



TEAMS BLUEPRINT

Deliverable 3.2

Lead Beneficiary JAMK

This submission is in support of Deliverable 3.1 TEAMS Blueprint for training

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Cover document

This deliverable consists of 4 documents:

1. Cover document
2. Introduction to the TEAMS Blueprint training as executed by the Tiimiakatemia
3. TEAMS Blueprint manual – From Teacher to Coach
4. Coaching Plans (1 per Module)

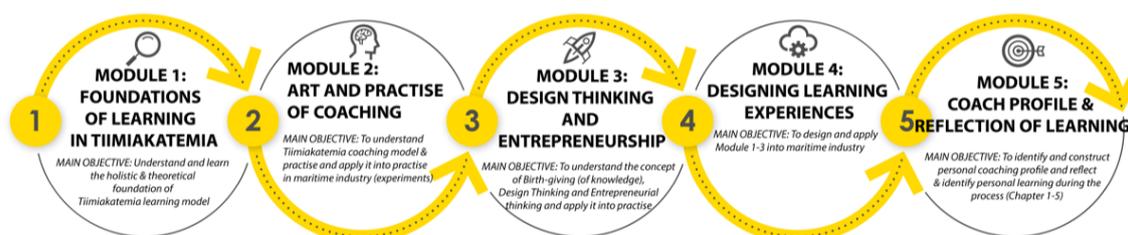
Introduction to the TEAMS Blueprint training

The type of coach training executed for this program will be significantly different to what target group may be familiar. The maritime sector is familiar with competency based learning which typically involves SMART Objectives, a international level of attainment and a rigorous examination format. This coach training will not employ the same methodology. For this reason the Introduction to the TEAMS Blueprint training has been developed.

TEAMS Blueprint Manual – From Teacher to Coach

Consisting of six chapters, this provides course material, tasks, reference material etc., as required during the execution of the coaching sessions. Material for the 5 modules can be located in various chapters. So as an example material required for session 2 (Module 2) may be located in Chapters 3 and 6.

TEAMS COACHING PROGRAM



Coaching plans

Each module will be accompanied by a coaching plan or guide. The coaching plan will indicate individual aims and objectives for the module in question. Detailed information will be provided on material used (e.g. videos, tasks, handouts), how it is to be used, duration, outcome, whether evidence of learning will be required.

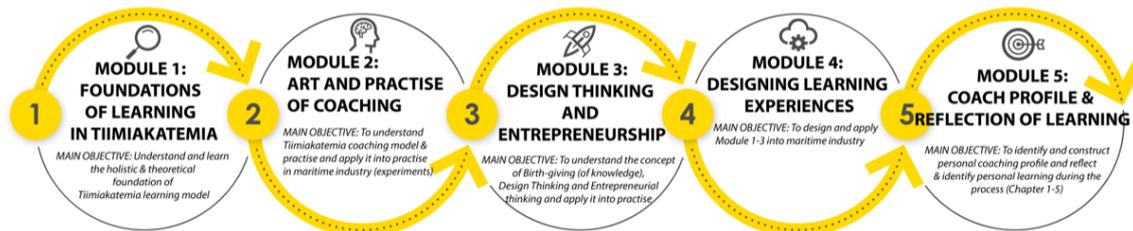
It should be noted this Blueprint program is an adaptation of what is normally a one year full-time coaching program (65 ETCS), reduced into 5 sessions of 3 days each (approx. 5 ECTS). As such, adjustments have been made based on available time and target group, which in this case is the Maritime sector.

The coaching plans in this submission are a first draft, and should be treated as such. At time of submission, not all learning material will have been developed. Development and minor adjustments to the plan is an ongoing process. Order of objectives may be altered before execution and indeed during execution of the coaching program scheduled tasks may be altered. Only after all coaching sessions have been completed will a final version of a proven lesson plan exist.

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Introduction to the TEAMS Blueprint training as executed by the Tiimiakatemia (Team Academy Jyaskyla Finland)

TEAMS COACHING PROGRAM



It should be appreciated that the wide spectrum of maritime orientated education institutions (i.e. vocational, bachelor, master programmes) can play a vital role in creating systemic change. Sustainable management, conservation, and balance of economic activity with long-term capacity, demand innovation and creative thought. Fostering the entrepreneurial mindset promotes not only innovation and creativity but obviously self-employment (Entrepreneurship in Vocational Education and Training, Final report of the expert group). These qualities are required for solving not only the problems of today but the foreseen and unforeseen problems of tomorrow. However, the integration of design thinking and entrepreneurship into existing maritime curricula is one of the challenges for modern-day maritime educational institutes. This challenge demands a structured, permanent collaboration framework on innovation between the maritime industry and education. It is, therefore, necessary that maritime educators continuously engage in an open discussion with representatives of the industry and its stakeholders to decide on the priority competences to introduce in the training of future maritime professionals.

In developing such a program part of the process was to firstly, execute a gap analysis.

As mentioned in Deliverable 2.1, TEAMS Gap Analysis report 1.0, showed the following gaps;

1. Learning and Research
 - a. Self-management to self-confidence and taking initiative
 - b. Personal resilience
 - c. Reflecting
 - d. Flexibility
2. Creativity and innovation
 - a. Problem-solving
 - b. Critical thinking
3. Leadership and management
 - a. Team work in relation to entrepreneurial skills
 - b. Team resilience

- c. Decision making
- d. Taking initiative

4. Marketing and sales

- a. Professional selling
- b. Knowledge about a sales environment and changing industry
- c. Commercial aspects of shipping

5. Business competences

- a. Financial and economic awareness
- b. Risk management in relation to project management and innovation
- c. Global awareness
- d. Competitive by 21st century skills

6. Communication

- a. Communication concerning human relations and interactions between ship and innovators and business a shore
- b. Interpersonal skills.

The gap analysis showed there was difference between Vocational, Bachelor and Master level on the subjects in question. For example, problem solving and critical thinking are already further advanced on Bachelor and Master level but for the Vocational level there is a bigger challenge.

The gap analysis together with existing curriculum from the Team Academy in Jyväskylä were used to identify the aims and objectives of the coaching modules as stated in this TEAMS blueprint.

From this, a program was created to develop 21st century skills and entrepreneurial skills in the maritime context.

Aside from the content of this unique program one of the biggest challenges will be execution of the program and training method experienced by the coaches. There are similarities between the traditional competency-based education, and that utilized by developers and executors of the program namely the TEAM Academy. As an example, experiential learning based on the Kolb Circle is a recurring theme in both competency based education and that of the Team Academy. The Kolb circle often used as the cornerstone for designing everything from individual lessons to entire educational training programs.

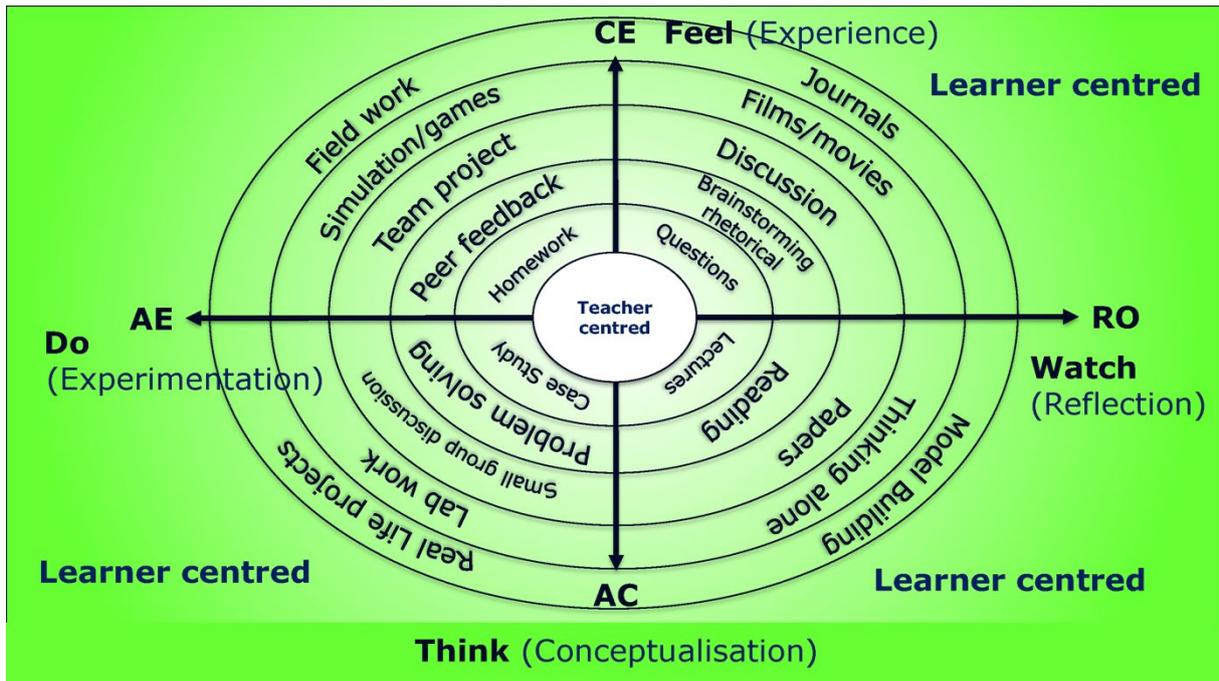


Figure 1: Kolb (David, Alice) Opening Keynote address, Council for Adult Experiential learning. 2005, Nov 10-12.

Another tool common to Maritime education and the TEAM Academy is the use of the Bloom Taxonomy, which provides a hierarchical structure to the learning process and measures of attainment. The domains of knowledge, psychomotor and affective provide descriptors useful in defining aims and objectives. Though the Kolb Circle and Bloom Taxonomy are used in both maritime context and that of the TEAM Academy, it is not utilized in the same manner.

Though Bloom is referred to in the TEAM Academy coaching program it is not used to define SMART¹ objectives as it does in competency based education. But rather provides general objectives not constrained by levels of attainment.

The TEAM Academy method of training will be adopted for use in this TEAMS Blueprint.

¹ SMART (**S**pecific, **M**easurable, **A**ttainable, **R**elevant, **T**imebound)

Table 1 provides a brief overview of the differences between CBTA and the method which will be adopted for this TEAMS Blueprint.

CBTA (Competence based training and assessment)	TEAMS Blueprint approach
1. Focus on the outcome and not the journey.	Focus on the journey.
2. Evidence of attainment of a proficiency in one area typically prior to advancement to the next level.	Self-reflection, acknowledging successes, failures, gaps in skill or knowledge all executed by the learner. Not confined to attainment of a level at a particular phase of the process.
3. Define core work practices consistent with an international standard.	Evidence provided by the learner that learning has occurred.
4. Experiential learning is often exercised in a simulated environment, where the learner applies rules, regulations, best practices etc., to operate safely and efficiently.	Experiential learning is utilized by exposing the learner to uncertainty in the entrepreneurial environment. This experience fosters adaptive skills and processes of the individual in an area previously uncharted. An environment less bound by rules and regulations, creativity takes the forefront to facilitate the learning.

Table 1: Comparison between Competency based training and the TEAM Academy method

Perhaps one of the biggest differences is that competency-based training focusses on defined outcomes and attainment of an international standard, the approach adopted in the TEAMS Blueprint, focusses on the journey and the ability to demonstrate learning has occurred.

One of the greatest advantages using the TEAM Academy method is that the learning process is not determined or constrained by the attainment of a pre-defined level. Learning in this case is a personal journey without constraint where self-reflection propels the learner into various areas not adversely influenced by a pre-defined curriculum. If we think ahead to the next 5-10 or 15 years no one can imagine all aspects of what will be required for an education to prepare for the future. In this tone the methodology that adopted in the TEAMS Blueprint aids in self-reflection of the individual identifying strengths and areas that he or she would like to improve. It relies heavily on the individuals drive and internal motivation through the learning experience. Granted this type of education does not suit all learners but in the same tone, traditional education has met with similar challenges.

What is important is that, the aims and objectives as indicated in the Teams Blueprint Coaching Plans do not indicated a traditional descriptor such describe, calculate, analyse etc.. There is no pre-defined hierarchy of individual attainment attached to any objective. Traditional educators make take objective but this method adopted in this TEAMS Blueprint is anything but traditional.

Another reason objectives in the Coaching Plans lack the traditional descriptors is that during the journey of learning, learners will become aware they can and should, request extra training or education as required. For example this could be in the area hard skills (efficient use of excel spread sheets), or theoretical knowledge (does there exist research on how can we best integrate new technology onto the bridge of a vessel) both of which, will be identified by the learners themselves and deemed crucial for their own development.

History in this type of training also reveals that learners become more self-aware of their personal needs for learning and that the objectives listed are not exhaustive but only a general guide. So in the maritime context, the learners realize that elements such as the need for dialogue between manufacturers of new technology and end users in the engine room or bridge is for the most part absent, and should be addressed.

To the more traditional educator this type of education/ training program will seem unfamiliar. But the entrepreneurial skills we must foster for now and the future are in a territory not covered by the traditional competency based training. New approach and mindset is required not only by the individual but by the educational method itself, this TEAMS Blueprint provides just that.

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TEAMS BLUEPRINT COURSE MANUAL

From Teacher to Team Coach

Manual

This manual has been design to train Team Coaches in Entrepreneurial Activities using the Tiimiakatemia approach

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1.0 Introduction to TEAMS manual

This manual is written for European TEAMS Blueprint project, which aims in fostering design thinking and entrepreneurship in the maritime sector. The manual is written for maritime lecturers, that wish to develop their coaching skills to become TEAMS coach's. This manual offers theoretical and practical concepts and tools to apply the Tiimiakatemia way of entrepreneurial thinking in maritime sector. This manual is not a text book, but rather support material for the TEAMS Blueprint coaching process. Thus some of the presented concepts may require additional exploring of knowledge from the reader.

Once the TEAMS coaches have undergone the training in this program they will be expected to train students from the maritime sector in entrepreneurship.

1.1. Goals for the manual

The goal of this manual is to support the application of Tiimiakatemia ideas and learning tools into maritime schools & sector in order to foster entrepreneurial design thinking.

This manual has been collected and written as a part of TEAMS Blueprint project, and is written especially for maritime teachers, who wish to develop their competences in entrepreneurial and experiential pedagogy.

1.2. How to use this manual & Contents of the manual

Use this manual during teams coaching to familiarize yourself with the basic models, concepts and tools used in Tiimiakatemia entrepreneurial learning.

This manual is meant to be used as a support material for the TEAMS Blueprint coaching program.

CHAPTER 2 addresses the foundations of learning using the Tiimiakatemia method. This is the method which will be used during the training of this program.

CHAPTER 3 aids in understanding the concept of Team Coaching.

CHAPTER 4 aids in understanding the concepts of Entrepreneurship, Design Thinking and Birth-Giving

CHAPTER 5 facilitates putting previous ideas into practice

CHAPTER 6 is a collection of learning tools

2. Foundations of Learning in Tiimiakatemia

"Imagine a business school without professors. Imagine a business school with students learning business by doing business." Peter Senge

2.1. Underlining theories and characteristics

The Tiimiakatemia in Jyväskylä consists of a learning community of 150 learners (students) (teampreneurs) and 6 coaches. When you start as a learner in tiimiakatemia, you will have your own team of 15 teampreneurs, which set up a real business in the first week of their studies. The teams receive their own coach, who will work with them for three years, until their graduation.

The best way to describe learning in Tiimiakatemia (Team Academy) Jyväskylä is to call it a community of (team) learners, or a system of holistic "learning architecture". Architecture in this context refers to the structure and the real learning practices and processes within the community, guided by the learning concepts and mental models that support learning practices. Theoretically the Team Academy has built its learning practices combining, applying and developing ideas and theories from organizational research, knowledge management, business and learning theories, including SECI-model by Nonaka & Takeuchi (1995), Peter Senge's Learning organization (1990) and socio constructivist and experiential Learning (Kolb 1984; see Leinonen, Partanen and Palviainen 2004).

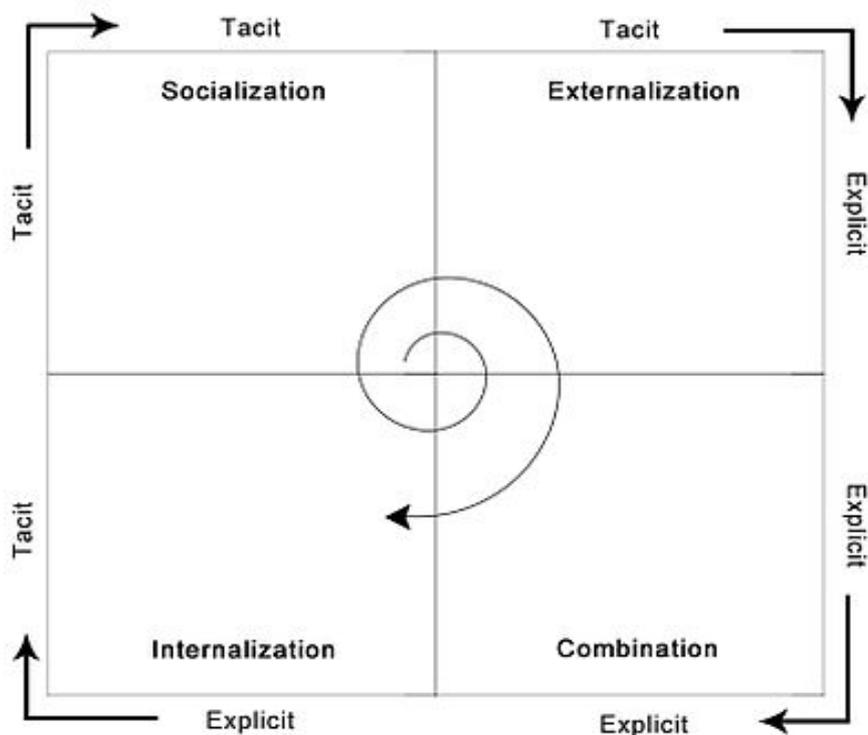
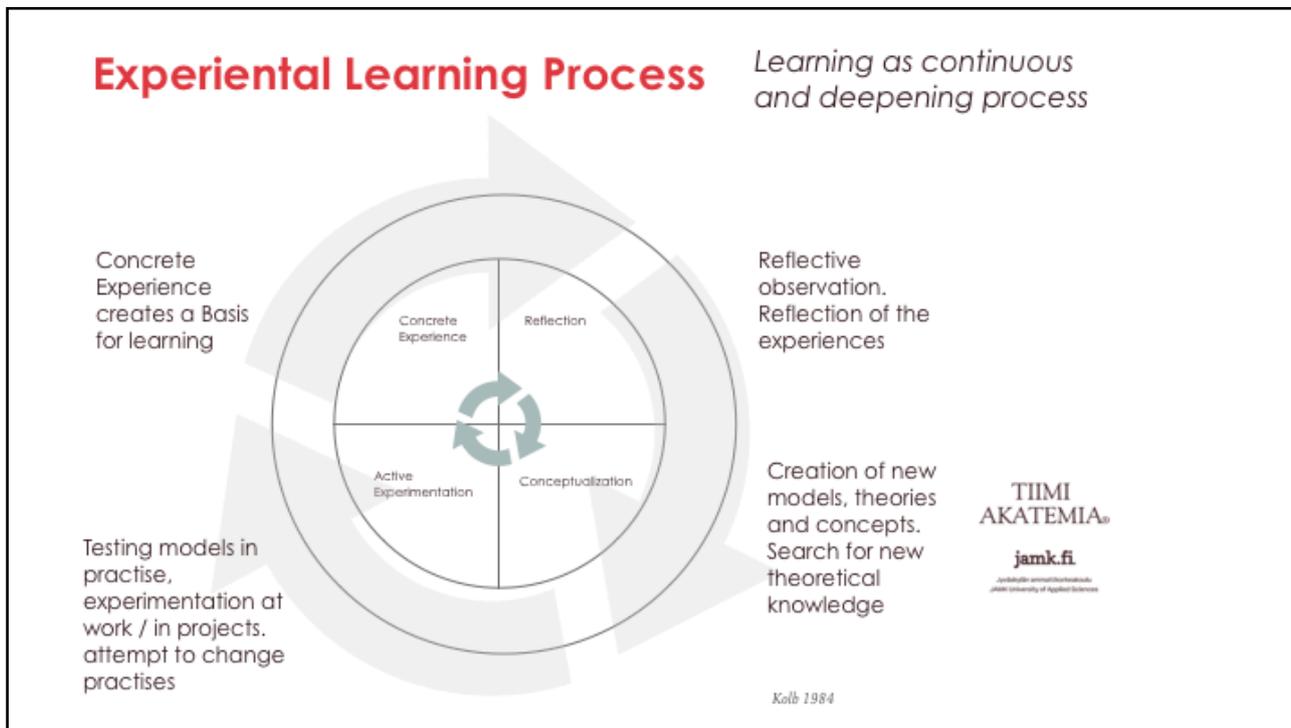


Figure 1: SECI -Model (Nonaka & Takeuchi 1995)

SECI-model, which is also called the "theory of implicit knowledge" in Tiimiakatemia, comes from the terms 1. Socialization, 2. Externalization, 3. Combination and 4. Internalization. Nonaka and Takeuchi wrote their influential book about knowledge

TEAMS Blueprint manual

management based on case studies on Japanese business practices such as Honda, Canon, Matsusita and Nissan. The main idea is how to convert tacit knowledge into external knowledge. In Tiimiakatemia the application is similar to experiential learning



process (see figure 2).

Figure 2: Experiential Learning Cycle (Kolb 1984)

According to Kolb (1984, 26), learning is best conceived as a process, not in terms of outcomes. The ideas and meanings in the learning process are not fixed, but in motion and change and construct through experience.

The transformational learning process through experience includes 1. Concrete experience, 2. Reflection of experiences, 3. Conceptualization and 4. Active Experimentation.

Like previous models, Senge's learning theory about the learning organization is an important systemic model behind Tiimiakatemia's application of learning and culture.



Figure 3: Five disciplines of a learning organization

The Fifth Discipline (Peter Senge):

1. Mental Models - are the ways people think and understand the world. Mental models are assumptions, attitudes and habits of mind and actions that influence how we react and act
2. Building Shared Vision - Practice of building shared vision of the future that fosters genuine commitment: people excel and learn because they want, not because they are told to excel.
3. Personal Mastery - Continually clarifying and deepening our personal vision
4. Team Learning - Starts with dialogue with a purpose to suspend assumptions and enter into authentic "thinking together"
5. Systems Thinking - Integrates the other four elements. The goal is to see and understand the whole and examine interrelationships between parts.

When describing Tiimiakatemia's holistic learning model, it is useful to use keywords or characteristics:

- 1) Applying theory into practice (from exploring theories within a learning team and applying them in a real-life setting (real business owned by the students/teampreneurs))
- 2) Learned-led team & community learning: students form a real, independent co-operative team company in the second week of their studies, that is being coached (not taught) for three years. Teampreneurs (not called students) design their own 4-hour dialogue trainings, where the coach (lecturer) is present. Today, Tiimakatemia, Jyväskylä has 11 teams, that share projects and good practices through peer-learning practices.

- 3) Learning by Doing: Real team co-operative is teams' platform for learning. The goal of a team is to co-create services/ products and learn with real customers. Learners learn by executing a series of experiments that develop competences and services within the team company
- 4) Ownership, intrinsic motivation and Life-long learning: Learning can be described as a real learning process with personal commitment, and emotions. It is a three-year personal and social process, with goals set primarily by the learner, not the school/ curriculum. Learning is driven more by intrinsic than external motivation.

2.2. What is Tiimiakatemia ?

- The Tiimiakatemia (Team Academy) Community consists of 150 teampreneurs (students) and 11 teams, 3-4 teams, starting & graduating each year.
- The older peers pass the culture (values, practices) and projects to younger teams.
- Wants to be "not a school, but a "real" work/ company or a learning organization.
- BBA degree-programme, a special unit in Entrepreneurship at JAMK University of applied Sciences, Finland since 1993, 210 ECTS, 3,5 years.
- Majority of the applicants are high school graduates, ca. 20 years old.
- In the first year students accomplish their basic studies in business, starting their real team company (co-operative) the first spring, with 15 team members.
- Teams don't have lectures, but they start their training sessions with their own team coach, with whom they have 4-hour training sessions two times per week.
- Every team member / individual will create their own learning contracts (Goals).
- Teams create their own Goals.
- Study year is divided into 4 sprints / quarters, team/ individual performance is measured by 1) Practice (Customer Visits) 2) Theory (Book Points).
- Individuals "collect" book points by reading books / exploring theory and write essays about the books, with a goal to put theories into practice.
- Theory and practice is shared in the dialogue training sessions, where teams' challenge is to internalize, apply theories into practice and co-create new experiments and services with their customers.
- Ideas to new experiment is rooted in team dialogue and competence levels. Typically team projects develop over time, towards more challenging ranging from short-term to long-term projects.
- The Team company and the learners have the ownership of the projects – neither the university nor coaches do not take ownership of the projects - they offer coaching services and facilities for learning

A typical week at Team Academy is more like a typical working week than a school week: making customer visits, project planning, meetings and project work. In Tiimiakatemia culture teampreneurs are encouraged to come to work, not to (just) study. That is essential mental model in identity and competence building.

Still, teampreneurs have the license to learn - they are learners, not yet experts. Typical learning practices consists of book reading / exploring knowledge and different kinds of experimentation. The Team academy is about learning and not just about doing, also project work is about learning (business) not just about doing (business). Reflection practices, like motorola's are central part of experiential learning.

Recommendation for a typical workweek consists of 24 hours project work, 8 hours training sessions and 8 hours theory exploration and book reading.

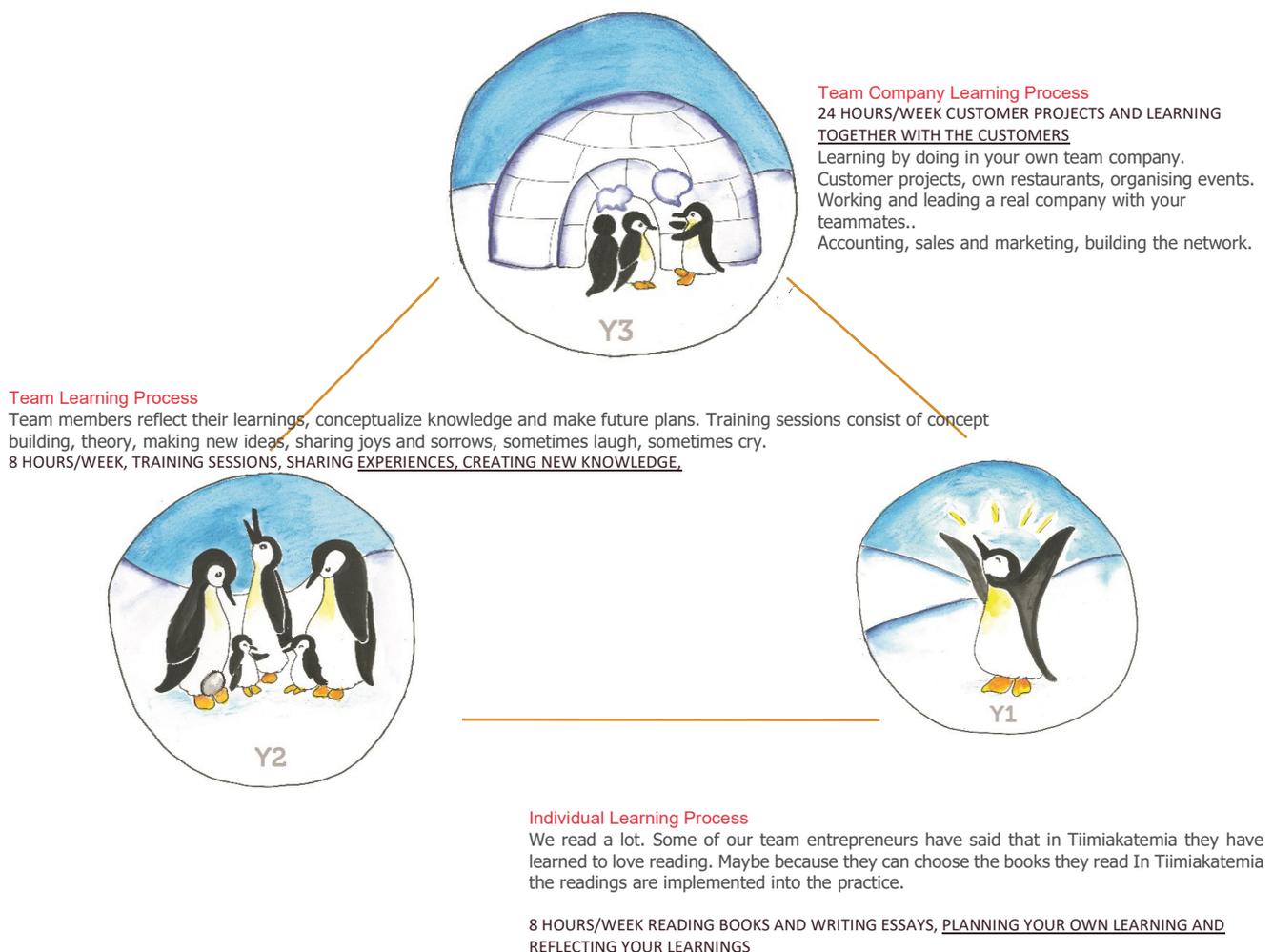


Figure 4: 24+8+8=40 Model (picture(c) Timo Lehtonen 2014)

2.3. Learning Entrepreneurship - The Curriculum and Soft Skills

2.3.1. Competence Persona with 7 Competences

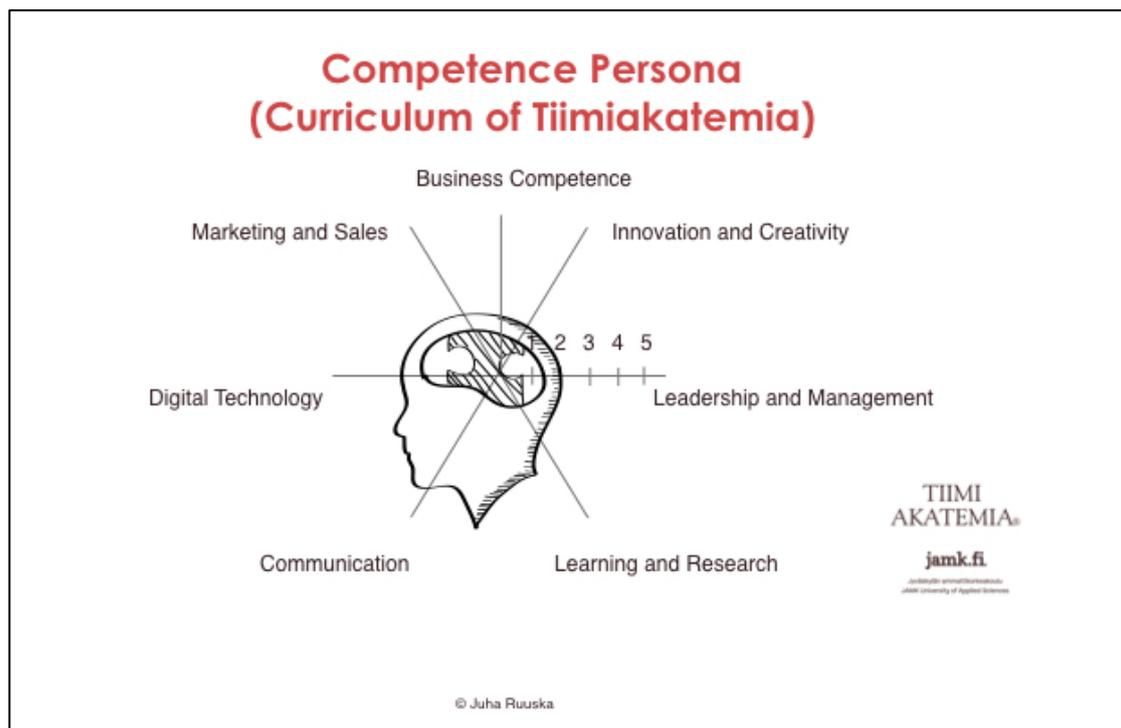


Figure 5: Competence Persona and the Curriculum of Tiimiakatemia

Tiimiakatemia Jyväskylä is a business school, a degree programme of entrepreneurship in JAMK University of applied Sciences, and its curriculum consists of seven competences presented above. The curriculum has been illustrated as a competence persona, illustrating the learner point of view, whose goal is to develop these seven competences throughout the Tiimiakatemia degree programme acting in his own team company, which is the real platform of learning entrepreneurial competences. Teampreneur-students apply theory to practice when training and working in their own team company for at least 2,5 years.

These competences can be also presented as entrepreneurial and soft skills in this TEAMS Blueprint project, the gap analysis showed, that six of the competences above (excluding Digital Technology), can be seen as TEAMS Blueprint entrepreneurial soft skills, that need to be developed in the partner schools:

1. Learning and Research
2. Innovation and Creativity
3. Leadership and Management
4. Business and Finance
5. Marketing and Sales
6. Communication

These competencies will be developed by assessing the competences of a team entrepreneur (student) based on an experiential learning process and competences to:

- 1) Set both operational and competence development goals

- 2) Theoretical knowledge of the field of knowledge
- 3) Functional and practical abilities and skills to apply theoretical knowledge in practice
- 4) Skills to reflect and evaluate one's own learning and development

The assessment of the course is carried out as an overall assessment of the learning process through a mid-term evaluation and a final evaluation.

The development of the skills of each team entrepreneur (student) is assessed through general competence profiles:

- 0** - No knowledge.
- 1** - Beginner - basic knowledge in theory, limited practical experience.
- 2** - Advanced Beginner - basic knowledge in theory, basics also in practice.
- 3** - Skilled - Good theoretical skills, Good practical competence, Good self-directed learning skills.
- 4** - Specialist - In-depth understanding of both theoretical and practical, Very good self-directed learning skills.
- 5** - Expert - Deep understanding and significant experience of both theoretical and practical, excellent feedback from client projects.

The previous framework serves as a generic model for evaluation for each competence. The process for building competences are continuous and are assessed at least two times per study year. The final grade will be given in the end of the studies, based on the evidence presented in the individual portfolios.

The coach, team colleagues and customers form a framework for continuous 360 Evaluation, including structured feedback practices that help the teams and individuals for continuous learning.

2.3.2. ATP -model: Applying Theory to Practice

The building competences is an interplay of theory, practice and reflection of experiments and projects. In Curriculum, this process is also the foundation of evaluation of learning.

Since the foundation of Tiimiakatemia in 1993, the idea has been to apply theory to practice - not "just learning-by-doing". ATP -model (See Partanen 2012, 50) describes the process, tools and ideas used when applying theory to practice.

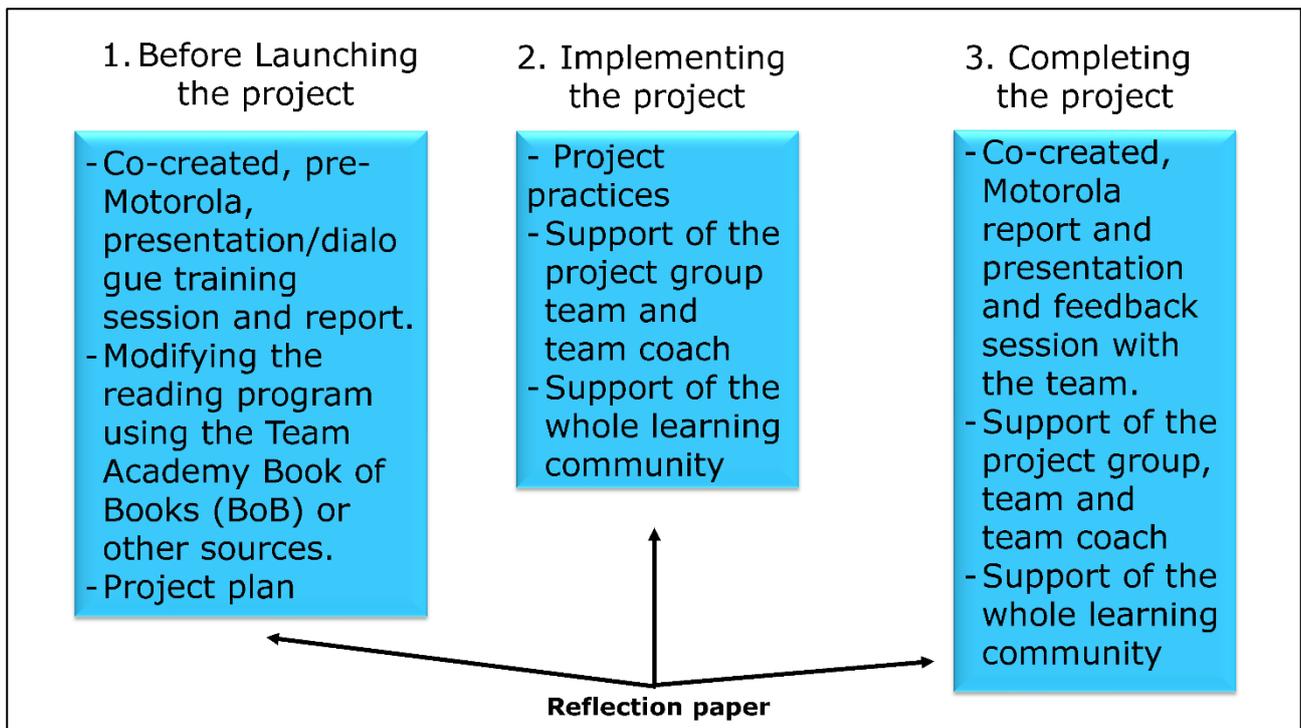


Figure 6: ATP Model, (adapted from Partanen 2012, 56)

1. Before launching project -phase contains *Pre-Motorola*¹ report (usually presented in a training session), that has the following titles/questions:

1. What are the objectives of this customer project ?
2. What are the benefits of this project for the customer, and what is the the customer's role in this project ?
3. What theoretical knowledge will we apply to practice in this project ?
4. What are the project's risks, and how will they be anticipated and controlled ?

The project group should co-create the Pre-Motorola report and project plan and present it to the team/the whole group to promote community learning and receive feedback.

The Team Academy Book of Books (BoB) (Partanen 2010) , is a large collection (English version 347 books, Finnish version 1047 books) of evaluations of Books in different domains of the curriculum, that contains also book points received from each title. The learner can choose books applicable to the project. BoB was created to make apply theory to practice easier (Partanen 2012, 57). In Tiimiakatemia culture, reading has been always highly appreciated, and having a *reading program* is included in individual learning contracts. Also, the open, learner-led, practice-oriented and gamified model seem to increase intrinsic motivation towards reading books. Surprisingly, even males, who have no history of active reading, can become inspired to reading. (Ruuska 2020).

2. Implementing the project

¹ The MOTOROLA tool originates from the American company Motorola, which tried for years to get its project managers to write reports after projects were completed. The company developed a four-question reporting system, which has been in use in Tiimiakatemia for over 20 years. Over the years it was noted that completion report is not enough, but a tool must also be developed for the beginning of the project (Partanen 2012, 56.).

Implementing the project -phase includes work with the customers according to the co-created project plan / contract. The project group is the responsible unit with the support of the team company (who is legally responsible) and the team coach. The Team coach do not have the ownership or active in the acquisition of the projects. That is an important factor when taking responsibility on learning, execution and quality of the results. The team coach is responsible of the learning and coaching processes of the projects, and should be able to evaluate potential risks and help if necessary.

For implementing projects, there are several project tools and methodologies at use. Today's project groups are using digital tools like *Trello* and agile working principles like *Scrum*. Still, the traditional face-to-face project meetings and highlighting the meaning of quality communication are valued in the project culture. It is important to identify, that learners are (yet) learning project work and soft skills through executing projects and experiments, and in the beginning there are several boundaries that have to be exceeded before reaching excellent outcomes. The results are seen as evidence of learning.

3. Completing the Project

When the project is completed, the (learning) tools include Motorola -report, Birth-giving (of knowledge, see Chapter 6, Tool 9) and report.

Motorola -report asks the following questions:

1. What went well ?
2. What didn't go so well ?
3. What did we learn ?
4. What will we do better next time ?

Motorola -tool is often used also to reflect quickly on different experimentations and learning experiences.

A quality final meeting with the project team consists of a shared Birth Giving and co-created report. Birth Givings are collective demonstrations of individual and team-level know-how. In Birth-Givings, the learners transforms tacit knowledge into explicit knowledge. Birth-Givings are also a central part of the evaluation system and were developed to replace tests and exams (Partanen 2012,67). The final challenge for the graduating teams in Tiimiakatemia is 24-hour Birth-Giving, where team members create solutions to customers' challenges during 24-hours (one day without sleep!)

2.3.3. Rocket model for the Creation of the Team Company

The Rocket Model is used to develop and evaluate team level development. Using a "Rocket" -metaphor, the logic of the rocket model is to collect points by developing team company's practices through 14 different processes. The Central lane, Customer relationship -processes are the most crucial in order to understand the desired tasks expected of the team companies.

THE ROCKET MODEL

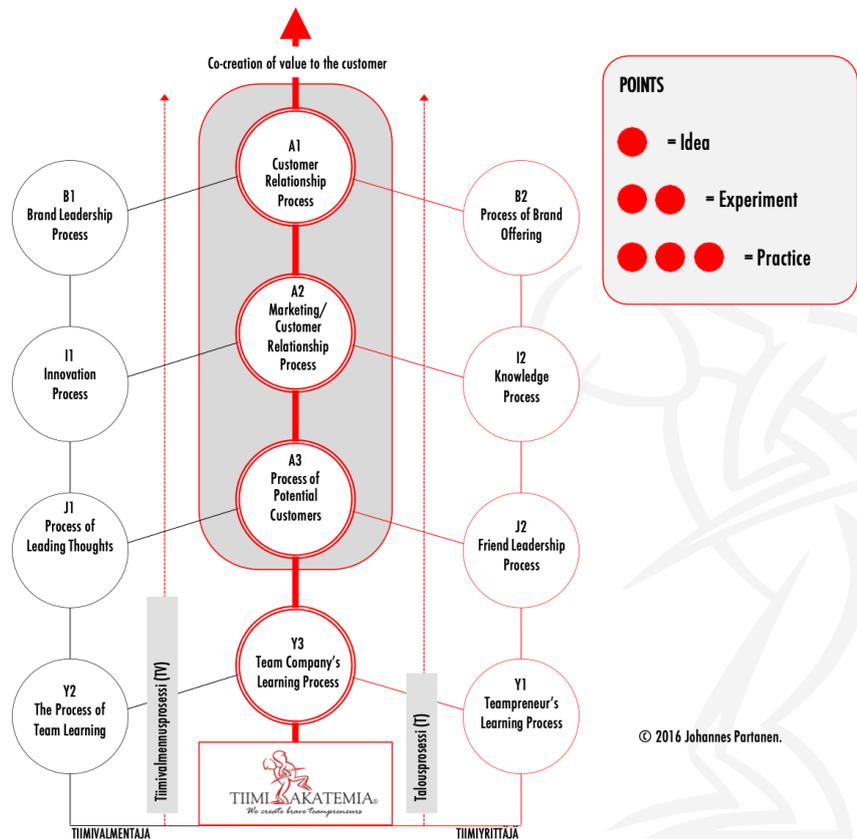


Figure 7: The Rocket Model

In this manual, we concentrate on the Learning Processes: Teampreneur's Learning Process (Y1), The Process of Team Learning (Y2) and Team Company's Learning Process (Y3).

The individual learning process is the start of the learning process. When each individual takes responsibility of their own learning and therefore achieve learning results, that creates the basis of other learning processes. Individual learning tools include learning contracts, learning diaries and reading program.

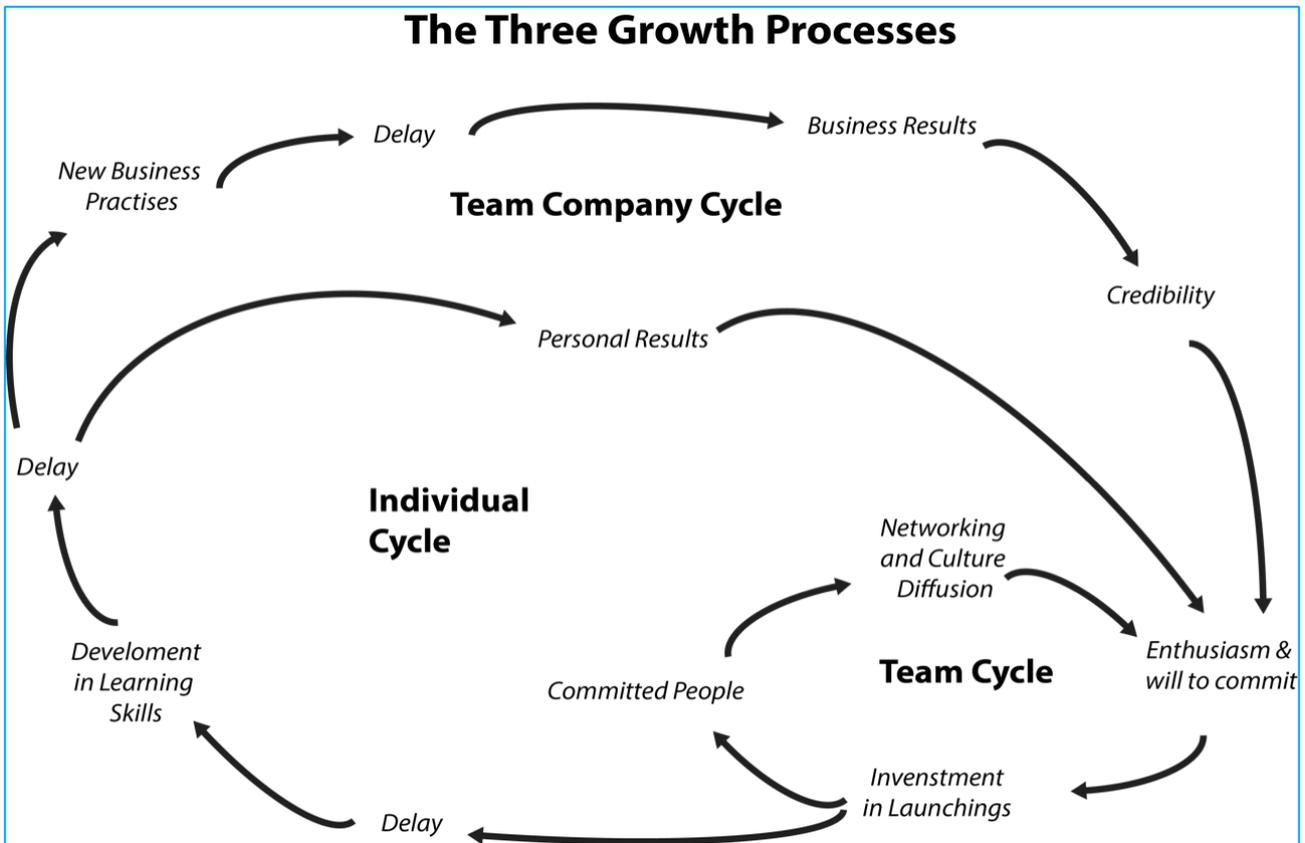


Figure 8: The three growth process (Senge 1999)

The Process of individual learning is essential starting point, as it strengthens the team learning and the team company learning processes. Depending on the individual learning skills, the beginning might be challenging when starting self-directed learning. Here also individual coaching is needed, although creating supportive team culture is also important.

The logic behind the three learning processes are illustrated in Peter Senge's *Dance of Change*, when describing the three Growth processes.

The Process of Team Learning is followed when the individual processes and practices have been established.

3. From Teacher To Team Coach

3.1. Art and Practice of Team Coaching

In this chapter, Team Coaching is structured in two: The Art and the Practice of Team Coaching.

With the concept of "Practice" we are referring to the shared practices and tools in Tiimiakatemia team coaching.



Figure 9: Training session

"The Art" of team coaching is something that we do or use as individual coaches in order to reach coaching and learning goals. This means using our individual "character": the strengths, special competences, values, mental models and our personality. In coach character building, we also talk about individual "coaching philosophy", which is a self-reflection of how we think about coaching.

The first step in team coaching is to have a team. The team company is the platform for learning, and each team can have up to 15 teampreneur-learners, that have their "own" coach. Ideally the same coach stays with the team throughout. The benefit of having one coach, is that the coach gets to know the learners and create trustful relationship with the team and its individuals. This is how the coach can also support teams development and individual learning processes. The coach is the responsible for the coaching process of each team-member's learning, team learning and the team company's learning process.

If we adapt this idea to more conventional school or course setting, the team coaching practices can be adapted in a context of learning-by-doing, group-led learning, problem-based learning, project learning or flipped learning. In Tiimiakatemia, the

starting point is holistic, which means that the team starts in a complex situation, when there is no shared business idea nor entrepreneurship skills. Ideally teams are formed members using Belbin Team Role test. To support inspiration, ownership and motivation of learning, the coach is using "pull mode" instead of "push". This initiates activity and self-direction in the team. This could be compared to a (possibly risky) situation where a group of apprentices (crew) were put on a ship with a coach, who is not giving instructions nor navigates the ship, but enhances and initiates learning-by-doing and facilitates an environment for experiential learning.

The end result of this learning-by-doing, after a respected of period of time, should be a skilled crew and crew members that can operate independently and successfully without major risks.

A typical week of a team coach consists of 2x4 hours of team training sessions (contact hours), individual coaching (one on one discussions), executive group coaching, project coaching and community coaching (coaching and supporting learners). Team coaches are also giving feedback for the teams/ individuals and are responsible of the evaluation of learning.

Team Coaches form a team of team coaches themselves, and act as leaders of the learning organization with the community-leaders (Marketing Manager, Alumni Manager, Recruitment Manager, Community Manager). As the Team Coaches are the only permanent personnel in Tiimiakatemia, they also are responsible of co-creating goals with the learner community, and share and develop team coaching practices. This goes beyond of planning of a conventional study year, and the process is more open for co-creating experiments with the learners.

3.2. Practice of Team Coaching

As presented in the Foundation chapter, the practice of team coaching is based on three processes:

- 1. Process of Individual learning**
- 2. Process of Team Learning**
- 3. Process of Team Company Learning**

Individual Learning Process

The first challenge of a coach is to inspire and motivate learners to start their individual learning processes. The tools for individual learning are following:

- Learning Contract, including reading program (Theory) and Projects (Practice)
- Pre-Motorola (Before experiment and/or and Motorola (after experiment and/or project)
- Learning Diary
- Backstage of Learning (Learning Reflections, reports and evidence of learning are gathered in digital folder and is a basis for evaluation and receiving study credits)
- Competence Profile and Portfolio (Curriculum, including evaluation and self-evaluation tools, include evidence for evaluation of studies)

Process of Team Learning

In the beginning of the team process, individuals are grouped as a team of 15 members using the Belbin Team Role test. With the test, the goal is to create teams with more diversity.

The team will have their own personal coach, and they start 4-hour dialogue training sessions two times / week. The tools for team coaching are following:

- Dialogue training sessions
- Team Projects and collaborative (learning) practices
- Team goals (also vision and mission)
- Pre-motorola and motorola
- Team contract
- Rocket Model for evaluation and leadership/management tool
- Using different roles or "jobs" in learning (Team leader, Customer Manager, Marketing Manager, Financial Manager, Project Manager)

Process of Team Company Learning

What is the difference between Team Learning process and Team Company process? As the learners form a real (team) company, the team company process measures the business: turnover, customer projects and development of customer relationships/accounts.

The coaching tools for Team Company Learning are following:

- Rocket Model
- Following turnover/sales development
- Organisation of the team (roles Team Leader, Executive team, Sales Manager, Marketing Manager)
- Using different roles or "jobs" in learning (Team leader, Customer Manager, Marketing Manager, Financial Manager, Project Manager)

3.3. Art of Team Coaching

The art of team coaching is about achieving goals with a way that is authentic to one's personality. This means a personal style (look also for modes of a coach in the next chapter) that grows from the identity of the coach. In coach training, each coach builds their own coach character in the end of the coaching process to reflect their own values, competences, strengths, weaknesses, goals and coaching philosophy to be able to eventually reach their own personal mastery as team coaches. This is thought to be a life-long learning process, and there is always room for learning for everyone.

It might still sound vague to talk about the "personal way" of coaching as art. Still, there is a humane reason for adding "art" on top of "just techniques" or practice.

Three justifications for using the "art of coaching" are:

1. The complexity of real life context or learning architecture
2. Diverse learners need different kinds of support (coaching) during the long learning process to be able to learn and develop
3. We are different as coaches, but everyone has the potential to succeed

The role of the coach is “flipped” or turned around in terms of activity. Which means that coaches don’t give lectures but try to find different strategies to help everyone maximize their learning in the team. That means that every team needs “customization”. The coaching process commences with setting the stage together with the team in a way that creates a fruitful environment and atmosphere for learning. Emotion (how it feels) and created atmosphere plays a big role for the learner. Everything cannot be put in a guidebook, which means one must be able to navigate to produce and co-create better learning experiences with reflection of your goals, values, personality, strengths and weaknesses.

3.4. Different Modes of a Team Coach

No Classes, No Exams, No Teachers. In Tiimiakatemia marketing, those lines have been heard many times. As black-and-white they might seem, they reveal the basic cultural difference between coaching and teaching. The reality of course has more tones to offer. More traditional teaching practices includes group work, project work and other forms of self-directive learning, that are more similar to the Tiimiakatemia pedagogue. The main difference is though in the architecture: this is a system that seeds from the learner motivation, learning contract and team (company), and that wholeness is being coached.

The basic starting point for the style of coaching is in the mental models, learning tools and pedagogue. Figure 9 below illustrates different modes or roles of the coach.

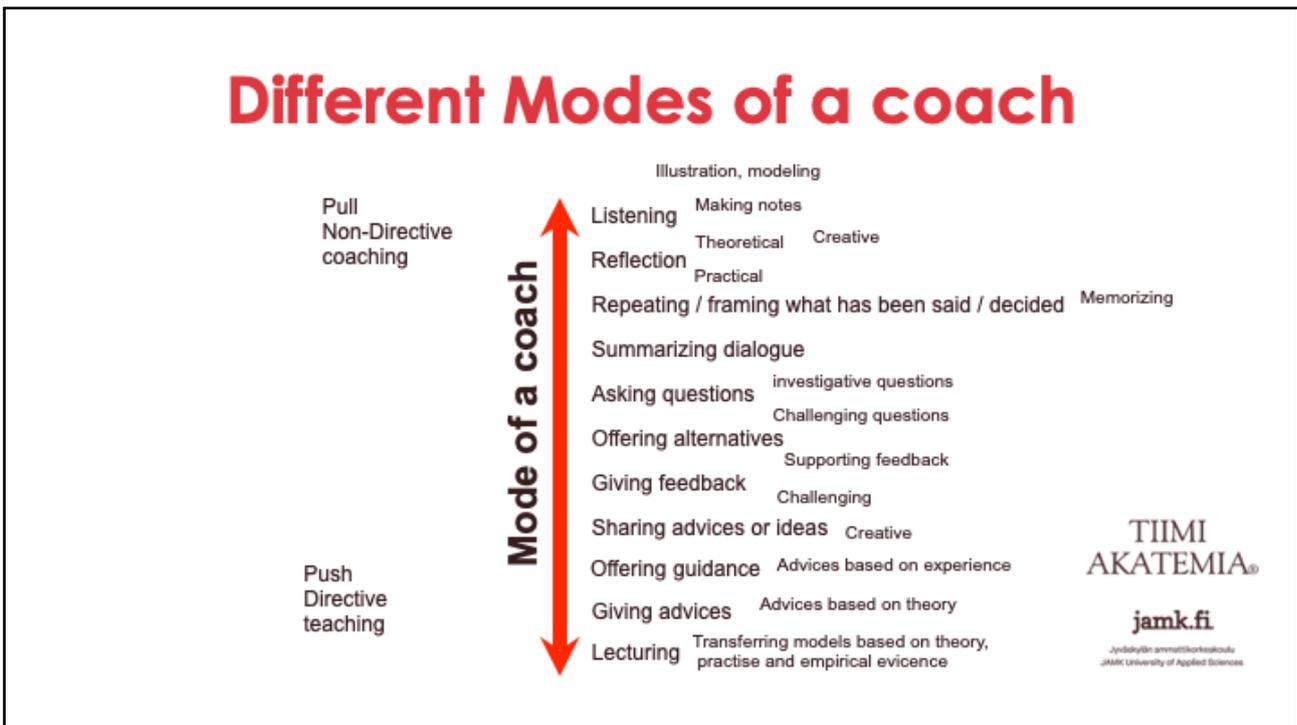


Figure 10: Different modes of a Coach

The most central method or pedagogical setting used is the 4-hour dialogue training session, where the coach is using different modes, tools or methods to enhance team (learner) dialogue and learning process. The coaching context typically is a 2,5 year long process, which differs radically from one semester lasting course, which has a fixed learning goals and a clear topic.

The learning process requires different coaching modes in different stages of the process. In the beginning, the learners need understand of the "house rules" and practices, e.g. what do they need to do in order to learn and succeed. Theoretically this means the curriculum, but in practice the situation is different, as the learners set up a real business in the first two weeks. This means that they receive a ownership of their co-owned business, that have real expenses and real need for new customers. This means that coach task is to coach both learning and business, theory and practice. By establishing real business, this constructs an environment for learning by doing.

3.5. How to start coaching

To set up your first coaching experiment, you can apply this process:

1. Select or Create a space and time for Coaching.

This can be a course or program that you have been teaching. There is no team coach without a group of students

2. Define goal for the experiment 1) your learning goal and 2) students' learning goal.

3. Define the learning architecture (pedagogue) and make a detailed script/ plan.

- Your coaching mode/ role (avoid lecturing in the first experiment)
- Other participatory methods
- The roles of learners/ students: you should/could make students owners / responsible of the design and facilitation of the session - you should set the stage for THEIR learning

4. Recruit, invite & engage students.

-Intrinsic motivation is always better than extrinsic. If this is a voluntary experiment, students who have motivation or interest will answer - and the learning results are better. Sometimes this seems like luxury, but changing the leadership roles can make a dramatic change. Don't take charge. Help and inspire.

5. Execute the Experiment.

- Don't take charge - its better start by listening, even though this causes awkward (silent) moments in the beginning
- Wait until the students take charge
- Help by asking right questions
- Concentrate on activating and "giving space" to the group, it is good to have pre-selected student leaders
- Play with different participatory methods (if the group is stuck)
- If this is practical work, avoid making too many (critical) interventions, especially if the process appears to be going forward. Interventions can disrupt up the process of the team. Instead, reflect on learnings and give (constructive) feedback. At the end of the experiment (check-out/motorola), and avoid giving "right answers"
- Let the team try to solve problems independently, if possible.

Script / Design (Example)

Roles:

Anne, Captain (Team Leader)
Peter, Facilitator, Team Member
John, Team member
Laura, Marketing manager

..
Juha, (Silent) Coach

Anne and Juha co-created the script and defined the goals and the pedagogy/methods for the experiment

Preparation: engaging learners by giving the goal and context for the session, also some pre-assignments that are needed for orientation and make learning richer / more efficiently

Setup and Goal: Dialogue training session about service design - the goal is to define and select company services for their website, team of 15 learners

8.15 Check-in (in dialogue circle): Orientation, expectations and introduction of the Context / session goals

9.00 Coffee Break

9.15 What should we offer and Why should we offer it ? (Question, introduced by Anne)

9.30 Working in small groups of 4 to create solutions, Brainwriting, Learning Cafe

10.00 Coffee break

10.15 Presenting solutions by small groups, 3 -minute pitches

10.45 Selecting the feasible services to be offered, using stickers

11.00 Break

11.15 Check Out (in dialogue circle):

Motorola:

What went well ?

What went not so well ?

What did I / we learn ?

What we put in practice/ what I do different next time ?

Next steps of the process ?

Deepening theory connection presented in the end by Juha - find a book / give a book tips of service design to the group when continuing the process. You may need to fill in some learning gaps on the basis of the work of learners.

Figure 11: Script

Also make a personal motorola of the experiment right after the session, where it is important to reflect (write it down), what did you learn as a coach ? What did you

learn about the architecture and how did it work ? How does it compare to the teaching that you have done before ?

One important measurement and objective for reflection is the learner's activity. Some helpful questions:

How active were learners in comparison to your earlier teaching ?

How motivated were learners when solving the problem ?

Do they continue the work voluntarily after the experiment ?

Did you encourage and inspire to continue the process ?

What could they achieve if they did ?

3.6. Your Coach Character

What kind of team coach are you ? Where are you going ? As a TEAMS team coach, that follows the Tiimiakatemia Jyväskylä principles, the professional identity develops through life-long learning process. With its philosophical roots in humanistic and constructive learning thought (not forgetting experiential learning), team coaching character building is based on ideas of self-actualization and self-direction.

"The coach character" is a concept that is used in coaching training. It is your coach identity, something that you build over your life-long learning process as a team coach.

In more practical terms, the competence of a team coach builds on his/hers theoretical and practical team coaching experience and evidence presented in the coach character portfolio. In this sense, the coaches are "educated" and evaluated in a similar manner that of other learners in the learning community. In Tiimiakatemia Jyväskylä, all the permanent Team Coaches have also Master -level university education and they are also certified teachers, which means pedagogical education.

In TEAMS -project coaching certification, the Team coaching skills include the evaluation of following evidence presented by the participants of the coaching program:

- 1) Team Coaching in Theory (Portfolio of learning, attending TEAMS coaching program).
- 2) Personal Learning Contract.
- 3) Team Coaching in Practice (Applying theory into practice at work, experiments).

4. Birth-Giving, Design Thinking and Entrepreneurship

4.1. Introduction: Birth-giving, Design Thinking and Entrepreneurship

The purpose of this chapter is to outline a program or process of team "Birth-Giving" (of knowledge) integrating Design Thinking methodology and process. In TEAMS - project this means that we suggest specific concept for arranging birth-giving events, that can be used in different organizations (TEAMS event).

The concept of birth-giving means birth-giving of new knowledge (see also chapter 6.9.). Birth-givings can be executed at any point of the learning and/ or evaluation process, but especially when a "summary" or evidence of the learning results is needed. As a concept, Birth-givings can take different forms in terms of content, time and effort put into it.

Team birth givings typically can vary from 8 to 24 hours. 24-hour birth-giving is used as final challenge as teams graduate after 3,5 years. The teampreneurs work all night long to produce their solution to customer's challenge. Birth-giving starts from (customer) presenting the challenge or problem to the team. The team is given time to solve the problem and prepare the solution, report and the presentation.

In TEAMS -project we encourage to use a specified TEAMS event -concept to help you arrange an innovation event (birth-giving) for learners (Birth-Giving), you can apply an event concept lasting 8-48 hours (See Chapter 6.20, TOOL 20: Teams Event).

Design Thinking -process and tools are suggested to be integrated in the Teams - event. With Design Thinking, processes (cognitive, strategic and practical) that aim to develop a new concept proposal for service, product and innovation.

4.2. Birth-Giving as Knowledge Creation and Learning

Teams and individuals create knowledge and learn constantly, whether it is formal or non-formal. Learning can be accelerated, when individuals are successfully working together in teams and actively participating in co-creating knowledge. This general idea is in the center of a specific Team birth-giving -events. These events have typically following goals:

- 1) Co-Creation and Presentation of (tacit) knowledge in Explicit form.
- 2) Offering solution to a given problem presented by customer
- 3) Resolving an inner conflict and developing new practices for the team

Teams develop and learn entrepreneurial competences through regular birth-givings (Learning & Research, Creativity and Innovation, Business Competences, Communication, Sales & Marketing, Leadership & Management).

How individuals and teams learn different competences during Birth-Giving:

Competence	How the competence is being learned	
Learning and Research	Learning by doing (as a part of the team) while constructing conceptual knowledge / solution to a given problem ; Learning research skills while exploring f.e customer needs / use context of product/service	
Creativity and innovation	Learning by doing while trying to create a solution to a specific problem, using methods and tools (including Design Thinking) that enhance creativity and lateral and divergent thinking	
Business Competences	Learning by doing while creating business models, offering and offers to customers	
Communication	Learning by doing while communicating with the team and customers	
Leadership and Management	Learning by doing while leading and managing the team co-creation process; learning through specific leadership roles	
Marketing and Sales	Learning by doing while offering (selling and marketing) the birth-giving service to customers, "selling" the solution to customers by presenting	

Figure 12: Learning during the birth giving

4.3. Using Design Thinking as a method in Birth-Giving

In TEAMS -project, Design Thinking is encouraged to be used as a method integrated in the birth-giving process (Teams -event). This means that learners follow the Design Thinking process, that is explained below.

There are different process representations of Design Thinking, the one of the most known is the "Double Diamond" -process developed by the British Design Council²:

However, Design Thinking process have similarities to more universal models of creative process, problem-solving and learning processes (See even Bloom's Taxonomy). Still, in Design Thinking concept is unique in its view how innovation process should be constructed as engaging, participatory, customer/human-centric and experimental.

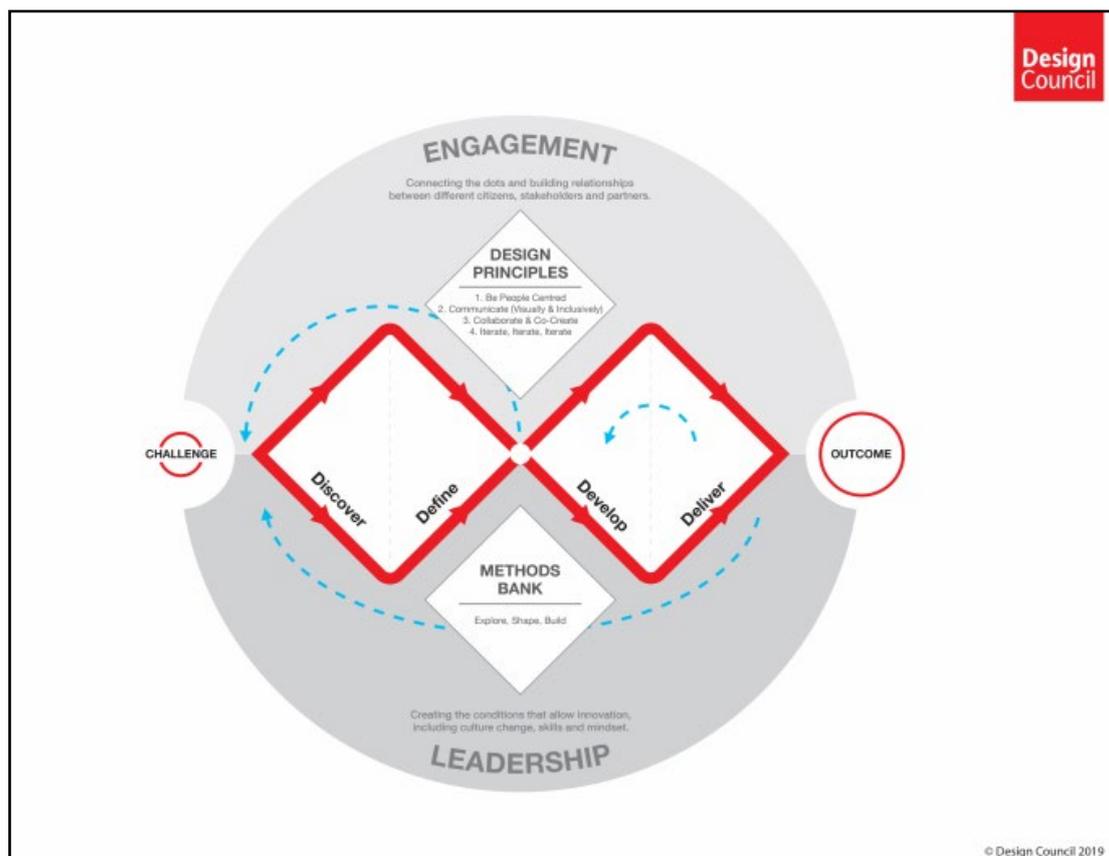


Figure 13: The Double Diamond

² <https://www.designcouncil.org.uk>
TEAMS Blueprint manual

In a TEAMS event -concept, learners are encouraged to make use of the following adaptation of the Design Thinking -process:

- 1. Get assignment (from customer)**
- 2. Explore & Empathize**
- 3. Ideate & Prototype (Experiment)**
- 4. Conceptualize & Present**

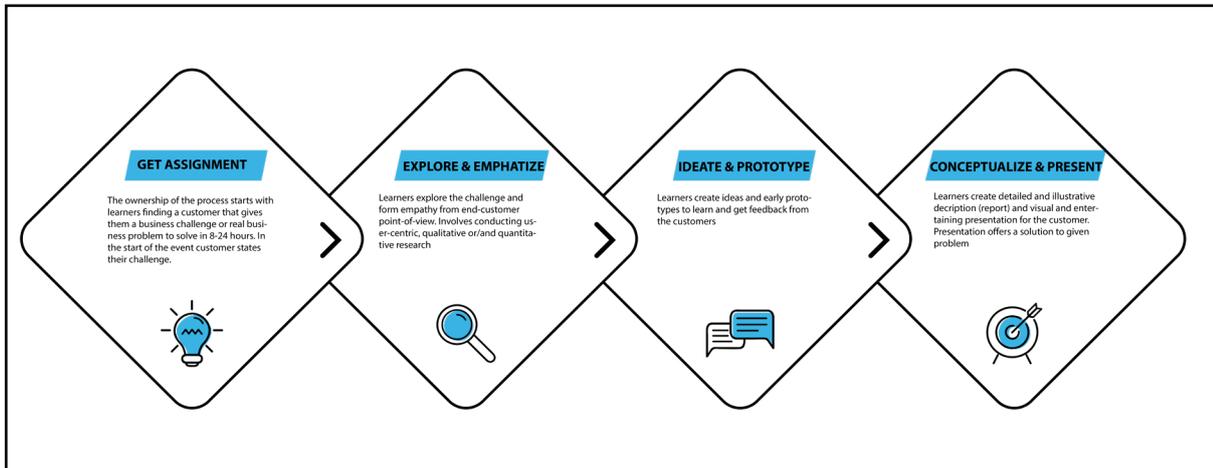


Figure 14: TEAMS event concept

1. Get assignment (from customer)

TEAMS event starts with presentation(s) of real business challenges/assignments from customer(s). In 24-hour-birth-givings, these challenges are new and unknown for the graduating team company. Challenges are presented by the real companies, that expect solutions for their challenges in 24 hours. In 24-hour birth-givings, the customers are acquired (negotiated and training their sales skills) by the community of team companies (by the students themselves), serving the graduating team.

“Conventional” birth-givings can be acquired by the team companies themselves, by offering “birth-giving” -service to companies.

2. Explore & Empathize

After listening to the business challenge, students (teampreneurs) should start exploring the problem and “empathizing” with the end customer’s needs. In practice, this part starts during the TEAMS event by setting up a Q and A session between the student team and the customer in order to be able to “empathize”, ask questions and acquire and deepen knowledge around the challenge.

In the second phase, the innovation team should explore and conduct research around the topic by using qualitative and quantitative research methods.

3. Ideate and Prototype

After exploring knowledge around the challenge/ topic, students should gather and freely create ideas. After brainstorming, ideas should be evaluated, selected and then create fast prototypes (in order to deepen the understanding of the idea).

4. Conceptualize & Present

In the final phase, students create detailed, illustrative and entertaining presentation(s) of the selected concept(s) / solution(s)

5. Designing TEAMS Learning Experiences and Experiments

This chapter aims helping teachers to design, experiment and apply principles into practice.

5.1 TEAMS principle for learning

TEAMS principles for designing new learning experiences:

- 1) Learning by Doing and Experiential Learning
- 2) Learning Entrepreneurial skills and behaviour
- 3) Apply and co-create theory into practice (exploring theories within a learning team and applying them in a real-life setting)
- 4) Learner-led team & community learning
- 5) Design Thinking
- 6) Promotion of intrinsic motivation, ownership of learning (student owns the learning process), and Life-long learning

These principles should be used as a check-list when designing new learning experiences and experiments in maritime sector. This means including all principles when designing new learning experiences

Figure 15: TEAMS principles for learning

5.2. How to design a new TEAMS learning experience

Design Process

1. Set goals for learning experience
2. Define learning architecture
3. Craft an Experimentation Plan
4. Execute the Experimentation
5. Evaluation of the Experimentation
6. From Experimentation to Production

Figure 16: Designing a TEAMS learning experience

5.1.1 Set goals for the learning experience

When setting goals for a new TEAMS learning experience, you should first check the TEAMS principles defined in chapter 5.1. Answer the following questions:

1. What students DO in practice during this learning experience, and how the experiential learning cycle is included ?
2. How Students learn TEAMS Entrepreneurial skills ?
3. How Students Co-Create (working together with other students) understanding of theory and apply it to practice ?
4. How students can affect the goals of their learning and increase intrinsic motivation (can they use learning contract or pre-motorola -tool)
5. Does the learning experience include design thinking process ? How ?

By crafting your goals answering carefully questions above, you ensure that the learning architecture takes into account the crucial TEAMS principles. This also helps you to move to the next phase, *defining the Learning Architecture*.

5.1.2. Define Learning Architecture

The Learning Architecture refers to the holistic setting of learning: practices and physical settings during the learning experience. For crafting the architecture, you may use the following tool, by answering the following questions:

Define optimal learning space(s) for the Learning Experience :

Space Setup Specifications: Description of physical and/or virtual space & technology

Basic info:

Name of the experience (comparable to course) / the scope

Duration of the experience (credits)

Learning Goals of the Experience (Defined in Chapter 5.1.1.)

Description of the student practices: Define a script / timetable for the experience

Pedagogical TEAMS Tools and Methods used During the experience

5.1.3. Crafting an Experimentation Plan

By using the Experimentation Plan -tool, one can rapidly craft the first experimentation plan of the design. Not a whole plan but at least in part. Select a part, that is easy to execute and maximizes the learning about the subject. If the idea feels mentally challenging, it is potentially a good sign - it may be a great learning opportunity! It is recommended, that the first experiment duration is in hours, not days (1-2 hours would be a good beginning).

Experiment with a new pedagogical or physical setting, or a new role as a coach. The most crucial thing is to make it easy as possible to execute and focus on learning and applying plans in to action. The experiment should always include the coach and the learners to be able to receive feedback. Feedback and reflection lead to having ideas for the next experiment.

5.1.4. Execute the Experimentation

Execution of the Experiment should be relatively easy once the students are recruited and the experiment is designed properly. Save enough time for feedback session. It may be a good idea to collect feedback and have an open discussion about the experience at the end of the experiment. If open and straight feedback is not occurring, try other research methods. One option is to recruit a student to interview the participants right after the experience.

Reward students when needed. Rewards can take the form of new learning opportunities, study credits or movie tickets!

5.1.5. Evaluation of the Experimentation

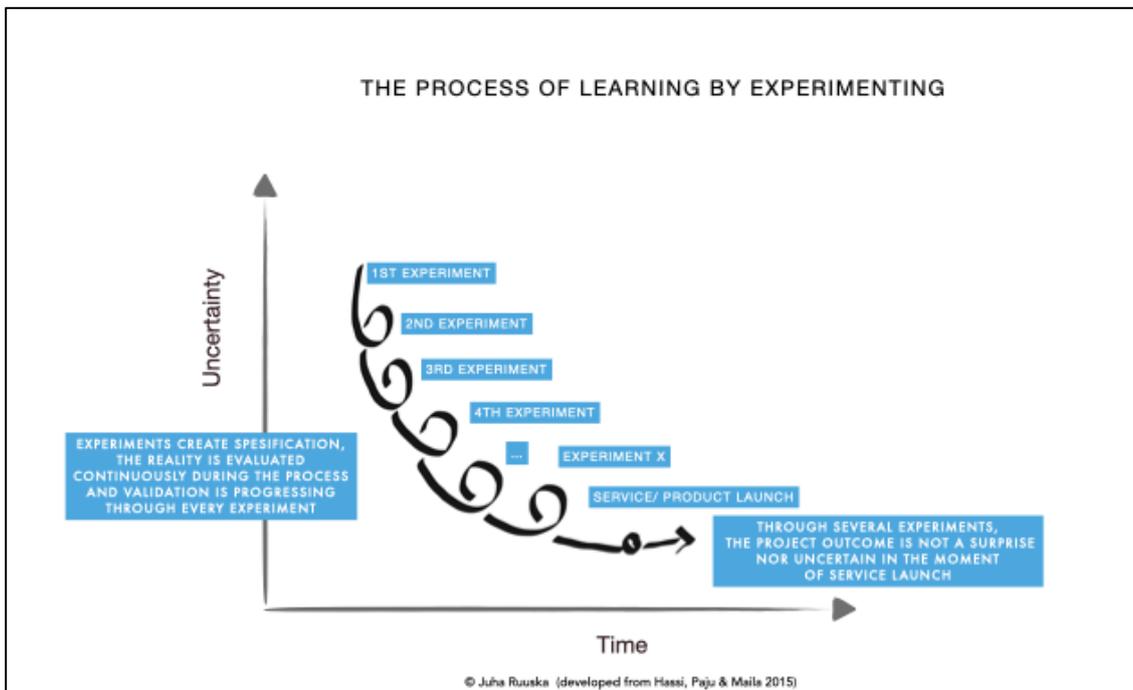


Figure 18: The process of learning by experimenting

To make an effective evaluation, feedback is needed from the students (the end-customers) as well as a self-evaluation with the project team. If there is only one member in the project team, self-evaluation by writing a memo and then ideate on the next experiment is an option.

In general, learning is faster together, more motivating and helps the organization to change. Also sharing experiences with colleagues is very important and pushes people forward. It is difficult to change and experiment if an individual feels alone with the endeavor.

5.1.6. From Evaluation to Production - Learning by Experimenting

The process of developing through (small) experiments follow a different, highly adaptive logic. As if it were compared to typical waterfall project management. Through each experiment you will learn about how to develop the learning experience further until ready to launch it as a complete service concept (course, program etc.).

6. ToolPool: Learning Tools

Tools for Team coaching & learning

1. Learning Contract
2. Team Contract
3. Learning diary, training diary
4. One on One
5. Experimentation plan
6. Gamification of Learning
7. Motorola questions (Pre-Motorola and Motorola)
8. Reflection paper
9. Birth-Giving / 24-hour delivery
10. ARCI
11. SMART
12. Game Plan / Project Plan
13. Team Role Test
14. Hot Seat
15. There and Back
16. PDCA -Cycle
17. Pace Counter

Team Learning / Facilitation / Participatory methods

18. Dialogue training
19. Lego Serious Play

Tools for Birth-Givings, Design Thinking & Entrepreneurship

20. TEAMS event
21. User Persona, research
22. Business Model Canvas
23. Team Company
24. Co-creation with customers

6.1. TOOL1: Learning Contract

What ?

A personal development plan for examining your development in light of your history, the present moment, and the future.

When ?

At the onset of any process, e.g., studying, a new vocation, or a life-style change.

How ?

01) Emphasize that it is a CONTRACT, where the person agrees with him or herself and the group on achieving the set goals and overcoming any challenges that may come their way.

02) Guide them to make the contract in free form: everyone chooses a method that feels natural.

03) The following questions can make it easier to write the contract. Choose a suitable period of time. The contract should at least include the goal, how to achieve it, and how to monitor progress:

- **Where am I now?**
- **Where do I want to go?**
- **How will I get there?**
- **How will I know when I get there?**

(Idea deck 2016; Cunningham 1999)

6.2. TOOL 2: Team Contract

What ?

Defines the responsibilities of team members and the team's most important functional components.

When ?

When the team feels that an agreement is necessary and wants to define the basic principles of their cooperation.

- Inexperienced teams often make a Team Contract after around six months of working together.
- This typically occurs when members are uncertain of their own responsibilities in the team.

How ?

01) The management group, team leader and coach prepare a rough outline.

One possible outline:

- Naming the parties
- Purpose of the team
- Objectives and indicators
- Mandate and resources
- Know-how structure
- Teampreneur's responsibilities
- Rewarding principles
- Other issues
- Signatures

02) Raise a discussion about the Team Contract's outline and sections.

03) Make changes based on that discussion.

04) Sign the contract.

05) Agree on the methods for future monitoring compliance to the contract.

06) Place the Team Contract in a visible place to keep it in mind.

(Idea deck 2016)

6.3. TOOL 3: Learning Diary

What ?

A learning diary is a note book into which one records what has been learned as well as new ideas.

When ?

The learning diary is an important tool to support independent learning, as it aids the individual to remember what has been learned.

How ?

01) A learning diary is a note book where ideas and thoughts are recorded after acquiring from various learning situations.

02) Writing supports thinking, organizing thoughts, and crystallizing ideas, helping individuals remember them. Instead of writing, one can also draw pictures, use mind-maps, etc.

03) In lieu of note books, many learners have shifted to using tablets. However, in group situations, computers/tablets are not ideal as they “hide their users behind them” and tend to distract people from the subject at hand.

04) Review the pages of the learning diary from time to time. Reviewing historical notes aids the individual in remember things forgotten or reveal repeated core themes and their subsequent good or bad consequences.

(Idea deck 2016)

6.4. TOOL 4: One on One³

What ?

Informal developmental discussion/dialogue between the coach and learner. The goal is to clarify learners goals (Learning Contract) and strengthen attitude, skills and tools and techniques to achieve goals in practice.

One on One -discussion is used in Tiimiakatemia at least two times/ year to support individual (and team) learning. The purpose is to support personal development.

Learning Contract is a central tool for preparing the context for the discussion.

When ?

In the beginning of semesters/ projects, in challenging moments when learning process is stuck

How ?

After setting a time for 1-2 hour discussion, the coach should set a focus for the discussion, and updating the learning contract before the discussion.

Other tools can be used in order to achieve practical results (Pre-Motorola, Pace Counter, Game Plan, Smart.)

Aside from the tools, it is important to create relaxed atmosphere to create trust, creativity and enthusiasm for learning.

³ © Juha Ruuska

6.5. TOOL 5: Experimentation plan

What ?

An Experiment can be defined as the minimal experience (in duration) that produces maximal learning of the selected phenomena. This pragmatic method is familiar for the natural scientists and research, where controlled experimentation has been always used as a method for knowing more of natural phenomenon. In entrepreneurial thinking it has been popularized by Eric Ries in his book *Lean Startup* (2011). The phenomena in learning is ancient, and children have been found to learn naturally by experimenting.

By using the Experimentation Plan -tool, one can rapidly craft the first experimentation plan of the phenomena to be learned. The experiment in this context is not the whole phenomena or a project, but a small part of it. In the beginning often mistakes are made by planning a project, as opposed experimenting.

One should select a part, that is EASY to execute and MAXIMIZES learning about the subject. If the idea feels mentally challenging, it is potentially a good sign - it may be a great learning opportunity! It is recommended, that the first experiment duration is in hours, not days (1-2 hours is a good start).

See more about experimentation (when designing new learning experiences) in Chapter 5.

4. Define game mechanism

-What players are "collecting" ?

1) Practice: What should they be doing ? (Work/ Project work: Planning, Executing)

2) Theory What should they be doing (searching, processing, constructing)

In Tiimiakatemia, shared sprint goals are measured for 1) Customer visits and 2) Book points.

-How can we make the playing fun and supporting flow ?

1) Usually working together within a team is potentially fun and drives motivation, activity and cohesion: challenging goals are easier to achieve when it is done in a group. Soft skills are learned (e.g. communication) when working together

2) Challenge/Goal should be realistic for the learners: not too hard/not too easy

3) Orientate and motivate learners so it is clear how to play! Try to create rewards that are motivating for students - usually something that is useful for them in the end helps to motivate.

4. Design how to create sense/feeling of control for the learner: How can they self-direct and individually learn with the pace they want to (or are able) learn.

6.7. TOOL 7: Motorola Questions

What ?

The Motorola report was developed at Motorola as a quick project evaluation tool that is repeated regularly in the different stages of projects.

When ?

The pre-motorola is done before starting the project as a foundation for the team's decision to take on or reject the project.

Motorolas are always performed after projects, and also at suitable milestones during long projects.

How ?

01) The project group presents the pre-motorola questions to the team as well as the project budget and, e.g., the SWOT or DC model. Based on this work, the team decides if the project is a go or no go.

02) During or after the project, the group does a Motorola report to assess the work done. Based on the report, they choose the things to take into practice.

PRE-MOTOROLA

01) What went well?

02) What went poorly?

03) What did we learn?

04) What will we do better/put into practice next time?

POST-MOTOROLA

01) What are the objectives of this customer project?

02) What is the customer's role in this project?

03) What theoretical knowledge will we apply in this project?

04) What are the project's revenue model and financial goal?

05) What are the project's risks, and how will they be anticipated and controlled?

(Idea deck 2016)

6.8. TOOL 8: Reflection Paper

What ?

The Reflection Paper is a basic instrument of learning by doing, with which individual learners reflect on their actions, successes and failures, seeking cause and effect relationships.

It is done in writing, which advances conscious mental processing.

When ?

For example, when a project or predefined learning term is ending, or as a milestone evaluation, e.g., every second month.

How ?

01) In writing, revisit your learning situation the way it actually happened. It may be, e.g., organizing an event.

02) Think over the situation from the start, and write down, e.g., situations where decisions were made. Consider the grounds and consequences of the decisions. It is also good to write down the positive and negative feelings experienced in different stages.

03) Try to “draw a picture” of the learning process by writing. Remember that reflection is always first and foremost for self-understanding.

04) Include theoretical knowledge gained by reading. This deepens your learning and helps you look at the situation from the outside. Include tools used in the situation, and customer or outsider evaluations of the work.

05) It is good to practice reflection in the group, where quality dialogue will enhance learning for each individual and the whole group. Developed dialogue in shared reflection creates new knowledge.

(Idea deck 2016)

6.9. TOOL 9: 24-hour Delivery (Birth-Giving)

What ?

24 Hour Deliveries are trials where teams test their know-how solving a customer commission.

- The purpose is to create new knowledge and insights by combining experiences, theoretical knowledge, and knowledge gathered from the customer’s business environment. The best ideas are refined into practices.

When ?

- To produce new ideas and operating models, or to solve a problem.
- To enhance team development.
- Delivery i.e. ‘giving birth’ serves as a demonstration of learning.

How ?

01) The team gets a commission or defines one itself before the Delivery. The commission must be a concrete, clearly defined issue for which the team seeks solutions and ideas. The commission is in written form.

02) For the duration of the process, the team closes itself into its own premises, concentrating solely on the task at hand. Every team member participates. The limited time (24h) and lack of preparation create performance pressure.

03) Work proceeds according to the diamond model: In the beginning, the team studies background information and clarifies the subject area and needs. Based on this, they generate a vast amount of ideas (divergence). The preliminary results are examined with the customer. In the final stages of the work, the ideas chosen for refining are crystallized (convergence), and the rest of the time is used for further refining the best ideas and reporting the end results.

04) The style of working depends on the individuals and the group. Well-functioning teams know how to make use of their members' strengths and distribute tasks accordingly.

05) Results are presented to the customers and coaches when the work is done. The purpose of this presentation is to sell the results to the customers, so experiential elements are added.

06) When the commission is being planned, criteria are set for the Delivery, and the work is assessed in relation to those criteria.

(Idea deck 2016)

6.10. TOOL 10: ARCI

What ?

A tool for defining tasks and responsibilities, which helps to understand the project's leadership responsibilities and communication target groups.

When ?

- In the beginning of a project and when defining responsibilities.
- In change leadership situations when you want all team members involved in the change and to understand their own roles.
- To clarify the levels of communication.

Example

	Essi	Riikka	Ulla
Sales	A	R	I
Marketing	R	I	C
etc.	C	I	R

Figure 20: ARCI

How?

01) Explain the purpose and the model.

A = accountable

R = responsible

C = contributor

I = informed

02) Ask the members of the project team to define the project's subareas (e.g., marketing, sales...).

03) Tasks in the subareas must be split into as small tasks as possible.

04) Tasks in the subareas and their schedules are written in a table, e.g., on a flip chart.

05) Designate the people responsible for the tasks, and define the chains of communication according to the ARCI-responsibilities.

Remember

- It is best if there is only one R in each task (sometimes there are more R's, but there can only be one A).
- Resolve and communicate any overlap or deficiencies in the roles of the matrix (e.g., you cannot find a single R).

(Idea deck 2016)

6.11. TOOL 11: SMART

What ?

- SMART contains the characteristics of a good objective.

When ?

- When your goals are starting to take shape, SMART is a good tool for crystallizing and concretizing them into their final form.
- The questions can also be used to concretize the group's shared objectives. In this way, a shared viewpoint is formed of the goals, making it easier for individuals to adopt them.

How ?

Specific – Is the goal precise? A clearly defined goal is easier to achieve.

Measurable – Is the goal measurable? Monitors define the level of success and make progress visible.

Attainable / Achievable – Is the goal attainable? Success must be realistically possible to maintain motivation.

Relevant – Is the goal relevant? Reaching the goal must take your development in the right direction.

Time-bound – Do you have a timetable for reaching the goal? Goals must have deadlines, or at least checkpoints.

01) Write the goals, e.g., on a large sheet of paper.

02) Evaluate each objective one at a time, using each question.

03) Try to improve each objective by making them more precise, measurable, attainable, etc.

- The method can also be applied to a group's goals, whereupon the questions are examined in Learning Café style in small groups and summarized in the end.
- One can also use SMART alone for personal goals. Have a dialogue with oneself, using the questions.

(Idea deck 2016)

6.12. TOOL12: Gameplan

What ?

A visual action-planning tool that helps to clarify the team company's or project's key objectives and desired results.

When ?

- When team entrepreneurs are planning their operations and wants to see their tasks in a visual form.
- When there is a need to simplify the planned activities.
- To support communication and monitoring.

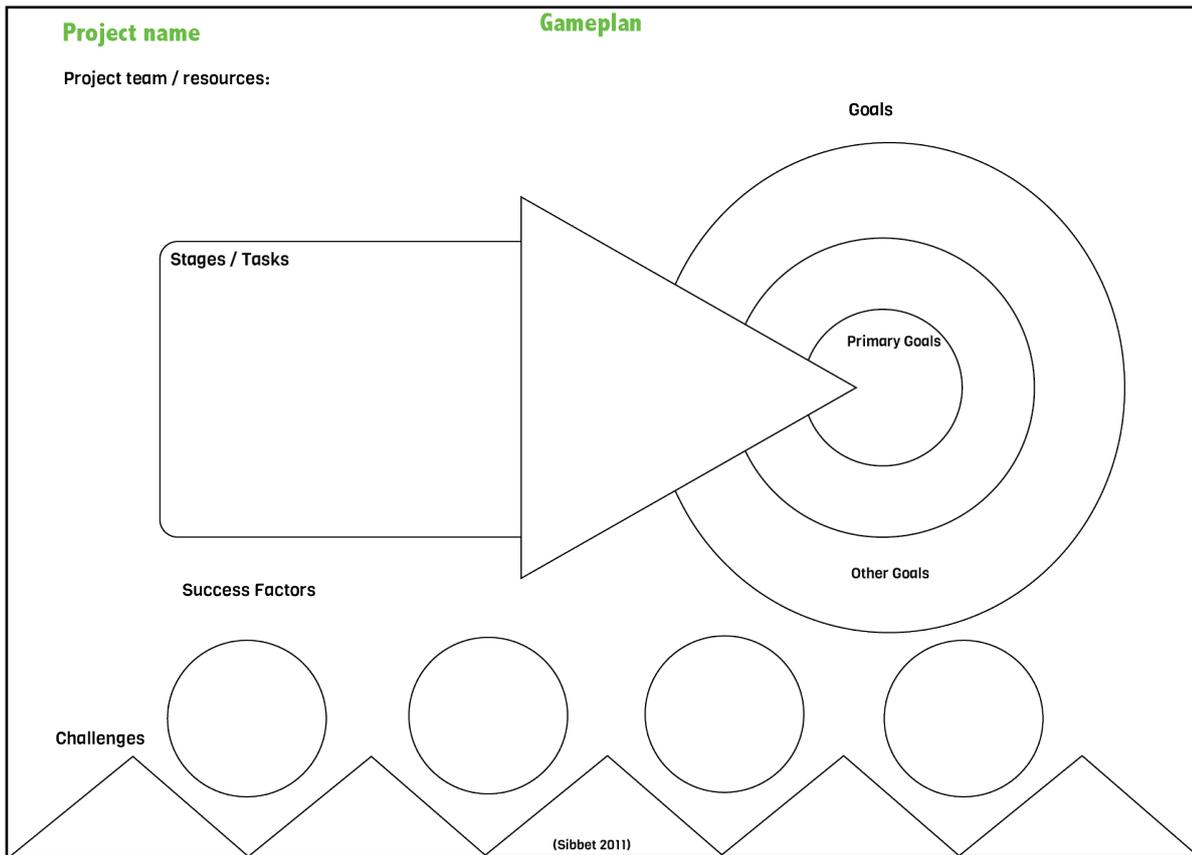


Figure 21: Gameplan

(Idea deck 2016; Sibbet 2011)

6.13. TOOL 13: Team Role Test

What?

- A tool for defining team roles and increasing our understanding of our own and other team members' roles and functions in the team.

When ?

- When establishing a team or project team.

Why ?

- To increase understanding of an individual's way of working in a team, and to build a good theoretic framework for building a team and about the significance of different roles in teamwork.

How ?

- 01) Start by explaining the necessity and significance of different team roles when building a team.
- 02) Everyone takes the personal team role test.
- 03) Explain each team role's typical way of operating and discuss the roles.

04) Everyone explains their own team role, followed by a discussion on how each team member sees their role and whether or not they identify with it.

05) Finally the whole team has dialogue about the significance of different roles for the team, how they can be put to use, and the possible challenges that may occur as the team functions. (Idea deck 2016; Belbin 2011)

Role	What does it offer the team ?	Weaknesses
Plant	Creative, imaginative, solves difficult problems.	Does not care about trivial things, communication is not a strength
Co-Ordinator	Self-confident, good chairperson. Clarifies goals, encourages decision-making, delegates well.	Sometimes felt to be manipulative. Lays work on the shoulders of others.
Monitor, evaluator	Strategic and mindful. Examines all perspectives. Good at evaluation and weighing pros and cons.	Lacks drive and the ability to inspire.
Implementer	Disciplined, reliable, conservative and effective. Transforms ideas into practical action.	Inflexible. Reacts slowly to new opportunities.
Completer, Finisher	Meticulous, finds flaws and fixes them. Follows schedules.	Tends to take on too much responsibility. Not good at delegating.
Resource Investigator	Social, enthusiastic. Seeks and examines opportunities. Finds contacts.	Overly optimistic. Easily loses initial enthusiasm.
Shaper	Challenges others, dynamic, enjoys pressure. Faces challenges boldly.	Provokes and is easily provoked. May offend people.
Teamworker	Co-operative, diplomatic. Listens, constructive, and avoids friction.	Is not good at independent decision-making in tight situations.
Specialist	Independent, dedicated. Offers specialized know-how.	Restricted to his or her special expertise. Only concentrates on technical details.

Figure 22: Team Role Test

6.14. TOOL 14 : Hot Seat

What?

This feedback method makes honest and direct feedback possible in a constructive way.

When ?

- Regular feedback, given once or twice a year, supports the development of honest relations.

How ?

01) Before coming together, each team member evaluates all the others with the help of two questions:

“Three things I would like you to stop doing.”
Three things I would like you to keep doing.”

02) In the feedback session, each member takes a turn in the Hot Seat listening to three things the others wish they would stop doing and three they should continue.

03) It is good to start the session by reviewing the feedback rules:

- All team members are equal.
- Feedback must be openly accepted without questioning.
- Feedback must not be about the person, but their actions.
- Honesty carries each individual and the team forward.

04) Examples of concrete situations helps people understand what the feedback means.

(Idea deck 2016)

6.15. TOOL 15: There and Back

What ?

A team formation process in which the team is taken to a new environment to solve challenges together.

When ?

- When new teams are starting.
- When old teams want to kick start a change processes.
- Essential to work through the challenges together with other team members.
- Everyone's input is needed for a successful end result.

How ?

01) Plan tasks and a trip that is both physically and mentally demanding and leads in the desired direction.

02) Gather the team and embark on the trip.

03) Make use of transition times to think or talk about specific issues, or to prepare for the next task.

04) Seek leaders and examine the group's dynamics and natural behavior patterns amidst the challenges.

05) Summarize the events of the trip with the team in dialogue.

- What did I learn about myself?
- What did we learn about each other?
- How will we move forward?

(Idea deck 2016; Mirvis, Ayas & Roth 2002)

6.16. TOOL 16: PDCA Cycle

What ?

The four-point cycle makes it possible to continuously develop and learn from ones working and actions.

Plan Plan what you will do.

Do Do what you planned.

Check Study your results — are they what you wanted or something else? This also reveals which areas need a change of direction.

Act Put the results of the Check into action.

When ?

- Useful for evaluating the performance of projects or processes.
- Originally created for developing quality, the model leads people to see their work as an arena of continuous learning and development, where plans and procedures can be modified.

How ?

01) When starting a project, designate Check moments (e.g., once a month, or twice a year) when the team will stop to assess if it has proceeded according to plan and if they need to change the plan or the way they are working.

02) Based on this assessment, agree on corrective action, methods, and responsible persons who will integrate them into the team's practical work.

03) You are free to make use of assessment models such as the Motorola report. In the Plan stage, you can use planning tools such as ARCI.

(Idea deck 2016; William Deming)

6.17. TOOL 17: Pace Counter

What ?

- The Pace Counter helps to define the essential tasks for short periods, e.g. one week.
- It helps to agree on, monitor, and evaluate progress in relation with objectives. It also enhances efficiency and performance.

When ?

- To improve your effectiveness.
- In a team, to monitor the achievement of weekly objectives.

Example

- Everyone fills in the Pace Counter every Friday.
- You can agree on the objectives alone, with your superior, or in the group.
- On Monday, everyone briefly presents their Pace Counter.
- Others give encouraging feedback, thinking how to help each other succeed in their tasks.
- You will be able to see results after two or three tests.

How ?

Name and date:

1. Successes

What have you succeeded in this week? – TOP 5

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

2. Objectives and Tasks

- Tasks I performed during the week.
- Customer contacts and meetings.
- How well have I reached my objectives for the week?

3. Learning

- What have I learned?
- Books and articles that I have read:

4. Questions I need answered now:

5. Orientation

- My most important objective for the following week:

4 most important tasks for the beginning week:

- 1) _____
- 2) _____
- 3) _____
- 4) _____

(Idea deck 2016)

6.18. TOOL 18: Dialogue training

What ?

Dialogue training is central method for team learning. As a pedagogical setting it is democratic, and lifts team dialogue (not teacher monologue) to the front. Central coaching practices and learning situations are based on dialogue training. Learners have the ownership and direct of the learning: they are training their real co-operation with their coach. Their problems and challenges are real as they are democratically and legally responsible of their owned venture.

Team entrepreneurs plan their training sessions and set business and learning goals. They also execute and lead the dialogue during the training sessions. The role of the coach is to support learning and using different modes of coaching, that suits the situation and motivates learners to self-direct and seek solutions themselves (see Chapter 3).

How ?

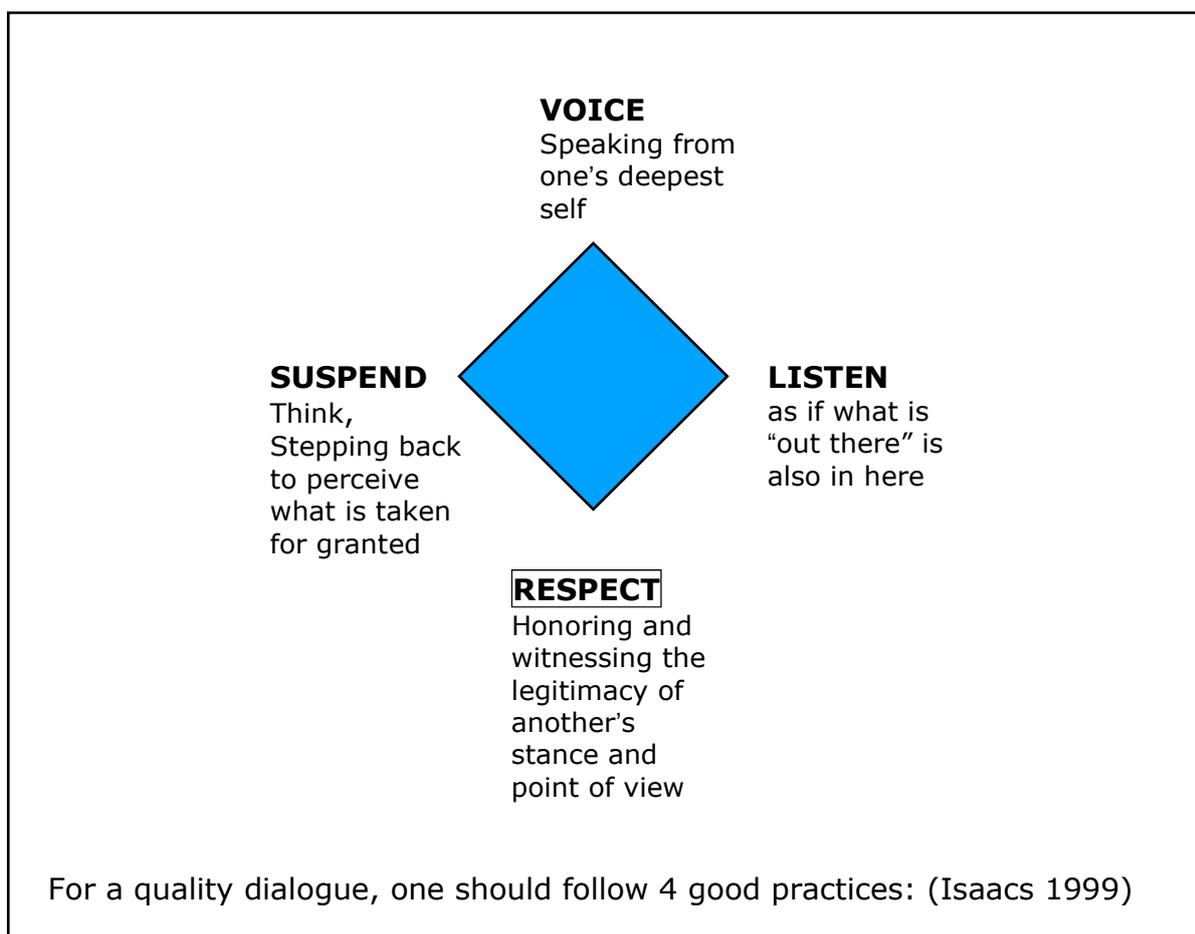


Figure 23: Dialogue⁵

6.19. TOOL 19: LEGO® SERIOUS PLAY®

⁵ © Juha Ruuska

What ?

LEGO® SERIOUS PLAY® is a (professionally) facilitated meeting, communication and problem-solving technique for groups, played always with a serious purpose (solving real problems). It is said that with it, you can achieve 100-100 meetings, which means 100% participation. Usual meetings most of the people are not actively participating, but are passive.

How ?

The (trained) facilitator asks questions that aim to go deeper and deeper into the given topic/ problem. With the help of several different techniques, you can build shared understanding, strategies, team integration and solutions for organizations. In LSP workshops, you build lego models starting from individual models, connecting them into shared models, landscapes, real time strategy sessions and principles in the form of model-metaphor-stories. It is a true 100-100 method, which involves every participant, which seldom happens in strategy and team meetings. That also means that you should be able to use all the potential the team has. When you build lego models, it works also as a form of self-reflection. You are encouraged to apply "just start building" -mode, so if you don't know what to build, you can activate the process of "thinking with your hands". Hands have powerful connection to your brain (Ruuska 2019.).

Figure 24: Lego Serious Play



6.20. TOOL 20: Teams Event

What ?

Teams Event -concept is described here to be used by maritime teachers to carry out a 8 to 48 hour public event (comparable for course) for birth-giving of new knowledge in practice to train entrepreneurial skills (see more in detail chapter 4.2.) integrating the design thinking process (as described in the last chapter).

TEAMS innovation -event! (Introduction for participants)

This innovation event brings together the learners and the business people. You work in a team and solve the customer challenges. Your team prepares the presentation material and your aim is to convince the whole audience of the outcomes of your teams work. Customer and Teacher (also Peer feedback during the event is possible!) gives feedback and evaluates your teams results. It is a lot of fun and hard work!

How to organize ?

You will need

1. PROJECT TEAM (of students)

- Reserves the venue where the event is organized.
- Organizes 3 customer cases for the event (for a team of 10+ students).
- Takes care of the local marketing actions -> about 50 participants (audience) is needed for the event.
- Creates a script/ agenda for the event and organizes and also hosts the event
- Receives study credits for the project; project is well-suited for a preliminary project moving to play a role as a innovation team

2. INNOVATION TEAM

- -The team of students that attempts to solve the problem given by the company
- -Works together aiming to solve the business challenge
- -Receives study credits after evaluation from Customer, Teacher and Peers

3. UNIVERSITY REPRESENTATIVE (Teacher)

- Defines a case context which is solved during the TEAMS event. (the case can be in the area of marketing, business development, innovation...it is crucial that it is a real challenge of the customer)
- Prepares a presentation material and presents the material for the teams which will work under that challenge. (basic information of the company itself and opening up the question which will be solved).
- Evaluates the results after the task is completed.
- Needs to be present while the event is opened (presents the case) and while the event is closed (evaluation and feedback).

4.CUSTOMER

- Defines a case which they want be solved during the TEAMS event. (the case should
- be in the area of maritime business: marketing, business development, innovation...it is crucial that it is a real challenge of the customer)
- Prepares a presentation material explaining the challenge and presents the material for the innovation team in the opening of the event (basic information of the company itself and opening up the challenge which should be solved).
- Evaluates the results in the end of the event.
- Needs to be present while the event is opened (presents the case) and while the event is closed (evaluation and feedback).

6.21. TOOL 21: User Persona

What ?

Personas are fictitious characters that represent the needs of the intended users of a service. With persona, the designer tries to link typical users of the service to others. Complementing the personas describe how their needs can be met. Conducting research about the users will make fictive characters more realistic and reliable also in scientific terms. User personas are often used in Design Thinking and Service Design in order to for empathy towards the end customer/ user of the service.

When ?

In the early stage of a birth-giving / design thinking process when one tries to form empathy towards user's needs

How ?

Useful, visual and easy to use tool for creating user personas can be found in Osterwalder's book Value Proposition Canvas (2014)

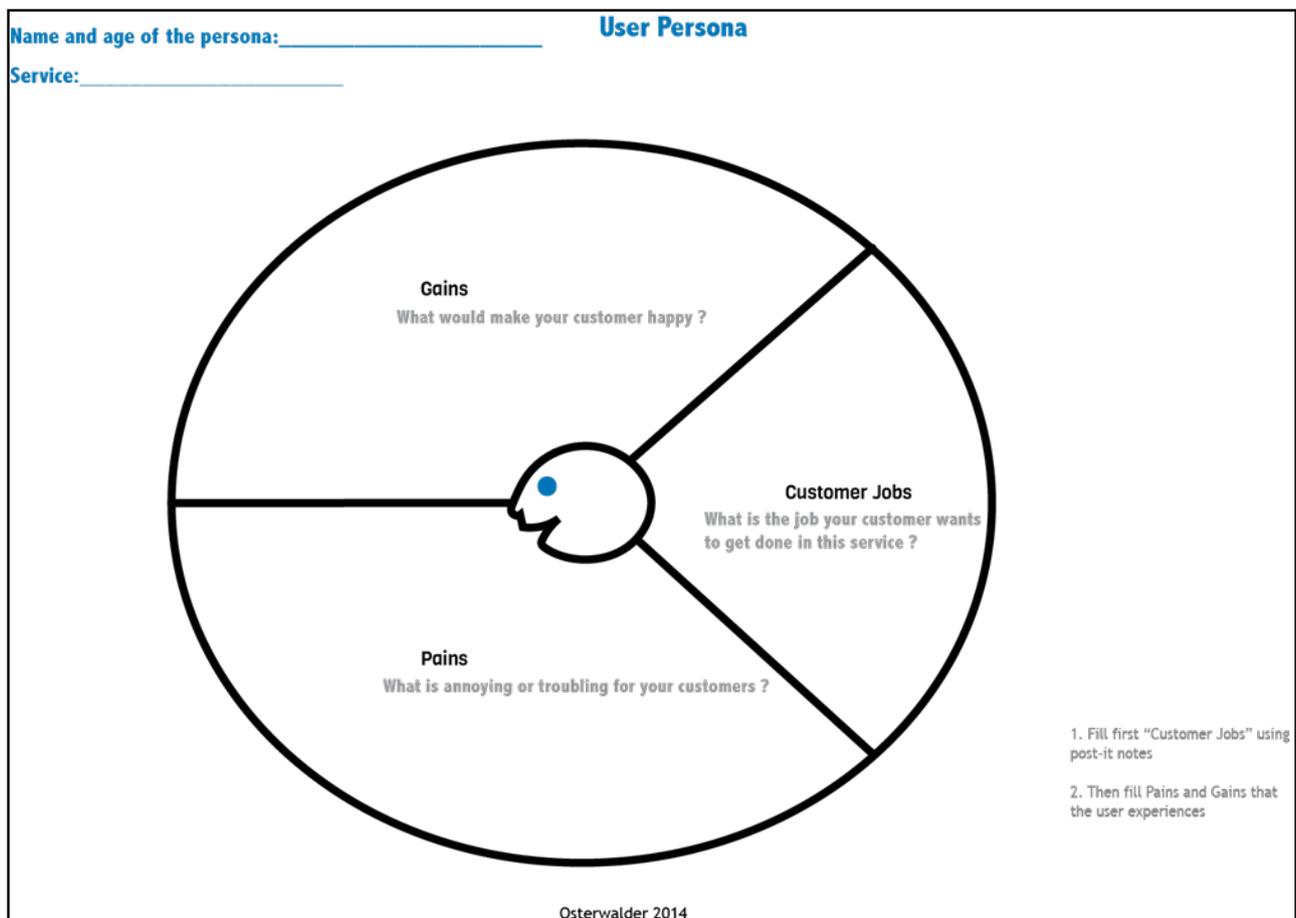


Figure 25: Osterwalder

6.22. TOOL 22: Business Model Canvas

What ?

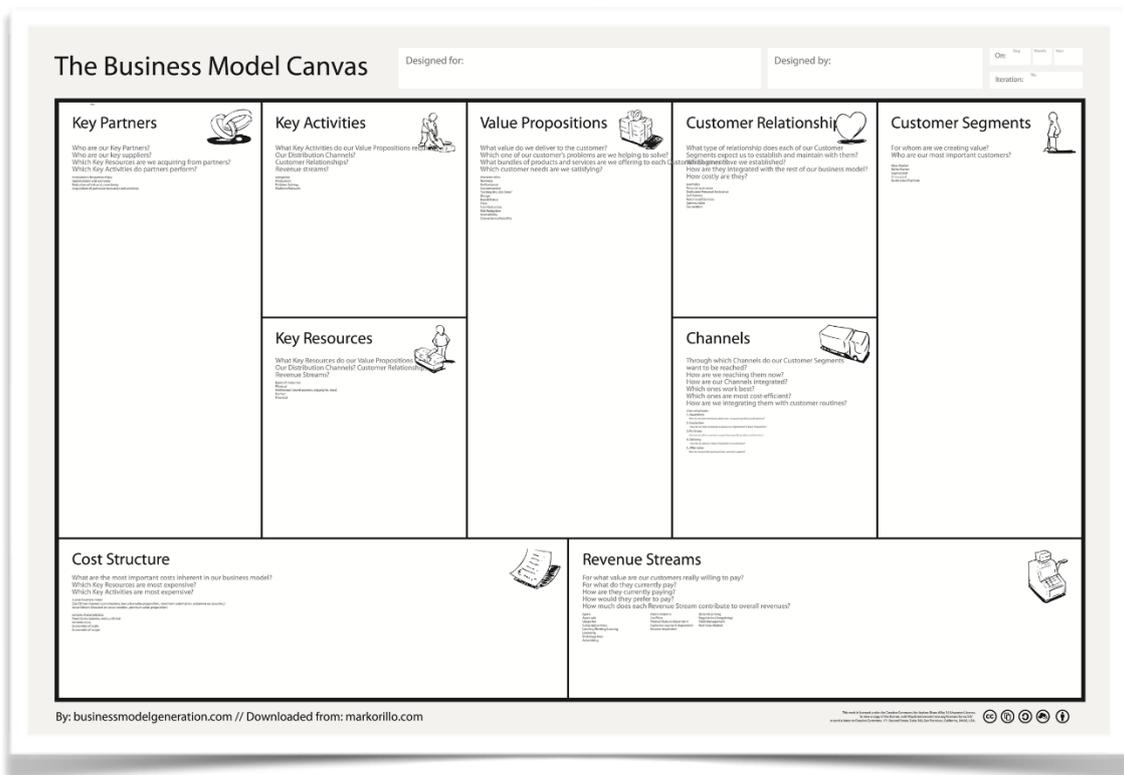
A tool for understanding the functionality of a business idea, and for creating additional value for customers.

When ?

- When planning a new product or service idea or concept.
- When the team does not understand the additional value offered to the customer, or if there is none.
- When the big picture is unclear.

How ?

- 01) Print or draw the Business Model Canvas diagram.
- 02) Start drawing from the middle of the paper—
producing additional value for the customer.
- 03) Then ask the team to proceed freely in any order, and to answer every question.
- 04) Raise discussion on the revenue model and business logic of the described idea. Are there any weaknesses? How could they be fixed? Is this profitable? What is the customer willing to pay for?
- 05) Involve others to spar the business idea and to develop solutions for subareas where necessary.
- 06) Make a plan, together with the team, to carry the business idea forward.



(Idea Deck 2016; Osterwalder A, Pigneur Y. 2010)

Figure 26: The Business Model Canvas

6.23. TOOL 23: Team Company⁶

What ?

Team Company is a 15-student learning unit and a real company (co-operative) established in the beginning of 2,5-3,5 year Tiimiakatemia learning journey/ degree programme. Team Company sets its own goals and creates and learns company practices that support learning and business creation. Team company is also a part of

⁶ © Juha Ruuska

larger community of 150 teampreneurs in Tiimiakatemia Jyväskylä. This means it is also a part of a bigger network, that includes also 1000 local alumni's and an national and international network of teampreneurs.

When ?

When you want to create entrepreneurship, setting up real companies during studies is a effective way to construct entrepreneurial identity and experience. Setting up a student company for a long period of time gives the students time to learn and to experiment. c.a. 40% of tiimiakatemia student-teampreneurs work as entrepreneurs two year after studies, even though they have no business plan in the beginning of their studies.

How ?

In Finland, co-operatives are democratically operated companies, which are administratively easy to establish. Student-teampreneurs set up the co-operative independently with the help of older peers (rental team leader) and the coach after the teams has been formed using team-role test (See tool 13).

6.24. TOOL 24: Co-Creation with Customers

What ?

In Tiimiakatemia, the student-teampreneurs learn by co-creating services with (and for) customers/ companies (B to B and B to C). In the beginning the team companies are encouraged to do customer visits to start new projects and learn with customers. The strategy is to build portfolio of projects with few projects during the studies. The end result can vary a lot, as learning contracts, motivation of students, competences and the market needs are a dynamic process.

When ?

In the beginning of studies, continuing throughout the studies. Can be also applied in a singular project or event (See TEAMS event)

How ?

1. Start with construction of learning contracts (goals) (see Tool 6.1.)
2. Make a plan for customer visit according to your goals
3. Create a service prototype / select a service you wish to develop / Create a pre-motorola (see tool 6.7)
4. Contact customers and book a customer visit
5. Start customer dialogue and form understanding of the possibilities of co-creation and learning
6. Create and execute collaborative projects and co-creation
7. Maintain collaboration, aim to long partnerships and mutual value creation

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TEAMS BLUEPRINT COACH PLANS (MODULES 1-5)

From Teacher to Team Coach

Coach Plans

Aims and objectives for each module. These plans have been developed to aid in the organization of material and for the benefit of the learner to provide clarity to the coaching strategy

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Module 1: Foundations of Learning in Tiimiakatemia

Section 1: Table

AIM	Objective	Reference material	TEAMS manual	Ppt or other	Evidence of learning
Understand and learn the holistic & theoretical foundation of Tiimiakatemia learning model	1.1	Visit Tiimiakatemia Jyvaskyla to experientially understand the learning foundation in practice (Optional)		Chapter 2	
	1.2	Understand what is Tiimiakatemia	1.2a, 1.2b	Chapter 2.2	
	1.3	Understand the underlining theories (SECI-model, experiential learning, learning organization)	1.3a	Chapter 2.1	
	1.4	Understand 6 TEAMS soft skills		Chapter 2.3	
	1.5	Understanding the ATP-model (Applying Theory into practice)		Chapter 2.3.2	
	1.6	Understand TOOLS:(Learning contract, experimentation plan by constructing personal learning contract)		Chapter 6.1, 6.5	
	1.7	Understand TOOLS for experimental learning: (Pre-motorola & Motorola by execution during coaching session)		Chapter 6.8	
	1.8	Write/Construct reflection paper of learning		Chapter 6.3	Successful completion of a Motorola and submission of reflection paper
	1.9	Begin development of coaching portfolio of learning		Chapter 3.6	Presentation required during Module 5

Section 2: Reference

Reference Material:

1.1 1.5

1.2 1.6

1.2 a Video (https://www.youtube.com/watch?v=szfLM4T_IdU)

1.2b Team Academy as Learning

1.3 1.7

1.3a (Nonaka Ikujiro & Takeuchi Hirotaka 1995. The Knowledge-Creating Company. Oxford University Press.)

1.4 1.8

1.9

Readers:

TEAMS Manual (from Teacher to Team Coach)

Presentation material ppt. or other:

1.1 1.5

1.2 1.6

1.3 1.7

1.4 1.8

1.9

Section 3: Execution

Understand and learn the holistic & theoretical foundation of Tiimiakatemia learning model	Hours			Notes for lesson Time (hrs)
	Contact	Research	Group Work	
Pre-assignment-reading TEAMS		2		2
1.1			3	3 (START OF DAY 1) This is an optional visit to Jyvaskyla. Nice to do but maybe cost preventative./ Witness a coaching session. If the visit to Jyvaksyla is not possible the Coach will have to run a session with chairs in circle set-up. Role play, learners and coaches.
1.2	3			3 Introduction to Tiimiakatemia model / coaching program / check-in (Manual Chapter 2)
	2			2 Introduction to modules 1.3, 1.4, 1.5 (END OF DAY 1)
1.3			2	2 (START OF DAY 2) Check-in. Reflection of Day 1 in group (use Motorola).
			6	6 Build Learning contract. Conventional method but prefer using Lego serious play. Present the learning contract and then try to build a vision for the team contract. (Chapter 6) Sauna if possible. (END OF DAY 2)
1.4				Modules 1.3 - 1.7 introduction covered on Day 2 (START of DAY 3 Finalizing Modules 1.3-1.7) Day 3 complete the concepts and objectives from previous modules.

Module 2: Art and Practice of Coaching

Section 1: Table

AIM	Objective	Reference material	TEAMS manual	Ppt or other	Evidence of learning
To understand Tiimiakatemia coaching model/practice and apply in a maritime context	2.1	Understand the Practice and Art of coaching in Tiimiakatemia	Chapter 3.2		
	2.2	Understand the concept of a dialogue training session	Chapter 3.1-3.3, 6.23		
	2.3	Apply the coaching model into practice using experimentation plan	Chapter 6.3		
	2.4	Carry out at least one coaching experiment			
	2.5	Understand TOOLS: Team contract, OnetoOne, Reflection paper, Gamification of Learning	Chapter 6		
	2.6	Write/Construct reflection paper of learning	Chapter 6.3		Successful completion of a Motorola and submission of reflection paper

Section 2: Reference

Reference Material:

2.1 2.4

2.2 2.5

2.3 2.6

Readers:

TEAMS Manual (from Teacher to Team Coach)

Presentation material ppt. or other:

2.1 2.4
2.1b

2.2 2.5

2.3 2.6

Section 3: Execution

To understand Tiimiakatemia coaching model/practice and apply in a maritime context	Hours			Notes for lesson Time (hrs)
	Contact	Research	Group Work	
2.1				4
2.2				4
2.3				4
2.4				4

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2.5 4

2.6 4

Motorola is done at the end of day 3. Return reflection paper one week after end of module.

5 Development of Portfolio of Learning, see Chapter 3.6 (Project work outside of module execution)

Total 0 0 0 24 29

Module 3: Design Thinking and Entrepreneurship

Section 1: Table

AIM	Objective	Reference material	TEAMS manual	Ppt or other	Evidence of learning
To understand the concept of Birth-giving (of knowledge), Design Thinking and Entrepreneurial thinking and apply it into practise (experiments)	3.1	Understand the concept of Birth-Giving (of knowledge)		Chapter 4.1	
	3.2	Understand the concept of Design Thinking and Design Thinking process		Chapter 4.1, 4.3	
	3.3	To be able to apply the Concept of Birth-giving and Design Thinking into practise (experimentation plan)		Chapter 4	
	3.4	Carry out TEAMS Event with students (TOOL)		Chapter 6.29	
	3.5	Understand TOOLS: Team Learning / Team Company, Concept Report, Presentation (Pitch)		Chapter 6	
	3.6	Write/Construct reflection paper of learning		Chapter 6.3	Successful completion of a Motorola and submission of reflection paper

Section 2: Reference

Reference Material:

3.1 **3.4**

3.2 **3.5**

3.3. **3.6**

Readers:

TEAMS Manual (from Teacher to Team Coach)

Presentation material ppt. or other:

3.1 **3.4**

3.2 **3.5**

3.3. **3.6**

Section 3: Execution

To understand the concept of Birth-giving (of knowledge), Design Thinking and Entrepreneurial thinking and apply it into practise (experiments)	Hours			Notes for lesson Time (hrs)	
	Contact	Research	Group Work		
3.1				4	
3.2				4	
3.3				4	
3.4				4	Assignment during the program execution. Only evaluated at end of module 5.
3.5				4	

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3.6			4	Motorola is done at the end of day 3. reflection paper one week after end of module.	Return
		5		Development of Portfolio of Learning, see Chapter 3.6 outside of module execution)	(Project work
Total	0	0	0	24	
					29

Module 4: Designing Learning experiences

Section 1: Table

AIM	Objective	Reference material	TEAMS manual	Ppt or other	Evidence of learning
To design and apply Modules 1 -3 into the maritime industry	4.1	Understand The Design Process of New TEAMS Learning Experiences	Chapter 5		
	4.2	Design a New Learning Experience (course etc.)	Chapter 5		
	4.3	Apply New Learning experience into practice			
	4.4	Write/ Construct Reflection paper of Learning		Chapter 6.3	Successful completion of a Motorola and submission of reflection paper

Section 2: Reference

Reference Material:

4.1 4.3

4.2 4.4

Readers:

TEAMS Manual (from Teacher to Team Coach)

Presentation material ppt. or other:

4.1 4.3

4.2 4.4

Section 3: Execution

	Hours			Notes for lesson
	Contact	Research	Group Work	
To design and apply Modules 1 -3 in the maritime industry				Time (hrs)
4.1				6
4.2				6
4.3				6 Evidence of utilizing a new lesson plan strategy. This will be reported in the reflection paper.
4.4				6 Motorola is done at the end of day 3. reflection paper one week after end of module. Return
		5		Development of Portfolio of Learning, see Chapter 3.6 (Project work outside of module execution)
Total	0	0	0	24
		29		

Module 5: Coach profile and reflection of learning

Section 1: Table

AIM	Objective	Reference material	TEAMS manual	Ppt or other	Evidence of learning
To identify and construct personal coaching profile and reflect & identify personal learning during the process (Chapter 1-5 Team Manual)	5.1	Presentation of personal coach profile and coaching philosophy (Portfolio of Learning)		Chapter 3.6, 6	Certification requirement
	5.2	Submit portfolio of learning		Chapter 5.2.1-5.2.4	Certification requirement
	5.2.1	Written reflection on the personal learning process and learning during the TEAMS coaching process, including motorolas on each module		Chapter 5.2.1	
	5.2.2	Reflection on Team Coaching in Theory (Modules 1-5; attending TEAMS coaching program all 5 modules)		Chapter 5.2.2	
	5.2.3	Reflection on Team Coaching in Practice - Applying theory into practice at work, experiments		Chapter 5.2.3	
5.2.4	Personal learning contract		Chapter 5.2.4		Successful completion of a Motorola and submission of reflection paper

Section 2: Reference

Reference Material:

5.1 **5.2.3**

5.2.1 **5.2.4**

5.2.2

Readers:

TEAMS Manual (from Teacher to Team Coach)

Presentation material ppt. or other:

5.1 **5.2.3**

5.2.1 **5.2.4**

5.2.2

Section 3: Execution

	Hours			Notes for lesson
	Contact	Research	Group Work	
To identify and construct personal coaching profile and reflect & identify personal learning during the process (Chapter 1-5)				Time (hrs)
5.1				4 Certification requirement: Presentation of portfolio of learning.
5.2				4 Certification requirement: Submit portfolio of learning as per guidelines of Chapter 3.6
5.2.1				4
5.2.2				4
5.2.3				4

Lesson Plan Master

5.2.4 4

Total	0	0	0	24
	24			