

Introduction

- Adult learning is experience- and motivation-driven (Knowles et al., 2015; McCauley et al., 2017).
- Leadership development is highly personal (McCauley et al., 2017).
- Reflection fuels experiential learning (Dewey, 1933; Kolb, 1984).
- Play strengthens creativity and leadership (Henricks, 2008; Huizinga, 1950; Kark, 2011; Kolb & Kolb, 2017).
- LEGO® Serious Play® (LSP®) enables culturally responsive leadership learning (Fearne, 2020).

PURPOSE

Describe LSP® as a culturally responsive, play-based teaching method for adult agricultural leadership development in California.

Theoretical Framework

Motivational Framework for Culturally Responsive Teaching

(Ginsberg & Wlodkowski, 2009)



Inclusion

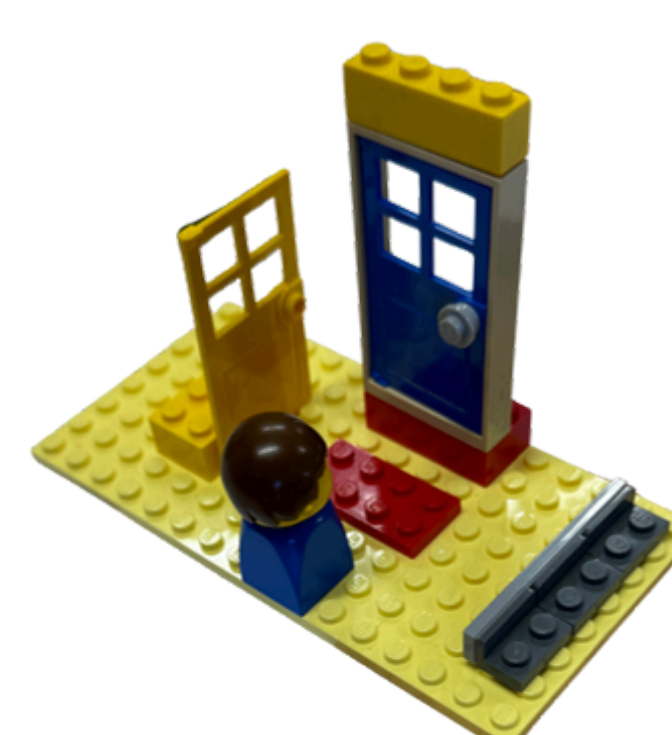


Attitude

The framework, grounded in adult experience and diversity, emphasizes inclusion, choice, meaning, and application—well-suited for studying play-based leadership learning.



Meaning



Competence

Methodology

- **Design:** Quantitative, descriptive study.
- **Participants:** N = 21 (California Agricultural Leadership Foundation staff & board; 7 male, 5 female, 1 not reported; ages 33–76).
- **Procedure:**
 - Pre-workshop: Strengthscope® assessment.
 - 1.5-hour workshop: Built LEGO® models of strengths; group reflection.
 - Post-workshop: Qualtrics survey (Motivational Framework constructs + 3 general learning items).
- **Measures:** 5-point Likert scale; reliability strong ($\alpha = .94-.97$) (Cronbach, 1951)
- **Analysis:** Descriptive statistics; response rate = 62% ($n = 13$); non-response bias tested, no significant differences (Lindner et al., 2001).

Results & Findings

This study examined LSP® as a culturally responsive method for adult leadership learning. General learning was rated positively ($M = 3.85$), with competence scoring highest, followed by attitude, meaning, and inclusion. Some items had missing responses.

Table 1
Description of LSP® as Culturally Responsive Teaching Method for Adult Agricultural Leadership Development

Component ^a	Min	Max	M	SD
Competence ($n = 10$)	3.24	5.00	4.13	.61
Attitude ($n = 13$)	1.98	5.00	3.88	.86
Meaning ($n = 11$)	1.76	4.80	3.85	.87
Inclusion ($n = 13$)	1.58	5.00	3.75	.88

Note. ^aScaled items rated from 1 “strongly disagree” to 5 “strongly agree”



Conclusions

LSP® supported authentic, competence-building leadership learning for adults in agriculture, with participants perceiving the sessions as culturally responsive. Attitudes and inclusion were less emphasized. Findings align with prior research on play as a meaningful teaching tool (Henricks, 2008; Huizinga, 1950; Kolb & Kolb, 2017) and support play’s role in lifelong leadership learning (Kark, 2011).

LEGO® Serious Play® supported authentic, competence-building leadership learning for adults in agriculture, reinforcing play as a powerful tool for lifelong leadership development.



Implications & Recommendations

Findings suggest LSP® fosters authentic, competence-based leadership learning but needs stronger alignment with culturally responsive teaching through greater inclusion and challenge. **Practitioner** training and added reflection tools may deepen engagement, while future **research** should expand diversity, sample size, and use of qualitative and longitudinal data.



Link to References

