. When formulating each design task, the facilitator naturally benefits from the experience and professional perspective of the consultants in relation to the specific group of participants.

Move from one building challenge to another.

Creating a process with multiple stacking challenges that form layers often works well to propel the team forward in exploration and learning.

Layered questions are questions that lead from one level of thinking to the next. The purpose of creating multiple layers in building activities is to allow for multiple "cycles" where you think about the same topic from different angles to expand participants' thoughts and create a more nuanced dialogue.

The methodology consists of four steps:

1. You pose a question (challenge)
2. The participants build a model
3. They share their answer represented in the model
4. All participants reflect and place questions

There is no specific pattern of questions; they think about what you want them to think about.

LSP is very systematic about using its templates to get a clear picture of new ideas, conflicts and challenges.

When all the models are on the table, you have a script that shows what you are looking for.

By understanding the scripts, you can connect the different parts and analyze what is going through the connections and the type of connection used.

Finally, you can make an action plan to implement the collaboration.

LSP is very visual; you can browse through the templates and discover many new things you never thought of.

One of the classic questions is how to get started with LSP.

The first step is to put them in "game mode" and give them a series of design tasks. The ones proposed in Part 1 have been tested hundreds of times and always work. These are not particularly challenging for LSPs.
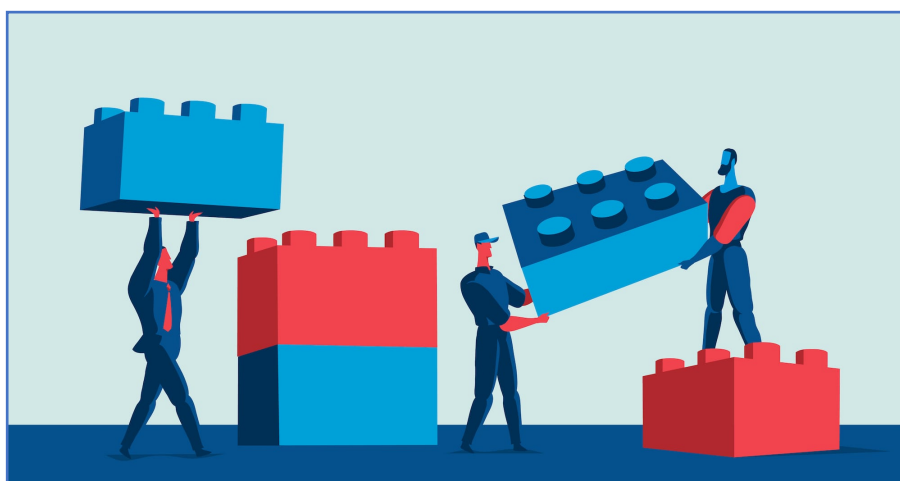
PART ONE: Total Playing time is 2 hours 10´ (130´)

Putting them in a Playful mode

Your challenge is to get ideas about a possible ''Educational Model for Cross-Generational Collaboration'', So you need to elaborate on an open question. One of the mastering skills of LSP is to know what the question is? If you place the wrong question, you do not achieve what you expect. LSP doesn't teach how to formulate the right questions.

Let's see an example:

You always start with Skills Building (Several individuals builds). The reason why you do this is that the hands are the most connected part of the brain. By making them build at an individual level several questions (not models), you connect both.

Another important reason is LSP is playful. When you put them in play mode, conscious and unconscious bias shows up, and the conversation starts.

One of the things you will observe is that while they are building their model, they ignore what the others are building. It means they are focused on delivering an answer. In that way, you get 100% participation. You do not get that kind of engagement with a PowerPoint presentation; this is why LEGO® is so powerful.

The next question that arises in our minds is what question to build and if, behind each question, you can show them a result that makes them engaged and move into trust, commitment, and accountability behind each question.

Here are some samples that always work.

Exercise 1.1. The Duck prototype.

Objective:

- **To open people's minds: a common concept can be represented differently.**
- **To understand what innovation can be**
- **To learn how to cluster information by building a DUCK scenario (as a metaphor for clustering cross-collaboration)**

Playing time: 15¨

The learning goal of this activity is to demonstrate to the participants a series of combined reflections focused on understanding important concepts. Participants are given six same LEGO® pieces and asked if they know what a Duck is. All participants get the same bricks, and in a one-time box (Agile Sprint concept) of 60 seconds, they need to build a Duck. The debrief of all different Ducks happens. The expectation is most of the participants think it should be similar or almost identical Ducks, but they are not. The learning goal is about diversity (very much linked with cross-generational collaboration) since all Ducks are different, so not all of us think alike, but all are valid Ducks. Another learning is, how do you communicate an idea that is your brain, but

people interpret it differently? How many solutions may a project have? The builder of the Duck can be the role of the Product Owner that talks to the client, and the Ducks are the results the development team delivers. When you cluster the Ducks, you start to see connecting points; at the very end, you notice that diversity is a plus and exclusion is not a choice that triggers intergenerational cooperation.

Exercise 1. 2. Playing the building:

Objective: Cross-generational Teamwork

Playing time: 25'

Number of players: 12

See game rules:

➡ https://drive.google.com/file/d/1-jd97NZfiFMXQE7HmkqhfEP-CX3EzmXA/view?usp=sharing

How to play it:

- Tell them now you play the role of a HERO with a specific mission.

- Tell them this is my game, then you have only two rules you must follow, do not show each other the mission you have to accomplish and do not talk to each other.

- Cut the missions one by one and allow them to choose one in the pure democratic exercise.

- Select 100 LEGO® bricks in ten different colours.

- Add some extra pieces such as windows, flowers, and connectors. You need two plates. Play with 12 participants.

The learning goal of this exercise is team cooperation and communication in a game format using LEGO® bricks connected to soft skills and attitudes. No one can solve the game if they play for their own mission without counting on the team. It looks like it is an individual activity but, in fact, is teamwork. The second learning goal is to understand external and internal dependencies among the different players. Each team member is in charge of a specific task until they don't understand this cooperative game; they can't develop the building.

The third learning goal is leadership and project management since no indication of colours and number of bricks are given for level 7th. A decision has to be made. In most of the cases, the one who is the leader of the project doesn't show. Due to the constraint apparently because of the game rules. However, authentic leadership shows in the table taken by another player when the game gets stuck. Exclusion due to assumptions is on the

Exercise 1.3. Build a model of the things you don't like to happen in a meeting - Working Agreements definition

Objective: To set the rules of the training session and the relations among participants, by telling what they don't like

Playing time: 30'

Each person is asked to use the LEGO® pieces they find on the table for building the model of what they don't like to happen in a meeting. Then, after building the model, explain their model to all the participants in the room.

While the people describe their model, a facilitator notes on what people don't like to happen in a meeting and puts the post-its close to the model with the name and three words definition of what they do not like, e.g. people talking at the same time. When all models are explained and understood, all post-it are moved to the wall. That represents the set of rules that are applied during the training session.

The post-it is stuck on the wall for the whole duration of the training to remind everyone which are the shared rules of the training session. More rules can be expressed during the entire training, then added with a new post-it on the wall. It is very effective because, in one way, everybody visualizes what each one is asking for, and the essential concept is these are they working agreements, meaning they are committed to following the rules. When something deviates, you can point out the rules.

Until now, they have visualized diversity and the importance of having an open mind to receive, the importance of teamwork-based cross-generational experience, and how to elaborate working agreements.

In the next block of three exercises, you activate them to discover who they are.

The three exercises are connected. Building the dog enables people to develop storytelling quickly. Most of the time, people project their own experiences or values in the model.

The dog can be constructed in multiple ways, and their individual stories allow us to create metastories.

Building a good experience is directly connected to the limbic system.

The two previous models facilitate the third one, which is about themselves. Who You are.

The information provided by each of them proves to be very useful for team building.

Exercise 1.4. Stories, Skills and Values

Build the dog

Objective: To practice storytelling of personal experiences as individuals

Playing time: 20'

The people in the room are split into groups. Each person in the group is asked to use the LEGO® pieces they find on the table to build their dog's model. It doesn't matter if it is an existing or imaginary dog; it is a personal choice. Then, after building the

model, they explain the model to all the participants in the room. Each participant tells their story on the dog they have built at the group level. Everybody shares. In some cases, we can see that by modelling a dog, people tell their personal stories and thus, they represent themselves through it. They define their life values in the model, creating a meta-story of all values and motivators in life represented by the dog model.

Exercise 1.5. Build a good experience in your life

Objective: To think positively and represent the positive things and events in their own lives.

Playing time: 20'

The participants in the room are split into five groups consisting of 6 people. Each person in the group is asked to use the LEGO® pieces they find on the table to build the model of a positive experience in their lives. Then, after building the model, at least one representative per table shows and explains their model to all the participants in the room. At the group level, each participant tells their story on the model they have built. Everybody shares. You will sense how the energy in the room grows exponentially, and people find touchpoints among themselves.

Exercise 1.6. Who you are

Objective: To represent oneself by collecting all aspects that identify one's personality, characters and professional aspects. To favour team building and shared knowledge.

Playing time: 20'

The participants in the room are split into five groups consisting of 6 people. Each person in the group is asked to use the LEGO® pieces they find on the table for building the model of who they are. They can represent an event with a single or more feature as they see themselves. Then, after building the model, at least one representative per table shows and explains their model to all the participants in the room. At the group level, each participant tells their story on the model they have built. Everybody shares.

The participants should be invited to think about the best version of themselves. Then while they tell the model's story to all the others, a facilitator takes notes on the post-its about the words said while they describe themselves and stick the post-its on the wall.

The facilitator can ask the participants to cluster the models on the table based on their own criteria and principles. This allows people to know each other best and find similarities, differences, and feelings and express emotions.

2

PART TWO: Total Playing time is 3 hours 10′ (190′)

Addressing the cross-collaboration by setting up the system model

From this point on, participants are ready to bigger challenges then you need to elaborate a series of questions related to what we need to explore.

Here is an example: Statement

"Due to profound changes in the contemporary Network Societies, people of various generations have to collaborate."

Exercise 2.1. Your core identity in the cross-collaboration

"Build a model showing who you are on this cross-collaboration team. What do you bring to the team? What could you bring? Consider building some of the functions that you carry out on the job, but also some aspects of you that are more hidden."

Objective: To design a potential model for cross-generational collaboration once you know how each member can contribute

Playing Time: One hour (60')

We play with this exercise to get the cross-collaborative model phases: feedback from others, brainstorming, resource analysis, goal setting, competence is broader and refers to the ability of a person – facing new situations and unforeseen challenges – to use and apply knowledge and skills in an independent and self-directed way. (1)

Exercise 2.2. Your aspirational Identity in the cross-collaboration model

Who are you at your best right now? Build another addition to your model showing your thoughts about this – what characterizes you right now when you are at your best?" Keep your model – but set it aside for now; you will need it later."

Objective: Understand the real contribution based on best personal performance

Playing time: One hour (60')

We play this exercise in Cross-generational collaboration in the social environment. Here, we intend to embrace the difficulties in cross-generational collaboration and ways of dealing with it through their social skills (Głębocki, et al., 2021).

Exercise 2.3. Setting up the Cross-collaboration model Life

This model involves the following steps:

1. Cross-collaboration Team Life

"How do you perceive the cross-collaboration team?

Build a new model showing what you believe your team is all about – what is the spirit, the 'feel', of the team right now?"

2. Shared Team life

"Build a shared model that shows what your team is all about – what is the team's perception of the team? What is the team's shared perception of the spirit and the 'feel' of the team life?"

When the team has built their shared model, the facilitator asks for a volunteer to tell the model's story. The other team members may contribute to the story.

3. Team Connections 1

"Now, position your own identity model (2.1) in connection to the shared model of your Team Life. Use the position of your model to say something more about the team and your connection/relation to the team."

4. Team Connections 2

"Build two or three connections between your own identity model and the shared Team Life model. Have your connections show and tell about what in your team live you feel the most connected to and how."

5. Aspirational Team Life

Now, each builds a model showing what you aspire to be like as a team in the future of the cross-collaboration.

6. Shared Aspirational Team Life

Build a shared model that shows what you aspire to be like as a team."

The cross-collaboration model is on the table.

6. Summary

This workshop built the case to situationally turn on playfulness as a state rather than as a trait during each phase of the design thinking process, so that participants can willingly shift to a beginner's mindset. As the innate creative nature of play is well-understood, what is more intriguing and valuable in the organizational context is its natural ability to foster individual and group creativity when a conducive environment and appropriate tools for individual self-expression and collaborative creation are provided. As evident from the case studies, fostering creativity with play creates the realization that the ''answers are in the system'' of employees and customers that they need to allow for expression without judgement. When employees are allowed to express freely and voice their opinion, a sense of trust and belonging is created. While applying the design thinking process to drive change in organizations, it is important to manage how we think and feel. The right behaviors can build adoption and ownership of change. Activating play behaviors has the potential to build a sense of connection, allow everyone to participate more willingly and articulate tacit knowledge in individuals and teams.LSP is designed to involve and engage everyone in an intergenerational work environment. In a sense, they rely on everyone's contribution to the group's success. Interaction and collaboration with others often determine success at work and in other areas of life. For the GSmart target group, we teach the basics of LSP, its main advantages and benefits, and how it can be used for cross-generational collaboration. We also show the possibilities of its practical application based on the results of the GSmart project on cross-generational collaboration. Research shows that cross-generational collaboration differs between the older generation-BB- and the younger generation. In generations X, Y, and Z, intergenerational change in attitude, teamwork skills, trust, openness to experience, composure, friendliness, and honesty must be specifically encouraged and reinforced to enable cross-generational cooperation.

In addition, the most important element of cross-generational cooperation is the exchange of knowledge and experience, which complements the mutual skills of employees of different ages in the performance of their job functions and tasks. Age-related stereotypes and prejudices in the workplace are among the most frequently mentioned difficulties in dealing with generations. The seniors interviewed see the positive aspects of intergenerational cooperation in exchanging knowledge and experience, acquiring new skills, mutual learning, and helping in solving tasks, problems, or crises. Therefore, every company, institution, or organization needs a human resource management strategy and training on intergenerational diversity management to improve the work processes of different age groups. In addition, since engaging in non-work related creative activities elevates positive affect, intrinsic motivation, trust and psychological safety for emergent co-creation, organizations should perhaps consider conducting such activities as a starting point for challenges that are directly linked to croos-generational business innovation. That training workhop demonstrates the cross-generatioal impact of play across and within functions and businesses, each play intervention was meticulously customized by the facilitator with the participants in order to meet specific organizational objectives This workshop, therefore, provides a series of practical exercises for high-level

organizations to improve and develop the skills of their educators and other staff supporting adult learners. At the end of the workshop, the project target groups will use the LSP methodology to overcome cross-generational collaboration issues. The working environment and the quality of life promoters for older people will be considered. The LSP method is adapted to the development of an organization and a community to manage generational diversity. It includes several hands-on activities to raise awareness of intergenerational cooperation, called BB, X, Y, and Z. All of the activities are grouped into two parts. Teachers are encouraged to read and understand the concept. For more information, see References and Resources at the end of the workshop.

7. Self-assessment test

References and resources

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