



Learning Tools

Team Academy's Learning Tools and Core Theories

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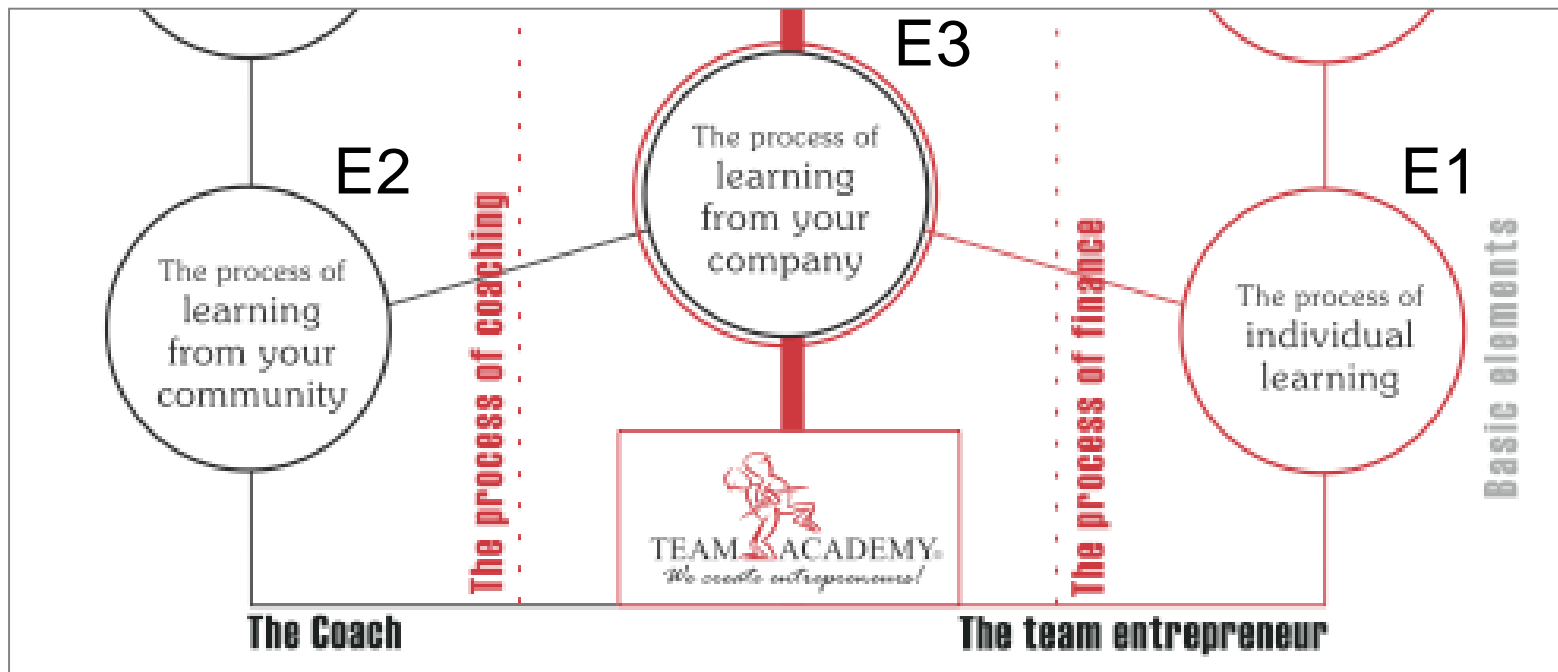


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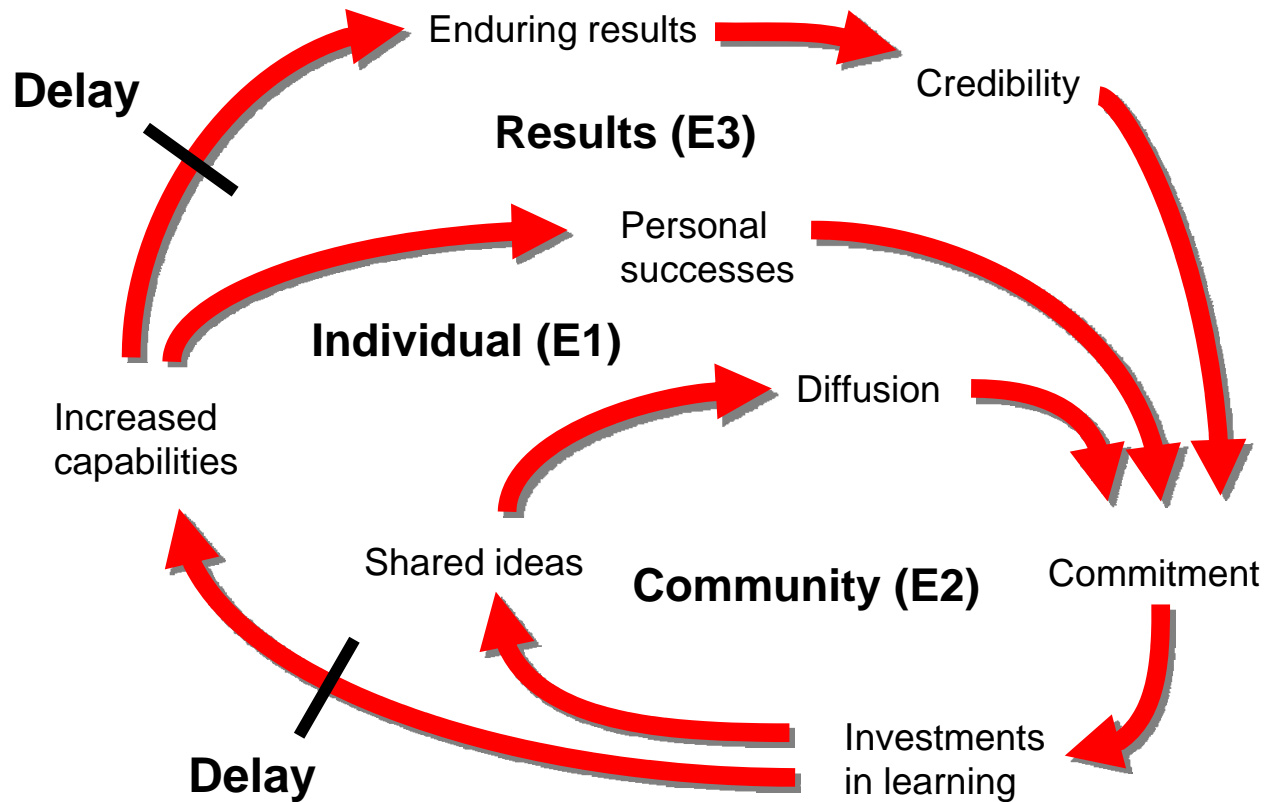
ORIENTATION

Introduction

E1+E2+E3



Development Circles



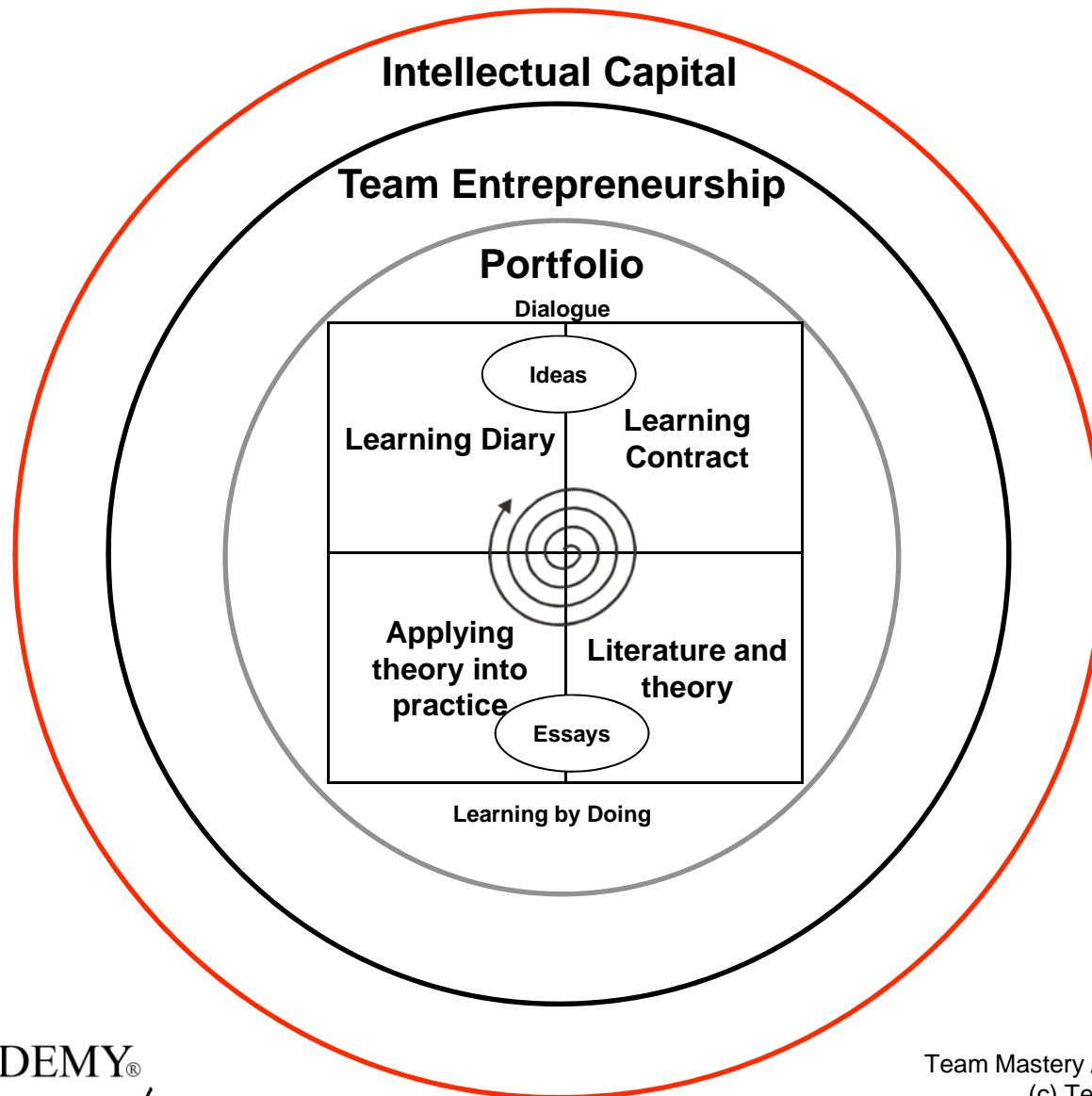


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Individual's Learning Tools



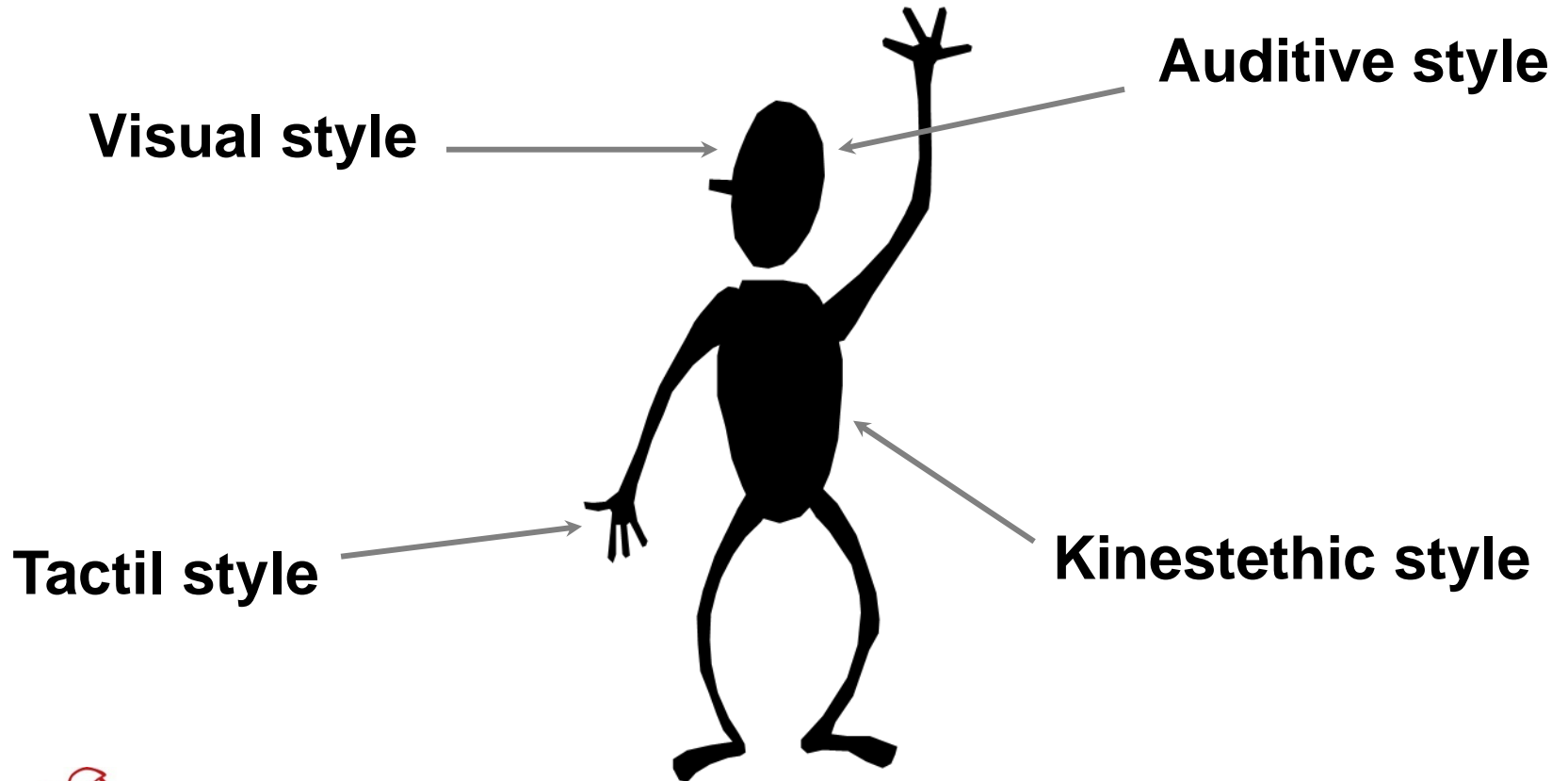
Individual's Learning Process (E1)



Factors Affecting Learning

- **Attitudes and cultural environment**
 - Motivation
 - Mental toughness and willpower
 - Desire of comfort
 - Learning structure
 - Versatility of learning
- **Social factors**
 - Alone, in pairs, with peers, in team, etc.
 - Authority (teacher or coach)
- **Environment**
 - Level of noise (silence or noise?)
 - Temperature (cold or warm?)
 - Lighting (dim or bright?)
 - Style (relaxed/casual or formal?)
- **Physiological factors**
 - Health and physical condition
 - Time (day or night?)
 - Food (content or hungry?)
- **Thinking dominance**
 - Holistic (wholes)
 - Analytic (parts)

Learning Styles





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Learning Diary

Learning Diary

- Learning diary is simply a notebook for writing up and down one's ideas and thoughts on learning. It's purpose is to help the learner to analyze and reflect his/her thinking.
- There are no specific rules on how to use learning diary. It's personal tool and everybody uses it as he/she feels.
- Learning diary may include lists, drawings, tables or mindmaps. Thus it's not limited to plain text.
- High-tech tools have not yet been able to replace good old pen-and-paper -system in efficiency, practicality and creativity.
- Learning diary will be attached to learner's portfolio. However, sometimes the learning diary has personal notes that the learner does not wish to share with others. In this case only those parts that the learner wishes to share are attached to portfolio.



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Learning Contract

What Learning Contract Is?

- Learning contract is committing, personal learning plan. By using it the learner explores his/her learning path from the perspectives of past, current moment and future. These explorations are crafted into a action plan with goals and means to get to them .
- Learning contract is not merely a plan (or a wish-list), but - as the name implies - a contract. The learner “contracts” with other learners. Thus it its a commitment and tool for sharing ideas
- Learning contract is a “living document”. It is regularry updated and checked by the learner, his/her peer learners and the coach.
- Learning contract includes both long term strategic goals and short term tactical ones.
- Learning contract includes measurements for success and set goals.

Learning Contract's Framework

1. Where have I been? (learning history)
2. Where am I now? (current moment)
3. Where am I going? (future, goals)
4. How do I get where I want to go? (means to reach goals)
5. How do I know I have reached my goals? (measurements)

Question 1: Where Have I Been?

1. What kinds of experiences do I have on learning?
2. What events in my life have been very important to my learning?
3. How my social environment has affected my ways of thinking and behavior)
4. What kind of educational background do I have?
5. What kind of work-life background do I have?
6. What kind of leisure-time activities do I have?
7. In Team Academy context: What kinds of experiences do I have on entrepreneurship, team-work, management and sales? What have I learnt from them?
8. In Team Academy context: What kinds of books have I read? What kinds of projects have I done? What have I done to develop my professional competency in Team Academy? With whom have I been working with? Have I reached my previous learning contract's goals? How does my learning path in Team Academy look like?

Question 2: Where Am I Now?

1. What are your strengths and weaknesses?
2. What kinds of options and different routes do you have on your current learning path?
3. What kinds of learning methods and styles are most effective for you to use? Why?
4. What kinds of things and ideas motivate you? What makes you enthusiastic?
5. What are my current working environment's challenges and what part do I have in solving them?
6. How does my life outside work setting affect my work and learning path?
7. In Team Academy context: What are my competencies as marketer, salesman/-woman, manager, team player and entrepreneur?
8. In Team Academy context: What is my skill-profile? What is my current book point measurement? What is my current economical situation in my team-company (money, projects, offers made to customers, etc) ? How are my BBA studies progressing? How does my portfolio look like?

Question 3: Where Am I Going?

1. What are my long-term strategic goals (2-3 year span) in professional development?
2. What are my short-term tactical goals (1/2 year span) in professional development?
3. What kinds of competencies (knowledge, skills, contacts, attitudes, etc) do I want to learn? How do these competencies help me to get to my goals? Examples on competencies: advertisement design skills, presentation skills, project management skills, disciplined action (attitude/behavior), self-awareness, sales and negotiation skills, international contacts and language skills, etiquette and personal style. Please note that some competencies may be quite abstract (attitudes, for example) and usually they overlap with each other and also with goals.
4. What are my working environment's goals? How do they affect my personal goals?
5. In Team Academy context: What are my goals in developing my skill profile? What are my goals in developing my theoretical knowledge? What are my BBA studies' goals?

Question 4: How Do I Get Where I Want To Go?

- By answering this question you create your own development action plan.
- You can use wide variety of different kinds of learning tools and methods. Some examples:
 - Development projects
 - Literature (reading)
 - Mentoring
 - Work rotation
 - Courses
 - Workshops (dialogue)
 - Experimenting on small-scale
- No method should be excluded unless they are too expensive or inappropriate to you.

Question 5: How Do I Know That I Have Reached My Goals?

- Book points
- Turnover in my team-company
- Skill profile measurements
- Customer visits (amount and results)
- Projects completed
- Time used and results gained
- “Intuitive measurements” on “feeling” (“More confident”, for example)
- Getting a formal degree and/or study credits

Is learning contract assessed my coaches?

No it's not. Your coach and peers may however comment on it's contents and give you more ideas to make it more better.

How much do I have to write?

There is no standard lenght of any sort. Use your common sense.

Can I have more support questions in order to get a better framework for my learning contract?

You can ask your coach for more support questions. Usually the problem is not the number of questions but the taking the effort of answering them seriously and with tought.

What kinds of goals should I set to myself?

There's no straightfoward answers or formula for "good goals". Use SMART -acronym: Spesific, Measurable, Achievable, Realistic and Time-bound. Also, remeber to link your goals to your team's goals (ecologicality).

What if I don't reach my goals?

Then you just set new, more achievable goals. You won't get a "fault" from not achieving your goals.

I have lots of ideas and stories to tell in my learning contract. How do I limit the contents?

Limit your learning contract to your professional development. Leave other things out. Life outside your professional life is very important but do not write "therapy paper".

On what theories is learning contract based on?

It is based on Ian Cunningham's ideas on self-managed learning. We have been using learning contract in Team Academy for over 10 years with success.



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Portfolio

Portfolio

- Portfolio is a documentation of your competency. It contains all documents that you have produced during your learning path.
- In practice portfolio is a binder or a CD.
- Portfolio is updated regularly. It is explored with coaches and peers a few times per year.

Portfolio Contents in Team Academy

1. Training diary
2. Learning contracts
3. Summary list of books read
4. Essays written
5. Reading plan
6. Summary list of projects completed
7. Project reports
8. Plan of making one's Bachelor's Thesis
9. List of customers and network analysis
10. Leadership training plan
11. Analysis of one's learning path in general
12. Resume



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Literature & Essays

Literature plan and program

- *Literature plan* is a written list of books that the learner is going to read to develop his/her competency.
- *Literature program* is the learning plan in action. Every Team Academy member reads 120 book points during his/her learning path in BBA studies. This is approximately 60 to 80 books.
- Books are chosen by using *Entrepreneur's and Coach's Best Books -manual*.

Essays

- Theory studies in Team Academy are done by reading books and applying ideas gained from them into practice.
- Essay is a bridge between theory and practice. For every book read, the learner writes an essay about his/her plans on implementing the theory into practice.
- The idea of essay is to reflect on one's own thinking and ideas. It is not an abstract or a summary, examination paper, scientific article or a book review.
- Essays are not evaluated, although they are commented by the learner's coach and/or his/her peers.
- All essays are stored to Team Academy's *Knowledge Flow* -IT-system.

Literature Domains

1. Learning - effective learning
2. Teams & communities - team learning, team-work and community building
3. Entrepreneurship - inspiring stories and hard facts on entrepreneurship
4. Leadership - leading yourself and others
5. Marketing & customers - sales, advertisement, building service offerings, creating and managing customer relationships
6. Innovation - creativity and innovations
7. Personal development - philosophy and personal growth

Book Points

1	Basic level book.
2	Demanding book.
3	Very demanding book.

Book Recommendations

*	Ok, good.
**	Quality stuff.
***	Very good, extremely inspiring!

Tips for Reading Effectively

- Seek balance. At first read all kinds of books in order to build yourself “the big picture”. After that you can focus.
- Study the subjects you need in real life. Try to find solutions from the books to real life challenges. Do not read “into storage”.
- Read continuously, not in huge bursts. A good rate of reading is one book per week (for Team Academy’s BBA students). For busy managers and adult learners a rate of one book per two weeks is ok.
- If you don’t get any ideas from the book you have read, do not write an essay about it - it’s waste of time and effort.

Tips on Essay Writing

- Write personally, but remember to write clearly and logically. Other people are not mind-readers.
- Use tables, charts and pictures to describe your thinking.
- Write about *your* ideas, not the authors.
- Write with passion, but remember that others may read your essays - don't tell anything "personally sensitive" things in essays.
- Write the essay as soon as you have read the book. Thus your ideas are fresh and you don't have to waste time on trying to remember your thoughts.

How long should essay be?

There is no minimum or maximum length. Team Academy is a university and thus it is a basic requirement for the student to be able him-/herself to decide the length by using common sense.

Will the essay be evaluated?

No, it will not be evaluated. Your coach may read your essays and comment them but there's no formal evaluation.

I do not like reading and/or I'm not very good at it. What should I do?

Reading can be only learnt by reading. It is a skill that develops over time. The motivation to read can be increased by reading books that (1) interest you and (2) give solutions to your current challenges.

Writing essays feels quite awkward for me. What should I do?

The same ideas said in the previous question apply also to this question: writing can be learnt by writing. Motivation can be increased by writing about things that are important to you (not to the coach). Use pictures or drawings if you find describing your thoughts in writing difficult. Keep practicing.

I have read a book that I couldn't find from our book recommendation list. Is it ok to write an essay about the book and do I get book points from it?

If the book helps you to develop your professional competence, it's ok. Ask your coach for the number of book points.

Where can I find good books?

Libraries are fine, but it's much more better to own one's books. The easiest way of getting the books you want is to use internet -based bookstores.

I don't know what to read. What to do?

First, think about your learning goals. Then read Entrepreneur's & Coach's Literature -manual and choose titles that might help you to reach your goals. Ask your coach for book recommendations.

I read a book but I think it was dull. I didn't get any ideas from it. Should I write an essay about it?

Do not write essays about the books that don't give ideas to you. Absolutely not. Find an another, more inspiring book and forget the dull one immediately.



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Skill Profile

Skill Profile

- Skill profile is a measurement system for evaluating individual's skills.
- Skill profile consists of three main areas. Each of them is divided into seven skills. Thus the whole profile consists of 21 skills.
- The purpose is to analyze one's skills with the support of one's coach and peers. Skill profile is not a traditional school's grading system.
- Skill profile shows the individual's current skill level. It is quite natural for starter to get low scores in all areas.
- Skill profile evaluation is performed twice a year using 360 degree -evaluation (self-assessment, coach, peers, customers).
- The skills chosen are based on the context of Team Academy. The emphasis is on skills that are needed in leadership and entrepreneurship positions.
- Skill profile contains three "attitudes" that are not skills, but characteristics. It is difficult to asses such abstract characteristics, but this should not stop us from doing so.

Skill Profile

Team Learner	Team Leader	Team Entrepreneur
Learning to learn	Leadership	Practical entrepreneurship
<ol style="list-style-type: none"> 1. Computer and IT-skills 2. Team learning skills 3. Personal learning skills and attitudes 4. Creativity skills 5. Language skills 6. Communication skills 7. Self-initiative* 	<ol style="list-style-type: none"> 8. Self-leadership skills 9. Project management skills 10. Team building and leading skills 11. Planning-, organizing- and coordinating skills 12. Coaching skills 13. Strategy skills 14. Courage to decide and set goals* 	<ol style="list-style-type: none"> 15. Customer service-, negotiation- and selling skills 16. Understanding of finances 17. Marketing skills 18. Innovation skills 19. Modelling and theory skills 20. International skills & networking 21. Courage to break boundaries*

* = attitude

Skill Levels

Level	Short Description
Beginner	Limited understanding and experience
Advanced beginner	Knows the basics
Competent	Can apply basic into action and has some deeper understanding
Skillful	High understanding
Expert	High understanding and capability to coach, train or teach others in skill

360 Evaluation

Self-assessment

**Customer's
assessment**

**Coach's
assessment**

Peer assessment



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Reflection Paper

Reflection Paper

- Reflection paper is both deep and broad, written document on individual's specific learning experience (leadership training or a project, for example).
- Reflection papers do not have universal frameworks - they vary according to the needs, themes and criteria.
- All principles of essay writing apply as well to writing an reflection paper.
- Reflection paper is analyzed with peers and coach.

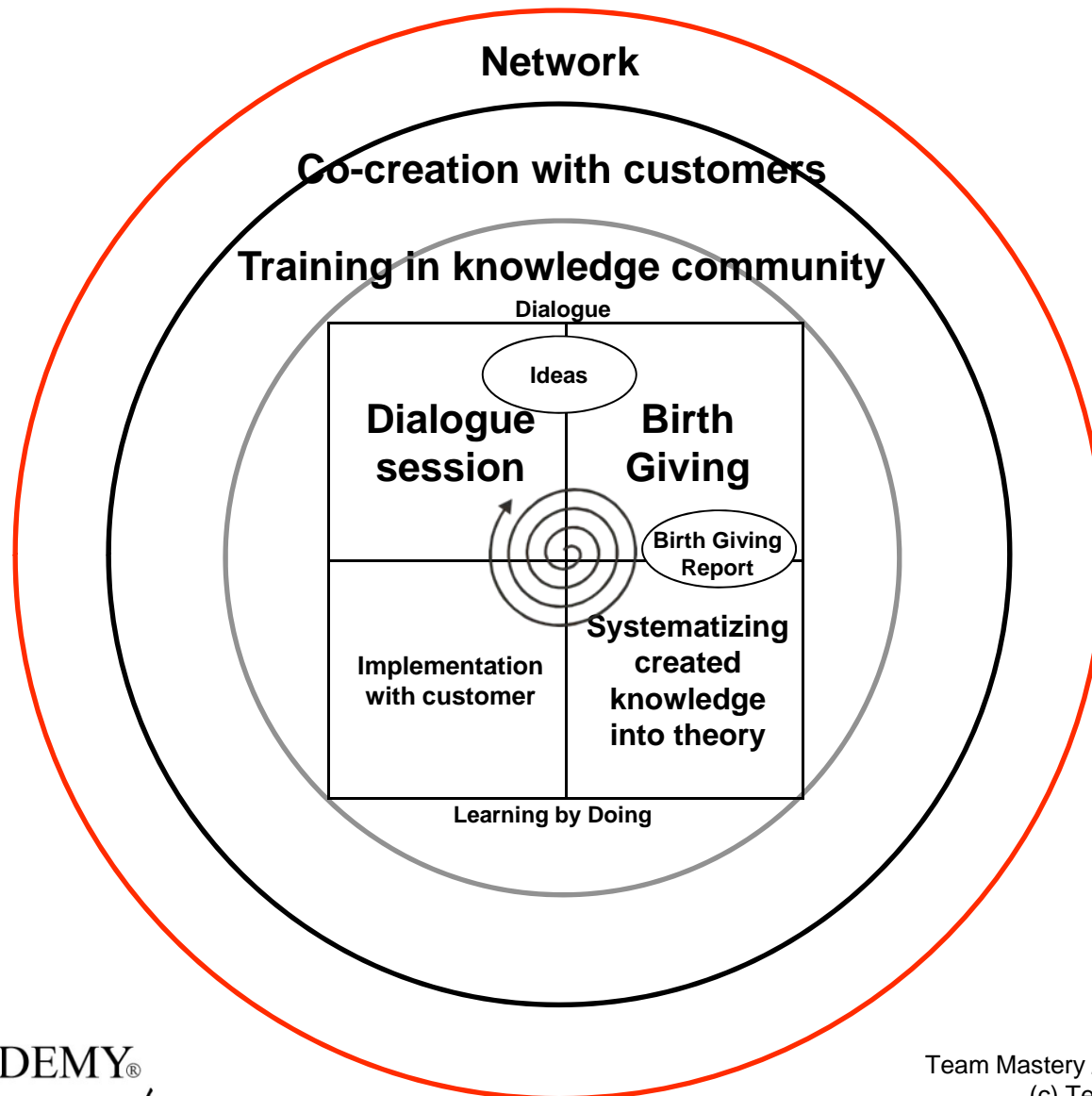


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Community's Learning Tools



Community's Learning Process (E2)





Dialogue Session

Dialogue Session (1/2)

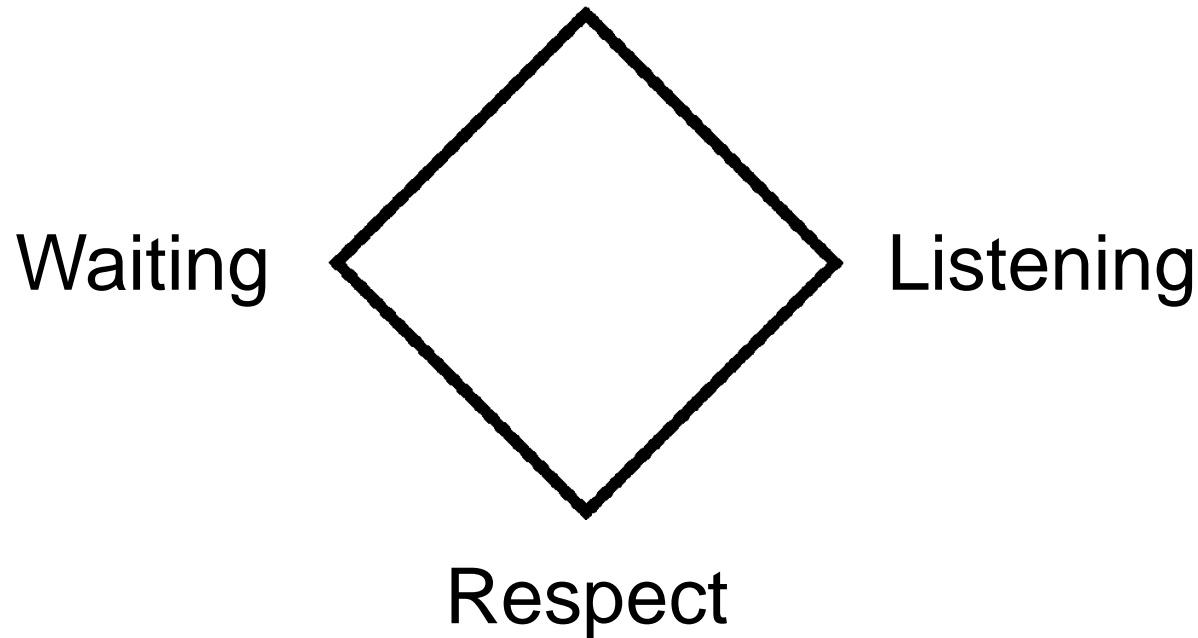
- Dialogue session form a structure and rythm for all other learning activities. It is a “social tool” that transforms individual’s knowledge into team knowledge.
- *Participants:* The whole team participates. Typical number of participants is from 10 to 15. Dialogue sessions with over 20 persons are not very effective and with over 30 persons they are impossible in practice.
- *Time used:* Optimal time for dialogue session is four hours. Within this time frame there’s enough time to reflect and think deeply various issues.
- *Rythm:* Beginning team needs dialogue sessions once or twice a week. A more advanced team needs a dialogue session once per week or two.

Dialogue Sessions (2/2)

- The main method of learning is dialogue. It is deep discussion with other learners with the principles of respect, open listening, waiting patiently and positive straightforwardness. Short lectures and brainstorming techniques may also be used in order to stimulate collective thinking.
- Coach's role is to act as facilitator. With beginning teams he/she is more instructive and with advanced team more consultative. However, coach is always needed in dialogue sessions.
- Coach uses questions to guide the dialogue. This requires sensitivity and awareness of the team's current situation, dynamics and challenges.
- Dialogue sessions usually have some sort of main theme. It's role is to act as an "umbrella" for the various discussions.

Dialogue's Main Principles

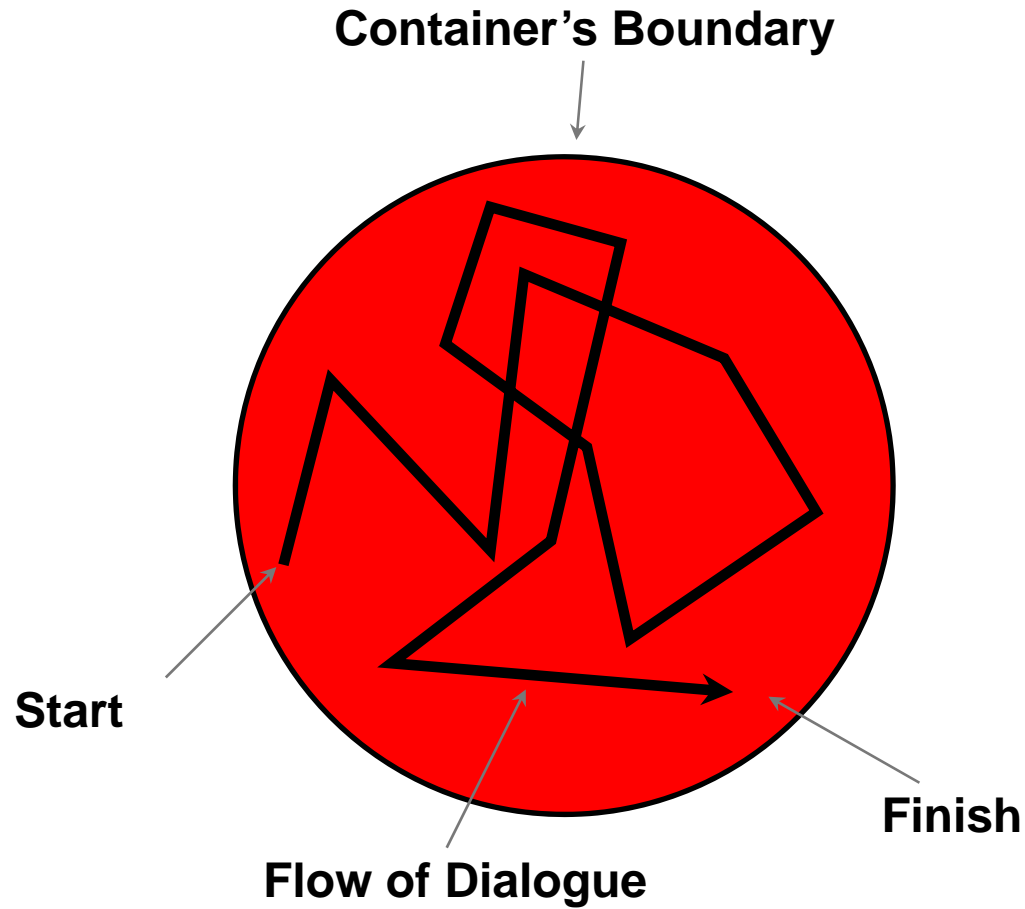
Straightfowardness



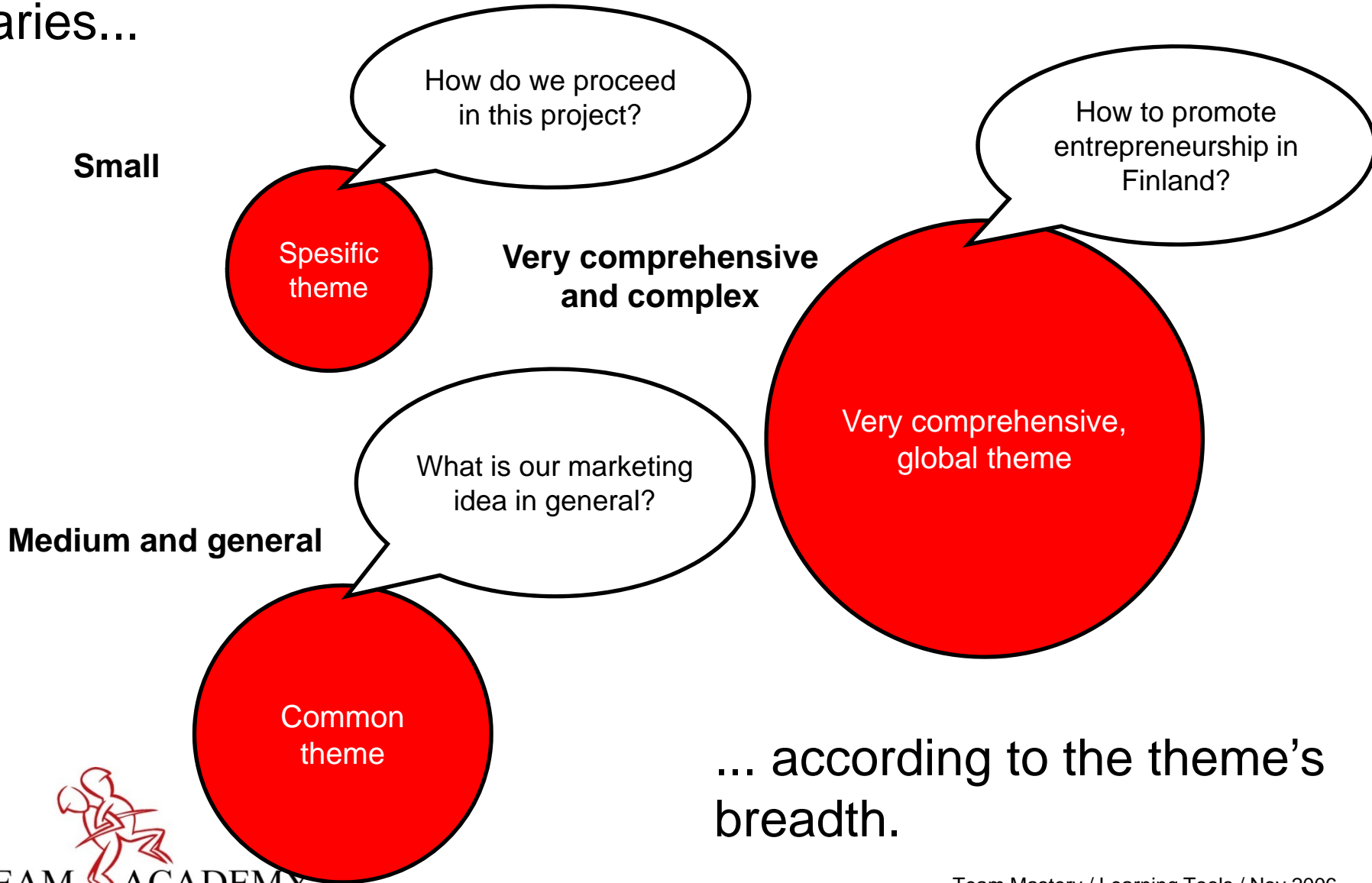
Dialogue and Team Learning

- *Dia* means “though”. *Logos* means “meaning”. *Dialogue* means “flow of meaning”.
- Dialogue is form of learning that teams in learning organization use.
- The purpose of dialogue is to go beyond one individual’s understanding - the whole organizes the parts, rather than trying to pull the parts into a whole.
- Most human thought and thinking is collective. In team learning learners actively recognize that.
- In dialogue people become observers of their own thinking.

Dialogue Container



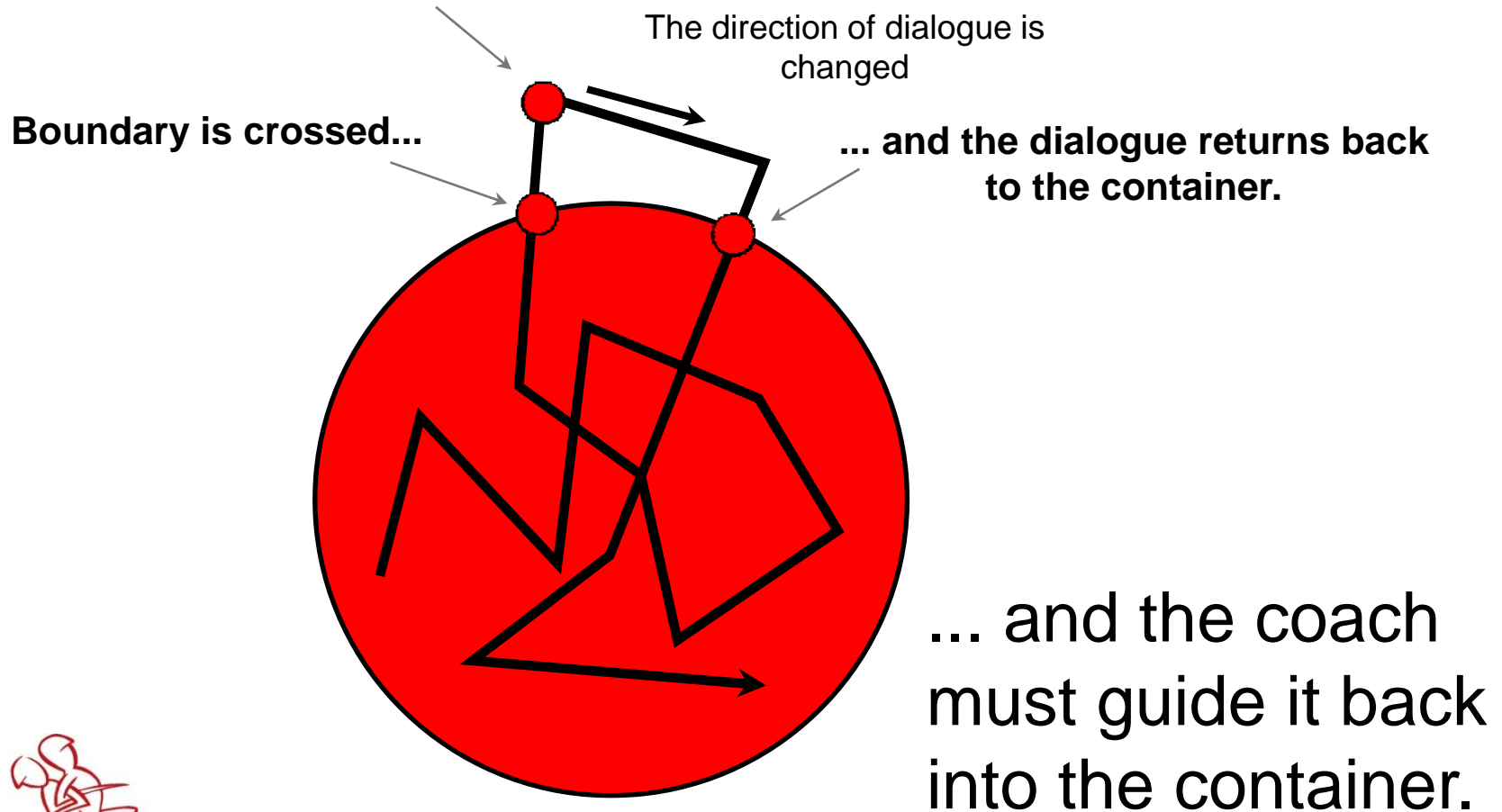
Dialogue container's size varies...



... according to the theme's breadth.

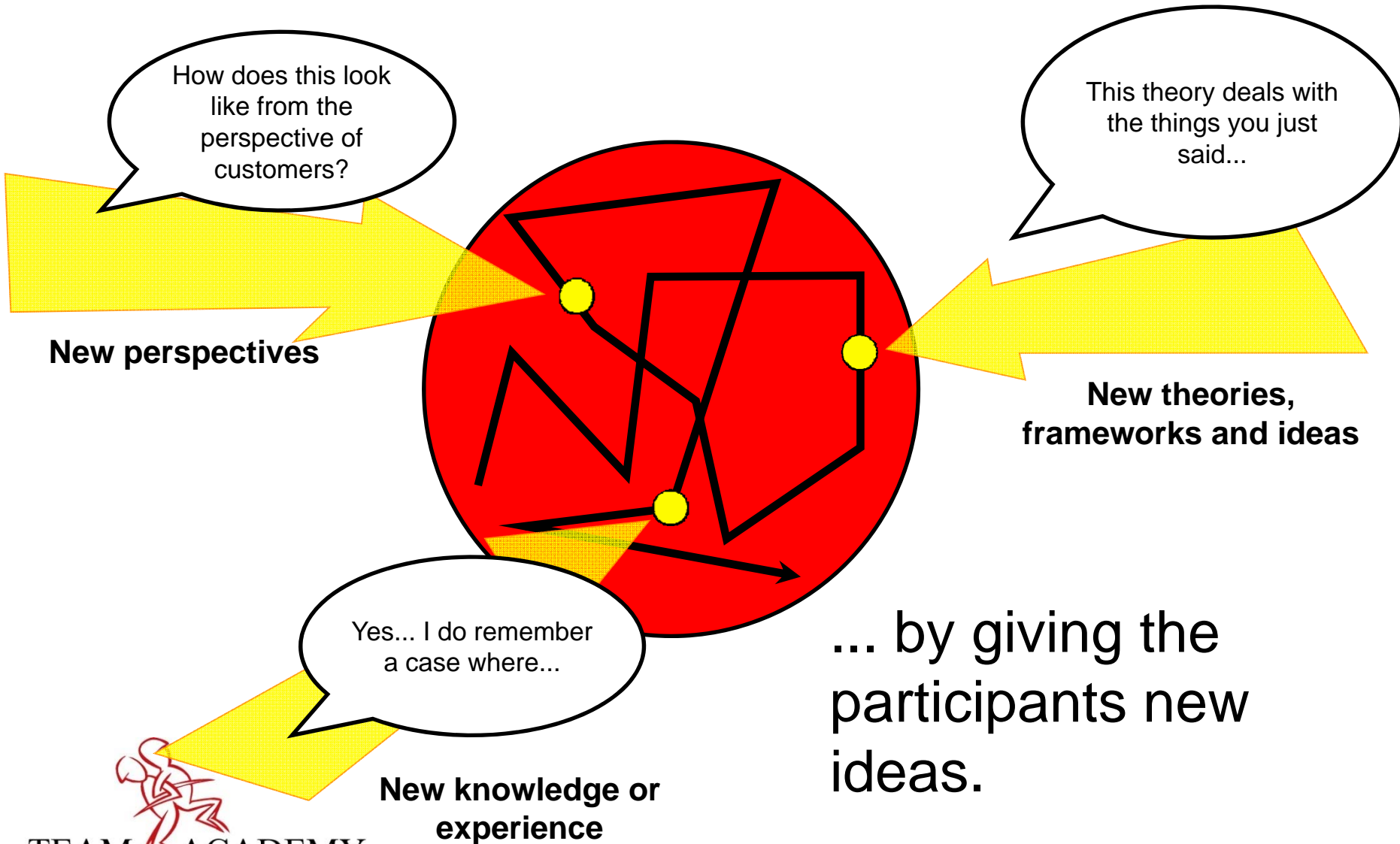
Sometimes the boundary is crossed...

... coach interferes...



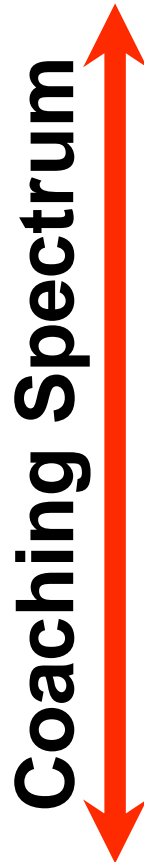
... and the coach must guide it back into the container.

Coach can enrich the dialogue...



Coaching Spectrum

Pull
Coaching
Non-Directive



Listening
Reflecting
Rephrasing
Making summaries
Asking questions
Offering alternatives
Giving feedback
Giving ideas and tips
Instructing
Instructing straightforwardly

Push
Instructive
Directive





Birth Giving & 24h Birth Giving

Birth Giving

- Birth giving is team's (or similar group's) oral and/or written display of it's current competency.
- Birth giving may focus on solving problems, presenting things learnt in a project or generating new ideas.
- In birth giving knowledge is shared and created by all participants. It is not a mere presentation, but an interactive learning situation for everybody.
- The length of birth giving varies according to needs. Usually they last four hours (plus of course the time used to preparation) but in some cases they may last only 30 minutes.

Principles of Birth Giving

1. The purpose is to display competency.
2. During a birth giving knowledge is both shared and created.
3. Birth giving is an interactive event, not passive one.
4. The style of birth giving varies - it may be formal and “facts only” -event or informal and entertaining.
5. The results of birth giving are evaluated by all participants.

24h Birth Giving

- 24h birth giving is similar to normal birth giving, but it's “major scale birth giving” with some special features.
- Each team in Team Academy does at least one 24h birth giving during BBA studies.
- As the name implies, 24h birth giving lasts for 24 hours. During it the team members solve real-life problems and present their solution to real-life customer.
- The participants do not get any “advance info” about the cases they have to solve. They have to build their solution from start to finish within 24 hours.

24h Birth Giving's Special Features

1. Limited time (24 hours) and the lack of any preparation for the task make the 24h birth giving a challenging task.
2. The task's assinger is real-life customer - 24h birth giving is not a simulation.
3. Staying awake for almost the whole time stresses the mind - 24h birth giving tests team members' ability to handle stress in a safe context.
4. The team's coach does not help the team in any way - the team is on it's own.
5. Both the content (solutions) and the presentation are important.
6. The 24h birth giving is evaluated by the customers, coaches and all other members of audience.



Belbin's Team Roles

Belbin's Team-Role Test

- Every Team Academy's student tests him-/herself by using Belbin's team-role test.
- The test gives the individual ideas on his/her role and working preferences. However, it is important to notice that these are just ideas, not “ultimate truths”.
- The test is done by using simple questionnaire.

Belbin's Team Roles

Plant

Co-ordinator

Monitor evaluator

Implementer

Completer finisher

Resource investigator

Shaper

Teamworker

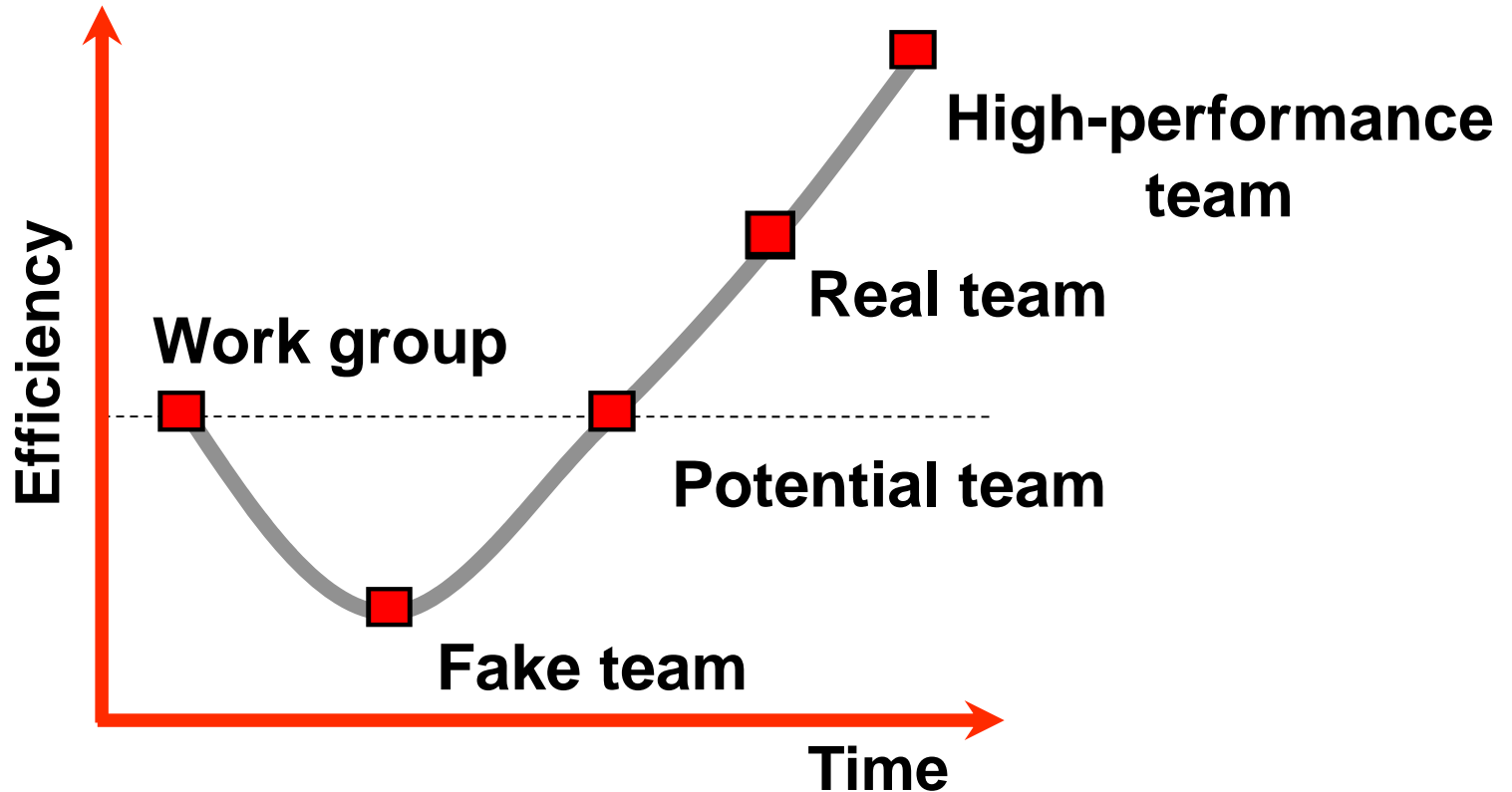
Specialist

Team Development Phases

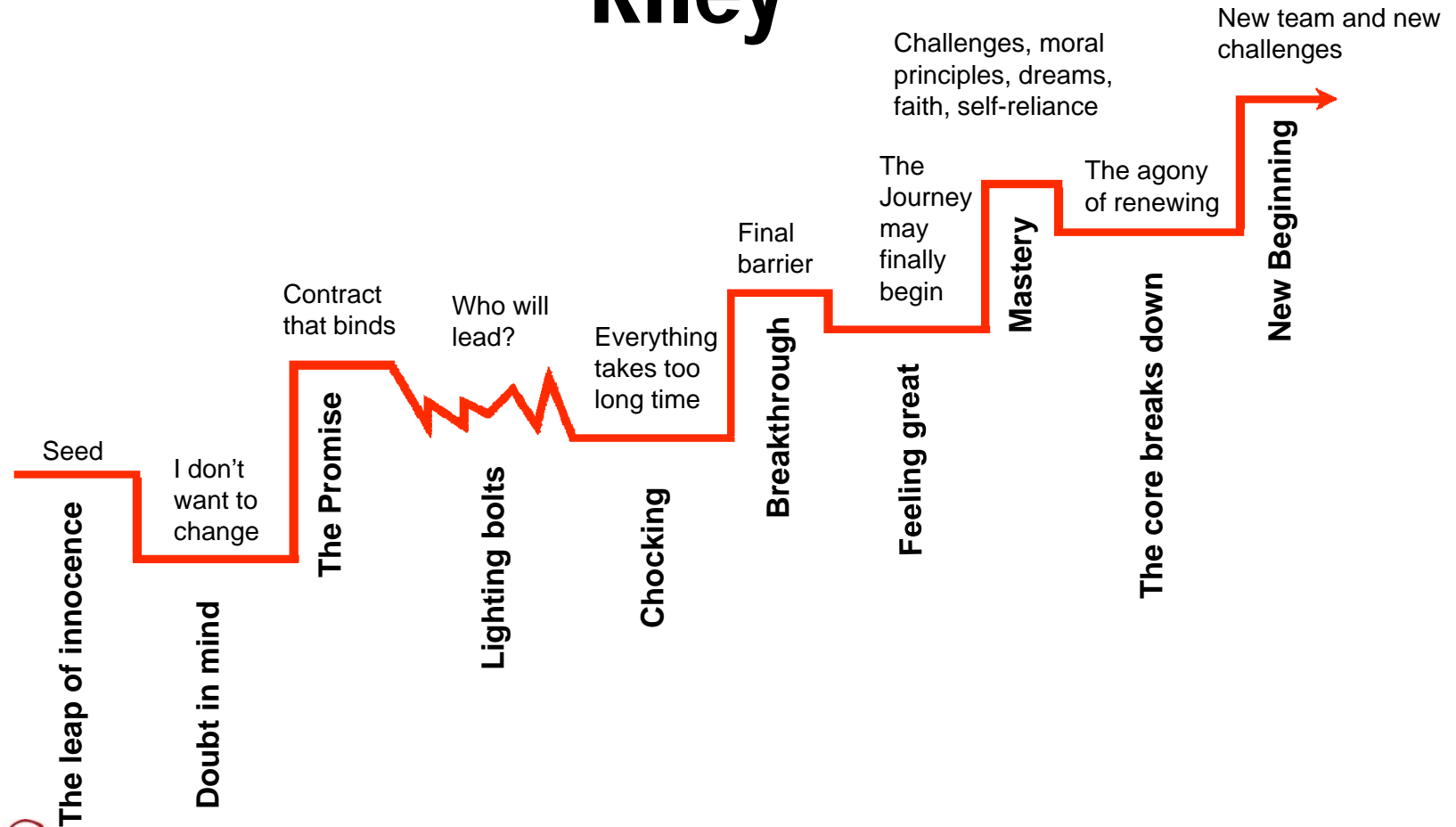
Team Development Phases

- Team develops over time. It's members learn new skills and the team's collective capability to operate as team develops.
- Team development phases are simplified descriptions on team development. By using them team members can understand their current development phase and to anticipate future challenges.
- There are many kinds of theories and models on how teams develop. In Team Academy we have noticed that two models are the most practical ones: (1) Katzenbach & Smith's theory and a bit more fancier (2) Riley's model.

Team Development According to Katzenbach & Smith



Team Development According to Riley





Cross-Fertilization

Cross-Fertilization

- Cross-fertilization is interaction where team and/or organizational boundaries are crossed in order to expand one's knowledge base and develop networks.
- It is a common problem in organizations that teams (or similar groups) operate only within their own boundaries. In these cases the knowledge is “locked” and “jammed”. Cross-fertilization's purpose is to get rid of these jams and increase the knowledge flow within the network.
- In practice cross-fertilization is visits to other teams and/or organizations. Every team chooses it's ways of doing cross-fertilization.

Means To Do Cross-Fertilization

Mean	Description
Visits	The most common method. A few team members visit other team's dialogue session.
Informal discussions	Informal discussions with others (in sauna, for example)
Projects	Members from different teams form a project team.
Events	Conferences, seminars and organization's internal forums.



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Learning Set

Learning Set

- Learning set is a group of people, who learn from each other according to the set's theme (“marketing” or “project management”, for example).
- Suitable size for learning set is 4 to 6 persons. These persons meet each other regularly (once a month, for example).
- In Team Academy a team can be divided into multiple learning set in order to increase knowledge flow and learning.
- All the rules of dialogue sessions apply to learning sets. However, coach is not needed - the learning sets usually operate as self-managed. A learning set guide (an experienced learner, for example) may participate as facilitator if needed.
- Learning set is not a project team, therapy group or hang-around club. It is a learning group.

Prerequisites For Effective Learning Set

1. Openess and trust.
2. Listening patiently and giving everybody chance to talk.
3. Using “I” instead of “generally”.
4. Enough time and space to think. Learning set should not be a hurried meeting.
5. Questions are asked to help others to learn. They are not made to show-off one’s knowledge.

General Example on Learning Set's Agenda

1. Checking In

- Everybody tells his/her current thoughts and news in turn.

2. Agenda Setting

- Building the big picture.

3. Working through the agenda

4. Summary and Check-Out

- Summarizing and documenting things learnt.

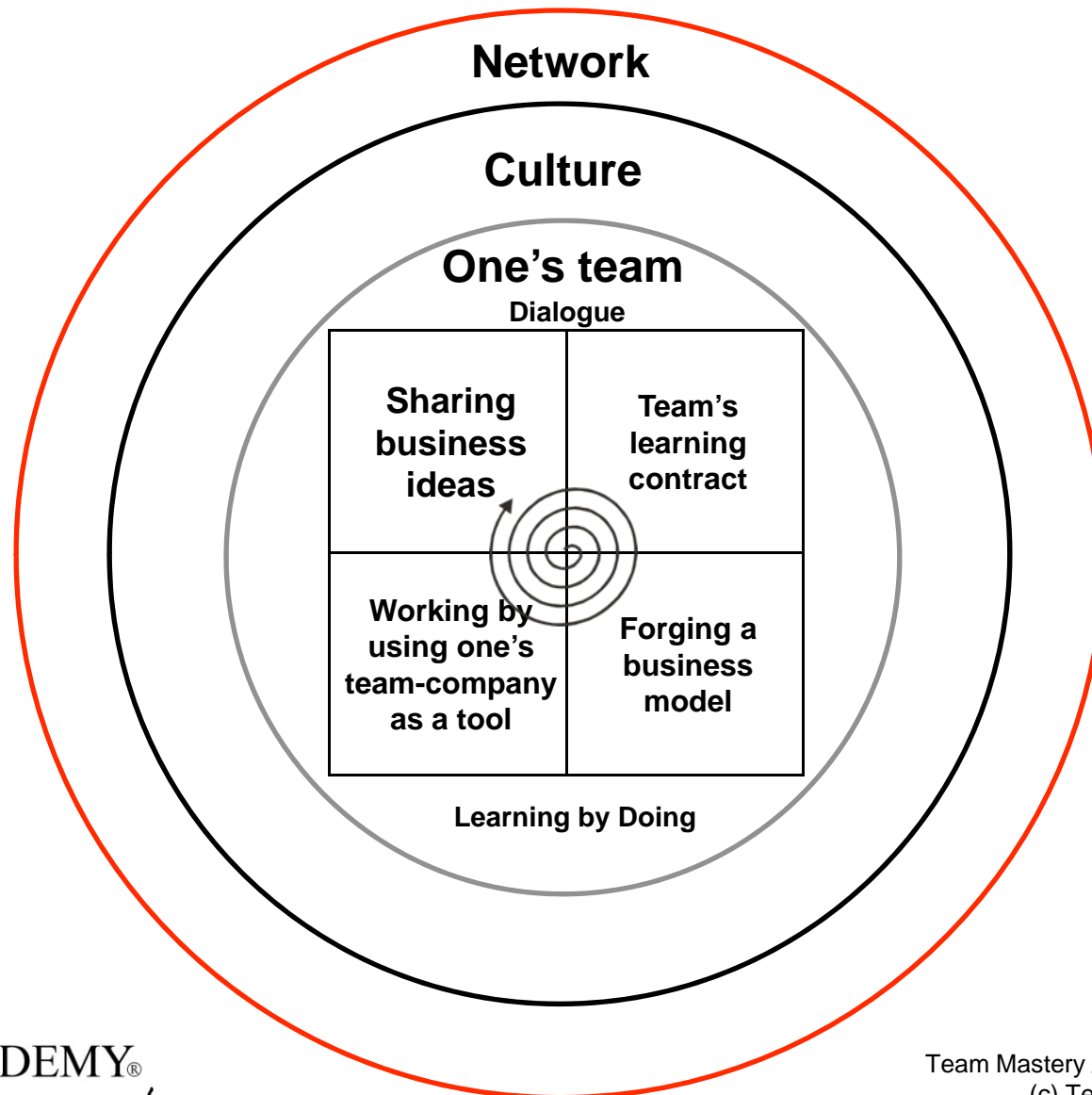


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Company's Learning Tools



Company's Learning Process (E3)





Motorola -reports

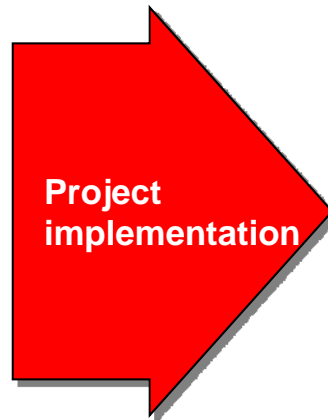
Motorola -reports

- Motorola is a simple reporting framework for setting learning goals for projects and learning from them.
- The purpose of Motorola is to help it's writer to analyze things learnt and to communicate them as short summary to coaches and peers.
- Pre-motorola is done before project and post-motorola after. Both of them have their own framework that consist of few basic questions.
- All Motorolas are stored into Team Academy's *Knowledge Flow -IT -system*.

Pre- And Postmotorola Frameworks

Premotorola

1. What are our learning goals in this project?
2. What is the customer's role in this project?
3. What theories will we use in this project?
4. What skills will we train in this project?
5. How does this project help us to get to our goal (around the world -trip) and Team Academy's vision ?



Postmotorola

1. What went well?
2. What went poorly?
3. What did we learn?
4. What will we do better next time?
5. How did this project help us to get to our goal and vision ?

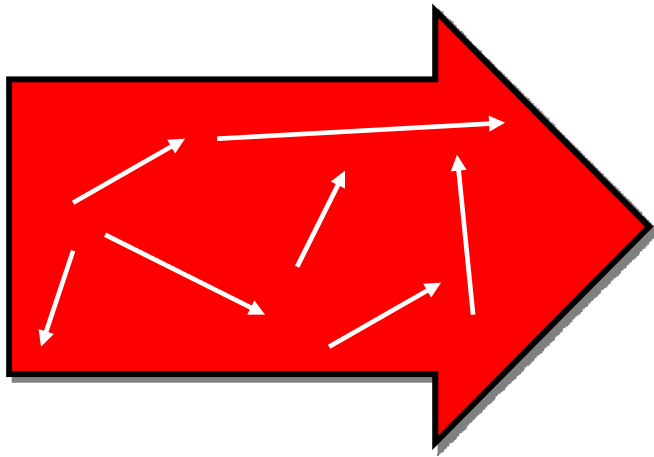


Around The World -trip

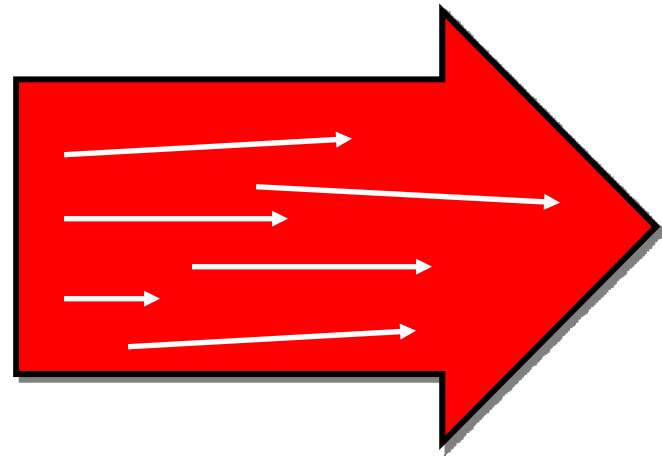
Team Needs Major Goals

- Team Academy's purpose is to help team members to learn entrepreneurship. This purpose is very good but it is sometimes hard to "grasp" because of its abstract nature. Thus more concrete goals are needed in order to have a good group cohesion.
- In Team Academy the concrete goal of team is to travel around the world. Every team member does this at the end of his BBA studies.
- Experience has shown that around the world -trip is one of the most exciting dreams young people have. It energizes the team into action.

Alignment



Unaligned team
(no inspiring, concrete goal)



Aligned team
(inspiring, concrete goal)



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Forums

Forums

- “No organization is lone island.” - every organization is part of larger community and network.
- Forums are platforms for networking. Their purpose is to help the participants to share and create new connections and knowledge.
- Team Academy’s forums help the starting team members to build their own network out of existing customer base.
- Forums are usually arranged as seminars or conferences. The key-note speakers are there to give ideas but the main thing is networking.

Internal Forums

“Team Academy’s Own Forums”

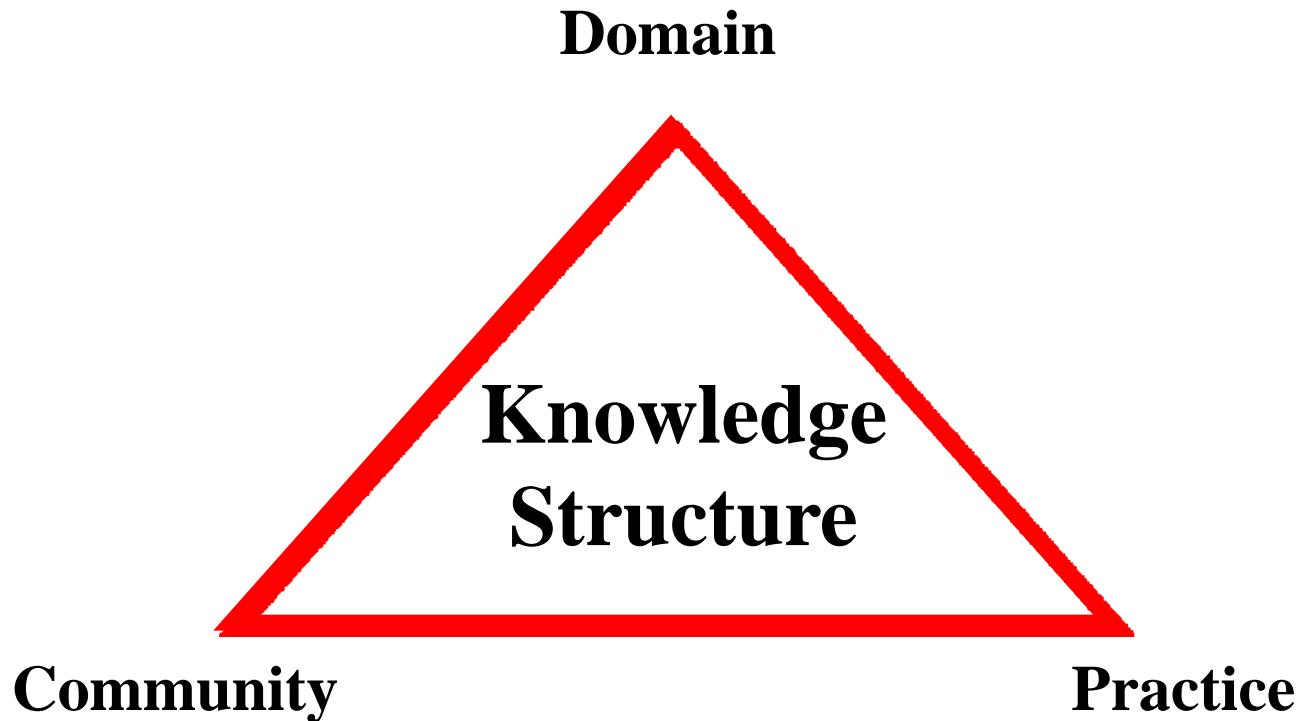
	Houston Calling - infodays	Rocket Days	Other Forums (leadership coaching processes, for example)
Purpose	Sharing information	Creating shared alignment for the whole community	Special coaching and learning
Rythm	Once a month	Twice a year	Varies

Network Forums

“Forums for the Whole Network.”

	Firestorm	Brainstorm	Team Academy's Birthday	Coachstorm
Purpose	Creating entrepreneurship networks	Connecting young entrepreneurs	Connecting the whole network and having fun	Develop coaching competency in the network
Participants	Entrepreneurs	Young people (students)	All members of Team Academy's network	Coaches and teachers
Rythm	Four times a year	Twice a year	Once a year	Twice a year

Communities of Practice



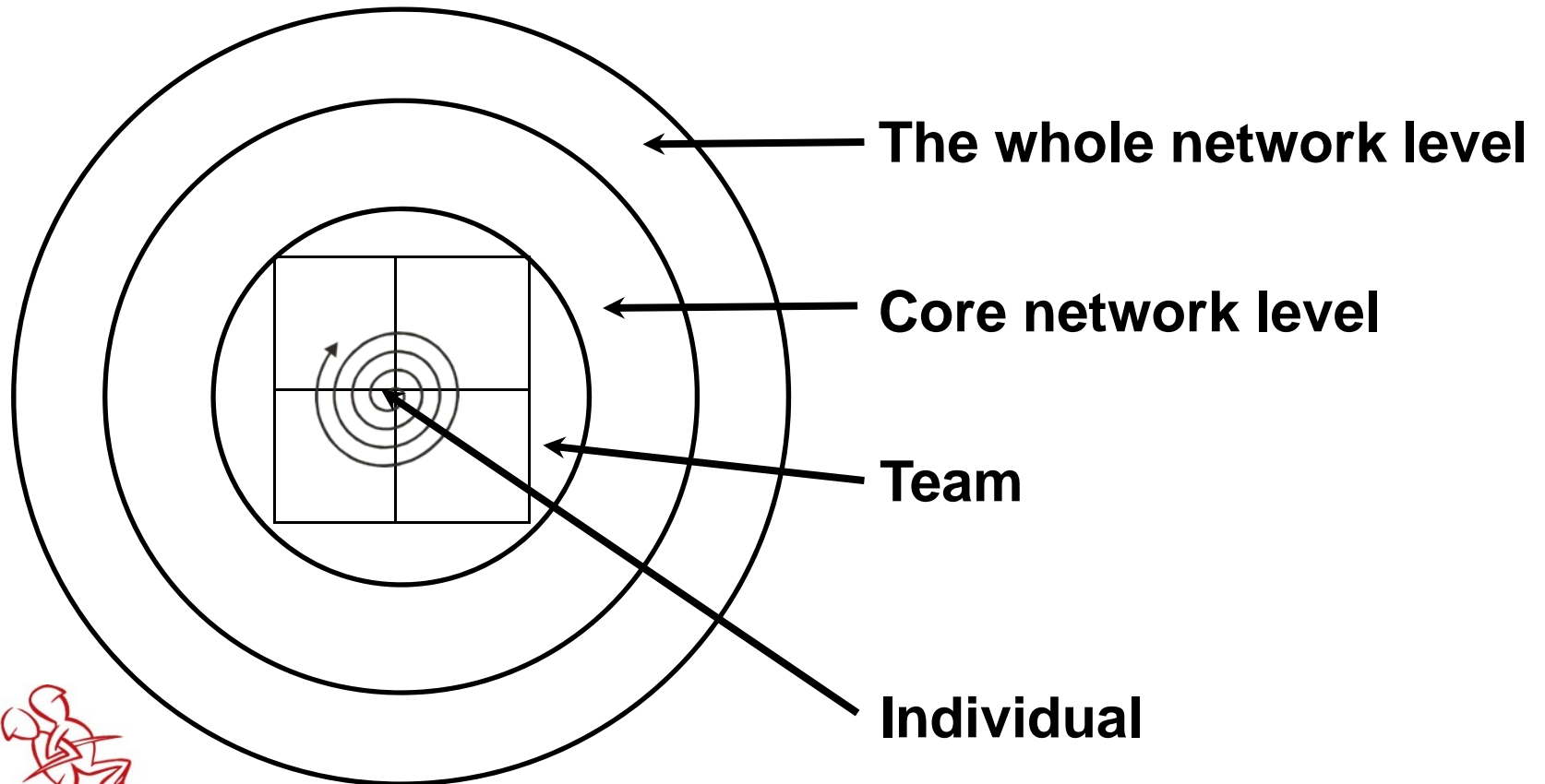


TEAM ACADEMY®
We create team entrepreneurs!

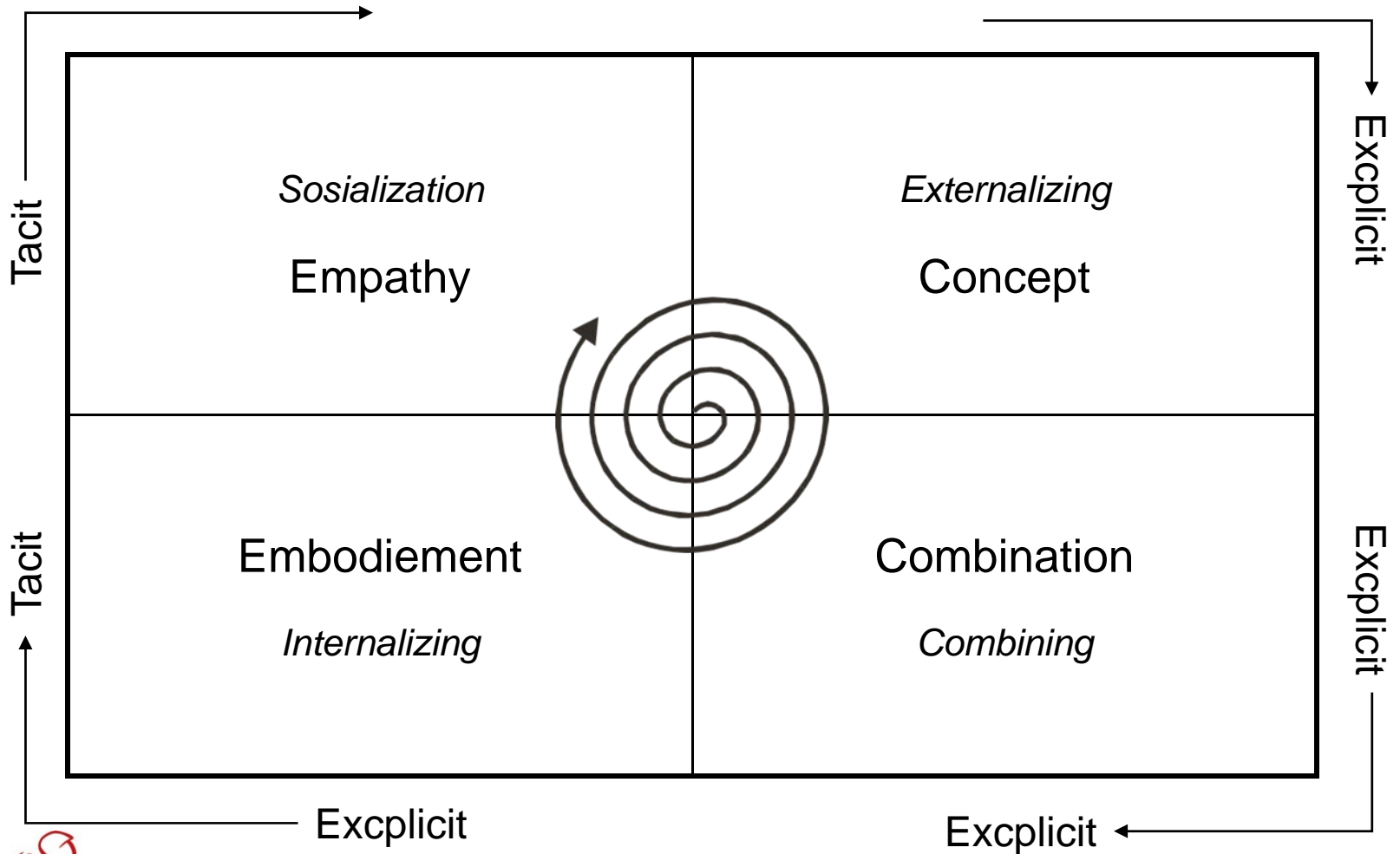
The Rocket Model

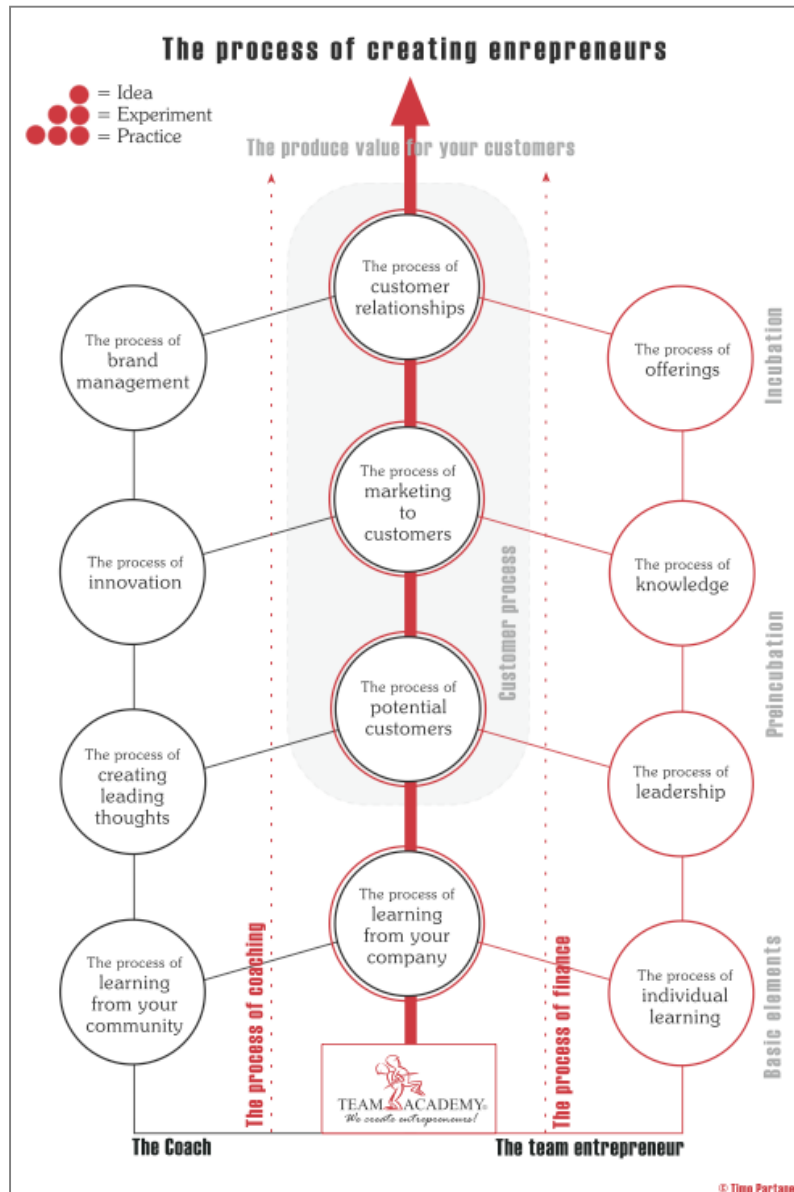
THE BIG PICTURE

Process Levels

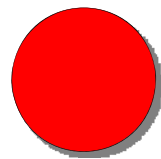


Knowledge Creation Theory

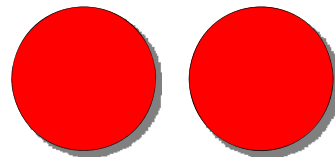




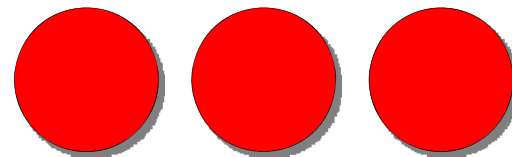
The Rocket Model's Quality System



= Idea



= Experiment



= Working practice

Quality assesment is done in each team.