



Hochschule für
Wirtschaft und Recht Berlin
Berlin School of Economics and Law

MASTER THESIS

LET IT CLICK WITH THE BRICK

GAINING INSIGHTS THROUGH

LEGO SERIOUS PLAY

AS A BRAND RESEARCH TOOL

Berlin School of Economics and Law

Master of International Marketing Management SS 2016

Supervisors: Prof. Dr. Baumgarth

M.A Özlem Yildiz

Submission: 25.07.2016

Author: Julia Trebbin

(Student ID No: 458775)

Abstract

The thesis at hand has the aim to find out if the management method LEGO SERIOUS PLAY (LSP) is applicable for brand research. Secondary literature is reviewed to detect current applications of the method in marketing and branding. Additionally, LSP facilitators are interviewed as experts to investigate the potential of the method for application in marketing and brand research, as well as identifying success factors of the method. Moreover, workshops are performed examining two variations of LSP using different bricks, as well as the comparison method Free Expression Drawing (FED) to find out if brand associations can be created to determine the brand image of a company.

The thesis starts with defining the terms brand research, brand research tools, and LSP and continues with a description of the methodology and course of investigation. The results of the literature review and the expert interviews are illustrated showing current applications of LSP in marketing and brand research. Furthermore, a scoring model is introduced to evaluate the suitability of LSP for brand research combining the key findings of the workshops and additional factors. In the discussion the results are interpreted, limitations of the conducted research are illustrated and implications for further research are given.

The conclusion of the conducted research is that LSP is suitable to investigate the brand image of a company but the drawbacks of the method need to be considered.

Acknowledgements

First, I would like to say thanks to my first supervisor Prof. Dr. Baumgarth and my second supervisor Özlem Yildiz for agreeing on supervising this thesis. I am happy for the suggestion of this interesting topic and grateful for the help and ideas I received throughout the working process.

Thanks to Julian, Cori, Jean-Paul, Christoph and Gabor for your help, your time, your insights, your ideas, your bricks and the trust you have in me. Without you, this thesis would not be what it is today.

Thank you to Ira, Katja, Francesca, Ronny, Frederike, Sylvia, Myriam, Michel, Janina, Antoaneta and Marieke for your time, your dedication, your ideas, your insights, your thoughts and your playfulness.

Thanks to my mom, dad, and brother, who always support me unconditionally, keep up with my ideas and come up with creative solutions whenever they are needed.

List of Abbreviations

BSEL – Berlin School of Economics and Law

CEO - Chief executive officer

FED – Free Expression Drawing (Psycho drawing)

LSP - LEGO SERIOUS PLAY

NGO – Non-Governmental Organization

NPS – Net-Promoter-Score

SME – Small and medium-sized enterprise

ZMET - Zaltman Metaphor Elicitation Technique

List of tables and figures

Figure 1: Setup of the workshops	25
Figure 2: Contents of the brick bags.....	26
Figure 3: Different creations representing internationality	44
Figure 4: Rank of importance for the identified values of BSEL.....	46
Figure 5: Rank of importance of the models in the LEGO CLASSIC workshop ..	47
Figure 6: Results of the method survey	48
Figure 7: Scoring model comparing the workshops LSP, LEGO CLASSIC and FED.....	50
Appendix 1: Flow model	63
Appendix 2: Updated flow model.....	63
Appendix 3 Interview guide for expert interview.....	68
Appendix 4: Tweet to generate participants for expert interviews.....	68
Appendix 5: Transcribed results of expert interviews.....	78
Appendix 6: Outline of the workshops.....	86
Appendix 7: Method survey	91
Appendix 8: Results of the workshops compared to the BSEL mission statement	96

Table of contents

Abstract.....	2
Acknowledgements.....	3
List of Abbreviations	4
List of tables and figures.....	5
1. Introduction.....	7
2. Definitions	8
2.1 Brand research	8
2.2 Brand research tools	11
2.3 LEGO SERIOUS PLAY (LSP)	15
3. Methodology and course of investigation.....	20
3.1 Expert Interviews.....	20
3.2 Workshops	23
4. Status-quo analysis of applications of LSP	32
4.1 LSP in Marketing.....	33
4.2 LSP in Brand Research.....	36
4.3 Success factors of LSP	40
5. Suitability of LSP for brand research	42
5.1 Key findings of the workshops	43
5.2 Key findings of method survey	47
5.3 Scoring model to evaluate suitability of LSP for brand research	49
6. Discussion.....	50
6.1 Interpretation of results.....	50
6.2 Limitations of conducted research and further research.....	53
7. Conclusion	56
Reference list	57
Appendices	63
Statutory Declaration	97

1. Introduction

“It’s fun to do things you’re not made to do, like going to the moon or living under the ocean. I was playing when I invented the aqualung. I’m still playing. I think play is the most serious thing in the world.”

Jacques Yves Cousteau (Roe, 1995, p. 27)

As the famous researcher in oceanography Cousteau stated in the previous quote, play is an important part of the human development and in the generation of new ideas and should be taken seriously. In the thesis at hand, the management method LEGO SERIOUS PLAY is investigated, aims to find out if it is applicable for brand research, and if insights in this area can be generated by building with LEGO bricks. The motivation to conduct this research was out of personal interest for the LSP method and its applications, as well as the growing awareness of companies for the method, which can be seen in a continuously rising search volume of the term “LEGO SERIOUS PLAY” from Google trends.

With the before mentioned aim in mind, firstly there will be a definition of the terms brand research, brand research tools and the method LEGO SERIOUS PLAY (LSP). Afterwards, the methodology and course of investigation utilized in this thesis will be described, including expert interviews with LSP facilitators and workshops to examine the brand image of Berlin School of Economics and Law (BSEL). The workshops used two variations of LSP using different sets of LEGO bricks and the comparison method Free Expression Drawing (FED). In the following Status-quo analysis of applications of LSP a secondary literature review will be combined with the results of the expert interviews to illustrate current applications of LSP in marketing and brand research, as well as identify success factors for the method. The suitability of LSP for brand research will be explored by describing the key findings of the workshops and comparing the results of a conducted method survey throughout the workshops. As a result, a scoring model will be introduced to evaluate which of the methods and variations of LSP was yielding the best results and is therefore suited most for brand research. Afterwards, the findings will be interpreted, compared to previous studies, limitations for the con-

ducted research will be illustrated as well as a suggestion for further research will be given. The thesis at hand will end with concluding thoughts.

2. Definitions

In the following chapter the terms brand research, brand research tools and LEGO SERIOUS PLAY (LSP) will be defined reviewing literature about the respective topics.

2.1 Brand research

Bruhn (2004, p. 21) defines a brand as goods and services, that apart from a distinguishable branding through a systematic sales concept in the market, are giving a promise of quality which yields a permanent valuable and benefitting impact and realizes a long-lasting success in the market in the relevant target group by fulfilling customer expectations.

On the other hand, brands can be described as the associations existent in the minds of consumers (Mayerhofer/Secka, 2010, p. 67). Those associations lead to preferring one product over the other, as the brand makes the products distinguishable (ibid). Apart from an individual and subjective set of associations, perceptions, experience and values also play a role in the mind of consumers (Mayerhofer/Secka, 2010, p. 123). Moreover, a brand can be described as multimedia information chunks and mental images of consumers (ibid). Furthermore, the authors describe that brands have become essential anchors in people's memories and can be seen as the most valuable intangible asset of a company.

Adjouri (2014, p. 105) distinguishes brand research from market research, as investigating brands covers a bigger range. He adds that in most cases brand research is using methods of market research. However, the author mentions, that in some cases market research is not necessary in brand research, e.g. when analyzing a logo for its technical practicability, an experienced designer can evaluate it. Adjouri (2014, p. 205) points out the huge variety of different attempts to brand research, but distinguishes research into primary and secondary analyses. He describes external and internal sources in secondary research and gives economic key performance indicators, customer data, reports of field work and analysis from the past as examples for possible internal secondary data sources (pp. 105-

106). Furthermore, market studies from publishing houses, research papers of universities, publications from organizations, key performance indicators of the Land Statistical Office and Federal Statistical Office, dissertations, master theses and bachelor theses are named as possible sources for external secondary data sources (ibid.). The author mentions that secondary data sources should be analyzed critically, but can provide answers about the image of brands or the relevant set of brands for customers in their buying decision (pp. 106-107). Adjouri (2014, p. 107) points out that the methods of market research used in competitor analysis, product positioning, advertising effect, customer relationship and customer satisfaction can be utilized to analyze brands, but are not all directly transferable to developing or managing a brand. According to the author, the before mentioned analyses focus on the market or the customers, but brand research incorporates analyzing the company as well (ibid. p. 107). In brand research, the focus is not only on the receiver of brand communication and the symptoms in regards to brand aspects but also on the motives (ibid.). Adjouri (pp. 107-108) divides primary research into quantitative and qualitative methods with the main difference being the utilized tools and the aim of the investigation, as well as the sample size. Examples for quantitative methods mentioned are written or verbal surveys and for qualitative methods examples given are explorative interviews or guided group discussions (ibid. p. 108). Adjouri (2014, p. 109) mentions that he found out that in practice most research methods in brand research are utilized to investigate the image of brands. As a reason, he states that image studies are conducted continuously and to improve brand image would be part of entrepreneurial goals. Furthermore, the author distinguishes three main approaches in brand research: image studies, depth analysis and recall tests (ibid. p. 111).

Bruhn (2004, p. 10) mentions the following aspects as part of brand research: brand positioning, brand evaluation/value of a brand, brand loyalty, competitive advantage through branding, involvement with brands, customer oriented brand equity evaluation, brand knowledge of customers and analysis of the relationship between consumers and brands.

Baumgarth/Douven (2006) categorize B-to-B brand research into the following categories: brand specifications, brand relevance, brand building, brand development, implementation, brand controlling and brand impact. The categories brand

building, brand development, implementation and brand controlling can be further divided into subcategories like e.g. image measurement, positioning model, brand loyalty measurement and brand value measurement for the category brand controlling.

According to Mayerhofer/Secka (2010) the broad topic of brand research can be divided into the subcategories brand relationships and brand orientation, measurement of brand image and brand personality, and brand value: influencing factors and measurement approaches.

In the thesis at hand, the focus will be on brand image research. The brand image of a consumer contains functional, rational, intangible, emotional and symbolic components (Mayerhofer/Secka, 2010, p. 123). Some of the before mentioned components can be unconscious and implicit for the consumer. Moreover, the authors indicate that the brand image is only partly controllable by brand owners, as it is strongly affected by subjective, emotional perceptions and personal memories. According to the authors, marketing research often has a focus on rational, verbalized and conscious content, even though it can be insufficient in terms of getting a complete and accurate measurement of consumers holistic brand image (p. 123). Details about brand orientation can be found in Mayerhofer/Secka (2010, pp. 4-7). Research in the field of brand relation quality can be found from the same authors (pp. 29-35). The aspect of brand involvement in brand research is illustrated at pp. 59-68. Furthermore, Mayerhofer/Secka (2010) give an overview of brand relationship research between the brand and consumers (pp. 76-81). Research about brand image perceptions with the collage technique are given on p. 123 from the same authors. The method of attitude measurement in brand research is explained on p. 147, where picture scales are used to identify emotions towards brands. Research towards brand equity can be found from the same authors (pp. 167), as well as a study to identify the value of a brand (pp. 213). Swaminathan (2016) gives insights into customer-based brand equity and updates the current framework in this area. Geise/Geise(2015) use the concept mapping method to measure and visualize the brand image of Nutella. Raffelt et al. (2008) investigated if brand associations show variations depending to the age of participants using the collage method. Jahn et al (2013) research on the suitability of brand values to analyze brand associations and distinguish them from brand personality.

2.2 Brand research tools

As in overall market research, brand research tools can be divided into qualitative and quantitative research methods. In Mayerhofer/Secka (2010) examples for tools used in brand research are online surveys (pp. 9, 82, 111, 169), postal surveys (p. 9), expert interviews (pp. 9, 152, 227), secondary research in respective brand literature (p. 9), case studies (pp. 14, 31), action research (p. 14), content analysis (pp. 110, 180), verbal questioning (p. 123), in-depth interviews (pp. 133, 180, 227), group discussions (p. 152), field experiments (p. 251) and projective techniques (p. 180) like e.g. collages (pp. 124-138, 180). Kepper (1996) divides qualitative research tools into the subgroups qualitative interview (p. 34), group discussion (p. 63), indirect questioning with projective and associative techniques (p. 91), observation (p. 113) and case study (p. 126). Adjouri (2014, p. 115) gives an overview of techniques to analyze brand equity and the awareness companies have towards these methods. In this chapter, the focus will be on projective techniques, as those will be used in the research of this thesis.

Projective techniques

According to Felser (2007), the idea behind projective techniques is for participants of a study to spontaneously create associations from ambiguous settings. He adds that originally projective techniques were used in clinical personality research. Mayerhofer/Secka (2010, p. 124) add to this by mentioning the origin of projective techniques in psychoanalysis and clinical psychology, where they can be utilized to generate insights into personality disorder and people's personality. Furthermore, the purpose of projective techniques is for participants to project their motives and emotions into materials in a spontaneous manner (Felser, 2007). In contrast to that, Heding et al. (2016, p. 102) describe projective techniques as methods, where the focus is moved away from the participant, but is rather on 'projected' hypothetical others. In the opinion of the authors, respondents can hold back in research situations for the purpose of protecting their self-image. To reveal more about themselves and open up to the researcher projective techniques can be a helpful tool for respondents (Heding et al., 2016, p. 102).

Felser (2007) mentions that projective techniques are tools for indirect measurements as the original research topic is not part of the instruction, but it is rather

implicitly shown in the projections to the instruction. It is further described that projective techniques should uncover content, which participants would not like to share otherwise, including unconscious or repressed knowledge (also Chrzanowska, 2014, p. 2; Heding et al. 2016, p. 102). Chrzanowska (2014, p. 2) indicates that projective techniques can also be called enabling, sorting or visualizing techniques and Kepper (1996, p. 107) adds that expressive techniques are a subcategory of projective techniques. Kepper (1996), p. 108) mentions that expressive techniques are suitable for emotional or complex topics or issues that are hard to verbalize. Mayerhofer/ Secka (2010, p. 124) add that by utilizing projective techniques an unaltered view of the test persons attitudes and feelings can be achieved which can lead to a deeper understanding of the consumer than it would be possible with direct questioning. Moreover, the authors mention that through these kinds of techniques participants might reveal aspects they would usually be unable or unwilling to share. Hindering feelings like embarrassment, a person's social desirability bias or fear can be minimized by projective techniques, Mayerhofer/Secka (2010, p. 124) state. Instead, initial opinions are stated intuitively the authors add. Felser (2007) offers that in contrast to the application of projective techniques in psychology, where the person, its personality and its motives are the focus, in market research the method is used to gain insights into a product. Moreover, in contrast to the psychological application of projective techniques, in market research the material used is not standardized. Instead, any material that holds several meanings is applicable for the market research purpose of projective techniques according to Felser (2007).

Examples of projective techniques used in market research Felser (2007) mentions are projective questions, collages, psycho drawing or associative techniques. Mayerhofer/Secka (2010, pp. 124-125) add the qualitative projective techniques bubble drawing, word association, thematic apperception tests (story telling), story completion, sentence completion, third person techniques, role playing, cartoon tests, personifications, and drawing persons tests. Chrzanowska (2014) explains most of the projective techniques mentioned before and much more. In the associative techniques, participants verbalize every aspect that comes to mind regarding a certain topic. Furthermore, Felser (2007) states that to gain unfiltered, spontaneous and automated thoughts of participants, partially time limits are used in asso-

ciative techniques. As the interpretation of the results of associative techniques proves to be difficult for researchers, it can be done within the investigated group according to the author. He adds that through the group, objectivity can be achieved and participants can comment on or clarify findings. Within the results of associative techniques, researchers strive to find similar or common ideas, which can later be categorized and examined using quantitative analysis (Felser, 2007). In contrast to that, Mayerhofer/Secka (2010, p. 126) say that in the application of projective techniques in brand image research, the primary aim should be explorative and the goal would be to understand participants holistically, rather than trying to generalize findings. Mayerhofer/Secka (2010, p. 125) mention that projective techniques can be a welcome alternative for participants as they have an unconventional and creative nature in a time of increasing research-exhaustion. Moreover, the aspect of fun is added by the authors and that projective techniques might be helpful in the area of research with children (also Kepper, 1996, p. 108). Kepper (1996, p. 108) adds that expressive techniques can be diverting and innovative, but also depend on the openness of participants, as they need to be active and engaged in the task. However, she points out that expressive techniques are rather unconventional and can lead to hesitations of participants.

With projective techniques, the drawbacks of exclusively verbal-based approaches which require rational reasoning and explanations by test persons, which can be misleading when measuring emotional aspects, should be overcome (Mayerhofer/Secka, 2010, p. 123-124, Chrzanowska, 2014, p. 4). In addition to that, Mayerhofer/Secka (2010, p. 123-124) mention the danger of cognitive bias with verbal-based approaches. This bias is described as a bias towards rationality and cognitive reasoning by researcher and respondent (also Bosch et al. 2006, p. 92).

To gain in-depth insights on personal beliefs, opinions, and values, in-depth interviews are commonly used in qualitative research (Mayerhofer/Secka, 2010, p. 133,; Adjouri, 2014, p. 108)). With this method, the researchers aim is to understand participants' multiple perspectives on intentions, reasons, and goals, as well as gaining knowledge about them. As test persons usually have the tendency to rationalize and reason their opinions and perspectives, the authors suggest a mixed approach that allows gaining insights into both the emotional, intuitive view of

participants, as well as their rational perspective. By comparing both components of the research, there is a potential to identify hidden and unconscious components of a participants brand image perception (Mayerhofer/Secka 2010, p. 133). The authors add that rational and functional brand image components are communicated verbally and generally memorized, whereas emotional brand image components are communicated via visual, nonverbal expressions and frequently memorized (p. 137).

Apart from role play, which Kepper (1996, p. 107) mentions as an example for projective techniques, she gives implications about psycho drawing (also free expression drawing or free drawing according to Chrzanowska, 2014). In the following FED will be used as an abbreviation for free expression drawing (psycho drawing). According to Kepper (1996, p. 107), FED is the creation of pictures and drawings about certain topics. She indicates that a drawing is seen as a possible form of expression for human personality in clinical psychology, where especially emotional and intuitive aspects can be expressed easier than by verbally describing them. She adds that unconscious and suppressed contents can be incorporated in the pictures created. With FED in market research, participants can be asked to draw their feelings and experiences in relation to a brand or corporation and afterwards talk about their creation, she goes on. Moreover, the chosen illustration of colors, forms and details utilized can give implications about the feelings, subjective assessment and perception of the test person in regards to the brand (Kepper, 1996, p. 107; Chrzanowska, 2014, pp. 60-61). Kepper (1996, p. 108) mentions that with FED participants have a lot of design flexibility. However, she points out that the unfamiliar task might result in hesitations or even refusal of participants (also Chrzanowska, 2014, p. 61). Additionally, a certain amount of skills and imagination is required by participants to gain meaningful pictures, according to the author.

The application of projective techniques can be seen from Yildiz et al. (2015) who use the Zaltman Metaphor Elicitation Technique (ZMET) as a projective technique to research on consumer perceptions of sustainable fashion. Additionally, Baumgarth/Yildiz (2016) investigated on brand image by comparing the arts-based brand research methods (being a subcategory of projective techniques) collage, psycho drawing, multi sensory sculpting and LEGO SERIOUS PLAY.

2.3 LEGO SERIOUS PLAY (LSP)

In the opinion of Frick et al. (2013), who did an investigation on current applications of LSP in SMEs in Europe including a literature review and expert interviews among LSP facilitators, the existing literature can be divided into the two categories publications with a focus on the concepts and theories behind LSP and the methodology itself; and publications illustrating different applications of LSP like use cases or examples.

Kristiansen/Rasmussen (2014, p. 18) describe the beginning of LSP in the year 1994 when the LEGO Company faced increasing competition from new toys like video games emerging in the market. The owner and CEO of LEGO at that time, Kjeld Kirk Kristiansen, was dissatisfied with the outcome of the strategy development sessions with his employees, as they were lacking imagination and creativity even though that is what their business is about (ibid. p. 19). In 1996, Kirk Kristiansen and the professors Bart Victor and Johan Roos from the Institute for Management Development in Lausanne, Switzerland, met. At that time, the professors were researching on different ways to create strategies while feeling the same frustration about traditional tools to develop strategies. However, all three parties figured that they share the same values, which see people being the key to success of a company and strategy being something you live rather than being saved in a document (ibid. pp. 19-20). Kristiansen created a separate LEGO subsidiary called Executive Discovery Ltd. in order to fund research in strategy development methods, resulting in business school professors practicing their strategy concept using LEGO bricks instead of other methods in the following years (ibid. p. 20). In 1999, the director of the research and development department for LEGO Education, Robert Rasmussen joined Executive Discovery and developed the LEGO SERIOUS PLAY method (LSP) with his team (ibid. pp. 21-22). From 2001 LSP was promoted as a communication, thinking, and problem-solving technique for groups and by the end of the year, the method was ready to be used consistently over various groups in a reproducible and robust manner (ibid. p. 23). The first facilitators were trained, a team supporting the method was put together and the method was officially launched in 2002 (ibid. pp. 23, 26). In 2010, the training program was enhanced and restructured, and represents the certification program still used today (ibid. p. 24). In the development of the method, Kristian-

sen worried that the name LEGO could become a disadvantage for the method, as the toy image associated with the name could lower people's interest rather than piquing it, and the method was aimed for boardrooms and offices where strategies meant to be decided. Therefore, the emphasis is on SERIOUS PLAY rather than LEGO SERIOUS PLAY (ibid. p. 25). The authors emphasize that the value of the method is not created by the LEGO bricks alone, but rather by the combination of the bricks and the facilitation of the process (ibid. p. 26). In the end of 2003, Executive Discovery ceased to exist and all intellectual rights were transferred to the LEGO Company as marketing and selling the method appeared to be harder than expected due to the toy image, combined with structural and financial issues (ibid. p. 27). In the following years, there were some structural changes to the approach and several strategies were tried out to keep the methodology alive, being more or less successful with different leaders of the team (ibid. pp. 27-30). However, in 2010, the method was announced to be an open source community model, giving an end to the full control of LEGO over training, certification, exclusive distribution of material for facilitators and delivering the service to end consumers (ibid. p. 31).

Kristiansen/Rasmussen (2014) mention, that LSP can help with avoiding 20/80 meetings, where only some people are participating (pp. 36-46, also Grabmeier, 2016). Instead, 100/100 meetings should be created where everyone leans in to participate, unlocks hidden knowledge and breaks habitual thinking (ibid.). Denio/Reuther (2016) assist by stating that LSP is effective to use collective intelligence. The bricks in the LSP sets are a collection of standard LEGO bricks, basic DUPLO bricks, and DUPLO animals as well as parts of LEGO Technic. (Kristiansen/Rasmussen, 2014, p. 66, cp. LEGO SERIOUS PLAY, 2016).

The authors Kristiansen/Rasmussen (2014) define play as fully absorbing, intrinsically motivated, including elements of uncertainty or surprise and involving a sense of exaggeration or illusion. Furthermore, it is illustrated that play tends to imitate, prepare and exercise for more serious functional actions, and relieves stress (ibid. p. 71). Else than that, play is described as a natural way to develop and adapt new skills, prepare people for emergence, keep them open for serendipity and new opportunities (ibid. p. 72). Jacobs/Statler (2004) define play as a form of foolishness in which possibilities of alternative rules can be explored by a de-

liberate and temporary relaxation of rules. The authors mention the crucial importance of play to develop skills, which are required to be able to function in social communities, to develop cognitive skills and to understand meaning in specific contexts. Furthermore, they state that anything that is humanly imaginable can be expressed with play and that it creates an environment in which new alternatives can be explored, which is useful to be applied in scenario planning.

However, serious play is defined as having the following characteristics: being an intentional gathering to apply the imagination; to experiment and prepare, rather than to implement; and to follow a specific language or a set of rules (Kristiansen/Rasmussen, 2014, pp. 72-73). Jacobs/Statler (2004) mention that serious play is a type of an activity that uses imagination, combines social, emotional and cognitive elements of experience and intentionally uses benefits of play to focus on organizational challenges. Serious play can extend the creative and expressive skills of participants by using 3-dimensional or other experimentally-rich media, the authors continue.

The LSP methodology consists of a set of principles, which include e.g. everyone having to participate, not having one right way to build with LEGO bricks, and having the obligation to build and the right to tell the story of the LEGO model when being a participant (Kristiansen/Rasmussen, 2014, pp. 87-88). The core process of LSP consists of the four steps posing the question, constructing a LEGO model to answer the question, sharing the constructed answer with participants and reflection where peers can ask questions about the model (Kristiansen/Rasmussen, 2014, p. 87-89, also Gauntlett, 2013, Ematinger, 2014, pp. 108-110). Therefore, LSP aims to give everyone a voice (Kristiansen/Rasmussen, 2014, p. 90, also Denio/Reuther, 2016). To ensure a successful workshop each participant should start with an identical set of bricks, each participant needs to start with building their own models, they should see the bricks as metaphors and there needs to be an introduction into the core process of the method in the beginning of a session (ibid. pp. 91-92). The three main applications of LSP are team development, personal development and enterprise development, the latter ranging from e.g. strategy creation, over innovation to product development and education (ibid. p. 106). The authors describe the science behind LSP in the hand-mind connection (ibid. pp. 125, 139-142, also LEGO SERIOUS PLAY, 2011,

Rasmussen Consulting, 2012), constructivism (ibid. p. 129, also Denio/Reuther, 2016), constructionism (ibid. pp. 130-134, also Denio/Reuther, 2016) and flow (ibid. pp. 172-182). The concept of constructivism is described as a theory, where knowledge is built and rearranged based on current knowledge and experiences (Kristiansen/Rasmussen, 2014, pp. 129-130). Constructionism represents the ideas, that when constructing something physically, humans simultaneously build new knowledge, learn faster and more effective, and they can better develop ideas (Kristiansen/Rasmussen, 2014, p. 131, also Thunig, 2010). Thunig (2010) adds that through constructions humans can better learn connections and insights than by communicating knowledge. Flow is described as a state in which people are completely engaged in a task, they lose their sense of time and place and they use their learning potential to the fullest (ibid. p. 173). According to Rheinberg (2004, p. 41), flow is a state of absorption in a smoothly running task without self-reflection which is in one's own control despite its high level of challenge. People in a flow tend to forget the time, the space and the original purpose of the activity and are fully absorbed in it, the author continues. Furthermore, he states that people who experienced flow often, show a higher level of life satisfaction and the concentration for the task appears without having to consciously guide ones actions. Furthermore, flow can be seen as a state in which the competence of people and the challenge they face are balanced (Kristiansen/Rasmussen, 2014, p. 174, see appendix 1). However, the flow model was updated and it is suggested that flow is only experienced when challenge and competence are on a high level (Engeser/Rheinberg, 2008) (see appendix 2). Moreover, the authors Kristiansen/Rasmussen (2014) state that LSP can be used as a qualitative interview technique in research or for focus groups and observational research (pp. 268, 273-278, also Lang, 2014a).

Chalupa/Hantscher (2014) define LSP as a qualitative research method that is a facilitated process, in which through building with LEGO bricks as well as subsequent storytelling creative processes are started, problem-solving is accelerated and complex issues or questions can be illustrated. The authors add that the method is very flexible because of the diverse and abstract LEGO bricks, which allow models to be rebuilt, changed or complemented. According to Chalupa/Hantscher (2014), LSP has several benefits. They describe the method as flexible due to its

many applications. Moreover, the method is an initiator and a driver for creative innovation processes because of its playful character. They add that it can lower over thinking as well as opening the possibility to break conservative thinking and behavior habits. While playing, dopamine can be released in the brain, which increases motivation and activates the center of the brain being responsible for rewards, according to the authors. The authors point out that through LSP hesitations and hierarchies can playfully be resolved and everyone has the chance to be working under the same precondition. The authors add that there are no special skills needed to successfully use the method as everyone can build with bricks. The authors of the paper describe LSP as an effective method, which enables a fast, intense and deep understanding of a topic while enabling enthusiasm amongst participants because of the fun created by the LEGO bricks.

In the opinion of Thunig (2010), LSP can be used for team building, personality training and the optimization of processes. The method is supposed to unleash creativity and can generate solutions for companies according to the author. He adds that by using their hands, participants can activate 70-80% of their brain to generate ideas. Thunig (2010) also states how crucial it is for the method that everyone actively participates. Through LSP many aspects can be verbalized, which before were hard to express before, and the mixture of seriousness and fun can be fascinating for participants he adds. According to Thunig (2010), through LSP conflicts can be illustrated and the communication is happening on an abstract level, which makes it easier to talk about personal issues of participants. He indicates that hierarchy barriers can be broken, as by using LSP everyone has the same voice and is encouraged to find solutions to a problem. The author offers that usually in the end of a workshop everyone is working together on a shared model, which supports the idea of finding a solution together. While explaining the story behind the model, the model helps to form and sort ideas (Thunig 2010).

In an article about innovation management from Grabmeier (2016), LSP is described as a method to visualize processes and ideas with the help of a certified LSP facilitator. Furthermore, the author states that LSP could drive innovations or could be applied in the area of human resources to define goals, values of a team or generate feedback.

Chrzanowska (2014, p. 70) points out the importance of using metaphors in the storytelling process (also Rasmussen Consulting, 2012). The author mentions that the method uses the disarming element of children's building blocks and allows participants to bond, share and to express abstract ideas.

3. Methodology and course of investigation

In the following chapter, the methodology to answer the research questions, as well as the course of investigation will be described and justified.

In this thesis, qualitative research is utilized by applying expert interviews and assisted focus groups in form of workshops as qualitative methods. The reason for choosing qualitative research is that, according to Ematinger (2014), this kind of research can support the observation of different perspectives, frames, and opinions of people, and allows to be flexible. Jäger/Reinecke (2009, p. 67) assist by stating that expert interviews provide a range of applications and accomplish openness and communication as a basis for qualitative research. Hollensen (2014, p. 187) states that group interviews (focus groups) can be used to investigate a product, service or organization and consist of a moderator and less than ten participants. He adds that this kind of qualitative research is flexible and can result in big amounts of information. In his opinion, the researchers' task is to explore issues, guide interviews and probe as the situation requires as well as observing reactions and the behavior of participants.

3.1 Expert Interviews

The first research question

1. Does LSP have the potential to be used in marketing?

will be investigated by expert interviews. The second research question

2. Is the LSP method already applied in marketing, with a specific focus on the area of branding?

will be explored by secondary research in terms of reviewing case studies of applications of LSP, as well as being accompanied by the answers of the expert interviews.

Expert interviews have the purpose of focusing on the interviewee, his knowledge, and his subjective perception, as well as his interpretation about a certain topic (Jäger/Reinecke, 2009, p. 40). The authors add that through expert interviews a researcher can gain insights into the context of a topic and the work of the interviewee (ibid. p. 66). Additionally, it is stated that through expert interviews a topic can be researched in an exploratory way and a general understanding of a topic can be achieved (ibid. p. 31). The aims of the expert interviews conducted for this thesis are to gain a deeper understanding of the method LSP and particularly learn about applications of the method in the context of marketing and brand research and gather examples of possible use cases in the areas researched on. Furthermore, the potential of the method to be applied in the before mentioned areas (marketing and brand research) were investigated. For the expert interviews of this thesis, experts were preselected and are defined as LSP facilitators. The interview guide for the expert interview can be found in appendix 3. It follows the recommendation of Jäger/Reinecke (2009, p. 42) to design the questions in a way that they develop from general to specific questions throughout the interview.

The participants of the expert surveys were asked to answer the questions “How long have you been a LSP facilitator?”, “Within the last 12 month, how many LSP workshops have you facilitated?”, “In which language(s) do you facilitate LSP workshops?” and “How many people were approximately employed by the companies you facilitated workshops at?” as introduction questions with the purpose of gathering general data about the method and the facilitation approach. After the first expert interview, participants were additionally asked to specify who gave them their training to become a certified facilitator and how many days their training lasted, as the first participant mentioned that those two factors might be an indicator for the approach of facilitators as different certificates exist. As part of the main questions, the participants were asked to state for which purpose they use LSP suggesting the categories training, consulting, research and the possibility to state other purposes. The consulting and training options were adapted from a study of Frick et al. (2013), where 84 LSP facilitators were interviewed about their usage of LSP within Europe and those two options were the most mentioned answers when asking for the LSP usage. The research option was added, as it should yield insights relating to the research questions of this thesis. When reply-

ing positive to the research option in the survey, the experts were asked to give examples for the research purpose they already applied LSP for. Furthermore, the experts were asked to give an estimate if LSP has the potential to be applied successfully in marketing and respectively in brand research. Afterwards, they were asked to specify the reasons for their opinion. Additionally, experts were encouraged to answer if they already applied LSP in the field of marketing and respectively in the field of brand research and if answered positively, they were asked to state examples of the application in the named field. If they answered the question about the application of LSP in marketing or brand research negatively, the respondents were asked if there was a specific reason for not using the method in the respective field. In the field of marketing, participants were also asked if they use other management methods next to LSP. Furthermore, the experts were questioned about how an LSP workshop is usually initiated, giving the options of the consultant suggesting LSP, the company contacting the consultant suggesting LSP and the option to name other initiators. On a 5-point semantic differential scale, experts were asked to give their opinion about how common LSP would be in companies (well known/unknown), how frequently companies use the method (always/never) and how accepted the results of the LSP method are by decision makers in companies compared to other methods. A 5-point scale was used, as, according to Dawes (2008), it is one of the most frequently used scales and a mean can be calculated. Top box scores will not be used for the analysis, as the database is very limited with only six participants and the research is of a rather exploratory nature. Additionally, the LSP experts were asked to specify success factors for the method, as well as factors that could lead to a failure of an LSP workshop.

In order to gain access to LSP experts, two LSP meetups in Berlin on 26 May 2016 and 13 June 2016 were attended, where insights into the method were given, the method was tried out and questions could be asked to facilitators. Following the first meetup, the interview guide for experts was adapted and a question about success factors and factors for possible failure of the LSP method were included. After the first meetup, its initiator agreed to be interviewed and helped recruiting experts on LSP through direct contacts and a tweet, which can be seen in the appendix 4. Therefore a referral sample was utilized for the purpose of this thesis, as

described by Jäger/Reinecke (2009, p. 39). Furthermore, the organizers of seriousplaypro.com as well as the Play Serious Academy were contacted via e-mail. One expert on LSP in branding was contacted via LinkedIn message. Response rates were high as within 24 hours of contact, already 5 out of 7 facilitators responded positively and one facilitator contacted the author due to the tweet. After one week of the first contact, all contacted facilitators responded positively to the request to being interviewed. However, not all contacted experts could be interviewed due to different schedules throughout the research phase. The expert interviews were conducted via Skype or telephone between 31 May 2016 and 21 June 2016. Overall, six LSP facilitators were interviewed. Four interviews were conducted in English; two interviews were conducted in German. The documentation of expert interviews was done through audio recording and the results were transcribed content wise. They can be found in appendix 5. All answers of the expert interviews were gathered and analyzed through content analysis. To keep input material consistent, all interviews were conducted by the author of this thesis and followed the interview guideline, as suggested by Mayerhofer/Secka (2010, p. 135).

3.2 Workshops

The third research question:

3. Is the LSP method suitable to investigate issues in brand research, specifically to analyze the image of a brand?

To test the suitability of the method LSP in brand research, three different workshops were held. Firstly, FED will serve as a comparison method. FED was chosen because the setup of the workshop can be designed similar to an LSP workshop and it does not require extensive resources (cp. Chrzanowska, 2014, pp. 60-61). An introduction to FED was given in chapter 2.2 Brand research tools.

Secondly, it was decided to test two different versions of bricks for the method LSP. One version of the workshop was held with original LSP bricks using window exploration bags and the identity & landscape set; in the other workshop, regular LEGO CLASSIC brick boxes (type 10696) was utilized. This variation of bricks is supposed to find out if LSP bricks are a precondition for the success of

an LSP workshop or if the type of bricks shows variations in the results of workshops.

The design of all workshops is similar and has the aim to find out associations of the brand Berlin School of Economics and Law (BSEL). This will determine the brand image. Images are defined by Adjouri (2014, pp. 109-120) as attitudes and associations of a person towards an object, which can be measured individually. The sum of the measured attitudes and associations of participants then defines their attitude towards the object or brand (ibid.)

The results of the workshop will be compared to the mission statement of the BSEL (BSEL, 2016) which serves as an indicator for its brand identity. Another aim of the workshop is to identify aspects that could improve the brand BSEL and make it stand out from the brands of its competitors. The evaluation of results will be done through content analysis. Please find the outline and questions of the workshops in Appendix 6.

All workshops were conducted in the same room, at the same time of the day and with the same setup between 20 June and 27 June 2016, to keep conditions comparable. The setup included a sign at the door saying “Smile, you are here now”, the ground rules taped to the floor (“Think with your hands“, „There are no wrong answers” and “Everyone builds/draws, everyone shares”) the participants literally had to step over as suggested by Loyd Smith/Meyerson (2015), the same drinks and snacks and a sign explaining the method shortly on the board (Question, Build/Draw, Share, Learn). Please find pictures of the setup in figure 1.



Figure 1: Setup of the workshops (1: Table with snacks, drinks and brick bags, 2: Table with brick boxes, 3: Sign on the board “Question, Build Share, Learn”, 4: Ground rules taped to the ground “Ground rules” “Think with your hands” “Everyone builds, everyone shares” “There are no wrong answers”)

The workshops were designed in a way that the participants are first introduced to the method theoretically with the before mentioned sign on the board and afterwards with an easy task of creating a tower within 3 minutes, as suggested by Strategic Play Training (2015). This process is called skills building (cp. Gauntlett, 2013). Creation in this description means building a model for the LSP and the LEGO CLASSIC workshop, and drawing a picture for the FED workshop. All workshops started out with limited materials. For the LSP workshop, window exploration bags were used. For the LEGO CLASSIC workshop, the researcher created similar brick bags comparable to window exploration bags. In figure 2 the Window exploration bag bricks (left) can be seen in comparison to the LEGO CLASSIC bricks which were put into similar bags. The LEGO CLASSIC bags were created in a way that bricks served the same purpose as similar bricks in the Window exploration bags. In the first attended meetup, one of the LSP experts mentioned different functions of LSP bricks e.g. basic bricks like the 2x2 or 2x4

bricks, connecting bricks like bridges or ladders, and bricks representing growth or movement like flowers, flags, and propellers. In the LEGO CLASSIC bags created, one brick was added as substitutes could not be found for all bricks. For FED, the limited material, in the beginning, consisted of only a few selected colors and pens.

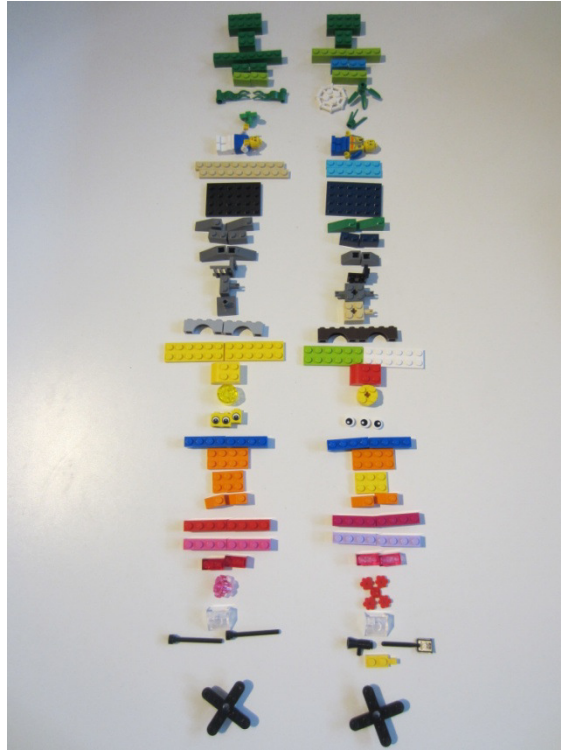


Figure 2: Contents of the brick bags (left: Window Exploration Bag, right: Self-made brick bag created from CLASSIC brick box)

Following the creation of the tower, the first lessons learned were that conditions can change throughout the workshop and that people get emotionally attached to what they create, which was achieved by getting their own creations destroyed by another participant. Afterwards, the participants were introduced to building metaphors with creating a simple animal (duck) within 3 minutes and subsequently changing it into a strong emotion they felt throughout the past three weeks within 3 minutes. Following the creation process, participants were introduced to the process of sharing what they build with other participants and how their creation relates to the question. At the same time, participants were encouraged to ask questions about the creation to understand the details and the implications of the creator. With that the skills-building process was complete and the actual task of the workshop was introduced.

As a next step, participants were asked to create a value that came to mind when thinking of BSEL within 7 minutes. If more than one value was thought of, participants were encouraged to generate more than one creation, but one creation per value. After the creation process, participants were asked to explain how their creations incorporated the value they thought of when thinking of BSEL. Additional questions about the creation were asked by participants and the researcher. Following that, the participants were asked if they felt that there were values missing on the table representing the BSEL. Accordingly, a second round of creation was conducted similar to the first round with the same process of reflecting on the creations as mentioned before, but with a time limit of 5 minutes.

Afterwards, the participants of the workshops were asked, which future value the BSEL could represent to stand out from competitors but was not represented on the table yet with a time limit of 7 minutes. Again, if more than one value was thought of participants were encouraged to generate more than one creation, but one creation per value. Afterwards, the same reflection process as before was used.

Throughout the rounds of creation, the participants were asked to keep their creations and push them to the other side of the table. That was necessary, as in the next step the participants were asked to arrange all value creations according to their importance, with one side of the table representing very important and the other side of the table representing less important within a time limit of 10 minutes. Following the recommendation of a participant in the first workshop (LSP), in the latter workshops, chairs were pushed to the side in this step so that participants could move freely. After summarizing the values and their position on the table, participants were encouraged to name the values of their creations on post-its and afterwards fill in the method survey. The workshops ended with thanking participants and showing appreciation about their insights by handing out incentives and answering to comments or questions about the workshop. The incentives were LEGO 2x4 bricks with two antennas and eyes representing a bug.

Throughout the reflection process, the researcher took notes of the aspects mentioned which were included in the content analysis of the workshops. Furthermore, pictures of the models were taken when participants were busy with the

next creation challenge. In the FED and the LEGO CLASSIC workshop, the first two rounds of creations were marked visually by adding a brick to the models for LEGO CLASSIC and adding a red dot in the corner of the pictures for FED, as suggested by one of the interviewed facilitators. This had the purpose of identifying current and future values of the brand BSEL after all models were arranged according to their importance on the table.

To keep input material consistent, all workshops were conducted by the author of this thesis and followed the same workshop outline except for small adjustments that had to be made according to the tested method, as suggested by Mayerhofer/Secka (2010, p. 135). The same authors suggest letting test persons interpret and explain all elements of the models/pictures created in workshops in order to minimize any bias resulting from the researcher's interpretation. The participants of workshops were motivated by the researcher to explain their models/drawings in detail. Moreover, to gain deeper insights and create a mutual understanding of the creations further questions were asked by the researcher and other participants of the workshops.

The participants invited to the workshops were students of BSEL as well as one person not affiliated with BSEL but familiar with the university. Therefore, a convenience sample and a homogeneous group of participants were utilized. Reasons for this were the limited time and financial resources, as well as the aim to find out brand image aspects of the BSEL from its customers (students). Furthermore, the first interviewed expert on LSP mentioned, that homogeneous groups are easier to facilitate because of fewer internal conflicts and no power distance between participants. In respect to the limited experience of the author to facilitate groups, a homogeneous group of participants seemed to be suitable for the purpose of this research. Generally, it was not easy to convince students to participate in the workshops, which is why one of the workshops only had two participants and one person not being affiliated with BSEL was participating.

The hypotheses for the workshops are the following:

1. The workshop with LSP bricks yields better results in the majority of tested areas than with LEGO CLASSIC bricks.
2. The workshop with LSP bricks yields better results in the majority of tested areas than FED.
3. The workshop using LEGO CLASSIC bricks yields better results in the majority of tested areas than FED.

The documentation of the workshops was done by video and audio recording, as well as taking pictures of the models/the drawings (as suggested by Mayerhofer/Secka, 2010, pp. 134-135). The outcome in form of post-its with separate ideas will also serve as a documentation of results.

To compare the results of the workshops the mission statement of the BSEL was analyzed content wise and clustered into six different main aspects with several sub-points. After conducting a content analysis of the results of the three conducted workshops, the named aspects could be assigned to the six aspects of the mission statement of the BSEL or if not fitting in these areas were assigned to a group named new/future aspects. Using this procedure, it can be analyzed if all aspects of the mission statement were mentioned in the workshops and how many additional ideas were created.

Mayerhofer/Secka (2010, p. 134) indicate that complex metaphors can express emotions, beliefs, stories and perspectives. Therefore, one model or picture created in the workshops might communicate several ideas and combine several meanings (ibid.). On the other hand, there might be groups of pictures or models created in the workshops that symbolize similar ideas (ibid.). As a solution to that obstacle, the authors suggest thought units. Those thought units combine one communicated idea in text form not taking into account the way the thought was expressed. The aspects named in the workshops were clustered into thought units. However, if different aspects of the same value were mentioned, those values were accounted for separately.

Method survey

In order to evaluate the methods used and the variations of the LSP method using different brick sets, participants were encouraged to fill out a questionnaire. The method survey can be reviewed in appendix 7.

In the questionnaire, participants were asked to evaluate the level of fun they had (lots of fun/no fun), the satisfaction (1) represented by asking how satisfied they were throughout the workshop (strongly satisfied/strongly dissatisfied) and the input-output-relation with the question how they would rate the time spent on the workshop in relation to the results of the workshop (time spent was worth it/ time spent was useless). In all before mentioned questions, 5-point scales were used as semantic differentials, as according to Dawes (2008), it is one of the most frequently used scales and a mean can be calculated. Top box scores will not be used for the analysis, as the database is very limited with only 12 participants. Furthermore, the participants were exposed to 7 different items with a 5-point Likert scale to evaluate their ability to express ideas, their ability to find ideas and their ability to answer questions to their own satisfaction. All 7 items will be analyzed combined as participant frustration/ satisfaction (2). Additionally, the participants were presented a scenario, where they would be head of marketing in a company and asked how likely they would be to accept the results of the workshop they were participating in comparison to a regular meeting on a 5-point semantic differential (as accepted as other methods/not accepted at all). This should serve as an indicator for the acceptance of decision makers in companies. Furthermore, the participants were asked how likely they would be to recommend this method to solve an issue in their company, representing an adapted Net-Promoter-Score (NPS). It was adapted from an 11-point scale (0-10) to a 5-point scale in order not to change the scales, to be consistent throughout the questionnaire and make it easier to answer by participants as suggested by Dawes (2008). As a last aspect, the participants were asked to evaluate their flow-experience on the established 13-item scale from Rheinberg (flow short scale), combining the aspects fluid smooth process, absorption and anxiety of participants. Rheinberg (2004, p. 42) mentions, that the flow short scale is applicable for any kind of activity, can be utilized in daily life and is therefore very flexible. The participants of the method survey were exposed to the statements of the flow short scale, which they evaluat-

ed on a 7-point scale (not at all/very much). In the flow short scale the items 2, 4, 5, 7, 8 and 9 measure the fluid smooth process; the items 1, 3, 6 and 10 represent the absorption of participants with the task and the items 11, 12 and 13 measure the anxiety of participants to fail with something important according to Rheinberg (2004, p. 42). The last stated aspect aims to find out if participants react anxious to challenges rather than achieving a flow state, the author continues. Here, the original 7-point scale was utilized to be able to compare the acquired results of this research with other studies conducted to measure flow. As Engeser/Rheinberg (2008) state that flow is related to the performance of participants, this factor will be used to measure the success of the different workshops. According to Engeser/Rheinberg (2008), flow is a highly functional state which should encourage performance. Furthermore, participants are more motivated to perform further activities when experiencing flow, according to the authors. As they strive to experience flow again individuals will accept to be exposed to increasingly challenging tasks (Engeser/Rheinberg 2008).

Scoring Model

In the scoring model, all aspects of the method survey are combined with the aspects cost of material, number of named aspects of the mission statement (maximum 6), and the average number of associations per participant. All in all, the scoring model combines 10 items. The weights of the items were chosen from a company's point of view, valuing the cost of the methods and the achieved content (named aspects of mission statement) higher than e.g. the level of fun. In the scoring model, the results of the conducted research were converted into a 5-point scoring system, with 5 representing the best score. When interpreting the results, it must be taken into consideration that the aspects of the method survey are more subjective than the numerical results of the additional before mentioned aspects (costs, number of named aspects of the mission statement, and average number of associations per participant).

The time spent on producing the creations is not used as an evaluation factor for the methods as utilized by Baumgarth/Yildiz (2016) in their research to compare different arts-based brand research methods. The LSP experts interviewed indicated that usually when individual models are being built, there is a time limit, which

aims to avoid over thinking and tries to catch the first idea of participants that comes to mind. Consequently, it can be seen as success factor for LSP and the author aimed to research as closely as possible to the expertly performed LSP workshops. According to one of the experts, the time limit for building can be empowering for participants as it takes away the pressure of making the model perfect and it should mainly serve as a conversation starter. However, on shared models there are usually no time limits, the expert added.

4. Status-quo analysis of applications of LSP

In the following chapter, there will be an investigation of current applications of LSP in marketing and brand research. Thus, relevant literature in the respective fields will be reviewed. Furthermore, the results of the expert interviews will be illustrated stating the opinion of the experts if LSP has the potential to be applied in marketing and brand research, as well as if the experts already used the method in marketing or brand research. Apart from that, the identified success factors for the LSP method from the expert interviews will be demonstrated.

The experts interviewed are all certified LSP facilitators and had an average age of 35,2 years. Of the six experts interviewed, five were male and all of them are self-employed. The countries of origin of the participants range from UK (2) and Germany (2) to USA (1) and Hungary (1). 33,3% of the participants are certified facilitators for about one year, 16,7% each mentioned they are certified facilitators for less than a year, about two years, or about three years. Their training lasted an average of four days and as trainers Per Kristiansen and Robert Rasmussen were mentioned each two times, as well as Katrin Elsner and the Interface company each once. During the last 12 months, two of the respondents mentioned, they held over 20 workshops, and one facilitator mentioned respectively to have performed 1-5 workshops, 6-10 workshops, 11-15 workshops or 16-20 workshops. All interviewed experts stated to be performing workshops in English, 4 of them also perform workshops in German. The companies the experts were doing workshops with range from micro entities with 1-10 employees (5 responses), over medium sized companies with 51-250 employees and large companies with more than 250 employees (each 4 responses) to small companies with 11-50 employees (2 responses) (cp. Frick et al., 2013). Several answers were possible. Additionally,

83,3% of the experts mentioned that LSP workshops are initiated by companies suggesting the method, whereas 66,7% mentioned the consultant is suggesting the method (several answers were possible). Other possibilities to initiate a LSP workshop mentioned were the active acquisition of clients by facilitators (2 times), conferences/ events (2 times), and the individual answers meetups, requests from a LSP brick rental company, and try out sessions for clients. The question about how common facilitators think the LSP method is in companies yielded a mean score of 3,33 on a 5-point scale (1 representing well known), suggesting that companies are aware of the LSP method. The estimated frequency of using the LSP method in companies yielded a mean score of 3,67 on a 5-point scale (1 representing always), suggesting that the method is used rather rare by companies in the opinion of facilitators. In comparison to other methods facilitators believe that the results of the LSP method are partly accepted by decision makers in companies, as the question yielded a mean score of 2,67 on a 5-point scale (1 representing as accepted as other methods).

83,3% of respondents use LSP for consulting purposes, 50% for research purposes and 33,3% for training purposes. Other purposes stated in the expert interviews were the real time strategy application (3 times), meet-ups and team building (each 2 times), and individual answers were conferences, education, coaching, business model generation, ideas for startups, business plans, identity of a new company, scenario analysis, environmental analysis, trend analysis, service design consulting, pre research phase, building personas, empathy maps, and facilitation. The facilitators, who mentioned having used LSP for research purposes gave the use cases of researching on what neighbors think CERN is (cp. Lang (2014a), pharmaceutical research with doctors about their prescription methods where LSP was used as a projective technique, and research with students where LSP was used as a creativity technique.

4.1 LSP in Marketing

In the use case of Thunig (2010), LSP was used for market research with customers of Canon to research on the office of the future. The author of the paper describes the method as an innovative form of engaging customers and at the same time incentivizing them.

In the study of Kyvsgaard Hansen/O'Connor (2008), LSP is used in a 4-hour workshop for a company developing and manufacturing sound equipment for professionals and musicians. The company aimed to understand the market for its future products, more precisely having a focus on digital products with guitarists as a target group. The company invited 8 participants with diverse professional backgrounds for the purpose of receiving various insights in the investigation, representing customers and employees. During the workshop participants were asked to create individual models of a professional guitarists' identity. After the discussion, the outcome of the workshop was a physical construction of the world of a guitarist, generating insights and implications that had not been expressed before and the connection between different insights created some new understandings. The participants found a mutual agreement and a shared recognition about the role of digital sound in the end which had not been possible before the LSP workshop, according to the author.

Cantoni et al. (2009a) provide a use case of a large Swiss NGO, which used LSP to find out the target users of their website and identify their needs, as well as defining a clear focus for the website in order to redesign it. For the workshop, 10 participants of various departments were invited to a half-day session.

The same authors (Cantoni et al. 2009a) give a use case of an international luxury cruise company aiming to improve its online communication on its website, which needed to be redesigned (also Cantoni et al. 2009b). For the purpose of the study 14 executives from various offices over the world were invited to a half-day session, which had the goal to identify key aspects of the new website together using a creative method, as well as raising awareness and commitment for the project. The participants started with building individual models and ended with a shared model. Throughout the workshop, it was identified that the main user type of the website mentioned by participants prior to the workshop did not align with the results of the constructions with LSP about the same question.

Kristiansen/Rasmussen (2014) mention the example of the Eurasian Natural Resources Corporation using LSP for team development for their global marketing team. (pp. 243-245).

Lang (2014a) and Lang (2014b) give two examples of LSP being used as a tool for market research. One example she gives was to find out what the neighbors of CERN think CERN would be and in the other example LSP was used as a qualitative market research technique at a meeting of the Berufsverband Deutscher Markt- und Sozialforscher e.V. in Berlin.

All LSP experts interviewed were of the opinion that LSP has the potential to be applied successfully in the field of marketing. The most frequent reason stated for that belief range from LSP being applicable for many situations but it would be dependent on the question (4 times). Other reasons stated were LSP being a communication technique to gather ideas of the whole team and would include everyone's opinion (2 times), strategy development being possible in marketing (investigating the market, target groups, channels, mission/vision, customer experience and advertising) (2 times), LSP being useful for teambuilding in e.g. a marketing agency (2 times) and facilitators having applied LSP in that field already (marketing research and strategy development with a marketing team) (2 times). Individual answers given were LSP being applicable for brand strategy development, as well as LSP being useful to design the deliverables of a marketing project (features of products in conception phase or advertisements). Additionally, 83,3% of the experts interviewed already used LSP to solve an issue in the field of marketing. Examples given were the following: generating a new business model with startups with international marketing and innovation teams to find out how to market their internal services; internal use of LSP in a marketing agency to talk about their internal structure and use it as a teambuilding and conversation tool; using LSP as an interviewing technique in market research; for briefings in client kickoffs and as a co-creation format; to solve issues in a marketing team; to build personas which is similar to building target groups and customer journeys in marketing; and for strategy development. A reason mentioned for not having used LSP in marketing was that marketing teams the facilitator experienced functioned well and another application of LSP in marketing did not come up to this point. However, the facilitator used LSP to identify the relevant set of brands of a company and how to differentiate the company from other brands, which resulted in a briefing which was given to the marketing department for further consideration. However, 83,3% of the experts mentioned to also use other management methods

to solve issues in the field of marketing. Other methods the experts apply in marketing mentioned include games (e.g. innovation games) (2 times), design thinking (e.g. to talk to customers and gather feedback) (2 times), creativity methods (e.g. an idea blender) (2 times), as well as the individual answers checklists, to-do lists, messages, values, framing techniques, warm-ups, Neuro-linguistic programming (NLP), training from the back of the room, seminar actors, improvisation techniques, music, visualization techniques, templates, post-its, service design tools, storytelling with Playmobil, wrap & action techniques (e.g. prototyping with play dough and pipe cleaners), persona building, participative formats, co-creation workshops, game storming toolset, seemingly more traditional tools, trend analysis, six thinking hats method, product development techniques, human-centered methods, innovation management methods, lean startup methods, business model innovation tools from strategizer and flipcharts.

4.2 LSP in Brand Research

Firstly, according to Chalupa/Hantscher (2014), LSP can be used for brand research. In their use case, they illustrate how the method can be applied to explore the brand image of a manufacturer for drinks. The authors state reasons why LSP is suitable especially for brand essence analyses. For example, it is stated that LSP combines several advantages of different associative and projective techniques, and the method increases motivation and involvement of participants due to the fun with building with the LEGO bricks. One of the critical success factors mentioned is having to start building with the bricks right away without thinking too much about the possible answers in order for participants to reach a deeper emotional level without having to use rational thinking. The authors add that due to that unconscious aspects of a brand can be explored. Another critical success factor mentioned by the authors is the storytelling after building the models. It is further described that identical bricks do not share the same meaning in different models and their meaning varies according to the story of the builder. The authors offer that by explaining and questioning the model, discussions can become more vivid. According to Chalupa/Hantscher (2014), LSP can illustrate the complexity of brands as well as the similarities and differences in the perception of a brand between varying target groups. The authors point out that due to the flexibility of the method other dimensions or aspects can be added to the brand, future scenari-

os can be constructed or the brand can be positioned in relation to its competitors. As a result a holistic, possibly ideal brand model can be illustrated in a shared model (Chalupa/Hantscher 2014).

Chrzanowska (2014, p. 9) shares the opinion of Chalupa/Hantscher (2014) that LSP can be used for brand research. She specifically states that LSP can be utilized to identify corporate values or the essence of a company which is linked to brand identity. The author suggests using LSP as a group activity both for external brands and organizations, as well as internally in companies (p. 70). She continues by explaining the LSP process and how to apply the method as mentioned in chapter 2.3 LSP (pp. 70-71).

In the use case of Bürgi et al. (2001), it is described how the telecommunication company Orange used an LSP workshop in the area of branding. In a 2-day workshop, first, a common identity of the company was built with a shared model. Afterwards, the social, economic and competitive external forces were analyzed and added to the previous model through LSP. Furthermore, scenarios about the importance and the role of the brand in the construction were experimented on. By that, participants could experience the brand on a physical level, even though the concept of a brand is often complex and abstract to employees. Eventually, the participants came to the conclusion that the brand did not move the organization forward, as assumed before, but needed to be placed on a lower level of importance. The study found out that several months after the workshop was held, the vocabulary utilized during the workshop was still used and employees would still refer to what happened in the workshop. However, some negative reactions to the workshop are illustrated by the authors, e.g. the brand manager not seeing the results of the workshop as professional output, or an individual wondering how to apply the insights of the workshop in everyday work.

Jacobs/Statler (2004) present a use case of another telecommunication company, which used a 2-day LSP workshop to explore its identity, its environment, and its strategic challenges after they could not find an appropriate strategy in their post-merger situation using other more traditional tools. To achieve the previously mentioned workshop outcome, participants were first asked to individually construct their view of the organization and afterwards combine the creations to a

shared model of the company. Following this step, participants were invited to try out different scenarios and their impact on the organization with the shared model of the company's identity, e.g. relocating the brand. Throughout the workshop, the participants identified the importance of the brand values as a guiding force for the company and placed a construction of the brand values at the head of the shared identity model. However, later on, the brand values were relocated as in the discussion the participants were of the opinion that the brand values would drag the company down and needed to be updated according to the new situation of the company. It was identified that the brand remained a strong cultural feature, but its position and values needed to be reviewed. In that way, the intuitional action of one participant to relocate the brand values helped all participants to reconsider the existing role of the brand and to be open for alternative thinking. This process was facilitated through the playful approach of the method, the authors state.

Oliver/Roos (2003) mention the benefits of using LSP to visualize a company's identity in their study investigating three different multinational companies. They found out that the collective identity descriptions created in the workshops were more detailed through the created metaphors than they could have been with traditional meetings. A reason for that could be that through LSP hidden knowledge of participants was integrated into the models, which they might not have been consciously aware of before constructing with the bricks, the authors continue. The last finding in the conducted study was that through LSP participants were able to communicate more openly about difficult issues and express their emotions.

After reviewing several use cases, it was identified that several companies use LSP to visualize their identity, which is often related to their brand identity or incorporates the brand as part of the overall identity. Incorporating the brand values in the overall identity model seems to be useful to identify the role of the brand in the company and opens up the possibility to play through scenarios about what could have an impact on the importance of the brand.

In the previously mentioned study of Cantoni et al. 2009b, where an international luxury cruise company aimed to improve its online communication on its website through LSP, the importance of creating a solid web reputation about the compa-

nies brand was identified, as users of the website share their experience with the company through word of mouth. Therefore a brand aspect was identified while using LSP in the context of identifying user requirements.

Ematinger (2014) mentions, that LSP has been used for a broad range of applications, including branding (p. 112).

All interviewed LSP experts agreed, that LSP has the potential to be applied successfully in the field of brand research. Reasons stated for this opinion were that LSP is a good communication tool (2 times), when using shared models the method can help to get a shared understanding of what should be conveyed by the brand (2 times), and it is possible to play through possible scenarios (2 times). Individual answers mentioned were that the employing agency is using it, the facilitator already used it in this context, the method is appropriate for complex questions, it can be used for an exploratory exercise, it catches first impressions, it could visualize experiences of clients and employees with the brand, the personal identity of brand features could be created, shared models could be used to create a shared brand identity, the method creates new insights, a brand could be developed, it can be used for an environmental analysis, it might create a scope for research, it can illustrate how a brand feels or looks like, the method helps people to open up more than with other methods, an A/B test with different tasks could be possible, the brand world of a company and its competitors could be build to look at differences, LSP is a problem-solving tool, it can help to understand what people think (e.g. when customers and prospects are invited), the method unleashes connected emotions, and the brand strategy could be part of the vision of a company. Even though all participants of the expert interviews agreed that LSP could be applied in brand research, only 33,3% of them already used the method for brand research purposes. An example given where one of the facilitators already applied the method was a bank researching its brand values and what the brand values mean in the day to day work which was achieved in several rounds of building. Reasons mentioned for not using the method in brand research were not being a full-time facilitator/ the topic not having occurred/ not operating in brand research (3 times), and the individual answers of LSP being intense, the method possibly causing LEGO fatigue, other methods being quicker (e.g. post-it exercises, templates, flipcharts), the need to get the energy level right, the clients wanting

the tool (play with LEGO) but forgetting their objective, and that the method needs a lot of time.

4.3 Success factors of LSP

Throughout the expert interviews, the LSP facilitators were invited to mention success factors for the method. The importance of the factors mentioned was determined by the frequency the aspect was stated. As the most important success factor stated by 5 experts the facilitation can be identified. The aspect includes the necessity of the facilitator to ensure that all participants of a workshop are building models and sharing their ideas. Furthermore, the facilitator needs to drive and direct the process and the knowledge in the room. He has to manage people and different energies in the room, mediate, be diplomatic, be a good example and motivate. The facilitator should not moderate many teams at once, but a maximum of 3 teams at the same time including 6-10 people per team. From 8 participants on the facilitator might need to manage the free rider effect, as then it is possible that people do not participate in shared activities anymore. He should have a positive energy, empathy, and needs to radiate that participants can trust him. Moreover, the team should suit the moderator. As a second success factor, environmental requirements were identified (4 mentions). Those environmental factors include the room, lighting, chairs, tables, acoustics, space, and food, which need to set a comfortable atmosphere and provide no distractions. Another factor of equal importance is the structure of the workshop and the appropriate application of the method LSP (4 mentions). It includes the skill building/ framing of the method to make people familiar with the method, to structure and plan the workshop beforehand and prepare for it, but also participants should be prepared to open up quickly. The next success factor are the questions of the workshop, as they drive the flow of participants, need to be relevant and should allow an open solution (3 mentions). Another success factor of equal importance is the time needed for the workshop (3 mentions). It should allow for some flexibility e.g. to have another round of building to get a good outcome and managers should understand that LSP is not a one stop fix. A courageous manager who is not scared of results and wants to listen is identified as a next success factor (2 mentions). The factor managing expectations in regard to the quality-time relation and the type of questions provided are of equal importance (2 mentions). Another factor of equal im-

portance is to capture the right people at the right time (2 mentions). It means to include decision makers in the workshops, get people from different departments together and make them understand that the workshop is not just playing with bricks. A success factor mentioned once is the necessity to create visible results, make the insights of the workshop stick in the end, show participants how to have an outcome and make a difference in the organization or strategy. According to the facilitator, this is still a big issue that is not completely solved with LSP as the workshop should not just be a fun day, but also have an impact. Also mentioned once is the factor of flow, which is needed to maintain a high energy level. It is the obligation of the facilitator to ensure the quality of the workshop with achieving flow, as otherwise the productivity and performance of participants is decreasing. Another success factor mentioned once is the heterogeneity of teams. By having different hierarchy levels participate in the workshop it should be ensured that new ideas are generated and e.g. CEOs listen to their employees and are open for new ideas rather than getting input from people usually have a meeting together. Two other factors mentioned once are good, clean material and the mood and expectations of people.

Additionally, the experts were asked to mention failure factors, which are mainly the contrary of the success factors but are however listed below. The first failure factor identified are bad expectations, generated by a bad briefing, the participants not knowing the purpose of the workshop, people who disturb, and not achieving flow (4 mentions). Secondly, a bad facilitation is seen as another factor for failure (3 mentions). It can occur when there is a non-professional approach to guiding the creativity process, there is no trust in the facilitator and no empathy is shown. Equally, a bad set up can lead to the failure of a workshop, when e.g. the room is uncomfortable or the acoustics do not allow hearing the facilitator (3 mentions). Also, not enough time or not finding the end of the workshop is a failure factor (3 mentions), as well as having no transfer of the workshop results to day to day work (3 mentions). On the same level, homogeneous teams or the wrong people in the team are identified as a failure factor, as different parts of the company should be represented to combine different energy levels (3 mentions). A bad framing of the method, non-relevant questions and results without a meaning are other failure

factors (each 2 mentions). One LSP expert mentioned a leader who does not want to listen to participants as a failure factor.

Some additional aspects were identified throughout the expert interviews which will be listed below. One facilitator stated that the LEGO group encourages people to try out the method as the bricks are available to everyone, and people can start to use the method without certification. Moreover, the number of people doing the training seems to be increasing, even though the training is expensive. Oose (2016) and Eventbrite (2016) suggest costs for the training of 1.360 € for a 2-day training and 2.099€ for a 3-day training. However, facilitators drew attention to the fact that not everything being called LSP actually represents the method, but is rather just playing with bricks. Furthermore, it was mentioned that the intensity of the usage of the method seems to be dependent on the culture, as seemingly more people in central and northern Europe (e.g. Denmark, Germany) use the method than in the UK.

5. Suitability of LSP for brand research

In the following chapter, the key findings of the LSP workshops will be analyzed in detail. Firstly, the results will be analyzed content wise in relation to the mission statement of the BSEL in chapter 5.1. Afterwards, the numerical results of the method survey will be described in chapter 5.2. Furthermore, all aspects of the method survey, as well as the additional numerical aspects cost of material, average number of associations per participant and number of named aspects of the mission statement of BSEL will be combined in a scoring model to identify the best alternative of the conducted research.

In the workshops, there were all in all 12 participants (LSP: 5, FED: 2, LEGO CLASSIC: 5). The participants had an average age of 25,5 years (LSP: 26,4; LEGO CLASSIC: 24,2; FED: 26,5). 75% of participants were female. 6 different nations participated, most of them German (58,3%). The other nationalities were Ukrainian, Italian, French/German, Bulgarian and Taiwanese. One participant was not affiliated with BSEL but had a good idea about the university; the other participants were students at BSEL, beginning their studies between October 2011 and October 2015. The study programs participants are enrolled in are International

Marketing Management (6), Business Intelligence and Process Management (2), International Business (1), International Management (1) and Chinese-European Economics and Business Studies (1).

5.1 Key findings of the workshops

To find out which aspects of the mission statement of BSEL were mentioned as values in the workshops, as a first step, the mission statement was clustered into six different main aspects with several sub-points. The main categories identified are general values, the attractive location Berlin, internationality, practical competence, lifelong learning, and motivation/commitment. An example for the sub-points assigned to general values are the competence in Economics, Law, Social studies, Administration and Engineering, the specialization/knowledge and relevant social, economical and ecological topics. The detailed categorization of the mission statement of BSEL can be found in appendix 8, as the focus here is on the identified values in the workshops. If an aspect mentioned in the workshops was not included in the mission statement, it was clustered in the category new values. Even though some aspects may be similar, they are mentioned separately in the analysis as in the detailed description of the creators different aspects of the same value were mentioned.

In the main category general values for LSP, the aspects knowledge, knowledge foundation and marketing courses in English/English master in marketing; for LEGO CLASSIC, the aspects stability (clearly defined expertise fields, solid, possibly boring) and expertise in Economics and Law; and for FED, the aspects expertise in Economics and Law and Police studies (combination of different fields) and Economics and Law expertise were mentioned (see appendix 8).

For the main category attractive location Berlin the aspects assigned were Berlin for LSP; opportunity to come to Berlin (get a master in an international environment), the location (Berlin, water, green, buildings, grey, nice vs. ugly places), and activities (parties, cafes, restaurants, history, museums) for LEGO CLASSIC; and no association for FED (see appendix 8).

The main category internationality combines the aspects internationality (bring people from over the world together), welcoming atmosphere/help, and connecting people (bridge between countries, broaden the horizon, English classes) for

LSP; mobility (go abroad, international studies), people (very diverse, different countries, friendship), internationality (exchange possibilities, take into own hands where to go), internationality (many ways, possibilities, many ethnicities coming together), tolerance, diversity (people from different places, nations, directions), tolerance towards different backgrounds, equality (same level, everyone is smart), more internationality (more backgrounds, give everyone a chance) for LEGO CLASSIC; and internationality (major in International Marketing Management, met different nations, exchange semester), internationality (different nations in class) and partner universities with equal or higher value for FED (see appendix 8). As the participants of all three workshops identified the value internationality, in figure 3 it is shown, how their creations looked like.



Figure 3: Different creations representing internationality

In the main category practical competence, the aspects digging deeper (research curiosity), group work (different strength), group work (deadlines, fighting, established teams), group work and time to work, practical skills/knowledge for LSP; interactivity (not just listening in class, build something together), teamwork and

solidarity for LEGO CLASSIC; and practical skills, theory and practicality combined, leading and presentation skills, career service/connections to alumni, company visits and cooperation with big brands/companies/general businesses for FED were assigned (see appendix 8).

For the main category lifelong learning, the aspects circle of life (understand, learn, read books, conduct research, apply research, build knowledge), leap into future (professor Kreutzer, red color of BSEL, bear) and head start through education for LSP; outlook for the future (one step on the way), success (earn money, good life, achieve something, final goal) and hard work/hard working (lots of tasks, might create stress) for LEGO CLASSIC; and expertise of lecturers (practical and theoretical and working with big names (persons e.g. marketing forum, lecturers) for FED were mentioned (see appendix 8).

In the last main category motivation/ commitment, no association for LSP; persistency and integrity (foreigners integrated, protect values, add new values) for LEGO CLASSIC; and no association for FED were assigned (see appendix 8).

New values mentioned for LSP, were transparency (results of work, finances, what professors do, organization), gender equality, fun/youth, funding/scholarships, financial impact (make more money through education after being done with studies), affordable to study here, tradition, make an impact after death (be remembered), excursions (going around the world to meet companies outside Germany because of international courses), and good reputation/research. For LEGO CLASSIC, the new values mentioned were frustration (power distance between students and professors), cluelessness (struggle to keep balance, do not know where things are going), fear (direction is missing), opportunities and problems (possibilities after and during studies, obstacles, problems with yourself, program change, go your way, happy end), diversity (different nations, day and evening students, people with children), uniformity (achieve something together, have something in common), common goal and BSEL is a living thing. Furthermore, transparency (goal, framework, round table, inside the BSEL, foundation, sometimes lacks transparency for grades, organizational system), history of big city and World War II, represents Europe, competitiveness (want to be on top, gain leadership skills, final goal is to be winner, get good grades, compare each

other), patience (continue digging to build something beautiful), connectivity (combine programs, use overlaps, build foundation, combine to new field of study, the “king of studies”), innovation, high technology (feeling to travel back in time when coming from other university back to BSEL, basic lessons with PowerPoint reading from slides, modernization), and family/feminine friendly (Kinder garden, possibly more prominent) were mentioned. For FED, there were no other aspects mentioned apart from the main categories (see appendix 8).

In figure 4, the rank of importance assigned to the aspects mentioned in the workshops by participants is visualized. For some aspects, an equal importance was assigned. The values in red symbolize new aspects which were not mentioned in the mission statement of BSEL.

LSP	classic	FED
1 knowledge	1 diversity	1 connectivity
2 leap into future	2 mobility, internationality	2 cooperation with companies/company visits
3 head start through education	3 opportunities in the future, transparency, integrity	3 name, expertise, leading skills, presentation skills
4 practical expertise, internationality, connecting cultures	4 location/city Berlin	4 internationality
5 English Master in marketing	5 interaction with others	5 international cooperations with universities
6 youth/fun	6 connectivity between courses	6 theory and practice combination, practical skills
7 scholarships/funding, affordable studies	7 innovation, family	7 expertise in economics and law
8 making money	8 hard work	
9 be remembered	9 frustration	
10 group work	10 expertise in Economics and Law	
11 transparency		
12 research, curiosity		
13 tradition		

Figure 4: Rank of importance for the identified values of BSEL

In figure 5 it can be seen how the value models of the LEGO CLASSIC workshop were arranged on the table according to their importance. The close end of the table represents the most important value (diversity), the model furthest away represents the least important value identified by participants (expertise in Economics and Law).



Figure 5: Rank of importance of the models in the LEGO CLASSIC workshop

Overall, it can be concluded that the participants in the workshop LEGO CLASSIC mentioned aspects in all six main categories. Whereas in the LSP and the FED workshop, there were some main categories where no associations were mentioned (LSP had no association for motivation/commitment and FED had no associations for the attractive location Berlin and motivation/commitment). For FED, no new aspects were associated rather than the main categories of the BSEL mission statement. LSP generated 10 new aspects; LEGO CLASSIC produced 16 new aspects. However, in the workshops LSP and LEGO CLASSIC also negative aspects were mentioned in the subcategories (LSP had one negative association; LEGO CLASSIC produced 8 negative aspects in the subcategories). FED produced no negative associations.

5.2 Key findings of method survey

To compare the three different workshops with the before mentioned criteria, the means were calculated and can be seen in figure 6.

All criteria of question 4 were combined to one item to represent the participant frustration/satisfaction 2. However, the individual scores are visualized as well.

5. Suitability of LSP for brand research

In the Flow short scale, the items 2, 4, 5, 7, 8 and 9 measure the fluid smooth process; the items 1, 3, 6 and 10 represent the absorption of participants with the task and the items 11, 12 and 13 measure the anxiety of participants according to Rheinberg (2004, p. 42). In the table, the individual scores, as well as the combined scores for flow are visualized.

Question number/criterion	Scale	LSP	CLASSIC	FED
1 fun	5	1,8	1,2	2,5
2 satisfaction 1	5	2,2	1,4	2
3 time/output relation	5	1,6	2	2
4 satisfaction 2	5	2,23	1,74	1,86
4.1 express ideas	5	2,4	1,8	2,5
4.2 material sufficient	5	2,2	2	2
4.3 find ideas	5	1,8	1,8	3
4.4 answer satisfied	5	2,8	2,4	1,5
4.5 time limits sufficient	5	2,2	1,2	1
4.6 all ideas expressible	5	2,6	2	1,5
4.7 well structured	5	1,6	1	1,5
5 estimated acceptance of decision makers	5	2,8	1,8	3,5
6 NPS	5	3,2	3,4	2,5
7 flow	7	4,62	5,96	4,85
7 I fluid smooth process	7	4,57	6,2	5,33
7 II absorption	7	4,7	5,6	4,125
7 III anxiety	7	3,27	4,4	2,17
7 II a - challenge	7	4,8	6,8	4,5
7 I a - thoughts fluidly	7	4,4	5,6	4,5
7 II b - time passing	7	5,8	6	4
7 I b - concentration	7	5,2	6,6	5
7 I c - clear mind	7	3,6	6	6,5
7 II c - absorbed	7	4,2	6,2	5
7 I d - thought occurred	7	4,2	6	4,5
7 I e - what to do	7	4,2	6,6	5
7 I f - control	7	5,8	6,4	6,5
7 II d - lost in thought	7	4	3,4	3
7 III a - something important	7	2,8	5	1,5
7 III b - no mistake	7	5	5,8	4
7 III c - worried to fail	7	2	2,4	1

Figure 6: Results of the method survey (grey elements represent subcategories)

It can be seen that LEGO CLASSIC yielded the best results in the categories fun, satisfaction 1, satisfaction 2, estimated acceptance of decision makers, NPS, overall flow, as well as all the subcategories of flow fluid smooth process, absorption and anxiety. LSP yielded the top result in the time/output relation criterion.

5.3 Scoring model to evaluate suitability of LSP for brand research

In the scoring model, the aspects of the method survey were combined with the additional items cost of material, number of named aspects of the mission statement of the BSEL and the number of associations per participant. The weights assigned were chosen from a company's point of view. The originally yielded results were transferred into a 5-point system with 5 representing the highest score. Figure 7 shows the entire scoring model.

assessment criterion	relative weight	LSP	CLASSIC	FED
number named aspects of mission statement	0,2	4	5	3
results		5	6	4
cost of material	0,2	1	4	5
results		1.060 €	151 €	30 €
estimated acceptance of decision makers	0,15	3	4	2
results		2,8	1,8	3,5
input/output relation	0,15	4	4	4
results		1,6	2	2
number of associations per participant	0,1	3	5	4
results		5	8	6,5
flow of participants	0,075	4	5	4
results		4,62	5,96	4,85
NPS	0,05	3	3	3
results		3,2	3,4	2,5
satisfaction(1) of participants	0,025	4	5	4
results		2,2	1,4	2
participant frustration/satisfaction (2)	0,025	4	4	4
results		2,23	1,74	1,86
level of fun	0,025	4	5	3
results	1	1,8	1,2	2,5

weighted score (1-5; 5=best choice)		3,1	4,375	3,625
Rank		3	1	2

Figure 7: Scoring model comparing the workshops LSP, LEGO CLASSIC and FED

From the scoring model, the LEGO CLASSIC workshop yielded the best results with an overall score of 4,375. FED had the second best results with a score of 3,625. LSP is in the third place in the ranking due to its score of 3,1. In the additional categories next to the ones of the method survey, LEGO CLASSIC got the highest score with the criteria number of named aspects of the mission statement of the BSEL and the number of associations per participant. FED yielded the best result in the category cost of material.

6. Discussion

In this chapter, the results of the conducted research will be interpreted and compared to previous studies, the hypotheses of chapter 3 will be validated or declined, the limitations of the conducted research will be illustrated and implications for further research will be given.

6.1 Interpretation of results

From the conducted workshops, it could be identified, that brand associations can be created through the methods LSP, LEGO CLASSIC, and FED. The LEGO CLASSIC workshop produced the most associations per participant, covered all aspects identified in the mission statement of BSEL and the most additional ideas were created (3,6 new associations per participant) in comparison to the other two workshops (LSP: 2 new associations per participant; FED: no new associations). A possible reason for FED not generating more associations could be that this workshop only had two participants and therefore participants got less stimulated to create new ideas. In regard to the hypothesis for the workshops, the first hypothesis needs to be declined, as LSP did not yield better results in the majority of tested areas of the method survey, than in the LEGO CLASSIC workshop. Hypotheses 2 and 3 can be validated, as LSP and LEGO CLASSIC yielded better results in the majority of tested areas of the method survey than in the FED workshop. LEGO CLASSIC yielded the best results in the categories fun, satisfaction 1, satisfaction 2, estimated acceptance of decision makers, NPS, overall flow, as

well as all the subcategories of flow fluid smooth process, absorption, and anxiety. LSP yielded the top result in the time/output relation criterion. FED did not achieve any top results in the method survey. The results of the method survey are similar to Schade et al. (2013). A possible explanation for the LEGO CLASSIC variation generating better results than LSP might be that the participants of the LSP workshop were overwhelmed by the choice of bricks, whereas the participants of LEGO CLASSIC were limited to the bricks in their own box. Additionally, the competition for bricks in the LSP workshop might play a role in the performance of participants.

From the scoring model, the LEGO CLASSIC workshop yielded the best results with an overall score of 4,375, achieving the highest score with the additional criteria number of named aspects of the mission statement of the BSEL and the number of associations per participant. FED had the second best results with a score of 3,625 yielding the best result in the additional category cost of material. LSP is in the third place due to its score of 3,1. The change of the ranking from the method survey compared to the scoring model can be explained by the relative weight assigned to the criteria. The criteria weights were assigned from a company's point of view, giving e.g. the aspect cost of material more weight. As FED had by far the lowest costs, the change in the ranking is explained.

In comparison to the study of Baumgarth/Yildiz (2016), where LSP achieved lower flow results than FED, in this research, the variation of LSP with LEGO CLASSIC bricks achieved higher flow results than FED. However, the flow result of the LSP variation with original LSP bricks gained slightly lower flow results than FED. Rheinberg et al. (2003) describe high flow results with a score of 5,16 when spraying graffiti. In the thesis at hand even higher flow results were achieved in the LEGO CLASSIC workshop (5,96). Generally, all workshops achieved high flow results. However, as described by Rheinberg et al. (2003), when achieving higher flow results, also the level of anxiety rises (also Rheinberg, 2004). This instant is validated by the results at hand.

The variation of LSP with the LEGO CLASSIC bricks seems to be the most appropriate method to measure brand image in this research. Thus, it can be con-

cluded that LSP bricks are not a precondition for a successful workshop, as the LEGO CLASSIC bricks yielded even better results than the LSP bricks.

The estimated acceptance of decision makers for the results of the LSP method range from 1,8 for LEGO CLASSIC, over 2,8 for LSP, to 2,67 from the interviewed LSP experts. The medium score might be explained with the toy image the method conveys mentioned by Kristiansen/Rasmussen (2014) and by the facilitators interviewed. It was mentioned that the method struggles to be perceived with a focus on serious play rather than LEGO serious play. The experts mentioned, that sometimes managers want to play and apply the method, instead of working on their objective and the purpose of the workshop. Another reason for the medium score might be that performing an LSP workshop requires a lot of time and other methods might be quicker, as mentioned in the expert interviews. Additionally, the costs for an LSP workshop might play an important role, as the material, as well as the certification of facilitators requires high initial investments, which might be a high barrier of entry for companies (cp. Frick et al. 2013). This instant is also illustrated by Grabmeier (2016), who mentions that LSP can reach its limits, as 10.000 bricks would be needed for a workshop with 10 participants. However, the high costs of the material could be reduced by utilizing the service of LSP brick rental companies. The before mentioned disadvantages of the method could also explain the medium scores achieved in the categories awareness of companies of the method and frequency of using the method acquired in the expert interviews.

Despite the drawbacks of the method, the conducted research implies that LSP can be applied in marketing, as well as branding, as all experts agreed there would be potential for both mentioned applications. However, only in marketing 83,3% of the experts mentioned the previous usage of the method, whereas in brand research only 33,3 % already used LSP. To gain more reliable data, a quantitative study among LSP facilitators should be conducted to find out how many facilitators use the method in the respective areas as this research had a limited sample size. However, the secondary data reviewed also suggests that LSP is applicable in both areas. The reviewed secondary data implies that LSP can be used to visualize identities, which often includes a brand identity aspect or the brand is positioned within the identity to identify its importance. Therefore the conducted re-

search, as well as the reviewed secondary data, suggest that LSP is applicable for brand research purposes.

6.2 Limitations of conducted research and further research

According to Felser (2007), there are several disadvantages associated to projective techniques in general, which are comparable to the conducted research of this thesis. Firstly, it might be that different results would have been achieved if another researcher would have conducted and interpreted the results of the workshops with the same participants (objectivity of execution and interpretation). Moreover, it is pointed out that if the same research methods were conducted with the same participants, there might have been contrasting results (reliability) as the conducted method is linked to a creativity process. Furthermore, it might be that the results of the conducted research are misinterpreted by the researcher (validity) according to Felser (2007). Additionally, Jäger/Reinecke (2009) point out the drawbacks of expert interviews. Firstly, it is mentioned that reliability and validity can be an issue when conducting expert interviews (p. 31). Examples stated by the authors are the influence of the researcher on the course of conversation throughout the interview as well as his influence while analyzing and interpreting the results (pp. 67-68).

In addition to that, the method of the workshops comes with drawbacks. Hollensen (2014, p. 187) mentions that from the small sample size utilized for this kind of research, it might be hard to generalize results. Adjouri (2014, p. 108) adds that the small sample size leads to a missing representativeness of this kind of qualitative research, but bigger samples would increase the time and financial resources needed for the research. Furthermore, Hollensen (2014, p. 187) states that there might be an interviewer bias due to the freedom the interviewer has throughout the workshop (also Adjouri, 2014, p. 112).

Moreover, Hollensen (2014, p. 189-190) points out the possible impact created by different cultures participating in the conducted research, which could lead to bias. This obstacle is appropriate for this thesis, as five different nationalities participated in the workshops, despite the small sample size.

However, the conducted research to identify values of the BSEL represents only one part of the brand. In addition to that further studies would be needed to identi-

fy more aspects of the brand and not just among students (customers), but also among employees of the BSEL and other stakeholders to create a holistic view of the brand image (Mayerhofer/Secka, 2010, p. 14). Bruhn (2004, p. 779) suggests using several qualitative research methods to research on brand identity to gain deeper insights about the social interaction and the present knowledge of participants. Adjouri (2014, p. 110) points out, that when asking for brand associations the individual attitudes of respondents are given, which should then be generalized for the target group. However, today target groups are highly diversified and measuring subjective attitudes of respondents towards brands cannot give an accurate picture of all customers, the author continues. Therefore, image measures of brands should be conducted with measuring several (competitor) brands as well the author points out.

Mayerhofer/Secka (2010, pp. 133, 136) suggest that conducted research results should be analyzed by multiple persons to minimize individual interpretation bias. The suggested procedure could not be applied as there was only one researcher involved during the research process.

It might be that the 5-point scale was not detailed enough for respondents of the expert interviews as some of the experts wanted to give a score in between two points.

Furthermore, it might be that the phrasing of questions was not precise enough. In the expert interviews, some of the participants asked for definitions of terms like e.g. marketing, brand research, or training. Apart from that, in the workshops, some participants struggled when answering the flow items as the direction of answers changed with the anxiety items. Furthermore, the Flow scale uses double negations, which were sometimes hard to decode for participants.

Another limitation of the workshop are the participants. Generally, it was hard to motivate students to participate in one of the workshops, which is why one participant was not affiliated with BSEL, but familiar with the university and the FED workshop only had two participants, which make the results of the method survey hardly comparable. Additionally, in the expert interviews one participant mentioned that heterogeneous groups would create better results in workshops and people, who do not usually work together should be in a team as they contribute

more different ideas. This might explain the difference in the results of the LSP and the LEGO CLASSIC workshop, as in the LSP workshop four of five participants knew each other, studied in the same program and regularly worked in groups, whereas in the LEGO CLASSIC workshop four of five participants came from different study programs and did not know each other or worked in teams before. Therefore, the groups themselves were homogeneous as the participants were all students, but in the LEGO CLASSIC workshop there were heterogeneous participants as they came from different study programs, did not know each other before and did not work together before. Further research would be necessary to prove if the heterogeneity of groups has an impact on the workshop outcome.

Another limitation of the conducted research is that usually a scoring model should be performed as a group task to avoid individual bias in the evaluation of the items and the definition of the weights. However, in this research, the author alone assigned weights and performed the evaluation of the items. Furthermore, the aspects of the method survey are more subjective than the numerical items as described in chapter 3, which is why with other participants possibly other results could be obtained.

As mentioned by the experts and in the introduction to LSP, the facilitator is another crucial factor for the success of workshops. Therefore, it might be that the limited experience of the author with facilitating groups has an impact on the results of this thesis. Especially the results of the first conducted workshop (LSP) might be influenced by that instant. Furthermore, it needs to be pointed out that the author of this thesis is no certified facilitator.

Additionally, the answers of the facilitators in the expert interviews regarding how common the method would be in companies, how frequently companies use LSP and the acceptance of decision makers for yielded results by the method in comparison to other methods, can only be an indication, as the opinion of individuals is subjective and depending on the experts asked other results might have been acquired. The acceptance of decision makers for results of the LSP method should be investigated in a quantitative study on a bigger scale among decision makers in companies to yield more reliable data.

7. Conclusion

In conclusion of the conducted research, the research questions mentioned in chapter 3 will be answered. The first research question, asking if LSP has the potential to be used in marketing, can be answered positively. The secondary research review showed applications of the method in marketing and all experts interviewed agreed that LSP has the potential to be used in marketing. The majority of LSP facilitators interviewed stated, they even applied the method in marketing and gave examples for that. This answers the first part of the second research question, which asked if the method would be already applied in marketing, with a specific focus on branding. The second part of the question can be answered positively, as the literature reviewed showed applications of LSP in the area of branding. Mostly, LSP was used to build identities, which is often linked to a brand, or the brand was included in the identity model to illustrate its importance or play through possible scenarios. Additionally, all experts agreed that LSP has a potential to be applied in brand research, but only 33,3% mentioned to already having used the method in brand research. The results of the conducted workshops allow the conclusion, that the image of a brand can be analyzed through LSP, which is the answer to the third research question. However, further research is necessary to find out, if apart from brand image analyzes, other issues in brand research can be investigated with LSP. Additionally, it was identified that the method can struggle with its reputation of being about toys and play, rather than solving business issues. Moreover, LSP requires a good amount of time to get a high-quality workshop outcome and the costs of the method can become a barrier to entry. Another result of the conducted research is that the type of bricks used for LSP seems not to be a precondition for the success of the method. Therefore; LSP can be a useful and innovative tool to visualize brand associations, give every participant a voice and create new ideas in a fun and playful way in companies.

Reference list

- Adjouri, N. (2014). Alles was Sie über Marken wissen müssen: Leitfaden für das erfolgreiche Management von Marken, 2. edition. Wiesbaden: Springer Gabler.
- Baumgarth, C./Douven, S. (2006). Business-to-Business-Markenforschung: Entwicklungsstand und Forschungsausblick. In: Strebinger, A./Mayerhofer, W./Kurz, H.(publ.). *Werbe- und Markenforschung: Meilensteine – State of the Art – Perspektiven*. Wiesbaden: Gabler Verlag. pp. 135-167.
- Baumgarth, C./Yildiz, Ö. (2016). Comparison of Arts based brand research methods (ABBR). 11th Global Brand Conference. University of Bradford (UK).
- Bosch, C./Schiel, S./Winder, T. (2006). Emotionen im Marketing: Verstehen – Messen – Nutzen. Wiesbaden: Deutscher Universitäts-Verlag.
- Bruhn, M. (2004). Handbuch Markenführung. 2., revised and extended edition. vol. 1. Wiesbaden: Gabler Verlag.
- BSEL (2016). Was uns wichtig ist. Das Leitbild der HWR Berlin. Berlin School of Economics and Law. [online] Available at: <http://www.hwr-berlin.de/hwr-berlin/portrait/leitbild/> [Accessed July 17 2016].
- Bürgi, P./Roos, J./Jacobs, C. (2001). From metaphor to practice. In the crafting of strategy. Working paper 9. Imagination Lab Foundation.
- Chalupa, M./Hantscher, S. (2014). Workshops & Co. auf legoisch. In: *Planung & Analyse* 04/2014. pp. 54-55.
- Cantoni, L., Botturi, L., Faré M., & Bolchini, D. (2009a). Playful Holistic Support to HCI Requirements using Lego Bricks. In: Kurosu, M. (ed.), *Human Centered Design*, HCII 2009, LNCS 5619. Berlin – Heidelberg: Springer-Verlag. pp. 844-853.

- Cantoni, L., Marchiori, E., Faré, M., Botturi, L., & Bolchini, D. (2009b). A systematic methodology to use Lego bricks in web communication design. In: *Proceedings of the 27th ACM international Conference on Design of Communication* (SIGDOC '09, Bloomington, Indiana, USA, October 5–07, 2009). New York, NY: ACM. pp. 187-192.
- Chrzanowska, J. (2014). The Source: The Qualitative technique Sourcebook: How to choose, use and explain projective and enabling techniques in the age of the unconscious. Qualitative Mind from Genesis Consulting. [online] Available at: <http://www.qualitativemind.com/wp-content/uploads/The-Source-the-Qualitative-Technique-Sourcebook.pdf>. [Accessed June 19 2016].
- Dawes, J. (2008). Do data characteristics change according to the number of scale points used? An experiment using 5 point, 7 point and 10 point scales. In: *International Journal of Market Research*, Vol 50, No. 1. pp. 61-77.
- Denio, C./Reuther, D. (2016). Build to Lead: How Lego Bricks can make you a better leader. Sebastopol: O'Reilly Media.
- Engeser, S./Rheinberg, F. (2008). Flow, performance and moderators of challenge-skill balance. In: *Motivation and Emotion*. Volume 32, Issue 3. September 09 2008. Springer Science+Business Media. pp. 158-173.
- Ematinger, R. (2014). Facilitating Business Model Generation emphasizing Customer Value through a Serious Play Approach. Thesis of Dissertation. May 2014. Mendel university BRNO, Faculty of Business and Economics.
- Eventbrite (2016). StrategicPlay Certified Facilitator Training for LEGO SERIOUS PLAY September 2016 (in German). [online] Available at: <http://www.eventbrite.de/e/strategicplay-certified-facilitator-training-for-lego-serious-play-september-2016-in-german-registrierung-25594522907?aff=erelexpmlt> [Accessed July 10 2016].
- Felser, G. (2007). Messung der Werbewirkung und Methoden der Marktforschung. In: *Werbe- und Konsumentenpsychologie*. Springer Verlag. pp. 441-466.

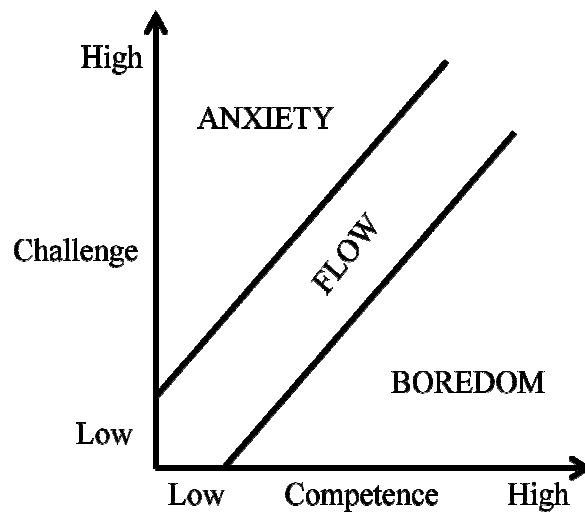
- Frick, E./Tardini, S./Cantoni, L. (2013). White Paper on LEGO SERIOUS PLAY: A state of the art of its applications in Europe. Lugano. [online] Available at: [http://www.s-play.eu/attachments/article/70/splay_White_Paper_V2_0_1 .pdf](http://www.s-play.eu/attachments/article/70/splay_White_Paper_V2_0_1.pdf). [Accessed April 05 2016].
- Gauntlett, D. (2013). Open-source: <Introduction do Lego Serious Play>. [online] Available at: http://davidgauntlett.com/wp-content/uploads/2013/04/LEGO_SERIOUS_PLAY_OpenSource_14mb.pdf [Accessed April 05 2016].
- Geise, W./ Geise, F.A. (2015). Die Konzept-Mapping Methode als offener Ansatz zur Messung des Markenimages. In: Schmidt, H.J./Baumgarth, C. (publ.). *Forum Markenforschung: Tagungsband der internationalen Konferenz „DERMARKENTAG2014“*. Wiesbaden: Springer Fachmedien. pp. 137-152.
- Grabmeier, S. (2016). Innovationsmanagement: Neue Ideen bauen mit bunten Steinen. In: *Wirtschaft und Weiterbildung* 02/2016. p. 9.
- Heding, T./Knudtzen, C./Bjerre, M. (2016). Brand management: research, theory and practice. 2. edition. New York: Routledge.
- Hollensen, S. (2014). Global Marketing research. In: *Global Marketing*. Harlow: Pearson Education limited. pp. 173-207.
- Jacobs, C./Statler, M. (2004). Towards a Technology of Foolishness. Developing scenarios through serious play. Working Paper 54. Imagination Lab Foundation.
- Jahn, S./Drengner, J./Gaus, H./Kießling, T. (2013). Brand Values als Instrument der Markenführung – Konzeptualisierung, Messung und Abgrenzung von der Markenpersönlichkeit. In: Baumgarth, C./Boltz, D.-M. (publ.). *Impulse für die Markenpraxis und Markenforschung*. Wiesbaden: Springer Fachmedien. pp. 215-239.

- Jäger, U./Reinecke, S. (2009). Expertengespräch. In: Baumgarth, C./Eisend, M./Evanschitzky, H. (publ.). *Empirische Mastertechniken. Eine anwendungsorientierte Einführung für die Marketing- und Managementforschung*. Wiesbaden: Gabler. Springer Science+Business Media. pp. 29-76.
- Kepper, G. (1996). *Qualitative Marktforschung: Methoden, Einsatzmöglichkeiten und Beurteilungskriterien*. 2. überarbeitete Auflage. Wiesbaden: Springer Fachmedien.
- Kristiansen, P. /Rasmussen, R. (2014). *Building a Better Business Using the Lego Serious Play Method*. Hoboken.
- Kyvsgaard Hansen, P./O'Connor, R. (2008). Innovation and learning facilitated by play. SEFI 36th Annual Conference (2-5 July, Aalborg, Denmark, 2008). European Society for Engineering Education (CD-ROM). [online] Available at: <http://www.sefi.be/wp-content/abstracts/1054.pdf>. [Accessed July 17 2016].
- Lang, B. (2014a). Neue Spielwiese für qualitative Forscher: Lego Serious Play. In: *Planung & Analyse* 04/2014. p. 56.
- Lang, B. (2014b). Bricolage: Von Lego® Serious Play® zu Brickstorming. Lego als Methode für die Marktforschung. [online] Available at: <http://www.marktforschung.de/hintergruende/fachartikel/marktforschung/bricolage-von-legoR-serious-playR-zu-brickstorming-lego-als-methode-fuer-die-marktforschung/>. October 10 2014. [Accessed April 05 2016].
- LEGO SERIOUS PLAY. (2011). Build your way to better business. [online] Available at: http://www.insightfactory.com/wp-content/uploads/2011/01/Leavebehind_A4_8s_1.pdf [Accessed April 05 2016].
- LEGO SERIOUS PLAY. (2016). [online] Available at: <http://www.lego.com/en-us/seriousplay/material> [Accessed July 19 2016].
- Loyd Smith, J./Meyerson, D. (2015). *Strategic Play: The Creative Facilitator's Guide*. Wordzworth Publishing.

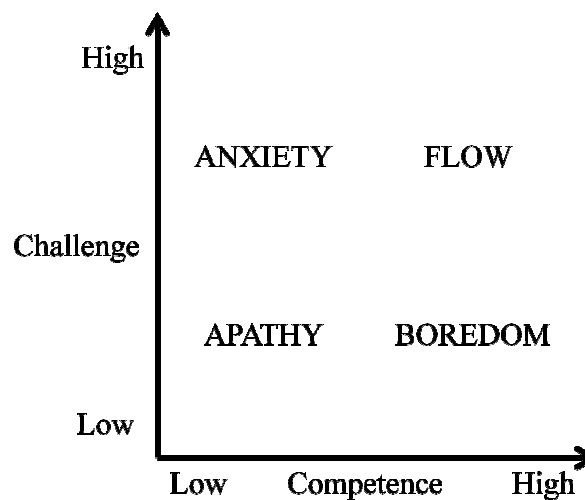
- Mayerhofer, W./Secka, M. (publ.) (2010). Aktuelle Beiträge zur Markenforschung. Tagungsband des 3. Internationalen Markentags. Wiesbaden: Gabler Verlag.
- Oliver, D./Roos, J. (2003). Constructing Organizational Identity. Working Paper 40. Imagination Lab Foundation.
- Oose (2016). Seminar LSP, 2 Tage. LEGO Serious Play Methode. [online] Available at: <http://www.oose.de/training/lego-serious-play-lsp/> [Accessed 19 June 2016].
- Raffelt, U./Blümelhuber, Ch./ Meyer, A. (2008). Zum Einfluss der kognitiven Entwicklungsstufe auf die relative Bedeutung von Exemplern und Beliefs – ein Beitrag zur intraindividuellen Variabilität von Markenassoziationen. In: Baumgarth, C./Schneider, G. K./Ceritoglu, B. *Impulse für die Markenforschung und Markenführung*. Wiesbaden: Gabler GWV Fachverlage GmbH. pp. 64-83.
- Rasmussen Consulting. (2012). The science behind the LEGO SERIOUS PLAY method. [online] Available at: <http://static1.1.sqspcdn.com/static/f/807542/17019947/1331222149273/The+Science+Behind+the+LEGO+SERIOUS+PLAY+Method.pdf?token=7BfBFpvpSpEj0CGJ7JvsR75KC60%3D> [Accessed April 05 2016].
- Rheinberg, F. (2004). Motivationsdiagnostik. Göttingen, Bern, Toronto, Seattle, Oxford, Prag: Hogrefe Verlag. pp. 41-44.
- Rheinberg, F./Vollmeyer, R./ Engeser, S. (2003). Die Erfassung des Flow-Erlebens. In: Stiensmeier-Pelster, J./Rheinberg, F. (publ.). *Diagnostik von Motivation und Selbstkonzept (Tests und Trends N.F.)*. Göttingen: Hogrefe. pp. 261-279.
- Roe, P. G. (1995). Style, Society, Myth, and Structure. In: *Style, Society, and Person: Archaeological and Ethnological Perspectives*. New York: Springer Science+Business Media. pp. 27-71.
- Schade, C./Häblich, L./Geithner, S. (2013). Erfahrungsbericht zum Planspiel „Projektwerkstatt C² - Camshaft China“. Dresden.

- Strategic Play Training (2015). Lego Serious Play tower. [online] Available at: <http://www.strategicplaytraining.com/upload/documents/lego---serious-play---tower.pdf> [Accessed April 06 2016].
- Swaminathan, V. (2016). Branding in the digital era: new directions for research on customer-based brand equity. In: *Academy of Marketing Science*. May 20 2016, Volume 6, Issue 1. Springer US. pp. 33-38.
- Thunig, C. (2010). Ernsthaft spielen. In: *Absatzwirtschaft* 04/2010. pp. 96-98.
- Yildiz, Ö./Hermann-Linß, C./Friedrich, K./Baumgarth, C. (2015). Warum die Generation Y nicht nachhaltig kauft -Eine adaptierte ZMET Studie zum nachhaltigen Modekonsum der Generation Y. IMB-Working Paper No. 85. Berlin.

Appendices



Appendix 1: Flow model [based on Kristiansen/Rasmussen (2014) and Engeser/Rheinberg (2008)]



Appendix 2: Updated flow model [based on Engeser/Rheinberg (2008)]

Expert interview questions

Hello and thank you for taking the time to participate in this expert interview today! By answering the following questions you will help understand the current use of LEGO SERIOUS PLAY in companies. It will take approximately 15-30 minutes of your time. This study is conducted for the purpose of a master thesis at the Berlin School of Economics and Law, Germany.

Is it okay with you if I record this conversation?

☐ yes ☐ no

Intro questions:

1. Are you a certified LSP Facilitator?

☐ yes ☐ no

1.1 Where have you been certified and how many days did your training last?

2. How long have you been a LSP Facilitator?

☐ < 1 year

☐ 1 year

☐ 2 years

☐ 3 years

☐ 4 years

☐ 5 years

☐ > 5 years

3. Within the last 12 month, how many LSP workshops have you facilitated?

☐ none

☐ 1-5

☐ 6-10

☐ 11-15

☐ 16-20

☐ more than 20

4. In which language(s) do you facilitate LSP workshops?

5. How many people were approximately employed by the companies you facilitated LSP workshops at? – several answers possible

☐ 1-10

☐ 11-50

☐ 51-250

☐ more than 250

Main questions:

6. For what purpose do you use LSP? – several answers possible

☐ training

☐ consulting

☐ research

☐ other: []

6.1. If you use LSP for research purposes, please state an example []

7. Do you think LSP has the potential to be applied successfully in the field of marketing?

☐ yes

☐ no

Please give a reason why:

8. Have you ever used LSP to solve an issue in the field of marketing?

☐ yes

☐ no

8.1 If so, please state which issue(s) you solved.

8.2 If not, is there a reason why you didn't use LSP in the marketing context?

9. For issues in the field of marketing, do you use other management methods?

☐ yes ☐ no ☐ I don't do workshops in the field of marketing

9.1 If so, please state which management methods you use:

10. Do you think LSP has the potential to be applied successfully in the field of brand research?

☐ yes ☐ no

Please give a reason why:

11. Have you already held an LSP workshop in the brand research context?

☐ yes ☐ no

11.1 If so, please state an example of your brand research with LSP:

11.2 If not, is there a reason why you don't use LSP in brand research?

12. How is an LSP workshop usually initiated?

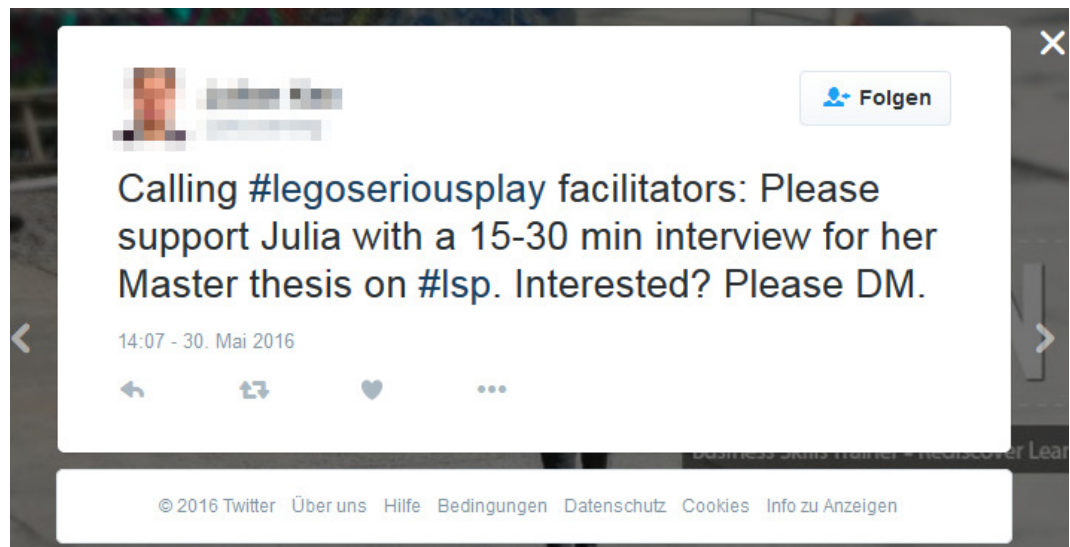
☐ company contacts consultant, consultant suggests to use LSP

19. Do you know other LSP facilitators that would be open to being interviewed in relation to this topic?

Please state their name and/or contact information:

Thank you very much for your valuable insights in regard to the topic LSP and your participation! Should you wish to receive further information about this study, please contact julia.trebbin@web.de.

Appendix 3 Interview guide for expert interview



Appendix 4: Tweet to generate participants for expert interviews

Item/ participant no.	1	2	3	4	5	6
1 certified	yes	yes	yes	yes	yes	yes
1.1 trainer	Per Kristiansen, Robert Rasmussen	Per Kristiansen	Robert Rasmussen	Katrin Elsner	Interface company, external consulting agency from Copenhagen	not named
1.1 days		4	4	3	4	5
2 duration_<1					x	
2 duration_1			x	x		
2 duration_2		x				
2 duration_3	x					
2 duration_4						
2 duration_5						
2 duration_>5						x
3 number of Workshops_0						

Appendices

3 number of Workshops _1-5					x	
3 number of Workshops _6-10			x			
3 number of Workshops _11-15		x				
3 number of Workshops _16-20				x		
3 number of Workshops _>20	x					x
4 language English	x	x	x	x	x	x
4 language German	x	x		x		x
5 employees _1-10	x	x		x	x	x
5 employees _11-50			x			x
5 employees _51-250		x	x	x		x
5 employees _>250	x		x		x	x
6 purpose training	x	x				
6 purpose consulting	x	x	x	x	x	
6 purpose research	x	x		x		
6 purpose other:	LSP meetup, sessions of conferences, education	coaching	teambuilding, real-time strategy, meet ups to demonstrate method	business model generation, ideas for start-ups, business plans, identity of a new company, scenario analysis, environmental analysis, trend analysis, what-if analysis	team building, real-time identity application from LSP framework, service consulting design, pre-research phase, build personas and empathy map	strategy development, facilitation

6.1 example research	neighbors day in Geneva for CERN, find out what neighbors think CERN is, neighbors discuss with scientists	pharmaceutical research, interview doctors about prescription methods and how to prescribe drugs, used as projection technique, build yourself as others see you, used window exploration bags, used as icebreaker		lectures at university with students, creativity technique, which challenge suits which age group/ which previous knowledge needed		
7 marketing potential	yes	yes	yes	yes	yes	yes
7 marketing potential reason	it depends on question, with right question it can be good method	used in marketing research, but challenges come with it, not one tool fixes all, it is time consuming	already run strategic workshops for marketing team, get greater understanding of internal requirements for website, can envision situation where customers are asked and discussion is facilitated through LSP	depends on the question, applicable for almost every question, it's a communication technique where everyone gets a saying, ideas of the whole team can be gathered, it is close to business model generation when applied in strategy generation of marketing, find out which market, which target group, which channels should be used, not appropriate for marketing agency, possibly for teambuilding or strategy of agency	can be applied basically anywhere as it makes it easier to talk about things, when people work in marketing, for team building to get more efficient teams/ individuals, get mutual understanding of each other, perform better as a team, understand individual and team skills, strength, weaknesses, relations towards each other, marketing strategies, vision/mission of company/project and branding potential, brand strategy, retail experience, advertising, build strategies, design deliverables of marketing projects: features of products in conception phase, advertisements,	applicable to work on many topics

Appendices

					find out who thinks what with team members about project, goal, main features etc.	
8 used in marketing	yes	yes	yes	no	yes	yes
8.1 example marketing	new business model generation with startups, international marketing, innovation teams --> how to market internal services	use bricks to open conversation, define guiding principles - what is important to us, used internally in marketing company, talk about internal structure and teambuilding, often used as starter, not strictly following the rules e.g. sometimes no skill building, in market research used as interviewing technique, briefings, client kick-offs, co-creation formats	good tool to engage with various stakeholders, project needed help, solved problem about marketing team		build personas/draw similarities to marketing, build target groups and customer journey	strategy development

8.2 reason no marketing application				didn't come up; marketing teams he experienced functioned well, didn't need a moderation or creative technique, no team building or strategy development necessary, usually uses method before companies are founded with founders, when creating a vision it might have been part of the environment analysis/differentiation to other brands/relevant set or brand development with 6 forces, but then briefing was given to marketing department		
9 other methods	yes	yes	yes	yes	no workshops in marketing	yes
9.1 other methods example	creativity methods, checklists, to do's, messages, values, framing techniques, warm-ups, neuro-linguistic programming (NLP), training from the back of the room, seminar actors, improvisation techniques, games, music, visualization	Templates, Post-Its, service design tools, storytelling with Playmobil, wrap&action techniques e.g. prototyping with play dough and pipe cleaners, build personas, bring together different tools, Participative Formate, co-creation workshops, bring designers and clients together, build and create together	innovation games, game storming toolset, sometimes seemingly more traditional tools can be easier to use	design thinking(talk to customers), gather feedback, trend analysis/scouting, creativity technique Idea blender: picture of product combined with business model, then write one pager about it, 6 thinking hats method, product development techniques	design thinking, human centered methods, innovation management methods, lean start up methods, business model innovation tools from strategizer, LSP has good potential to be implemented to other methods, but method needs to be properly applied, otherwise just playing with bricks	classic methods like flipcharts
10 potential brand research	yes	yes	yes	yes	yes	yes

Appendices

10 brand research reason	LSP is good communication and problem solving tool, appropriate for complex questions or questions not being easy to answer, catches first impressions, unleashes connected emotions, creates insights that haven't been there before, could be used to visualize experiences while using a brand to clients and employees	not field of expertise but employing agency uses it, can be used to open up a conversation, potential drawback: takes lot of time, is intense, people get LEGO fatigue, need to get energy right, depends on what clients want, clients sometimes want tool, not follow their objective (play with LEGO), can be used in exploratory exercise, but templates flip charts and post-its might be a quicker method, possible question: build world of brand x & its competitors and look at differences	shared understanding what should be conveyed by brand, especially shared models can be useful, play through scenarios what might happen	imagine to recreate brand or develop it, employees of whole company not just management, how does your brand look like?, How does your brand feel?, customers and prospects could be invited, could be internal tool, could be event for bloggers as influencers who participate in brand workshop, use separate models to create personal identity of brand features, then shared identity to combine brand model, environmental analysis, does brand fit, did we forget trends?, possible a/b test with slightly different task to get more aspects of brand, it is 2020 and we are most valuable brand, how did we achieve this?	to find scope for research, get shared understanding of the project, with customers through human centered expert or customer interviews, understand people better, get out of comfort zone, get thoughts out of people's heads, skill building, get people into flow, ask them to build what is in their heads through specific questions, people open up more than with other methods	already did it
11 used in brand research	yes	no	no	no	no	yes
11.1 example brand research	financial sector(bank) to research on brand values, what brand values mean in day to day work, build several questions					none named, as increasing number of competitors

Appendices

11.2 reason no brand research		it might be quicker to use other methods (e.g. post-it exercises), LSP takes lot of time, could be used if clients want to try something new	not full time facilitator, id someone came with a problem, I would think of ways to help them, LSP could be an option depending on the issue	didn't come up, but brand could be part of vision, better abstract future, how could brand look like, how could it feel, search volume for LSP is rising, LSP applicable for almost every question	not working in field of brand research	
12 initiation LSP by consultant	x		x		x	x
12 initiation LSP by company	x	x	x	x		x
12 initiation LSP by other	conferences, meetup			consultant is looking for clients, at events, direct mails to companies, through rental company of LSP bricks, try out sessions to spur interest, awareness of method is rising	hard to sell LSP days as it is energy consuming and when people are not aware of power/benefits of LSP, takes lot of time to make them believe in method, if get hooked up on it, it gets easier to sell it, in Ger it is quite rare so. contacts you to do LSP, in Denmark it is suggested by companies more open	
12 estimation initiation	1/3 to 2/3	100%	usually he suggests it	rarely company		none named
13 LSP awareness	4	2	3	4	4	3
14 LSP frequency	3	4	3	4	4	4
15 estimated acceptance of results by decision makers	1	4	1	2	4	4

Appendices

16. success factors	1 manage expectations (quality-time relation, type of questions), 2 questions themselves most important, drive flow, 3 skills building-make pp familiar with method, 4 facilitation: building and sharing, drive/direct process and knowledge, 5 room and food, 6 mood of people	1 logistical factors: room, lighting, chairs, table, acoustics, get people moving to collect pieces, walk around, grab something intentionally, space to put LEGO aside 2 time/flexibility e.g. other round of building, not a one stop fix, 3 good framing: everyone understands what is happening, prepared to get intimate --> better than other methods, start to introspect and open up, structured agenda, people should not get distracted, 4 courageous manager, not scared of results, 5 facilitation: everyone committed in the room, method helps itself	1 environmental (good space, natural light, good furniture, 2 right people at right time, 3 need good amount of time to get good outcome, 4 capture minds of people, inspire them it's the right thing to be doing, good approach to get everyone on board is vital: in first 5 min engage with people who are keen to participate, deal with people who say it is kids stuff/ not serious, deal with people who did not touch LEGO for years	1 relevant question (something they can connect with, not just pretend to have an impact when decisions are already made, active participation for solution is possible), 2 safe space (time wise and space wise, planned beforehand, good room, acceptance that participation is hard work not just playing), 3 Question allows open solution, open future, 4 good, clean material, 5 heterogeneous teams(not only CEOs also volunteers and middle management to generate new ideas, educate CEOs to listen to others, be open for ideas, not just input of people who always sit together), 6 method needs to be used appropriately, 6-10 people in a team, from 8 people on free rider effect(people do not participate in shared activities), music or not , 7 well planned workshop, pp need to understand its hard work, not just play-	1 be prepared, understand company, know what is happening, talk to some people, 2 design tailor made to purpose, know needs, problems, beforehand 3 flow, otherwise productivity/performance is decreasing, maintain high energy level, Facilitator needs to ensure quality, 4 creating trust (facilitation, personal and professional skills) people need to trust each other to create relevant solutions/answers, 5 empathy (see how people react, step in if they do not understand process/ do not agree with something, usually flows on its own, 6 make it stick in the end, how to have an outcome and make a difference in organization/ strategy, not just a fun day, still big issue /not completely solved	a leader who wants to listen to all participants is most important
---------------------	--	---	---	--	---	--

Appendices

				ing with LEGO, otherwise method can be compromised and people get wrong image of what LSP is, 8 facilitator contributes to success, positive energy, needs to radiate that participants can trust him, needs to manage different energies in the room, mediate, be diplomatic, good example, motivate, team should suit moderator, 9 one facilitator can facilitate max. 3 teams with 6-10 pp at once		
--	--	--	--	--	--	--

Appendices

17 failure factors	asking non-relevant questions, 2 levels of failure: 1 people don't participate/leave, workshop ends early, bad facilitation, bad framing of method, bad questions, bad set-up, non-professional approach to guiding creativity process, make sure variety of people are there, different parts of company, decide if management is there or not; 2 results have no meaning for pp or initiator, don't find the end, transfer of outcome to day to day work is important, questions have to be visible on business layer	1 bad framing: not taken seriously, can't hear facilitator, room uncomfortable, 2 bad briefing: need to be present, not just have a laugh, be off the grid, not play with phones, take it seriously, 3 mix of energy levels in the room, lots of discussions, emotionally charged people, facilitator needs to bring them back to building, sometimes frustration for people but need to follow method, LEGO fatigue can happen if people don't know each other, gets personal really fast with LSP, help them to be in room and mindset, 4 not enough time	1 wrong people in the room --> not correct knowledge in room to come to right decision or if right decision, do not see mgmt buy it, need to have executive managers in room, but send middle managers 2 not enough time, 3 wrong environment that does not help process, 4 people who constantly disturb, need to have everyone building and talking, e.g. so. who steps out disrupts the flow of meeting	wrong expectations, one cannot solve everything with LSP, to find a good question is probably hardest part of method, the transition of workshop output to execution is critical	1 no trust, 2 no flow, 3 fail with high expectations, grow together with client, understand clients needs and experience, build empathy, 4 wrong purpose of workshop (if company sees it as team building but is planned as strategy workshop, create meaningful things), 5 role of facilitation (see success when managers crouch next to LEGO model, are in flow, see if you bypassed criticism and negative energy with your facilitation after 1 hour, make it stick in the end, make it tangible	a leader that doesn't want to listen to participants
--------------------	---	---	--	--	--	--

Appendices

other aspects	different certificates exist, experience is important too, ask for amount of training days and trainers, LEGO group encourages people to try out method, LSP sets are available to everyone, some knowledge only available for certified facilitators, but no exit barrier, people can start to use method without certification, not everything called LSP is LSP but is rather just playing with bricks	facilitation of workshop is necessary, facilitate dialogue and remind them of results, issues/metaphors, we need to learn from it, creating an experience/framing is important, build empathy; no of people doing training is increasing, but not facilitators, method is abused, in handbook they could add how to frame clients expectations and give possible questions e.g. is this the right methodology for your issue; there is no wrong, only mediation of conversations, keep energy up, "let's go there" when conflicts occur	cultural thing, more people in central and northern Europe than in the UK use LSP especially in Netherlands, Belgium, Germany, more acceptance to it, but some people in the UK use it quite a lot, interested in outcome, wish for no direct quoting and anonymous	book and open source document can be hard to transfer to practice, exciting topic, facilitator training is expensive, question about approach, there is a second LSP rental service in Ger, question if it is dangerous to rent sets to amateurs, starter kits can be too extensive for skills building, takes too much time, window exploration bags more suitable, then identity set afterwards, some use education sets as they have a base plate	important to research on it, happy I do it, good choice, very interesting, curious about findings, good luck, possible contact to trainer (>600 WS)	what happens with results
age	37	28	42	31	29	44
gender	m	f	m	m	m	m
employment status	self-employed	self-employed	self-employed	self-employed	self-employed	self-employed
country of origin	USA	UK	UK	Germany	Hungary	Germany

Appendix 5: Transcribed results of expert interviews

Workshop Outline

Preparation:

- *tape ground rules to ground*
- *put up “Smile, you are here now” sign on the door*
- *distribute drinks, cups and snacks*
- *distribute window exploration bags/ selection of pens*
- *prepare name tag station*
- *put “Question, build/draw, share, learn” sign on the table*
- *prepare incentives*
- *prepare Identity & landscape set/ CLASSIC brick boxes/ other pens*

Arrival , name tag production, possibly get to know each other

Welcome & Ground rules:

- **Thank you** for being here today and **welcome** to my workshops to find out more about the brand of BSEL
 - help yourself with **snacks and drinks** whenever you like
 - This research is **related to my master thesis** and all your answers will be treated **confidentially**
 - Are you all fine with me **video** and **audio recording** this session?
- *Start recordings*

- We will use the **method LEGO SERIOUS PLAY/ Free Expression drawing** today
- LSP/FED is a **management/research method** and everything you need to know are basically the **4 steps** we will go through today: **Question, Building/Drawing, Sharing, Learning & Reflecting**
- If you don't know an **immediate answer** to the question, **just start building/drawing** with the bricks/the pens and your hands will think for you
- **don't over think** your answer and just start building/drawing
- **Have fun!**

Warm up: TOWER

- Each of you has a **bag full of bricks/ selection of pens** in front of you; you can now **open** the bag and **take all bricks out**
 - There is a selection of **basic bricks** in them, as well as a **mini figure** and other bricks/ you got pens of the basic colors, a pencil, and a pen.
 - So now, let's jump right in and get warmed up with the bricks/ the FED method:
 - **Please build/draw a tower as high as possible with the bricks/pens in front of you. There should be a mini figure/ a person on top. You should only use your own bricks/pens and not the ones of your neighbor for now. You have 3min time for that.**
- *Set timer to 3min*

Feedback tower:

- please push **all other bricks/pens** that don't belong to your model **a bit aside** now, so we can see clearly which bricks belong to your tower/ see your tower.

- Now please switch to the **tower of your right neighbor/ switch papers** and try how stable his or her tower is by gently **blowing against it/ does it look stable?**

Now please crumple up the paper of your neighbor.

- **Who** of you **felt** at least a little bit **bad** for destroying the tower/ drawing of your neighbor?

- Okay, from that we can learn that we get **emotionally attached** to our creations quite **quickly**.

Please, **bear** that **in mind** for the workshop today. Each **model/drawing** has an **owner** and we should **respect** his or her **creation**.

- We can also learn from that experience, that **conditions can change** quite **quickly** with LSP/FED.

- Now please **take apart** your **towers**, so that we have **all bricks available** again for the next task/ put your papers aside, so we have some space for the next task.

Skill building: DUCK

- **Please build/draw a duck. You should only use your own bricks/pens and not the ones of your neighbor for now. You have 3min time for that.**

→ *Set timer to 3min*

Feedback duck:

- Wow, look at these wonderful ducks! Even though you all had the **same bricks/pens**, we got totally **different ducks**. That's great!

Debrief duck:

- As you already learned, **conditions can change**
- Now, I'd like to ask you to **change your duck so that it represents a strong emotion you had during the past 3 weeks**. Again, you have 3min time for that.

→ *Set timer to 3min*

Feedback Duck 2:

- please push **all other bricks/pens** that don't belong to your model **to the middle of the table** now, so we can see clearly which bricks belong to your model/ see your drawing clearly.
- Please **explain**, how your **model/drawing represents a strong emotion** you had during the past 3 weeks. **Who** would like to start?

Explanation

- To understand each other better, we can now **ask questions** about the models/drawings. A good question would be e.g. **what does this brick/line/figure represent?** or **Does the color of this brick/line have a meaning?**

Everyone explains their models/drawings, listens and asks questions

- Well great! **Congratulations, you just build your first metaphor!**
- So this is what LSP/FED is about. We will **answer questions by building/drawing metaphors** with the bricks/ drawing material we have.
- Now, please **take apart** your **models**, so that we have **all bricks available** again for the next task. Please try to not mix them with the bricks of your neighbors/ now please **hand me your papers**, so that we have **a clear table** again for the next task.

- **Conditions change**, as you know, but **this time** for the **best**:

- I have some exciting **new bricks/ more pens** for you, which you can **use** for the **next tasks**. For **example**, there are some more **figures**, some **DUPLO** bricks etc./ some more basic bricks and wheels etc./ crayons/ more colored pens etc.

For CLASSIC: For the next task, please only use the box with your own name and not the ones of your neighbors, as well as only your own bricks on the table.

Individual models of brand values of BSEL:

- I have a new question for you:

Which value comes to mind when you think of BSEL? You can use all available bricks (from your own box *for CLASSIC*)/pens now. You have 7 minutes time for that. You can move around to find bricks/pens etc.

- If you think of 2 or **more values**, it is ok to **build/draw more** than one model. Please make sure that **each model represents one value**.

→ *Set timer to 7min /possibly give them 10min if needed*

Feedback values BSEL:

-please push **all other bricks** that don't belong to your model(s) **to the middle of the table** now, so we can see clearly which bricks belong to your model(s) / please push **all pens** a bit **aside** now, so we can see your drawings clearly

- Please **explain**, how your **model/drawing relates to the question**. How is the **value** you had in mind **incorporated in** your **model/drawing**? **Who** would like to start?

-Explanation+ Listening+ Questions

- take pictures of the models/drawings

*- (if **same value** was built, focus on the **differences** and point them out:*

- Even though you build the same value, it means something else for both of you)

- Please keep your models/drawings.

- Is there a value that is missing on the table? Is there a value for BSEL you have in mind, which is not represented by any of the models on the table?

→ Another round of building, time limit 3min/ possibly 5min

→ Explanation+ Listening+ Questions

→ While explanations, write down the values

- please push all your models to the right side of the table now/ please push all your drawings to the right side of the table now

→ Add a colored brick to each existing model/ a red dot in the corner to distinguish them from new models/ new drawings

Individual models of future values of BSEL:

Which value could BSEL represent to stand out from competitors but is not represented on the table yet? You have 7 min time for that.

- If you think of 2 or more values, it is ok to build/draw more than one model. Please make sure that each model/drawing represents one value.

→ Set timer to 7min /possibly give them 10min if needed

Feedback future values BSEL:

-please push **all other bricks** that don't belong to your model(s) **to the middle of the table** now, so we can see clearly which bricks belong to your model(s)/ please push **all pens** a bit **aside** so we can clearly see your **drawing**

- Please **explain**, how your **model/drawing relates to the question**. How is the **value** you had in mind **incorporated in** your **model/drawing**? **Who** would like to start?

Explanation+ Listening+ Questions

- (if **same value** was built, focus on the **differences** and point them out:

Even though you build the same value, it means something else for both of you)

Rank of importance:

- Now I'd like you to **arrange** all your **value models/drawings according to the importance** they have for you as a group. This **side** of the table represents **very important**, the **other** represents **less important**. You can **discuss as a group** and align the models/ drawings. In order to do so, please stand up and push away your chairs so you can move freely.

- *Time limit approximately 10min*

Feedback importance of values/documentation:

- *Hand out Post-Its & pens*

- Now I'd like to ask you to write down the represented value of your models/drawings. Please use one Post-it per idea.

Feedback:

- *Hand out surveys & pens*

- I am **interested** in how you **perceived** and **liked** the **workshop** today. For the purpose of that, I handed out a **survey** for you which I would be very happy if you filled it out.

Thank you& Incentive:

- **Thank you** so much for **participating** today! You gave me a lot of **valuable insights** and I **learned** a lot about your **perception of BSEL**.

- *Hand out incentives*

- As I am really thankful for your participation, you can now **build** your **own figure** and **take** it **home** with you so you can remember the fun and hard work we achieved today.

- If you have any more **questions/comments** I'd be very happy to answer them now.

- **Thanks** again and have a great evening!

- *stop recordings*

- *collect Post-Its*

- *take pictures of models/drawings*

- *tidy up*

Appendix 6: Outline of the workshops

Method survey

Thank you for your participation in the brand workshop of BSEL. In the following survey I want to find out how satisfied you were with the workshop. Your answers are treated confidentially and will only be used for the purpose of my master thesis.

I appreciate your input!

1. How much fun did you have throughout the workshop?

Lots of fun ☐ ☐ ☐ ☐ ☐ No fun

2. How satisfied were you throughout the workshop?

Strongly
satisfied ☐ ☐ ☐ ☐ ☐ Strongly
dissatisfied

3. How would you rate the time spent on this workshop in relation to the results of the workshop?

Time spent
was worth it ☐ ☐ ☐ ☐ ☐ Time spent
was use-
less

4. Please rate the following statements:

	agree				disagree
“The method was really helpful to express my ideas.”	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
“The material was fully sufficient to express my ideas.”	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
“The method helped me find new ideas.”	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
“I could answer all questions to my full satisfaction.”	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
“The time limits were fully sufficient to express my ideas.”	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
„I was able to express all the ideas I had.“	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
“The workshop was very well structured.”	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Imagine you would be the head of marketing in your company - How likely would you be to accept the results of this workshop in relation to a regular meeting?

As accepted

as other
methods

☐☐☐☐☐

Not accepted

at all

6. If you were the head of marketing, how likely would you be to recommend this method to solve an issue in your company?

Not at all
likely

☐☐☐☐☐

Extremely
likely

7. Think back to the workshop. Please rate the following aspects according to your feelings at that time.

	not at all		partly		very much
I felt just the right amount of challenge.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My thoughts/activities ran fluidly and smoothly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I didn't notice time passing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I had no difficulty concentrating.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My mind was completely clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was totally absorbed in what I was doing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The right thoughts/movements occurred of their own accord.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I knew what I had to do each step of the way.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I felt that I had everything under control.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was completely lost in thought.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Something important to me was at stake here.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I won't make any mistake here.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was worried about failing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Appendices

1. How old are you?
2. What gender are you? ☐ male ☐ female
3. In which program are you studying at BSEL?
4. When did you start studying at BSEL (month/year)?
5. What nationality are you?
6. Are there other aspects you would like to state in the context of this survey or the workshop in general?

Thank you so much for your insights and the participation in today's workshop!

Appendix 7: Method survey

Appendices

BSEL mission statement	LSP	classic	FED
<p>1 general values:</p> <ul style="list-style-type: none"> - competence in Economics, Law, Social studies, administration and engineering - specialization/ knowledge - relevant social, economical, ecological topics 	<p>1 knowledge</p> <p>2 knowledge foundation</p> <p>18 marketing courses in English</p> <p>/English master in marketing</p>	<p>24 stability (clearly defined expertise fields, solid, boring)</p> <p>29 expertise in Economics and Law</p>	<p>5 expertise in economics and law and police studies (combination of different fields)</p> <p>7 economics and law expertise</p>
<p>2 attractive location Berlin:</p> <ul style="list-style-type: none"> - connectedness to research institutions, universities, and organizations - development of region 	<p>20 Berlin</p>	<p>16 opportunity to come to Berlin, get master, international environment</p> <p>37 location (Berlin, water, green, buildings, grey, nice vs. ugly places)</p> <p>38 activities (parties, cafes, restaurants, history, museums)</p>	<p>/</p>

Appendices

BSEL mission statement	LSP	classic	FED
<p>3 internationality:</p> <ul style="list-style-type: none"> - the mobility of students, teachers and employees - worldwide network of partner universities - incomings from all over the world - dialogue and welcome culture - qualification to work in an international context - exchange and support of intercultural competencies and language skills - personal development, lowering prejudices - appreciative, respectful behavior towards others 	<p>6 internationality (bring people from over the world together)</p> <p>13 welcoming atmosphere/help</p> <p>19 connecting people, bridge between countries, broaden the horizon, English classes</p>	<p>4 mobility (go abroad, international studies)</p> <p>5 people (very diverse, different countries, friendship)</p> <p>9 internationality (exchange possibilities, take into own hands where to go)</p> <p>11 internationality (many ways, possibilities, ethnicities coming together)</p> <p>12 tolerance</p> <p>13 diversity (people from different places, nations, directions)</p> <p>32 tolerance towards different backgrounds</p> <p>31 equality (the same level, everyone is smart)</p> <p>39 more internationality (more backgrounds, give everyone a chance)</p>	<p>1 internationality (major in international marketing management, met different nations, exchange semester)</p> <p>2 internationality (different nations in class)</p> <p>11 partner universities with equal or higher value</p>

Appendices

BSEL mission statement	LSP	classic	FED
<p>4 practical competence:</p> <ul style="list-style-type: none"> - applied and research oriented studies - modern teaching and learning practices - continuous quality management and development - high practicality through cooperation with various partners and continuous improvement of cooperation's - dual studies - qualification for a job in economy or society - professional qualification with dialogue competence, ability to work in teams, intercultural understanding, entrepreneurial thinking, creativity, innovativeness, problem solution 	<p>4 digging deeper, (research), curiosity</p> <p>11 group work (different strength)</p> <p>12 group work (deadlines, fighting, established teams)</p> <p>21 group work and time to work</p> <p>22 practical skills/knowledge</p>	<p>10 interactivity (not just listening in class, build something together)</p> <p>15 teamwork</p> <p>18 solidarity</p>	<p>3 practical skills</p> <p>4 theory and practicality combined</p> <p>6 leading and presentation skills</p> <p>8 career service/connections to alumni</p> <p>9 company visits</p> <p>10 cooperation with big brands/ companies/general businesses</p>
<p>5 lifelong learning:</p> <ul style="list-style-type: none"> - advanced training - offers for experienced workers - connection between different education levels and institutions - personal development, self confidence - new potential for economy and society 	<p>3 circle of life (understand, learn, read books, conduct research, apply research, build knowledge</p> <p>8 leap into future (Mr. Kreutzer, red color of BSEL, bear)</p> <p>14 head start through education</p>	<p>17 outlook for future, one step on the way</p> <p>25 success (earn money, good life, achieve something final goal)</p> <p>26 hard work/ing (lots of tasks, might create stress)</p>	<p>12 expertise (practical and theoretical) of lecturers</p> <p>13 working with big names (persons, e.g. marketing forum, lecturers)</p>

BSEL mission statement	LSP	classic	FED
6motivation /commitment: - autonomy, innovativeness, social responsibility from all employees expected - alumni bring it to the job or start own company - possible funding for entrepreneurs - 8 surgency - 9 courage - 10 critical reflection	/	27 persistency 21 integrity (foreigners integrated, protect values, add new values)	/
new values:	5 transparency (results of work, finances, what professors do, organization) 7 gender equality 9 fun/youth 10 funding/scholarships 16 financial impact (make more money through education after being done with studies) 24 affordable to study here 15 tradition 17 make an impact even after death (be remembered) 23 excursions, going around the world to meet companies outside Germany, cause of international courses 25 good reputation/research	1 frustration (power distance between students and professors) 2 cluelessness (struggle to keep balance, don't know where things are going) 3 fear (direction is missing) 6 opportunities and problems (possibilities after and during studies, obstacles, problems with yourself, program change, go your way, happy end) 7 diversity (different nations, day and evening students, people with children) 8 uniformity (achieve something together, have something in common) 14 common goal 19 HWR is a living thing 20 transparency (goal, framework, round table, inside the HWR, foundation, sometimes lacks transparency for grades, organiza-	/

		<p>tional system) 22 history of big city and WWII 23 represent Europe 28 competitiveness (want to be on top, gain leadership skills, final goal is to be winner, get good grades, compare each other) 30 patience (continue digging to build something beautiful) 33 connectivity (combine programs, use overlaps, build foundation, combine to new field of study, the "kind of studies") 34 innovation 35 high technology (feeling to travel back in time when coming from another university, basic lessons with PowerPoint reading from slides, modernization) 36 family/feminine friendly (Kinder garden, possibly more prominent that it exists) 40 personalization (everyone gets what they are looking for)</p>	
numbers assigned to the associations during the creation rounds	1-8 first round 9-17 second round 18-25 future values	1-19 first round 20-32 second round 33-40 future values	1-3 first round 4-6 second round 7-13 future values

Appendix 8: Results of the workshops compared to the BSEL mission statement

Statutory Declaration

I hereby formally declare that I have written the submitted dissertation entirely by myself without anyone else's assistance. Where ever I have drawn on literature or other sources, either in direct quotes, or in paraphrasing such material, I have given the reference to the original author or authors and to the source where it appeared.

I am aware that the use of quotations, or of close paraphrasing, from books, magazines, newspapers, the internet or other sources, which are not marked as such, will be considered as an attempt at deception, and that the thesis will be graded with a fail.

I have informed the examiners and the board of examiners in the case that I have submitted the dissertation, entirely or partly, for other purposes of examination.

Berlin, July 25 2016

Signature