



DESIGN PRINCIPLES & CORE VALUES OF AN IDEAL SURF INSTRUCTOR COURSE

Nadine van den Dool
28th of September, Australia

SPORTS
SCIENCE
ADVENTURE
2209989
T. TOUSSAINT



Summary

Mojosurf Australia runs a surf academy where students can do a three-month instructor course, at Spot X, Arrawarra Beach. Contemporary economic developments ask for greater understanding of Mojo's customers, focused on how the customers give meaning to life. For example, insight in customers' values is a crucial element in today's economy, where value is co-created in networks and where products are developed by the consumer

Conventional methods are not suited to research latent knowledge like values, because these methods do not reach these kinds of deeper knowledge. Therefore, the information will be collected through qualitative research with generative techniques. Generative techniques provide helpful tools for respondents to express information like dreams and feelings better. The research focuses on answering the research question: *"what are the most important design principles and the underlying core values of an ideal (surf instructor) course at Mojosurf?"*

The six respondents of the focus group were selected randomly out of the seventeen present participants of Mojosurfs' course in the week of the 7th till the 13th of March 2016. The preference for certain design principles was discovered through three generative sessions based on the Lego Serious Play method. The sessions addressed the topics content, staff and facilities. The Lego models that were built by the respondents form the starting point of the in-depth interviews in which the underlying values were researched. The applied laddering interviewing technique focused on discovering why the built design principles are important to the participant and which core value is underlying. In the process the Means End Analysis was of guiding importance.

The results show that the respondents find vicinity of the beach access, an area to socialize and a shared area with qualified instructors the most important regarding the facilities. Key characteristics of the personnel is empathy on an individual level, passionate and knowledgeable and a certain amount of experience. Finally, clear structure, education in teaching skills and the opportunity to specialize are the most important design principles of the content of an ideal course. The group has four main values that underlie the design principles; happiness, social recognition, a sense of accomplishment and freedom. 'Happiness' as a core values is clearly the most popular under the respondents.

The results could be considered as reliable, because the used research techniques are proven, in both literature and research. There is a slight possibility that the results are applicable for future customers of Mojosurf's instructor course, since the researcher's experience tells that the respondents are a satisfactory reflection of the general group of students. Factors that might have had a negative influence on the reliability of the results are; the uncontrolled sample selection, inexperience of the researcher, language barrier and respondents being influenced by experience in the current course.

Mojosurf could take the following actions in order to make the course meaningful; implement extra lessons focused on creating better ocean awareness and learning from others' experience, personalize the experience through individual support moments and offer the opportunity to work on weaknesses through flexible lessons.

Foreword

In the process of my study selection I was completely indecisive about which study to choose, until I asked myself the following question: *"at what moment in my life did I feel uttermost alive? And what was I doing at that moment?"* It didn't take long before my thoughts drove off to the memories of my snowboarding, surfing and kayaking experiences.

And here I am, about to graduate the study Sports Science - Adventure.

In the second year of my study, the topic Experience Creation was introduced. It immediately caught my attention. During the course I gained an understanding of how valuable and memorable experiences were created in the outdoor branch. I found it amazing to learn how to be able to let someone else experience the feeling that was so decisive in my study selection.

It probably will not come as a surprise that the theme of my thesis is 'Value Creation'. The execution and finalization of my research happened at the East-Coast of Australia, at the company Mojosurf. I really appreciate the fact that I was granted the opportunity to finalize my study in a country where the outdoor sport branch is so much bigger than in the Netherlands. Besides that, it is super interesting to live and do research in a county with different culture, language and habits. I must admit that an Australian surf camp was not the easiest place to focus on writing a thesis and therefore I really want to thank Ted Toussaint for her guidance and feedback during the whole process.

The time has come to hand in the last piece of the puzzle.

Nadine van den Dool

Arrawarra Beach, New South Wales, Australia

3rd of October, 2016

Table of content

Summary	2
Foreword	3
Table of content	4
Introduction.....	6
1 Theoretical Foundation	8
1.1 Economic Changes	8
1.2 Values.....	10
2 Methodology	15
2.1 Type, sort and design	15
2.2 Location, time and execution.....	15
2.3 Population and sample	16
2.4 Reliability, validity and ethics.....	16
3 Results	18
3.1. Outcome reliability and validity test	18
3.2 Characteristics sample selection.....	18
3.3. Lego Serious Play & qualitative interviewing.....	19
3.4 The most important design principles	27
3.5 The underlying core values	27
4 Discussion.....	28
4.1 Strenghts of the research.....	28
4.2 Weaknesses and improvements	29
4.3 Recommendations for future research.....	31
5 Conclusion	32
6 Recommendations	34
6.1 Creating better ocean awareness & learn from others' experience through extra lessons.....	34
6.2 Personalize the experience through individual support moments.....	35
6.3 Offer the opportunity to specialize & practice weaknesses through flexible lessons	35
Bibliography.....	36

Appendices	38
Appendix I Operationalisation schedule	38
Appendix II Cover letter	39
Appendix III Protocol	40
Appendix IV Content Lego boxes.....	43
Appendix V Rokeach's terminal and instrumental values.....	44
Appendix VI Open coding Coding schedule	45
Appendix VII Overview details population	46
Appendix VIII Cover letter response.....	47

Introduction

Mojosurf Australia runs a surf academy where students can do a three-month instructor course, at the location Spot X, Arrawarra Beach. At the moment there is only one course, but the academy is about to be expanded towards other locations.

The expansion of the instructor course asks for greater understanding of Mojo's customers, with a focus on how the customers give meaning to life. For example, insight in customers' values is a crucial element in today's economy, where value is co-created in networks and where products are developed by the consumer (Boswijk, Peelen, & Olthof, *Economie van Experiences*, 2015). However, discovering latent knowledge, such as core values, cannot be researched through quantitative, conventional methods (Sleeswijk Visser F., Stappers, Van der Lugt, & Sanders, 2005).

So far, no qualitative research into Mojo's customers has been done. This research focuses on revealing the most important design principles of an ideal instructor course for Mojosurf and the underlying core values of Mojo's customers. The information will be researched through qualitative research with generative techniques. Generative techniques provide tools to enable respondents to express feelings in a different way, which allows people to enter a greater part of the brain (Sleeswijk et al., 2005).

The first part of the research will be focused on collecting the most important design principles of a perfect surf instructor course, through a workshop based on the Lego Serious Play (LSP) method. In a focus group, the participants respond to the researcher's questions by building models with Lego. The built models are the starting point of the second part, in which the underlying core values are researched through in depth interviews with a laddering technique. The laddering technique will focus on discovering why the design principles, that are built, are important to the participant and which core value is underlying. The research question that will be answered is as followed:

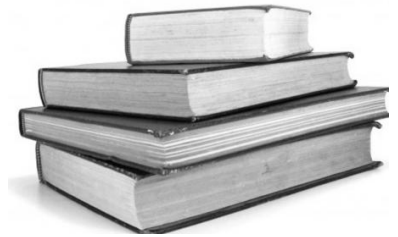
"what are the most important design principles and the underlying core values of an ideal (surf instructor) course at Mojosurf?"

The instructor course is an important part of Mojosurf's business and the importance will only increase with the upcoming expansion. Creating an understanding of the core values of the current customers could offer valuable information that might be useful to make the instructor course more meaningful for future customers. Concluded, the objection of the research is to deliver insight to Mojosurf on how to make the instructor course meaningful and valuable to the customers.

Please see the next page for a description of the set-up of the document.

The research report can be divided into five different main chapters:

Chapter one contains the **theoretical foundation** of the research. The main question that is answered in this chapter is why the research is relevant in the current economy and in the specific context of Mojosurf. Information is provided out of literature about the used research techniques. In addition to that, this chapter will explain why the chosen techniques are suited to this research.



The second part is focused on the execution of the research; the **methodology**. The methodology describes the game-plan for answering the research question. This chapter will also provide insight into how the research is going to be executed and in addition to that, a substantiation of the chosen research methods.

Chapter three will reveal the **results** of the practical part of the research. The results will show the most important design principles as an outcome of the generative sessions and core values out of the means end analysis. This part will only show plain results without interpretations.



The chapter with the **discussion** will interpret the results and take a critical look towards the methodology and execution of the research. What are the strengths and weaknesses of the research and what could have been improved? This chapter will also take a look at possible future research.

Last, but definitely not least, is the chapter in which the **conclusions** will be drawn and the **recommendations** will be made. The chapter will focus on which results are useful to Mojosurf and how the results can be applied.



1 Theoretical Foundation

1.1 Economic Changes

Foregoing economies

“Depending on what a business does with it, coffee can be any economic offering with distinct ranges of value customers attach to the offering” (Pine II & Gilmore, 1999, p. 1)

The quote mentioned above supports the fact that the price of coffee can vary from less than 1\$ per pound of beans to 15\$ for a small cup of coffee. Over time several types of economies have passed by, with corresponding typical offerings. A clarifying example can be given at the hand of a coffee bean, which can be sold as true commodity when harvested, as a good when grinded and packed, but also as a service when the coffee is brewed and delivered at a restaurant table. When the restaurant is located at St. Mark’s Square in Venice with a view over one of the Old World cities; an experience is born (Gilmore & Pine II, 1999).

Because of the fact that customers value some offerings higher than others, a phenomenon occurred every time a new economy rose. Namely that customers attached more value to a renewed and customized offering. This is the reason why money was spared on the old and commoditized offerings. Thus companies repeatedly had the choice to either customize or to get commoditized. When an offering is commoditized, customers base a purchase on price solely, which leaves the company at the hands of the price war (Gilmore & Pine II, 1999).

But why do customers value some offerings more than others? The more relevant an economic offering is to what the customer truly wants, the more value is attached (Pine II & Gilmore, 1999). As a consequence, gaining insight into who customers are and what is truly valued, increasingly gained importance in the later economies.

Current and future economic developments

Although Pine II and Gilmore’s (1999) prediction of a ‘transformation economy’ came close, recent studies provide a more evident image of reality. Boswijk et al. (2015) brought out a renewed view on the shifting economies. The experience economy has grown mainstream and a new era rises where value propositions are consumer developed or at least created through co-creation. The second generation of the experience economy requires companies to really meet the core values of customers, through shared value networks. This is called a network economy (Boswijk et al., 2015).

Different developments have led towards the rise of the network economy. For example, technological developments like hyper connectivity and complete digitalization have created new ways of participating in economy. Digital platforms offer great efficiency to the before mentioned value networks, co-creation and peer-to-peer economy. In a peer-to-peer economy everyone can offer, sell and buy anything. The latest generations Y, Z and the millennium, grew up with greater possibilities and are therefore less accepting and passive towards organizations, authorities and big brands (Boswijk et al., 2015).

A consequence of the increasing amount of this less accepting and passive attitude, is a customer who wants to decide for himself who to do business with. Furthermore, consumers have an increasing amount of suppliers to choose from. These circumstances will eventually lead towards a change in the value chain in which the customer is centered. An ecosystem with the customer, the customers' network and contribution to society in the middle is emerging. The power will be in the hands of the consumer, which will leave an organization to building up a collaboration of trust with the customer. In general, importance and value is attached to the personal life. Therefore, a company's task is to guide the customer through this process against payment (Boswijk et al., 2015). Figure 1 (Boswijk et al., 2015, p. 123) shows the changing level of consumer involvement in the upcoming economy.

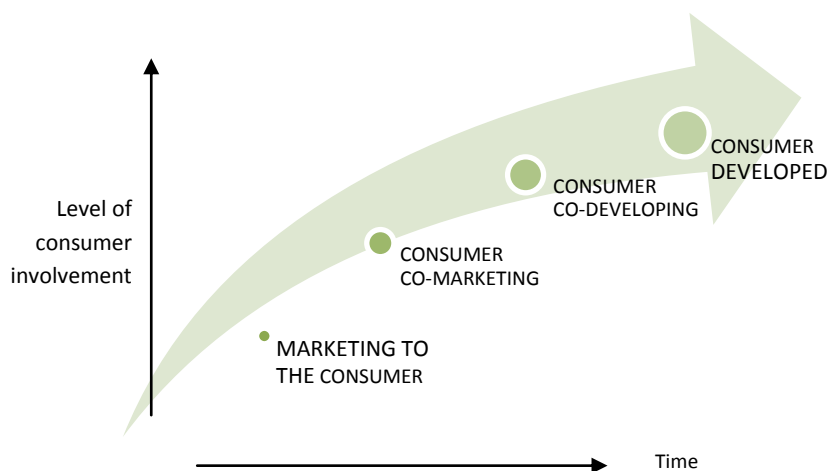


Figure 1: Consumer involvement (Boswijk et al., 2015, p. 123).

Due to the changing roles of the consumer and companies, different business models are required. The distinctive character of a company would be to operate customer centered. An example could be that a manufacturer of pacemakers should shift a focus from the product to the values of the patient and how doctors can meet those values (Boswijk et al., 2015).

However, a company cannot make such a changes from one day to another. In order to be able to really meet the core values of customers, companies should create a network that includes customers and create a collective solution. Before creating a collective solution, there is importance in creating one clear vision about the value proposition (Prahalad & Ramaswamy, 2004).

In conclusion, the economy is taking drastic turns in the development towards a full network economy. The network economy asks for deeper insight into and a better understanding of customer behavior, with a focus on peoples' individual values.

In spite of the fact that the effect of the network economy is pretty clear in general, the effects in Mojo surf's branch, outdoor recreation and sports, are less evident. The branch has great stages for memorable experiences, however a remarkable small amount of attention is paid to experience provoking elements (Toussaint, Walravens, & Vos, 2014).

The majority of studies agree on the necessity of further research on customer values in the adventure tourism (Weber, 2001; Williams & Soutar, 2009) and sports branches (Murray & Howat, 2002; Woratschek, Horbel, & Popp, 2014).

Likewise, the companies in these branches cannot create value without a surrounding network. However, previous research has not succeeded in considering all the actors in the process of value creation. The cause can be found in the traditional way of thinking about sports management, which does not acknowledge a customers' role in a value network (Woratschek et al., 2014).

As a result, the lack of qualitative research into the Mojosurf's customers comes as no surprise. The first step for Mojosurf towards participating in the network economy would be to create a better understanding of the customers' individual values. The remaining question is how best to discover these values?

1.2 Values

Values are 100% personal (Nielsen L. M., 2009). This is because of the fact that values are an outcome of how people give meaning. Meaning is formed by the interpretation of incoming senses. Therefore, people have different core values. Core values can be described as the most important criteria for the desirable end state within every individual that people use as guidance in selecting, justifying and evaluating decisions in life" (Schwartz, 1992; Williams, 2000). The definition of 'values' used for this research is composed out of several other definitions, since values relate to both end states and the decisions that an individual makes. Values can therefore be seen as the reason behind certain choices or behavior (Schwartz, 1992).

One of the most well-known researchers in human values is social psychologist Rokeach (1973). The researcher recognized values as the reference points people use in order to formulate attitudes and opinions and ranked two sets of values in the Rokeach Value Survey (RVS). The first set contains so called 18 terminal values, which describe desired end states in life. The second set consists of the instrumental values and describe the behavior towards the end values (see Appendix 4) (Rokeach M., 1973).

Farmer (1992) executed specific research into the values of the surfing culture. The outcome showed that vertigo was the greatest motive of the respondents and that no value was attached to the competition motive. However, there are several doubtful elements within that research and therefore, Farmer's research will not be used as example for the research at Mojosurf. One of the doubtful elements is that the method contained quantitative techniques, plus the research had a small sample size in a tiny area. Because of the mentioned weak elements of that research, the possibility of generalization is rather small (Farmer, 1992). The lack of qualitative research within the surfing culture shows that little is known about the values of this specific group.

Generative Research

Research into core values is focused on getting insight into peoples' tacit knowledge as feelings, needs and dreams. A type of research that does include customers and aims for this kind of information is generative research. Generative research makes use of projective techniques in order to collect yet unknown information. As can be seen in Figure 2 (Sleeswijk et al., 2005, p. 123), generative techniques are the only way to reach deeper levels of knowledge compared to conventional ones (Sleeswijk et al., 2005). These techniques offer different ways to express oneself and thus reach to deeper levels of knowledge (Sanders, 2000; Sleeswijk et al., 2005). Therefore, generative sessions are fitting to the demands of the network economy and are applicable in this research.

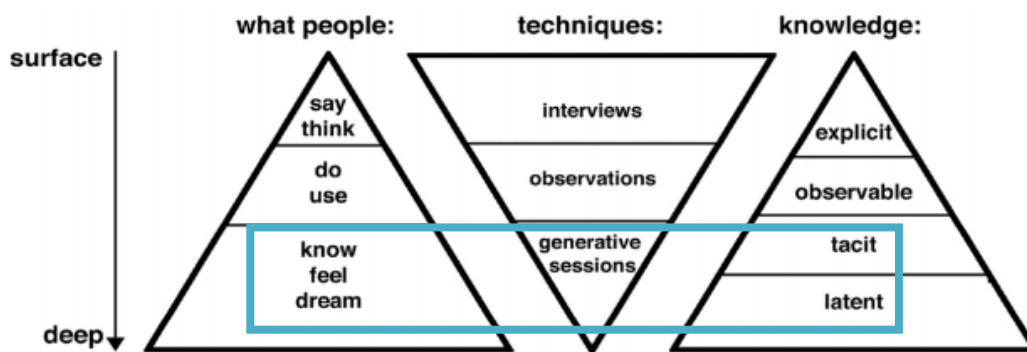


Figure 2: Different levels of knowledge about experience are accessed by different techniques (Sleeswijk et al., 2005, p. 123)

That customers should be included in research seems to be clear and therefore a participatory design is best applicable. The generative techniques appeared to help respondents express by taking advantage of visual and emotional elements of experiences (Sanders, 2000; Stappers & Sanders, 2003).

Lego Serious Play

An example of a generative method is Lego Serious Play (LSP). The technique can be used to create deep insights into personal development and identities (James, 2013; McCusker, 2014). Furthermore, LSP is an already widely implemented research method (McCusker, 2014) and serious play is proven to be suitable for research as well (Hinthorne L. L., 2012).

A LSP workshop usually is led by a facilitator and has three phases. First the facilitator gives input to the six to twelve respondents in the form of a question or proposition (McCusker, 2014; Peabody M. A., 2015). The respondents respond by building a model out of Lego bricks. The building phase is followed by a phase with personal presentations and a reflection phase (James, 2013; McCusker, 2014; Peabody, 2015).

"Play is like a language: a system of communication and expression" (Sutton-Smith, 1997, p. 219).

Basically, the Lego bricks could be replaced by modeling clay or any other material that offers the same possibilities in expression. Nonetheless, Lego offers several considerable advantages over other materials (McCuster, 2014). For example, compared to writing, LSP takes away problems for people with dyslexia and concentration or engagement problems (James, 2013). Another example is the not so specific form of the Lego bricks which leaves room for the creation of new metaphors. An advantage which could not be offered by for instance sand tray miniatures (Hinthorne L. L., 2012).

“An aeroplane is not just a plane; a builder might use it to indicate concepts, values or embody clichés” (James, 2013).

The LEGO bricks offer possibilities to the respondents to express thoughts and dreams through building metaphors and stories (McCuster, 2014). One of the reasons why LSP offers deeper insights than other techniques is the use of the hand-brain connection. When the hands are building what the brain answers to the posed question, the respondents can use of a greater part of the brain and can therefore better recollect memories (Grienitz & Schmidt, 2012; James, 2013). The strength of LSP lies in the combination of building, storytelling and reflection. This becomes obvious when the respondents explain the meaning of the Lego models and give deep insight into the person’s thoughts. Through the whole process the facilitator should ask clarifying questions, since not all information may come to surface (McCuster, 2014). In spite of the models delivering valuable information, there is still no guarantee that the core values of respondents can be discovered. The models can offer valuable information on the design principles of an ideal surf instructor course.

The research of Nielsen (2009) proved the usability of the creation of physical models in early phases of innovation, which is the phase of Mojo’s courses at the moment. In these phases LSP was used to communicate personal meaning making related to the project, which is also consistent with the design of this research. The theoretical foundation elaborates on about how meaning is made by individuals. However, meaning is completely personal, a second-order-understanding of someone’s values and meaning making process can be created. In communicating values towards others metaphors and storytelling appear to be very useful. One of the most important outcomes of Nielsen’s research was that expressing through building models helped the respondents to make intangible knowledge tangible, which is critical in this research because the aim is to collect intangible information. Another useful outcome was that the building helped the respondents to communicate thoughts, views and values (Nielsen L. M., 2009).

In depth interviewing

An interviewing technique that focuses on finding out core values is laddering. By asking the right questions about a product, core values can be discovered. Laddering makes use of a participants’ response to a product by letting the participant give an explanation of the response with the typical question of: *‘why is that important to you’*. The goal of laddering is to discover core values of the participant and these values are to be discovered through consequences. Consequences are the links between an attribute and a value, so which consequence an attribute has that leads towards a value. E.g. someone wears a red dress (attribute) to feel attractive (consequence) and to boost the self esteem (value). The facilitator will try to move up the ladder of abstraction from attributes to consequences and eventually to values by asking the right question (Asselbergs, 1992) .

The aim is to discover firstly the connection between the product (attributes) and the physical or emotional consequences and thereafter the connection between the provided consequences and personal values. The ladder from attributes to values is called the ladder of abstraction. Figure 3 visualizes the process.

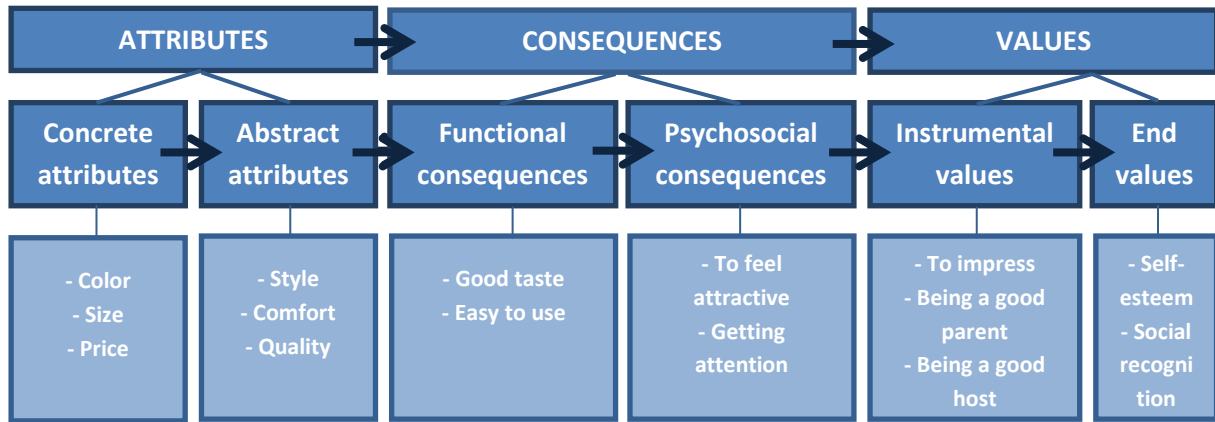


Figure 3: Means end hierarchy (Asselbergs, 1992)

The outcome of a successful laddering session are open answers which can be categorized in a means end analysis, with the values at the end (Reynolds & Gutman, 1988). A meaningful course matches the participants' values and therefore discovering the participant's values is key.

Berlin and Klenosky (2014) made use of the laddering technique in a research to collect motivations in a sport related setting. The researchers believed that understanding motivations of a target group is critical in developing successful recreational and leisure programs. The combination of the laddering technique and means end analysis appeared to be a successful method to discover the underlying values of the respondents. To form a base for the means end structure, the question '*why do you participate*' was asked. (Berlin & Klenosky, 2014).

In this research the base for the means end structure will be formed by the models from the generative sessions. The models will be more valuable to start off the means end structure the respondents have already included the most important design principles.

Mojosurf Australia

Mojosurf is a surf organization offering a great variety of surf trips, -lessons and -camps. Besides offering surfing education in Australia, Mojo also offers trips in New Zealand and Indonesia. In Australia, Mojo has two surf schools in Sydney and Byron Bay and a surf camp named Spot X at Arrawarra. The surf offerings vary from 4-hour lessons or weekend adventures to three-month all-inclusive stays at Spot X. Last but not least is the products that the research is about: the surf academy at Spot X, which offers the 3-month instructor course.

The surf instructor course at Mojosurf is a one of a kind. There is no explicit surfing experience required, because Mojosurf believes the required level to pass the exams can be taught in three months. Furthermore, basic English language and basic swimming skills are entry requirements.

The course can be enrolled every Monday throughout the whole year. The surf education is split up in three groups divided by level of surfing; yellow, blue and red. Every student starts off in the yellow group and when a certain skill level is reached, the student moves up to the blue group. Thereafter, the student needs to reach the next skill level to move up to the final, red group. The instructors deliberate and decide weekly on which students are moving up. Each student has a personal timeframe that depends on the individual skill development, so someone can stay in yellow group for two months and others maybe two weeks. Ideally, a participant of the instructor course should reach the red group before or at the beginning of the student's third month at camp.

During the course the students attend an internal assessment every month and when passed, the student has Mojosurf's approval to take the exam. Minimum required skills to pass the internal assessments are:

- finishing waves in control
- turn left and right on green waves
- getting out to the back safely
- doesn't create dangerous situations
- is able to stay in the assessment area.

The student has to pass the Level 1 Surf Instructor Qualification and Senior First Aid and the Ocean Safety Surf Coach Award (OSSCA) in order to become a qualified surf instructor.

To be able to make valuable courses for Mojo's customers, a deeper understanding of the customers is required. The insight will be discovered by using the customers as design partners in which the most important design principles of a perfect instructor course will be build. The design principles form the base of the ladder of abstraction which will be climbed through in-depth interviews. The outcome of the interviews should be the core values of Mojosurf's customers. The following research question will be answered:

"What are the most important design principles and the underlying core values of an ideal (surf instructor) course at Mojosurf?"

2 Methodology

2.1 Type, sort and design

The goal of the research was to find out what the design principles are of a perfect instructor course and thereafter to uncover the underlying core values. As the words values indicate, the research requires generative sessions since there was no possibility of numerical measurement and therefore the research was qualitative (Gratton et al., 2011). The executed research is a descriptive one, since the aim is to only describe and not to explain the current values of Mojosurf's customers (Gratton, Jones, & Robinson, 2011). The preference for certain design principles in a perfect instructor course, was discovered through three generative sessions based on the Lego Serious Play method. Each session was divided into four elements: the challenge, the building, storytelling and interviewing. There were three sessions in which three topics of an instructor course were addressed. The topics; the content, the personnel and the facilities of the course, were chosen in consultation with the company. The order of topics in the building phases is from tangible to intangible due to the fact that intangible elements are relatively harder to build. The used Lego packages were based on the basic set used by Bendemacher (2016) during LSP sessions. To expand the basic set, more basic and theme specific Lego pieces were added (see Appendix 4). Correlations between the preference for certain design principles and specific core values were discovered through semi structured interviews in which laddering was used as technique with the means end analysis as guidance. The type of answers that the researcher was looking for was clear through the means end analysis. However, the answers given by the respondents were not predictable and the questions posed by the researcher had to be based on the previously given answers. Finally, the research covered only the instructor course of Mojosurf and thus, the results are not applicable to other instructor courses or other offering of Mojo, which makes the research a case study.

2.2 Location, time and execution

The execution of the research took place at the 9th of March from 17:30 to 21:30 o' clock at Mojosurf's Spot X, Arrawarra Beach. Arrawarra Beach is located in New South Wales, at the east coast of Australia. The particular date and time were chosen regarding the convenience of the moment for the respondents. The day was relatively normal when looking at the roster of the instructor course and there were no exceptional incidents.

The data collection took place in a focus group for four hours in the form of multiple generative sessions based on the LSP method. Spot X is the location of the instructor course but the exact spot of the sessions was remotely away from the camp to avoid possible influencing elements from the current instructor course. Visual or auditory elements of the existing course could work out negatively on the creativity and imagination of the respondents. The whole workshop took place at the same location and there was no change of setting. There was a table in the middle for everyone to build on, surrounded by couches.

2.3 Population and sample

Every participant of Mojosurf's instructor course in the week from the 7th till the 13th of March at Spot X, Arrawarra Beach was part of the population of the research, which in total contained 17 people. Mojo sets a minimum age to enter the course which is 18 years old. There is no maximum age. Other requirements are basic swimming and intermediate English skills. Furthermore, 99% of Mojo's customers are internationals. In consultation with Mojosurf, the researcher decided to include all the customers, at any phase of the course. The course is divided into three groups; blue, yellow and red, which all relate to a level of surfing. Yellow group is the complete beginner level followed by the blue and red group consequently. Out of the population six respondents were selected completely random, by picking names out of a bowl. The researcher chose the size of the focus group by taking the time consuming, generative methods and interviewing techniques into consideration.

2.4 Reliability, validity and ethics

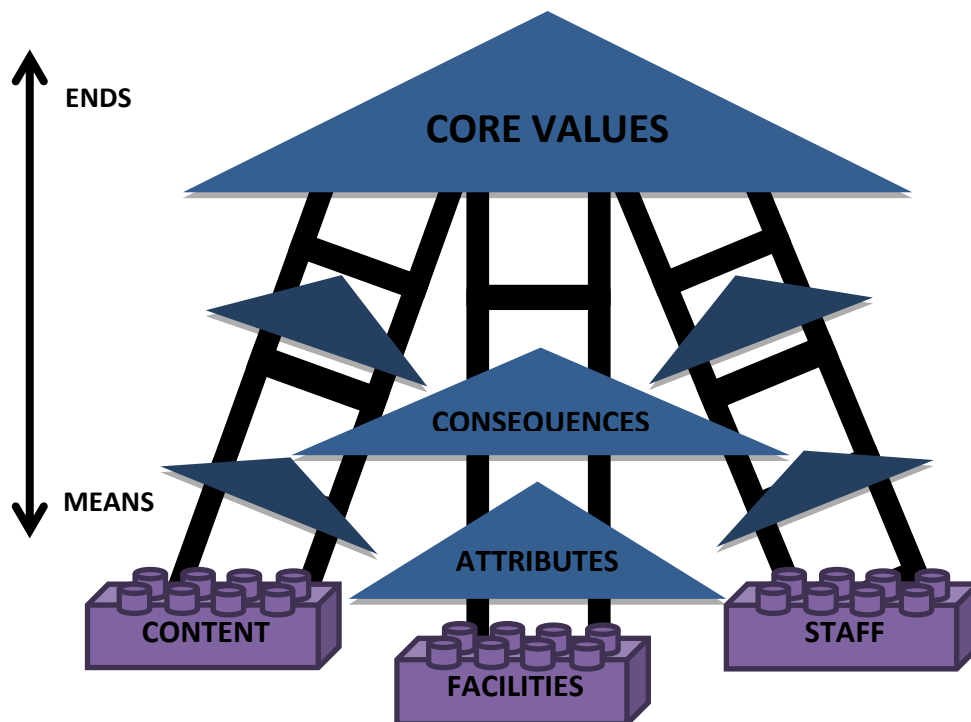
The reliability was an important aspect of the research, regarding the qualitative methods. To try to avoid subject error, where the respondents are influenced by something, the researcher picked a location, moment and situation which contained as little distracting factors as possible to the respondents. In order to find out whether there were any personal situations that could cause a subject error, the respondents were asked to describe the state of mind right before the execution of the research in a cover letter (see Appendix 2). One of these words should give out a hint when a respondent would somehow feel different than normal.

Since the research techniques are focused on the respondents' personal identities, subject bias was something to pay attention to. In advance of the research, the researcher handed a document to the respondents in which was described how anonymity was guaranteed. The identities of the respondents were only known by the researcher and the academy team leader. The linkages between identities and the research outcomes were only seen by the researcher. At the end, the results of the research did not have a trace of who participated. To make sure the respondents felt free to express, the researcher asked everyone to agree to the terms described in the cover letter (see Appendix 2). The document also contained information about showing respect to one another during the sessions in order to stimulate an open atmosphere. Another element that contributed to setting the right atmosphere was that the researcher scheduled enough time to get acquainted with every participant.

Afterwards, the researcher showed every member of the focus group the transcripts of the storytelling and interviewing part, to check if the answers had changed over time. The transcripts were checked individually.

The whole process was described in a concrete protocol to make sure the researcher did not cause a researcher error. Therefore, the researcher had as little influence on the outcome of the session as possible.

In a foregoing moment the face validity was checked, by letting a small group of students and teachers state the research question at the hand of the methodology. The face validity was good, since the guessed research questions were quite similar to the real one. That the research searched for valuable elements of a perfect instructor course was evident to the group. The methodology was checked on content validity by an expert in LSP, namely Bendermacher. In the final analysis, the methodology was put in an operationalization schedule so the content would remain unchanged. See Figure 4 for a visualization of the research methodology.



LEGO SERIOUS PLAY

Figure 4: Visualized methodology

3 Results

This chapter will reveal the most important results of the three generative sessions. The main focus is on answering the research question and therefore on the design principles that are most valued by the respondents and the underlying core values.

3.1. Outcome reliability and validity test

In a foregoing moment the face validity was checked and since the outcome of the check was good no adjustments were made. After the check on content validity by Bendermacher, the methodology was slightly changed. The four stages of a Lego Serious Play session were added, which gave the set-up more structure and a more concrete time schedule. Besides that, the basics of the Lego sets have been adjusted to the basic set that Bendermacher uses.

The filled in c over letters showed that there was no subject error since everyone wrote down quite normal feelings (see Appendix 9).

Afterwards, the researcher showed every member of the focus group the transcripts of the storytelling and interviewing part, to check if the answers had changed over time. The transcripts were checked individually.

A week after the execution of the research, the researcher showed the respondents transcriptions and a coded form of the interviews to check if the interpretations were done right. No adjustments were made afterwards.

3.2 Characteristics sample selection

At the moment of the sample selection, the population of the research consisted of 17 people of which ten male and seven female. Out of the full population of 17 people, six people were selected which makes the sample 35% of the population. The characteristics of the sample are shown in Figure 5. See Appendix 8, for the details of the full population.

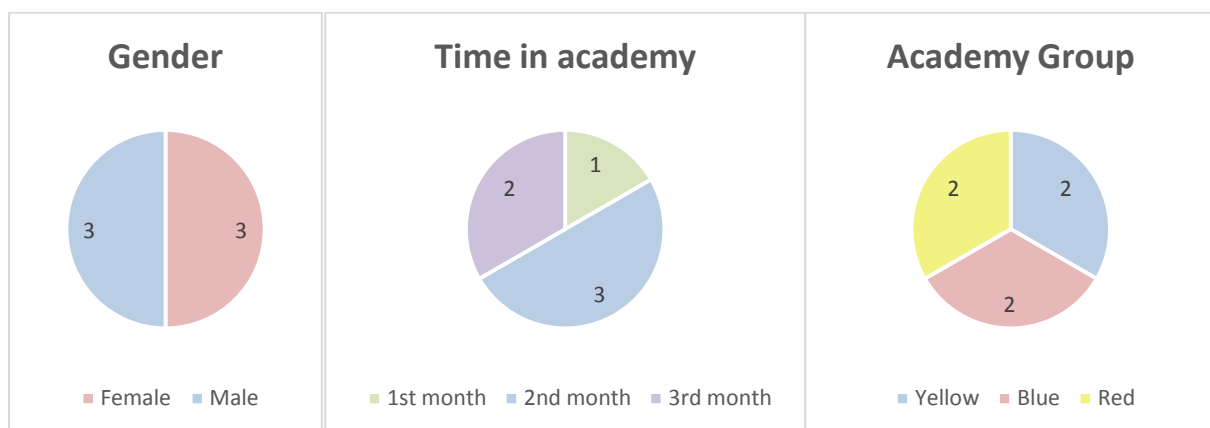


Figure 5: Characteristics of sample selection

The composition of the sample was somewhat different than the composition of the population. Some characteristics were over- or underrepresented in the sample (see Table 1). An example is the overrepresentation of both blue and yellow group with 7% compared to the population.

Table 1: Representation of sample selection on population

	Population (n)	%	Sample (n)	%
<i>Total of people</i>	17	100	6	35
<i>Male</i>	10	59	3	50
<i>Female</i>	7	41	3	50
<i>First month</i>	5	30	1	17
<i>Second month</i>	6	35	3	50
<i>Third month</i>	5	30	2	33
<i>Fourth month</i>	1	5	0	0
<i>Yellow group</i>	7	41	2	33.3
<i>Blue group</i>	7	41	2	33.3
<i>Red group</i>	3	18	2	33.3

3.3. Lego Serious Play & qualitative interviewing

This paragraph will reveal the most important results of the three sessions based on Lego Serious Play with the focus group. The results are described per topic and per topic, the means-end chains of the three most important design principles are shown in a table. The most important design principles are the ones that are mentioned by the most respondents. However, since not every respondent mentioned that specific design principle, the number of respondents between each design principle in the tables varies.

3.3.1. The facilities of a perfect surf instructor course

Design principle 1 Easy access to & vicinity of the beach

At the perfect surf instructor course an easy beach access appears to be a must-have according to almost all of the respondents. Five out of six respondents have actually built the ocean close to the accommodation. Three mention that the beach access is an important facility at the campsite of the perfect surf instructor course. The other two mention the principle indirectly or not at all.



Image 1: A model showing an easy beach access

While pointing out the blue Lego blocks in Image 1, K.B. explained: *“First I did this which represents super easy access to the beach. To encourage you go surfing as much as possible and not just in the lessons’.*

In the storytelling, J.W. agrees on this opinion, by stating an easy beach access offers *“a good and easy way to improve your skills’.* L.S. even mentions to want specific beaches for different levels of surfing. Opposite to the others, L.M didn’t built or mention the sea at all.

The reason behind the need for easy beach access appears to come from the desire to learn. Vicinity of a beach offers the opportunity to go surfing often and will lead to quicker development. L.S. has built a private beach *“because sometimes there are just too many people, it is too crowded to really practice your surfing”.* As can be seen in Table 2, the core values that underlie the desire to learn differ from freedom to happiness and a sense of accomplishment. For some, love for the sport leads towards freedom and for others love leads to happiness. Another reason behind the core value happiness is the ability to help people improve.

Design principle 2 Shared living area with qualified instructors

Contact with the instructors appears to be really important to respondents. The design principle was built by half of the group in a perfect campsite. The respondents built an area to socialize with the instructors of the course. Everyone agrees that learning from instructors’ experiences, is important for development as future instructors. Image 2 shows a shared living area in the middle with private cabins around.

L.S: *“I think the people in the instructor course and the instructors should be living together. So they can meet outside lessons and the instructors can share experiences with the respondents’.*



Image 2: Lego model of a perfect campsite by L. S.

Again, the building principle derives from the wish to learn. Learning from the instructor's knowledge and experience is very important for an ideal course. The interviews show that the respondents feel like three months is too short to gain enough experience.

L.M: *"most of us are completely new to surfing. And to become a surf instructor in three months, you got to have loads of experience, which you can't get in three months".*

The wish to learn seems to come from the value happiness or a sense of accomplishment.

Design principle 3 Area to socialize

An area to relax and socialize is a key element in the facilities of the perfect surf instructor course. The arguments behind the design principle differ from relaxation to development of social skills.



Image 3: Lego blocks representing development

K.B. presents a model while explaining: *"She is walking, I guess, out of a shell, so like social is so important, because instructor is a social job."* (see Image 3). K.B. explained to want different kinds of social activities to practice social skills and thereby 'walk out of a shell'. The example was given of a camp with just a party atmosphere, that wouldn't offer everyone an opportunity to work on the social skills. Therefore, the perfect surf instructor course should offer different social activities.

Another reason why the perfect surf instructor course has an area to socialize is for comfort (see Image 4). L.M. explains why socializing is important: *"I just like to like not be alone in it, to have someone to share it with ... I just want to share my feelings".* In the end, socializing would bring cheerfulness happiness to the people that want to socialize for comfort and meeting people.



Image 4: Model of a social area

J.W. has a different motivation for comfort, since she wants to relax in a social area, in order to rest and get ready for the next lesson. People like J.W. and K.B. are more focused on learning, even outside lessons, because a sense of accomplishment is the underlying core value.

On the next page Table 2 shows the means end analysis of the first building phase, per design principle and per person. The bottom of the ladder consists of the concrete attribute that has been built and ends with the underlying core value on top.

Table 2: Means end analysis of building phase 1

	Easy access to and vicinity of the beach				Shared living area with qualified instructors			Area to socialize			
1V	Freedom	Happiness	Happiness	A sense of accomplishment	Happiness	Happiness	Happiness	A sense of accomplishment	A sense of accomplishment	Happiness	Happiness
2V	Love	Love	Helpfulness	Responsibility	Capability- Helpfulness	Love	Capability Helpfulness	Capability	Ambition	Cheerfulness	Cheerfulness
1C	To learn	To learn	To learn & share experience	To learn & gain more experience	To share experience & learn	To share experience & learn	To share experience & learn	Develop social skills	Relaxation	Comfort	Meet people
2C	Opportunity to practice	Opportunity to practice	Encouragement to surf outside lessons	Improvement of skills	Talk to instructors	Live with instructors	Encouragement to surf outside lessons	Gain social experience	To socialize	Chat about common goal	Play games
1A	Close by ocean	Private beach	Easy & close by beach access	Easy & close by beach access	Shared area with instructors	Shared area with instructors	Shared area with instructors	Different social activities	A comfortable area	Social area	Social area
2A	Beach	Ocean	Water	Nearby bridge to ocean	Accommodation	Private cabins	Living area	Shell	Tree & flowers	Couches & fireplace	Several game consoles
	C.B	L.S.	J.W.	K.B.	J.W.	L.S.	L.M.	K.B.	J.W.	L.M.	T.R.

1V = End values

2V = Instrumental values

1C = Psychosocial consequences

2C = Functional consequences

1A = Abstract attributes

2A = Concrete attributes

3.3.2. The personnel of a perfect surf instructor course

Design principle 4 Empathic

Being able to give personal attention is the most important characteristic in the personnel. The element was built and presented by 83% of the respondents.



Image 5: Lego built personal progress

For people who value a sense of accomplishment, personal attention is regarded important for the learning progress. While pointing at the model in Image 5, J.W. explains: *"I build a mountain and myself stepping on it and the instructor should help me in my personal progress ... Individual guidance is important to learn optimally"*.

In the ideal course, the students should have individual guidance that matches the personal skill and knowledge level. For some, the reason behind this principle is to gain happiness or social recognition through feeling understood and valued.

The interviews show that surfing can be quite stressful. L.M. mentions: *"You kind of put yourself out there when you surf... 20 people looking at me"*. The nervous feeling can be turned into comfort through a personal bond with the instructor, who knows peoples' weaknesses and fears. L.M: *"I would feel more comfortable if the instructor would recognize me for who I am ... Like some people might be outgoing and others might be shy"*.

Design principle 5 Certain amount of experience and knowledge

Experience is an important characteristic of an instructor, is agreed on by half of the respondents. T.R. explains *"experience is a big part of the knowledge."* One of the arguments for an experienced instructor is given by J.W., who built a tower of experience (see Image 6). Through laddering technique was revealed that credibility is an argument for experienced and knowledgeable coaches. How would J.W. feel when there was a less experienced instructor?

J.W. *"I think I wouldn't believe him ... it would be less important ... invalid"*. Experienced and thereby credible coaches are considered to be improving for the learning process and will lead to a sense of accomplishment when guidance to a goal succeeds.

Noticeable is that K.B. specifically wants a variety in the experience of instructors. Less experienced coaches seem to be important to have someone relating to the same level of surfing. K.B's argument is as follows: *"they remember what it is like to be learning"*. Another reason for K.B. is motivation: *"it encourages you, that you can do it too"*. In the end, the arguments lead to the core value of social recognition, through cheerfulness when being understood (see Table 3).



Image 6: Lego representing a tower of experience

Design principle 6 Passionate

The third most important design principle, for the personnel of a perfect surf instructor course, is passion. Half of the respondents built an element of to represent this ambition or passion. K.B: *"that was just so good ... Because she was so excited ... She has fire"*.

The reason for this characteristic appears to be motivation. An excited instructor inspires the students when talking and improves thereby the transfer of information.

J.W. *"If he is talking I want to see this fire in his eyes because to me personally, I am getting ambitious as well"* (see Image 7).

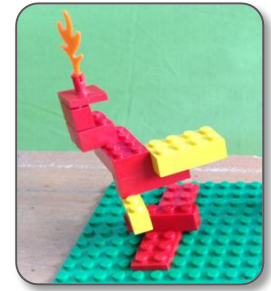


Image 7: J.W. built fire as a characteristic

As can be seen in Table 3, the underlying core value to the design principle is a sense of accomplishment. The students want to get motivated through the instructor's passion and thereby learn better.

Table 3: Means end analysis of building phase 2

	Empathy on an individual level				Certain amount of experience & knowledge		Passionate	
1V	A sense of accomplishment	Happiness	Social Recognition	Social recognition	A sense of accomplishment	Social Recognition	A sense of accomplishment	Social recognition
2V	Ambition	Cheerfulness	Cheerfulness	Cheerfulness	Ambition	Cheerfulness	Ambition	Cheerfulness
1C	Work on personal problems	Having a good time	Feeling valued	Comfort	To learn	To be understood	Motivated	To learn
2C	Individual guidance	Friendship with instructor	Instructor knows fears	Help people further individually	Credibility	Instructors to relate to you	Transfer of ambition	Get motivated/ excited
1A	Attention for personal progress	Caring about learning progress	One-to-one communication	Capability to deal with different people	Higher educated	Variety of experience levels	Ambitious	Passion
2A	Instructor guiding student up the mountain	Personal coach	Seating area	Wide road	Instructor	Instructor	Fire	Instructor
	J.W.	T.R.	K.B.	L.M.	J.W.	K.B.	J.W.	K.B.

1V = End values

2V = Instrumental values

1C = Psychosocial consequences

2C = Functional consequences

1A = Abstract attributes

2A = Concrete attributes

3.3.3. The content of a perfect surf instructor course

Design principle 7 Structured methodology

The perfect course has a logical build-up towards the end-goal. Half of the respondents speak of some form of structure in the content. A solid basement building up towards the specifics.



Image 8: Pyramid for structure

L.S. built the content in a pyramid shape to represent the structure as can be seen in Image 8: “So you really work from one thing to another, building up your knowledge”. Working on multiple steps at the same time is not efficient according to the respondents. K.B. would even like to have guidance after the course to continuously keep improving as an instructor.

For some, the call for structure comes from the urge to learn through ambition and to eventually, get a feeling of accomplishment. L.S. wants to learn because of the love for the sport, with happiness as a core value.

Design principle 8 Education in teaching

Regarded as important by half of the respondents, are practical and theoretical lessons in teaching. The group agrees that surfing skills alone, are not enough to become a good instructor.

K.B. “Not just by the example of how your instructor taught you, but actually sitting down and brainstorm about for example reaching different students”.

Two respondents stress that in the education about teaching, practical lessons are important to really learn teaching skills. The urge to learn comes from the instrumental value ambition, which leads to a sense of accomplishment as core value.

Design principle 9 Opportunity to specialize

For a couple of participants, the opportunity to create a specialized skill set is important in a course. For one of the respondents a means end chain could be formed as can be seen in Table 4. K.B. built a mountain to express the desire (see Image 9). Reasons for the design principle are to make yourself a good hire and to figure out and develop strengths.

K.B: “ help somebody figure out what they are going to be good at specifically ... and then that’s what you would bring to the table at a staff”.

To be a good instructor with a specific specialization would bring K.B. social recognition in the end and cheerfulness.



Image 9: Model representing the wish to specialize

Table 4: Means end analysis of building phase 3

	Structured methodology		Education in teaching		Opportunity to specialize
1V	Happiness	Happiness	A sense of accomplishment	Happiness	Social recognition
2V	Love	Helpfulness	Ambition	Helpfulness	Cheerfulness
1C	To learn	Stimulate progression	Capability to teach	Capability to teach	Making yourself a good hire
2C	Logical & effective	Guidance in lessons	Learning to teach practical and theoretical	Learning to teach practical and theoretical	Becoming a specialized instructor
1A	Building-up from basement	Guidelines	Building blocks of teaching	Lessons	Opportunity to specialize
2A	Pyramid	Square with lines	Blue Lego blocks	Lego beach	Mountain
	L.S.	L.M.	K.B.	L.M.	K.B.

1V = End values

2V = Instrumental values

1C = Psychosocial consequences

2C = Functional consequences

1A = Abstract attributes

2A = Concrete attributes

3.4 The most important design principles

To answer the first part of the research question, the most important design principles are summarized in Figure 6.

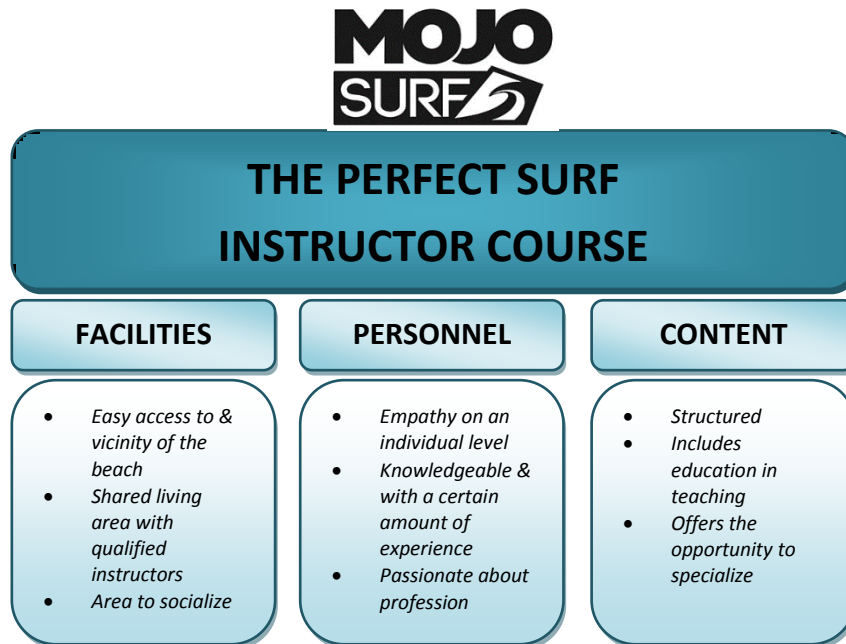


Figure 6: Visualized outcome of generative sessions

3.5 The underlying core values

There are four core values mentioned in the research, named in order of popularity; happiness, a sense of accomplishment, social recognition and freedom. 67% Of the respondents only had one core value that was underlying to all the mentioned design principles. The other 33% had two.

4 Discussion

In this chapter the research process will be reviewed critically. Differences and similarities between results and literature will be discussed and remarkable results will be interpreted. Firstly, the strengths of the research will be described followed-up by the weaknesses. The discussion will be finalized with improvements for the research and a look at future research. Throughout the whole discussion, the research question is still at the center of attention:

“What are the most important design principles and the underlying core values of an ideal (surf instructor) course at Mojosurf?”

4.1 Strengths of the research

There are multiple similarities between the literature of the desk research and the results of the research. These parallels are considered to be strengths of the research, because the theories are proven in both literature and in the context of the research.

LSP as a generative technique

The results show that the most important design principles can be discovered through LSP as a generative technique. This is in accordance to the literature, which states that a generative technique helps the respondents to express deeper feelings and dreams (Sanders, 2000) and that LSP specifically adds the metaphors and storytelling for a better way of expression (McCuster, 2014). With a conventional method these insights will probably not have been discovered, which was as well already mentioned in the desk research (Sleeswijk et al., 2005). The LSP method appeared to be a good technique for the research since the Lego kept everyone interested and amused, which resulted in an open atmosphere. The open and informal atmosphere might have played a role in the depth of the shared thoughts.

Laddering

In the desk research values are described as *“the reason behind certain choices or behavior”* (Schwartz, 1992), which is in accordance to the results since the core values can be found behind the chosen attributes from the building sessions. The results show that the core values behind the attributes can be discovered through the laddering interviewing technique which, according to Reynolds & Gutman (1988) that is what the outcome of a successful laddering session consists of. This forms a strong element of the research since both the outcomes of the research as well as the literature agree that the chosen method is a valid and reliable way to discover core values.

Core values

Another noticeable result is that only one or two core values could be related to the design principle of a single person. The result could be in accordance to the literature, since values are described as desirable end states or life goals (Schwartz, 1992). This implies that a person can't have more than a couple of life goals Nielsen (2009) states that values are completely personal, however a total of only four different core values is retrieved from the design principles.

This might be explainable by Schwartz' (1992) statement that core values form the reason behind a choice. The core values that came out of the research might form the reason to book the instructor course or to want to become a surf instructor.

Protocol & operationalisation schedule

A strength of the research is the set-up of the research with a validated operationalization schedule, which assured that the methodology lead to results that matched the research question.

Furthermore, the structure that was implemented into the protocol after Bendemacher's feedback, offered more clarity for both the researcher and the respondents. An example is the addition of the four stages of a LSP session, in which the storytelling stage has proved to be exceptionally valuable in the creation of insight into the models and underlying thoughts. Both of the above mentioned elements resulted into an assurance of a better reliability and validity of the research, since there was a concrete plan for execution as complete as possible regarding the qualitative data collection.

When looking at the input and the time that the respondents have been in the course, there is one noteworthy element. Namely, that both of the respondents that are in the third month and therefore have the most experience with the course, speak of the importance of privacy in the first building phase regarding facilities. The other respondents have not included the topic in the buildings at all. The experience of shared accommodations in the current course could have been the reason for the two respondents to express the wish for more privacy in the perfect course. Other participants might not have mentioned privacy as important because the shared accommodations aren't considered unpleasant in the first couple of weeks.

Gender and academy groups don't seem to have conspicuous relations with the results.

In conclusion, the methodology is proven to be successful in this specific context, since the results show a suitable answer to the research question.

4.2 Weaknesses and improvements

Representation of sample & generalization

The first noticeable element of the research is that the results cannot simply be generalized to future participants of Mojosurf's instructor course since these people weren't part of the population.

However, the researcher's experience has shown that future respondents are likely to be similar to the population of the research which might give Mojosurf the opportunity to make assumptions about future clients based on the results.

The reflection of the sample would have been better if the researcher had used a controlled random sample selection, by, for example, picking a certain amount of people from each group and/or gender. Reliability of the results would have been increased as the sample would have been a better representation of the population.

Profile of researcher

An important consideration is that the researcher knew almost all of the respondents, which could have had an impact on the given answers. There is a possibility that this element resulted into subject bias and with that, formed a treat to the reliability of the research.

The question is, if the respondents would share more or less information with an unknown researcher and if that would improve the research.

The researcher had knowledge of the laddering technique and the means-end analysis, but a solid amount of practical experience was absent. This might have been the reason that in some interviews there was no real depth and therefore the means-end chains could not be formed. The effect was best noticed in the third building phase, where the topic was the hardest for the respondents to express about and where the role of the interviewer became more important. The result is that from the third building phase less core values could be discovered and an improvement would be that the researcher would be experienced in the research techniques. For this research the researcher could have prepared better by organizing one or more practice sessions, which would have resulted in more insight and better skills in facilitating the building sessions and in laddering.

Although the means end analysis offers guidelines for applying the laddering technique and discovering core values, the analysis still has to be made through interpretation and therefore, researcher independence forms an important element in unstructured interviewing. Even though the whole methodology is based on trustworthy and proven research techniques, the results are still qualitative and therefore complete reliability and validity are not guaranteed. However, the test-retest made sure that the respondents could object if the researcher interpreted the provided information falsely, which improved the likelihood of reliable results.

The third building phase was the most intangible one and therefore the hardest. The respondents had more problems expressing thoughts in this building phase, which is visible in the results because there was less input.

Biased respondents

During the Serious Lego Play session most of the respondents turned out to be influenced by the experience in the current course to a certain degree. Therefore, the respondents were sometimes focusing on evaluating the current course rather than thinking about the perfect one.

T.R: *"I think the biggest problem about this place is that it is so isolated"*.

The experience most likely has had an influence on the input of the group and therefore the results. Example given; a frustration in the current course could lead to a respondent mentioning a specific design principle first, because that is what is most important is at that moment to the respondent. However, the design principle could be considered less important or even obvious in the perfect instructor course. There might have been some cases of subject error because of biased respondents and therefore the reliability of the research decreased. The research could have been improved by including future respondents as well and/or add more stimulation to think outside the box of the current course.

Language barrier

One of the entrance requirements of the course is intermediate English language skills. However, participant C.B. clearly had trouble expressing himself in English. In the results can be seen that C.B. has given a limited amount of input during the storytelling and interviewing stages. K.B. by contrast, is clearly the one that has given the most input. K.B. is the only native speaker in the group.

The difference in input can most likely be explained by the fact that expressing in mother tongue is easier. Therefore, there is also a great chance of the language having an influence on the reliability of the results. An improvement would be that the whole session is in everyone's native tongue to facilitate the ideal conditions for optimal expression.

In the task of the building sessions, there was no indication for the amount of design principles that the respondents had to put in or build. This resulted into the respondents expressing a diversified number of design principles. When there are too little principles presented, the image created isn't really thorough or complete. When there are too much principles mentioned, there could be a difficulty in applying the laddering to all. To improve the results, the task could have been made clearer to the respondents. The task could include a quantitative goal, for example: "Build a model on the basis of which you can explain what the three most important facilities are at the perfect surf instructor course". In this way the respondents could focus on building the most important principles instead of trying to embrace and built a full campsite. This focus would have created more effectiveness in the building sessions and would have made the results clearer.

The outcome of a building session would have been more evident when every building session would have been concluded with a collective model in which everyone's most important design principle would be represented. The collective model could have added a moment of sharing insights and could have made an overview of collective valued design principles.

4.3 Recommendations for future research

The first future research should be focused on a retest which includes future respondents of Mojosurf's surf instructor course. The results of the research could be checked with future respondents, to see if the most important design principles are corresponding. When this has been executed, the results could be generalized to the future population and therefore be used to make the course more meaningful to upcoming customers. Furthermore, the results of this future research will shed light on the expectations of a surf instructor course, which is not yet covered.

Other possible future researches could have a wider focus. Mojosurf has a great variety in the trips that are offered, spread out over multiple countries. The set-up of the research might be useful to discover core values of the different customer segments. Mojosurf could use the insight to create meaningful surf trips and try to live up to contemporary customer desires.

Ideally, co-creation is implemented in every phase of product development. More research could help implement and evaluate changes to products to keep checking if the customer values are interpreted the right way.

5 Conclusion

In this research the most important design principles of an ideal surf instructor course at Mojosurf are identified through multiple Lego Serious Play sessions. Thereafter the laddering interviewing technique has been used to reveal the underlying core values. In order to answer the research question, the researcher had to ask why the chosen design principles were important to the respondents in order to work towards the underlying values. This chapter concludes the results and the discussion on the research question:

“What are the most important design principles and the underlying core values of an ideal (surf instructor) course at Mojosurf?”

The most important design principles of an ideal surf instructor course at Mojosurf can be divided into three different topics; design principles related to the facilities, staff and content of a course. The results show that the respondents find easy access to and vicinity of the beach, an area to socialize and a shared area with qualified instructors the most important principles about the facilities. An easy beach access is an attribute that can be linked to the consequence of learning. This is also true for a shared living area with the instructors. There is a general opinion that three months is not enough to acquire the amount of experience a surf instructor needs and a shared living area with the instructors would be an attribute that responds to that problem and lets the students learn through the experience of others. The last design principle is for the majority of the respondents focused on relaxation and socialization, but some see in socializing and relaxing an opportunity; to improve social skills or the ability to learn.

Most important characteristics of the personnel is empathy on an individual level, knowledgeable and a certain amount of experience and passionate. The majority of the respondents focused on the characteristics of an instructor of that course and there was a clear general opinion that personal attention improves the learning process. However, the desire for empathy is also considered to create a comfortable and happy feeling for the respondents. Not being treated as ‘just another client’ is important for the students since some strive for social recognition. Students that are working towards a sense of accomplishment need to have instructors with a lot of experience and knowledge to give credibility to the provided information. On the other hand, people that value social recognition most, prefer to have both experienced and less experienced instructors. Since new instructors can relate better to the student’s learning process.

Finally, clear structure, education in teaching skills and the opportunity to specialize are the most important design principles of the content of an ideal course. In this topic everyone was focused on learning again, where structured methodology is regarded helpful. Apparently, the students look further than just the exams, in which teaching skills are not tested strictly. A design principle that is regarded important, is practical education in teaching, in order for the respondents to be able to become good instructors. The desire to specialize and make a good hire leads to the instrumental value cheerfulness and comes from the look for social recognition.

In the end all the respondents strive to acquire the necessary knowledge and skills that are required to pass the exams. However, the means end analysis shows the consequences the respondents experience by and relate to participating in the course. To core values reveal to which core value these consequences contribute for the respondents. The group has four main core values that underlie the most important design principles; happiness, social recognition, a sense of accomplishment and freedom. Happiness as core values is clearly the most popular under the respondents and freedom the least.

The results could be considered as reliable, because the used research techniques are proven, in both literature and the research. There is a slight possibility that the results can be generalized to future customers of Mojosurf's instructor course, since the researcher's experience tells that the respondents are a satisfactory reflection of the general group of students.

Factors that might have had a negative influence on the reliability of the results are; the uncontrolled sample selection, the inexperience in interviewing of researcher, respondents being biased by experience in current course and the language barrier.

6 Recommendations

In this chapter three concrete and practical recommendations are described for Mojosurf Australia. These recommendations are based on the most important results of the research and focus on how Mojosurf can respond to the developments of the network economy. Or, formulated in a more concrete question: *How can Mojosurf Australia respond to the most important design principles and underlying core values that came out of the research?*

When looking at the results, there are three design principles that are most important per topic. Some of these design principles are already in place at the current course to a certain extent. The design principles that the recommendations are focused on, are the ones that are not present yet at all or need the most improvement. For each of the topics, facilities, personnel and content, there is a specific recommendation.

6.1 Creating better ocean awareness & learn from others' experience through extra lessons

At the moment the course includes weekly theory lessons with a different topic each week, so every topic is addressed once and some twice. An important design principle that resulted from the research was a shared living area with qualified instructors. The attribute was expressed from the desire to learn from the instructor's experience. However, the design principle that the respondents came up with as a solution, is not realistic since the instructors are not working outside of the lessons and also need free time.

A solution for the small timeframe for creating ocean awareness and gaining experience could be to organize extra lessons. The goal of these lessons would be to narrow the gap between the student's surfing and coaching experience and that of the instructors through developing skills and knowledge. In these lessons instructors could focus on e.g. improving the student's knowledge on how to handle specific situations as an instructor through role-play. There should be a clear outline of lesson plans so that all relevant topics are covered, e.g. conditions, behaviour, incidents, etc. The instructors that carry out the lessons, should vary since every instructor has different experiences. In every lesson the students should have plenty of opportunities to ask questions and the instructor should share stories.

When the students would have one of these lessons extra a week, in total there would be 12 hours of focus on these topics over the length of the course. When during the lessons homework is assigned, the total amount of time could rise above 18 hours which will most likely make a difference in the level of knowledge and skills of the students. In the end the students will have a better chance of passing the exams and becoming a better instructor. These were all valuable elements to the respondents. The costs of these lessons basically consists of the wage of the instructor preparing, developing and executing the lessons. If the management find these costs too high, some lessons could be combined with 'Expression Sessions' to save money (see recommendation 6.3).

6.2 Personalize the experience through individual support moments

In the current course, instructors give personal attention in the form of feedback in lessons or in special occasions when a student requests an individual moment. In order to respond to the design principles that are valued most in the instructors of a course, fixed moments for personal attention could be implemented. The instructor depends on the academy group that the student is in. The instructors could organize a moment in which 10-15 minutes is spent individually with each student. This moment should be focused on the learning progress of the student with in particular the struggles. These struggles could be physically about the surfing technique, but also mentally about for example motivation or about future coaching plans. Basically, the chats should address the needs of the student. When the needs are unknown to the student and doesn't have any input for the conversation, the instructor should know the student well enough to make the conversation valuable. In order to know all the students personally, these conversations should be planned weekly and there should be a record of every student with notes on learning progress, state of mind, attitude and so on. There already is an intake chat in place, where the base of the record could be made. Every coach has a maximum of eight students, which will lead to a maximum of two extra hours a week and therefore the costs of the implementations are achievable and realistic.

6.3 Offer the opportunity to specialize & practice weaknesses through flexible lessons

Every student has different struggles and in order to respond to these on an individual level, the instructor first needs to know what the struggles are. Recommendation 6.2 will arrange more insight into every student's strengths and weaknesses. If every chat would be concluded with an extra learning or practice goal for that specific week, the student and the instructor could together make an action plan.

At Spot X there are so called 'Expression Sessions' for regular clients* in the afternoons, which are basically guided free surfs. The instructor hands out the equipment, does a conditions check with the clients and answers questions. Thereafter, the instructor goes free surfing and keeps an eye on the clients to be able to jump in when there is an emergency situation about to happen or happening. The time that the instructors free surf when there is no emergency situation is about 1,5 hour, which could be used to help the students of the instructor course out with specific problems. Some might have problems with the swimming technique and others with board control. Pretty much all the problems can be practiced. When the moment to practice are planned during 'Expression Sessions', the recommendations wouldn't cost extra expenses, except for the costs of recommendation 6.2. The personal instructor should match and plan the student with a lesson at a specific afternoon and brief the instructor of the lesson on what needs to happen. These moments could be planned with one student or multiple, depending on the different needs that emerge from the individual conversations. This recommendations can be implemented in a really cost and time effective way.

**regular clients: clients that are not in academy and stay for a maximum of 14 days.*

Bibliography

- Asselbergs, W. (1992). Betekenis Structuur Analyse. *Marktonderzoekers, recente ontwikkelingen in het marktonderzoek*, 99-115.
- Boswijk, A., Peelen, E., & Olthof, S. (2015). *Economie van Experiences*. Amsterdam: Pearson Benelux.
- Gratton, C., Jones, I., & Robinson, T. (2011). *Onderzoeksmethoden voor Sportstudies*. Abingdon: Routledge.
- Grienitz, V., & Schmidt, A. M. (2012). Scenatio Workshops for strategic management with Lego Serious play. *Bloblems of management in the 21st century, volume 3*, 26-35.
- Gutman, J. (1982). A Means-End Chain Model Based on Consumer Categorization Processes. *Journal of Marketing*, 60-72.
- Hinthorne, L.L. (2012). Playing with Purpose: Using Serious Play to Enhance Participatory Development Communication in Research. *International Journal of Communication*, 2801-2824.
- James, A. (2013). Lego Serious play: A three-dementional approach to learning development. *Journal of Learning Development in Higher Education*, 1-18.
- McCuster, S. (2014). Lego®, Seriously: Thinking through building. *International Journal of Knowledge, Innovation and Entrepreneurship*, 27-37.
- Murray, D., & Howat, G. (2002). The relationships among Service Quality, Value, Satisfaction, and Future Intentions of Customers at an Australian Sports and Leisure Centre. *Sports Management Review*, 25-43.
- Nielsen, L. M. (2009). *Personal- and shared experiential concepts*. Aalborg: Aalborg University.
- Peabody, M. A. (2015). Building With Purpose: Using Lego Serious Play in Play Therapy Supervision. *International Journal of Play Therapy*, vol 24, 30-40.
- Pine II, B., & Gilmore, J. (1999). *The Experience Economy*. Boston: Harvard Business School Press.
- Prahalad, C. K., & Ramaswamy, V. (2004). *The customer as collaborator*. Harvard Business Review.
- Reynolds, T. J., & Gutman, J. (1988). Laddering Theory, Method, Analysis and Interpretation. *Journal of advertising research*, 11-31.
- Rokeach, M. (1973). *Thee nature of human values*. New York: The Free Press.
- Sanders, E. B.-N. (2000). *Generative Tools for CoDesigning*. Londen: Springer-Verlag London Limited.
- Sanders, E. B.-N., & Dandavate, U. (1999). Design for Experiencing: New Tools. In C. Overbeeke, & P. Hekkert, *Proceedings of the First International Conference on Design and Emotion*. TU Delft.
- Sanders, E.-N. (2000). *Collaborative Design*. London: Springer-Verlag London Limited.

Schwartz, S. H. (1992). Universals in the content and structure of values: theoretical advances and empirical tests in 20 countries. *Advances in experimental social psychology* , 1-65.

Sleeswijk Visser, F., Stappers, P., van der Lugt, R., & Sanders, E. (2005). Contextmapping: Experiences from practice. *International Journal of CoCreation in Design and Arts* , 119-149.

Stappers, P. J., & Sanders, E. B.-N. (2003). Third International Conference on Design & Emotion. *Generative tools for context mapping: tuning the tools*. Loughborough: Taylor & Francis.

Sutton-Smith, B. (1997). *The Ambiguity of Play*. Cambridge: Harvard University Press.

Toussaint, T., Walravens, R., & Vos, S. (2014, november 11). *Experience provoking elements in the outdoor sector*. Opgeroepen op 1 20, 2016, van <http://www.experience-economy.com>: <http://www.experience-economy.com/public/news/blogdetail/127>

Weber, K. (2001). Outdoor Adventure Tourism, a review of research approaches. *Annals of Tourism Research* , 360-377.

Williams, P., & Soutar, G. N. (2009). Value, satisfaction and behavioral intentions in an adventure tourism context. *Annals of Tourism Research* , 413-438.

Williams, R. M. (2000). Change and Stability in values and value systems: a sociological perspective. In M. Rokeach, *Understanding Human Values: individual and societal* (pp. 15-47). New York: The Free Press.

Woratschek, H., Horbel, C., & Popp, B. (2014). *European Sport Management Quarterly* , 6-24.

Appendices

Appendix I Operationalisation schedule

“What are the <u>most important design principles</u> and the underlying <u>core values</u> of an ideal (surf instructor) course at Mojosurf?”				
Definition of concept	Dimension	Indicator	Method	Outcome
Core values are <u>criteria</u> for a <u>desired end states</u> of existence, within every individual that people use as <u>guidance</u> in <u>selecting, justifying and evaluating</u> decisions in life (Gutman, 1982; Schwartz, 1992; Williams, 2000)	Desired end states	Attributes → Consequences → Values	Laddering “Why is that important to you?” Means-End Analysis	Open answers
	Criteria			
	Guidance			
	Selecting, justifying and evaluating			
The most important design principles of an ideal (surf instructor) course are elements that link with the <u>personal relevant role</u> the service plays in an individual’s <u>core values</u> , relating to the <u>content</u> , <u>personnel</u> and <u>facilities</u> of a course (Reynolds & Gutman, 1988).	Content	Theoretical, practical, teaching and personal skills	Generative Lego method “What elements and characteristics would the content have of the perfect surf instructor course?”	Models on content
	Personnel	Surf instructor, other personnel, character	Generative Lego method “Which characteristics would the staff have of the perfect surf instructor course?”	Models on personnel
	Facilities	Accommodation, materials, atmosphere	Generative Lego method “Which facilities would the campsite of the perfect surf instructor course have and what would it look like?”	Models on facilities
	Personal relevant role			
	Core values			

Welcome!

Before we start the workshop, I would like you to read the information below. If you have any questions, feel free to ask me anything.

Describe your current state of mind in three words.

This research is about personal core values. Since this topic might be a sensitive one, anonymity is guaranteed. The only person, who knows the links between the given answers and the persons, is me, the researcher. The video that is made will only be used for working out the results. The results of this research will be processed into a thesis without personal information like names, ages, recognizable photos or videos, etc. Concluded, there will be no possibility of discovering who participated in the research and which answers you gave for anyone other than me.

Because of the fact that the research asks about personal views on certain topics, I would like to ask all of you to contribute to creating a pleasant atmosphere in which everyone feels free to express themselves. Showing respect to one another is of uttermost importance. And really, there are absolutely no wrong answers during this workshop!

After the workshop

After processing the results, I would like to go through a summary of your answers with you to check if I processed them in the right way and to see if your answers might have changed over time.

I would like to thank you in advance for your participation and therefore your contribution to my graduation!

Nadine van den Dool
Intern Mojosurf Australia

The protocol contains all elements of the methodology and a concrete description that any researcher will need to execute the research.

Setting the stage

On the spot of execution, enough workspace was created for every participant with tables. The atmosphere was relaxed, with calm background music and as little as possible distracting elements.

Requirements:

- 6 boxes of LEGO (see Appendix 4)
 - Music system
 - Tables
- Papers with the questions
 - 7x cover letter
 - 7x pens
- Sign with: "Research: please do not disturb"
 - 10x means end form
 - 1x Rokeachs values

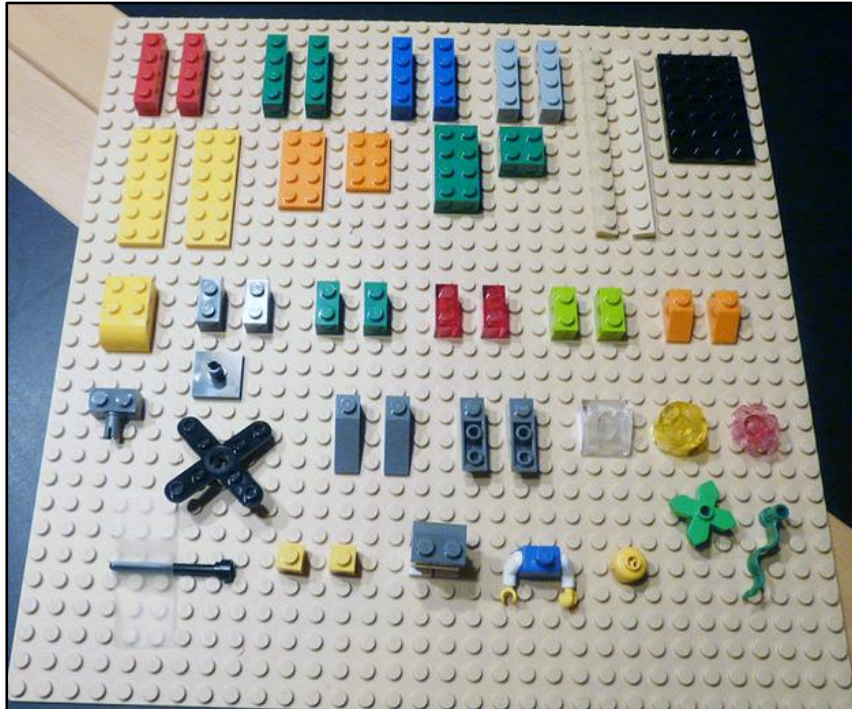
TIME	DURATION (MINUTES)	PHASE	ACTIVITY		EXTRA
17:30 -18:00	30	Introduction	Welcome everyone in person, try to have a conversation with everyone in which you try to find a similarity between the two of you; build rapport.		
			Hand out the document of Appendix 1, let everyone read it through and discuss it. Asks if everyone is OK with the situation and specifically if anyone minds the workshop being filmed. Take in the filled in documents		
			All respondents take place and are handed the needed materials. Tell them not to open the boxes yet. Explain that the workshop is creative and that the respondents can let their imaginations flow.		
			Explain the planning. Every participant finds a place at the tables. Hand out the Lego and everyone may open the boxes. Let the respondents discover and get used to the Lego		
18:00 -18:10	1	Practice	Challenge	“Where do you see yourself in 5 years?” Explain that they have to build a model which helps them to explain their answer	Take clear pictures of every model!
	5		Building	Music When the time is done, be strict to end the building phase.	
	1		Storytelling	Pick one person to present the model in 1 minute.	
	3		Interview	Ask one question about an element that is build. Let everyone break up the builded works afterwards	
18:10 - 19:00	1	Building phase 1	Challenge	“What are the most important elements on the campsite of the perfect surf instructor course?”	Put the document with the challenge question on a spot which is visible for every participant Take clear pictures of every model! ATTENTION! Every participant presents 1 minute and directly after is the 5 minute interview.
	13		Building	Music When the time is done, be strict to end the building phase.	
	6		Storytelling	Every participant presents their model in 1 minute. Note the attributes mentioned which can be starting points for the interview.	
	30		Interview	5 minutes per person with a laddering technique try to bottom up the means end chain, attributes → consequences → values. Try to fill in the means end analysis by picking elements from the models and asking the question “why is that important to you?” The questions can regard metaphors, outstanding parts of the model, colours, functionality, etc.	
19:30 - 19:50	20	Big break	Try to build more rapport with the respondents that are most quiet or shy.		
19:50 - 20:40	1	Building phase 2	Challenge	“What are the most important characteristics of the staff members of the perfect surf instructor course?”	Put the document with the challenge question on a spot which is visible for every participant Take clear pictures of every model! ATTENTION! Every participant presents 1 minute and directly after is the 5 minute interview.
	13		Building	Music When the time is done, be strict to end the building phase.	
	6		Storytelling	Every participant presents their model in 1 minute. Note the attributes mentioned which can be starting points for the interview.	
	30		Interview	5 minutes per person with a laddering technique try to bottom up the means end chain, attributes → consequences → values. Try to fill in the means end analysis by picking elements from the models and asking the question “why is that important to you?” The questions can regard metaphors, outstanding parts of the model, colours, functionality, etc.	
20:40 - 20:50	10	Small break			
20:50 – 21:40	1	Building phase	Challenge	“What elements and characteristics would the content have of the perfect surf instructor course?”	Put the document with the

	13	3	Building	Music When the time is done, be strict to end the building phase.	<p>challenge question on a spot which is visible for every participant</p> <p>Take clear pictures of every model!</p> <p>ATTENTION! Every participant presents 1 minute and directly after is the 5 minute interview.</p>
	6		Storytelling	Every participant presents their model in 1 minute. Note the attributes mentioned which can be starting points for the interview.	
	30		Interview	5 minutes per person with a laddering technique try to bottom up the means end chain, attributes → consequences → values. Try to fill in the means end analysis by picking elements from the models and asking the question “why is that important to you?” The questions can regard metaphors, outstanding parts of the model, colours, functionality, etc.	
21:40 – 21:50	10	Round up	Explain what the goal of the research is and what is going to happen with the information. Also plan a moment to contact everyone after one week to show them a summary of their answers.		Thank everyone

Appendix IV

Content Lego boxes

The content of Bendemacher's basic set



The content of the basic and the extra set used in the research



Appendix V
Rokeach's terminal and instrumental values

Instrumental values	Terminal values
Cheerfulness	True friendship
Ambition	Mature love
Love	Self-respect
Cleanliness	Happiness
Self-control	Inner Harmony
Capability	Equality
Courage	Freedom
Politeness	Pleasure
Honesty	Social Recognition
Imagination	Wisdom
Independence	Salvation
Intellect	Family Security
Broad-mindedness	National Security
Logic	A sense of accomplishment
Obedience	A world of beauty
Helpfulness	A world at peace
Responsibility	A comfortable life
Forgiveness	An exciting life

Appendix VI

Open coding

Coding schedule

Topic	Design principle
Facilities	<ul style="list-style-type: none"> - Easy access to & vicinity of the beach - Shared living area with qualified instructors - Area to socialize
Staff	<ul style="list-style-type: none"> - Empathic on an individual level - Knowledgeable & experience - Passionate
Content	<ul style="list-style-type: none"> - Structured methodology - Education in teaching - Opportunity to specialize

Building phase 1

The facilities of the campsite of the perfect surf instructor course

Source	Quotation	Open coding
C.B.	"..fireplace on the beach yeah it's more cool and yeah I got some flowers and here is the sea ... and of course you want to be close to the beach when doing a course like this ... To always be able to go out for a surf and practice your surfing ... To learn surfing! ... I love the whole thing. Instructing. First time I did it I was really stoked ... When I am out in the sea, I feel free."	Easy access to & vicinity of the beach
L.S	" And then we have ... a private beach just for the instructor course ... , cause sometimes there are just too many people, it is too crowded to really practice your surfing. You just get scared of running over people. They are like different kinds of beaches for different levels of surfing ... I get a happy feeling out of it. I love to be in the water and I love the sport just sitting in the water and feeling the wave it is like the gliding through the wave to be one with nature."	Easy access to & vicinity of the beach
J.W.	" And the access to the water should be close and easy. Yeah a good easy way to improve your skills, you don't have to drive with the car or so ... Yeah to learn and to share experience ... I think that is what it is about in the end. Being a good surf instructor and not to be the best surfer. Being able to help others do aerials and not specifically being able to do them yourself ... I think because it makes me happy to see others improve and being happy because they stand up for the first time.	Easy access to & vicinity of the beach
K.B.	" First I did this ladder which represents super easy access to the beach. So that you can go at much as possible and that surfing is not just for lessons ... Just so you can practice yourself as well. I think that will help you progress if you can practice what you learn in the lessons in your own and gain more experience being out in the ocean as well ... Because I think ocean awareness is an important element of being a good instructor as well. You are responsible for people with most likely little experience in the ocean and you have to keep them safe as a first responsibility, thereafter comes the task to learn them surfing which is why you have to have experience and skills in surfing ... I think it is good to be aware of your responsibilities as an instructor because you are. I wouldn't feel comfortable taking a group out in the ocean when I wouldn't be sure if I could keep them safe."	Easy access to & vicinity of the beach

Appendix VII

Overview details population

Number	Name	Gender	Starting date	Number of month in program	Academy group	Part of sample
1	K.B.	Female	4 Jan	3	Yellow	Yes
2	C.B.	Male	29 Feb	1	Yellow	Yes
3	L.M.	Female	18 Jan	2	Red	Yes
4	T.R.	Male	25 Jan	2	Blue	Yes
5	J.W.	Female	1 Feb	2	Blue	Yes
6	L.S.	Male	4 Jan	3	Red	Yes
7	S.A.	Male	4 Jan	3	Red	No
8	A.B.	Female	29 Feb	1	Yellow	No
9	C.F.	Female	8 Feb	2	Yellow	No
10	L.G.	Male	11 Jan	3	Blue	No
11	M.H.	Male	8 Feb	2	Blue	No
12	J.R	Male	11 Jan	3	Blue	No
13	J.B.	Male	15 Feb	1	Blue	No
14	K.C.	Male	14 Dec	4	Blue	No
15	E.B.	Female	18 Jan	2	Yellow	No
16	M.S.	Female	22 Feb	1	Yellow	No
17	K.V.	Male	29 Feb	1	Yellow	No

Appendix VIII**Cover letter response**

The cover letter requested the respondents to write down the state of mind of that moment. With this information the researcher could double check if there was a subject error. There appeared to be no subject error since normal feelings were described.

Free	Curious	Happy
Tired	Happy	Nervous
Happy	Tired	Calm

Optimistic	Relaxed	Excited
Eager	Happy	Happy
Nervous	Interested	Curious