Creating Team Entrepreneurs!

Introducing Jyväskylä University of Applied Science's Award-Winning Team Academy

Part One: Really Different

Basic Information & Track Record

Basic Information on Team Academy

- Degree Programme in Enterprise Development, **Jyväskylä University of Applied Sciences**

- Founder: Johannes Partanen in 1993

- Annual budget (for education): **0,6 million €**, 100% government funded (as are all other schools in Finland).

- Team Academy uses **Partus Methods** to educate team-entrepreneurs.

- Students: approx. 180 learners in 10 teams who will graduate as Bachelors of Business Administration during 3,5 year learning path. Each year approx. 60 students start their studies and the same amount graduates.

- Team academy's teams operate as independent co-operative companies.

- Adult learning programs include over 200 students. These programs consist of further education for adults in the areas of entrepreneurship and management. Programs have been outsourced to Partus Ltd.

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Team Academy's Track Record

- Over **500 graduates** (Bachelor of Business Administration) with diploma and qualifications in team entrepreneurship.

- **30%** of graduates are active entrepreneurs in their own companies (EU average is roughly 3-5%).

- Team Academy **has given birth to 17 companies** in addition to the co-operatives that operate within Team Academy during study time.

- Over **2000 real-life projects**.

- Numerous national **awards** for innovative learning methods and development of entrepreneurship.

Trophy Gallery - Awards

- Quality Award from Ministry of Education (2000)

- Iron Cross, award for creating innovative learning methods from Chamber of Commerce (2000)

- Productive Idea – award (1997)

- Markkinaseppä -award, award for excellent marketing in Central Finland (1994)

- Young Peoples' Employment Promoter -award, European Union (1999)

- Innosuomi -award, award for innovative practices in Finland (2000)

- Entrepreneurial Europe - competition's first price (2006, for Y4 –ideology)

- The Chamber of Commerce of Central Finland's 1st Price of Export for Team Academy (2007)

- EFMD –network's Excellence in Practice –award, 2nd price amongst the top European business universities (2008)

General Background Info on Finland

- Education and almost all costs associated with it are paid by the goverment. There are no private universities or schools as such. Goverment holds almost full educational monopoly on every formal degree (excluding some adult education programs).

- Team Academy's idea of combining entrepreunership, real-life work and studying is very rare. Every university's studies must include some entrepreneurship courses but usually they are not integrated with other studies (marketing, finance, etc.) and are thus marginalized.

- National average on choosing entrepreunership as career path after graduation in Finland is less than 5%.

- Unemployment rate in Finland is quite high, approx. 8% (some of it is structural unemployment). Social services' safety network for all unemployed is at European level.

- Finland has quite strong workers' unions and all work-related benefits for workers are good (long maternity leave, strong protection against lay-offs, long yearly holidays, health services, etc.)

- Finns are hard-working, highly educated, pretty good team players (very equal and non-hierarcial relationships) and honest but the culture doesn't engourage toward entrepreunership (as is the case allmost in all other EU countries). There is much growth potential in the area of entrenepneurship and self-employment.

Two Worlds Combined
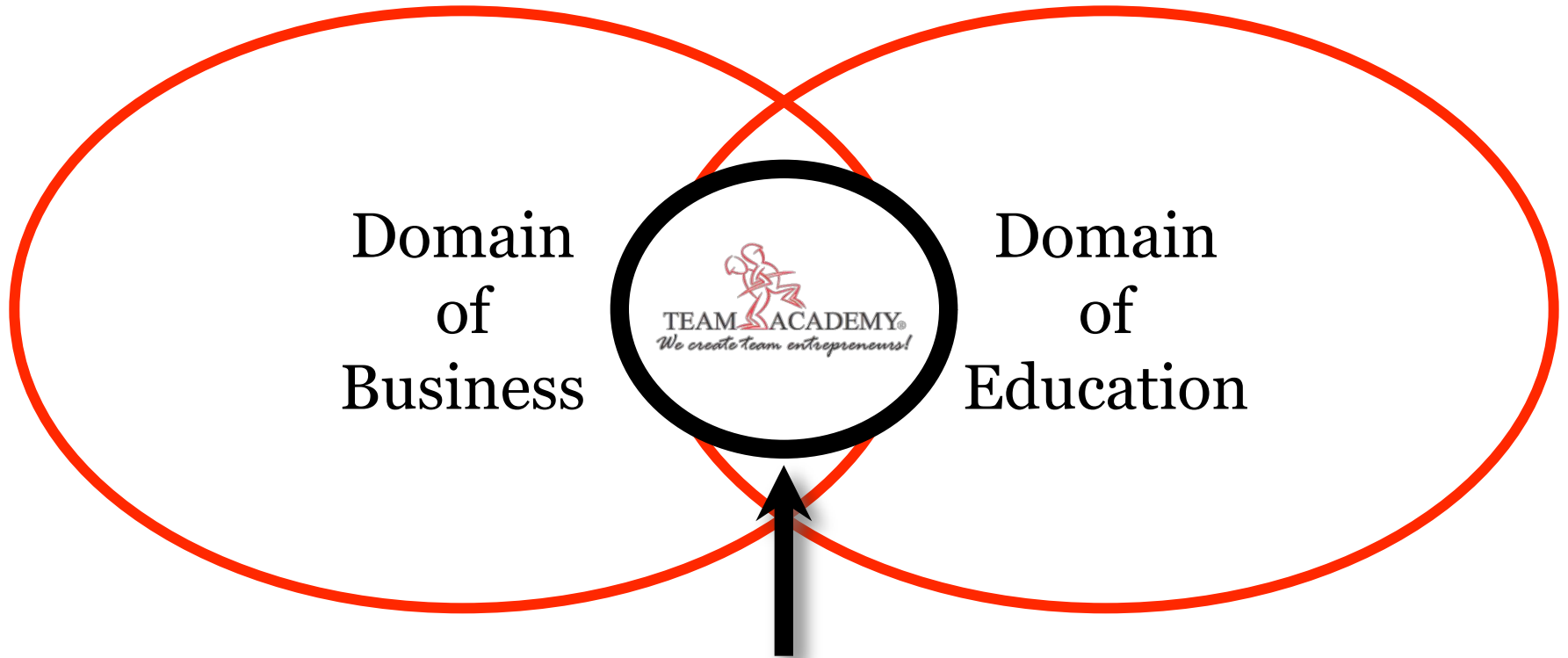
Domain of Business

Domain of Education

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Team Academy at the intersection of two worlds

Some Hard Numbers

Key figure / statement (given by a graduate from Team Academy)	2005	2006	2007	Finnish national average 2006 in universities
Employment level immediately after graduation	78 %	81 %	86 %	70 %
Entrepreneurship level immediately after graduation	22 %	30 %	28 %	2,5 %
Teachers were competent and teaching was high-quality	81 %	65 %	83 %	77 %

Key figure	2005	2006	2007	Finnish national average 2006 in universities
Ratio of students per full-time teachers	78,5	58,6	58,6	25,8
Ratio of graduates per full-time teachers	16	12,7	11,7	4,2

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Part Two: Methods

Pedagogy of Team Academy

Partus Methods

- Team Academy uses Partus Methods to educate team-entrepreneurs.

- Main learning methods are **team learning** and **learning by doing**.

- Learning is supported with theory studies and coaching.

- Pedagogy is a modification of radical **sosioconstructivism** and **exploratory learning**.

- Partus methods have been developed in the context of entrepreneurial development and are "home-made".

Application of Partus Methods

Methods to create team-entrepreneurship

	Univesities	→	**Team Academy**
	Major organizations	→	Wärtsilä Finland Oy
	Adult entrepreneurship education	→	Igniting Hearts (Program for novice entrepreneurs)
	Vocational schools	→	Ikaalinen College of Crafts and Design
	Third sector organizations	→	TOVA (Program for organizational learning in Finnish youth-work)

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Part Three: Learning

Learning by doing, team learning & theory studies

Innovative Approaches to Entrepreneurship Development

1. Radical sosiocostructivism

2. Exploratory learning

3. Learning by doing and action learning

4. Team learning (dialogue)

5. Teams provide peer support to individuals

6. Real problems, real projects, real customers

7. Process learning (no discipline silos such as "marketing" or "management")

8. Replacing traditional "school environment" with open-space office

9. Evaluation on multiple levels (individual, team and organization) and fully integrated quality system (used by team members themselvs)

10. Coach stays with the team for the whole learning path

11. Extremely flexible theory studies and applying theory directly into practice

12. Team company as tool for learning and doing projects

13. Various leadership positions within the unit for team members for leadership capability development

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Cornerstones of Team Entrepreneurship

Team Leadership

Team Entrepreneur-ship
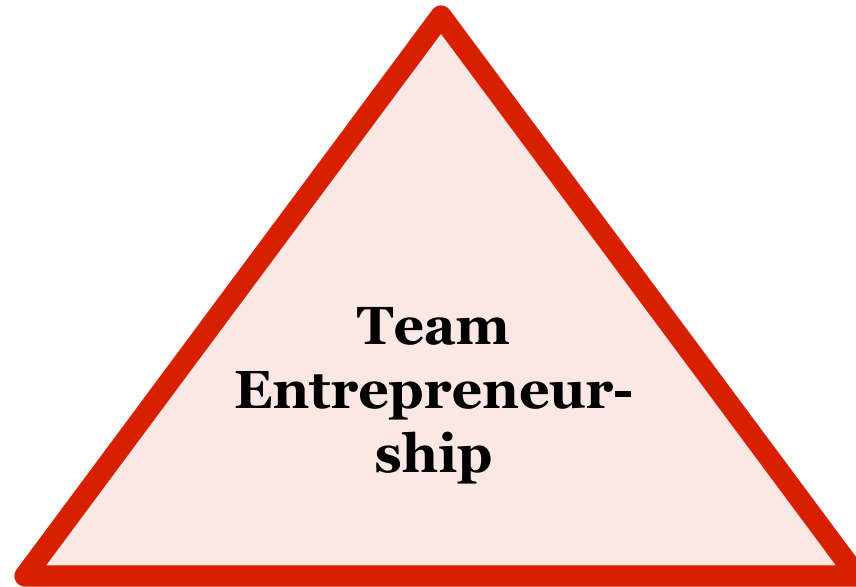
Team Coaching

Team Learning

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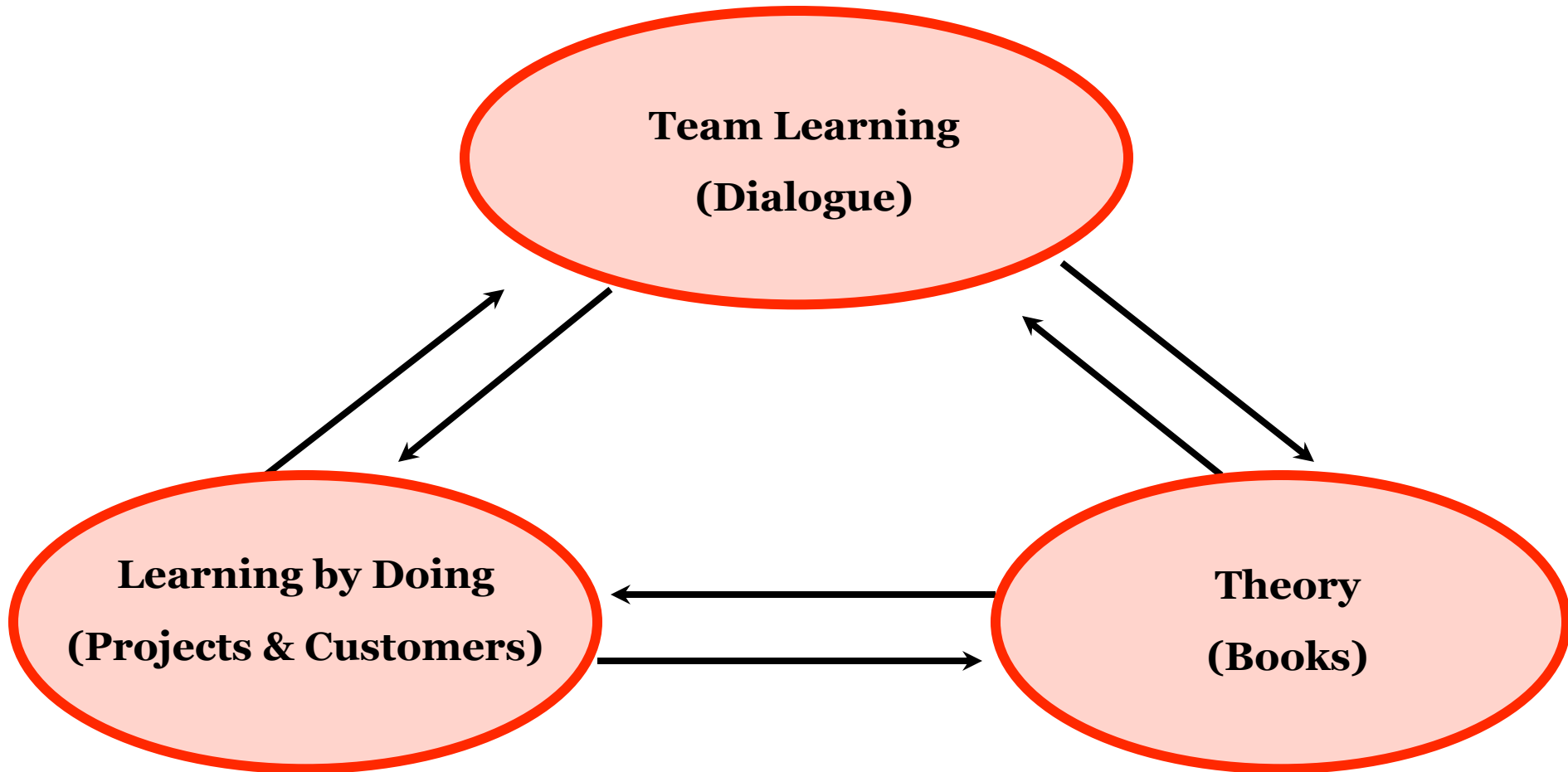*inside*

Some Views on Entrepreneurship

- Way of thinking and seeing the world

- Way of operating from one's own starting point

- Part of company's or community's culture

- Use of one's own unique talents and personality

- Way to earn money

- Way to see new possibilities where others can't see them

- An attitude that can be learnt

Three Ways of Learning (1/3)

Team Learning

(Dialogue)

Learning by Doing

(Projects & Customers)

Theory

(Books)

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Simplified Basic Model

Three Ways of Learning (2/3)

Team Learning

Learning with others with dialogue and reflecting on experiences and things learnt

Bringing practical experience to dialogue for reflection

Applying reflected ideas into practice

Bringing new knowledge to dialogue for reflection

Connecting shared ideas and experiences to theory

Learning by Doing

Real-life projects for real-life customers using one's own team company

Applying theory into practice

Theory

Getting new ideas and theoretical knowledge by reading books and writing essays on them

Modelling real-life practice into theories

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Full Model

Three Ways of Learning (3/3)

	Team Learning	Theory	Learning by doing
Description	Learning together with other learners thru dialogue. Giving birth to new knowledge.	Reading literature and reflecting the new ideas from the books	Real-life projects by using one's own company
Coach's role	Dialogue facilitator Coaching the learning Expert (on learning)	Supports applying theory into practice	Coaching business activity Expert (on business)
Learning methods and tools	Dialogue, group-work, lectures, seminars, birth givings	Reading and writing essays	Learning by doing in projects Pre- and post reporting on projects

Team Companies

- Team companies operate as co-operative firms. All of them are **independent organizations** and thus Team Academy has no formal authority on their business. **Team Academy only provides them coaching as part of education**.

- Team companies typically consist of **10 to 20** student-entrepreuners.

- **All educational costs are paid by the goverment**. All students in Finland recieve financial support for living from the goverment. In addition to this services such as health care are fully paid by the goverment.

- **All business costs are paid by team companies**. They pay 10-30 € per person per month to Team Acady for office rent.

- All team **companies must themselvs find and manage their projects**. Team Academy does only coaching and supports the companies by providing them the rights to use Team Academy's brand.

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Team Companies' Annual Turnovers (Examples)

Note: Turnovers for Jyväskylä University of Applied Sciences' school year (August 2005-May 2006)

1st year teams
- 5 000€
- 15 000€
- 15 200€
- 16 000€
- 19 000€
- 20 000€

2nd year teams
- 21 500€
- 24 500€
- 37 000€
- 48 000€

3rd & 4th year teams
- 82 000€
- 96 000€

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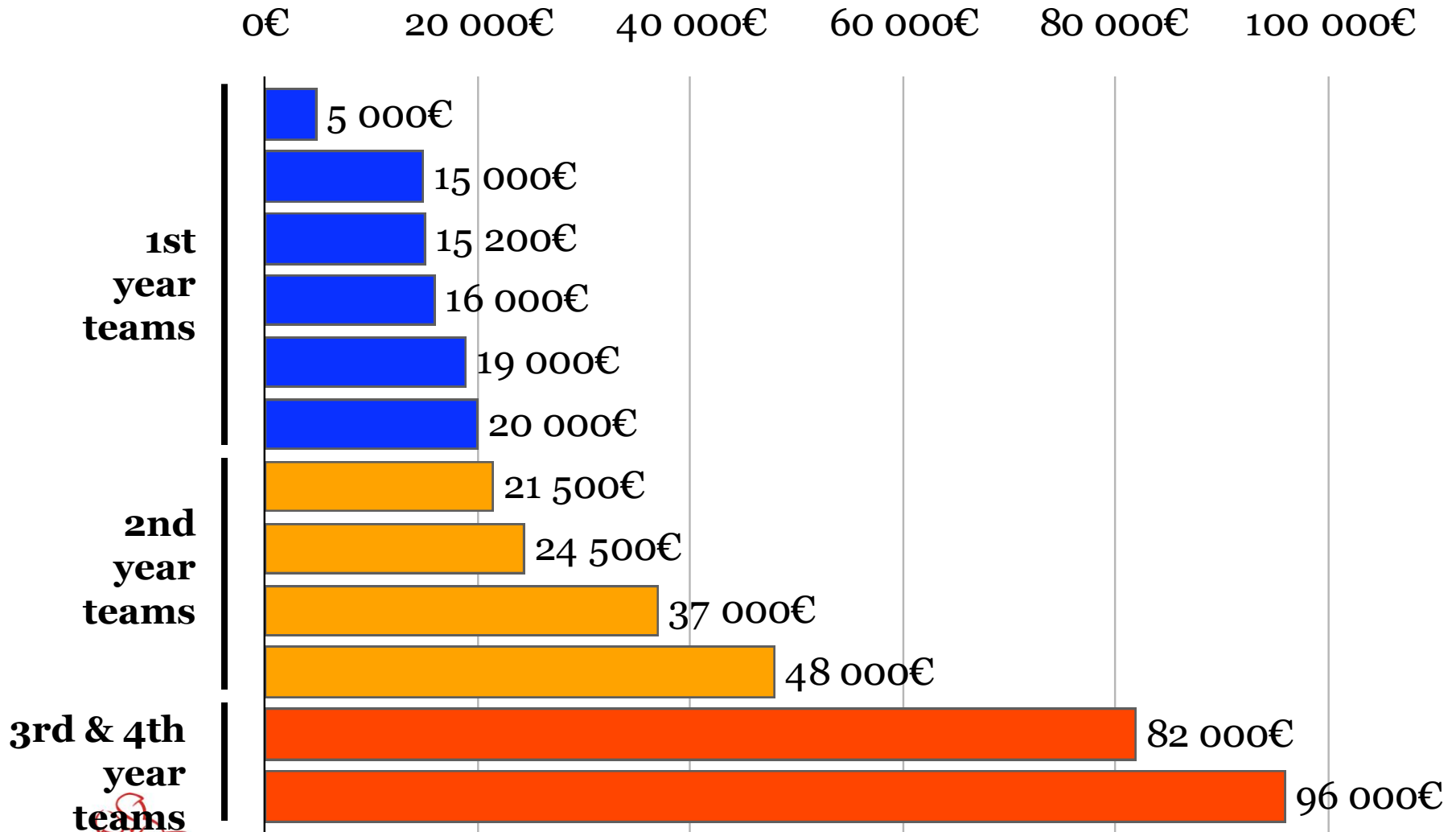
Projects

- Projects function both as **learning environments** (for studies and developing individual's competency) as well as **ways of making business** (for team companies).

- Project **sizes vary**: A small project team consists of 2-3 persons and it's budget is 1000€-5000€. Major project may include up to 10 persons (the whole team) and it's budget may reach over 100 000€.

- Typical projects: promotion tours, arranging conferences, creating advertisments, doing marketing research, telephone/personal selling or carrying out training programs.

- **Customers are from all sectors**: micro-companies, major companies or their units, schools, 3rd sector organizations, individual consumers in certain market segments, etc.

Project Examples

- Planning, arranging and implementing car promotion tour for a car retailer

- Implementing an international conference for Society for Organizational Learning -network in Helsinki, budget over 200 000 €.

- Visual design (logos, ads, web pages, etc.) for various companies

- Consulting and coaching of vocational school teachers in the areas of learning and entrepreneurial development

- Planning and furnishing of fair department for cluster of companies

- Establishing one's own cafeteria and building various services for tourists in Jyväskylä (Central Finland)

- Extensive scale marketing research for a major food supply company

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Six Theory Domains

Categories of books read in Team Academy

1. Teamwork & team learning

2. Leadership

3. Marketing

4. Creativity & innovation

5. Entrepreneurship

6. Self-Development

Part Four: Hammers and Nails

Learning Tools

Team Academy's Learning Tools

- Learning contract (qualitative, personal learning plan that is "negotiated" with other learners)
- Training notebook (learning diary)
- Portfolio
- Team training session (dialogue with a team, 4 hours)
- Birth giving (oral and written presentation on current competency)
- 24-hour birth giving (oral and written presentation to a real-life customer, solving customer's problem within 24 hours)
- Literature (a guidebook with over 1000 articles, learners chooses books to be read) and essays (self-reflection and analyzing ideas taken from books)
- Reflection paper (extensive essay on chosen theme, self-reflection on issues learnt)
- Pre- and postmotorola (reports before and after a project)

Development Circles
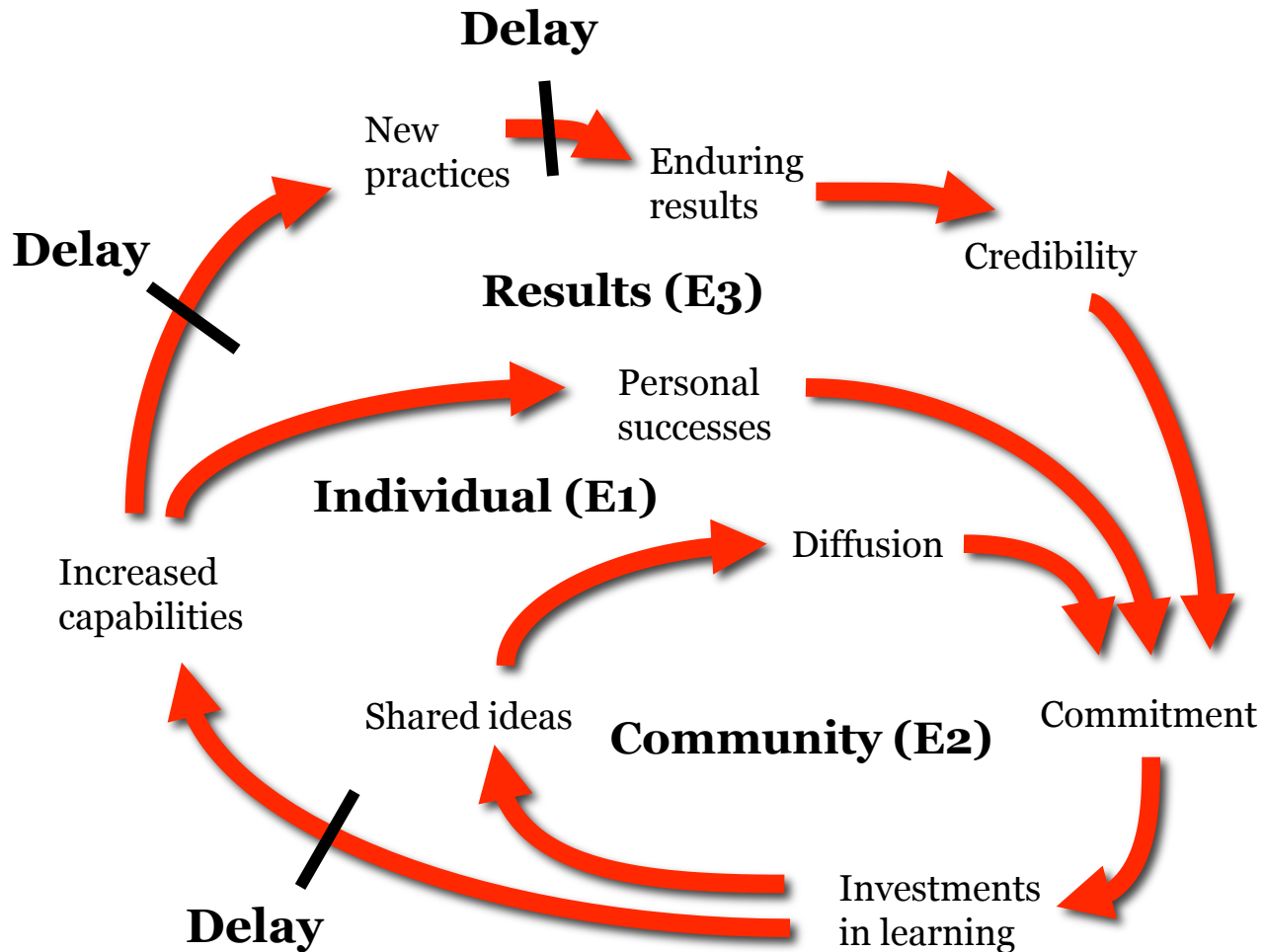
Learning Diary

- Learning diary is simply a notebook for writing up and down one's ideas and toughts on learning. It's purpose is to **help the learner to analyze and reflect his/her thinking.**

- There are **no spesific 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, praticality 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.

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.

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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)

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.

- Porfolio is updated regurally. It is explored with coaches and peers a few times per year.

Portfolio Contents (Examples)

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

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.

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Essays

- Theory studies in Team Academy are done by **reading books** and applying ideas gained from them into practice.

- Essay ia a **bridge between theory and practice**. For every book read, the learner writes an essay about his/her plans on implemeting 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, altought 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.

Book Points ja Stars

1	Basic level book.	*****	Ok, good.
2	Demanding book.	******	Quality stuff.
3	Very demanding book.	*******	Very good, extremely inspiring!

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Reflection Paper

- Reflection paper is both **deep and broad, written document** on individual's spesific 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.

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 straightfowardness. 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 awarness of the team's current situation, dynamics and challenges.

- Dialogue sessions usually have some sort of **main theme**. Its role is to act as an "umbrella" for the various discussions.
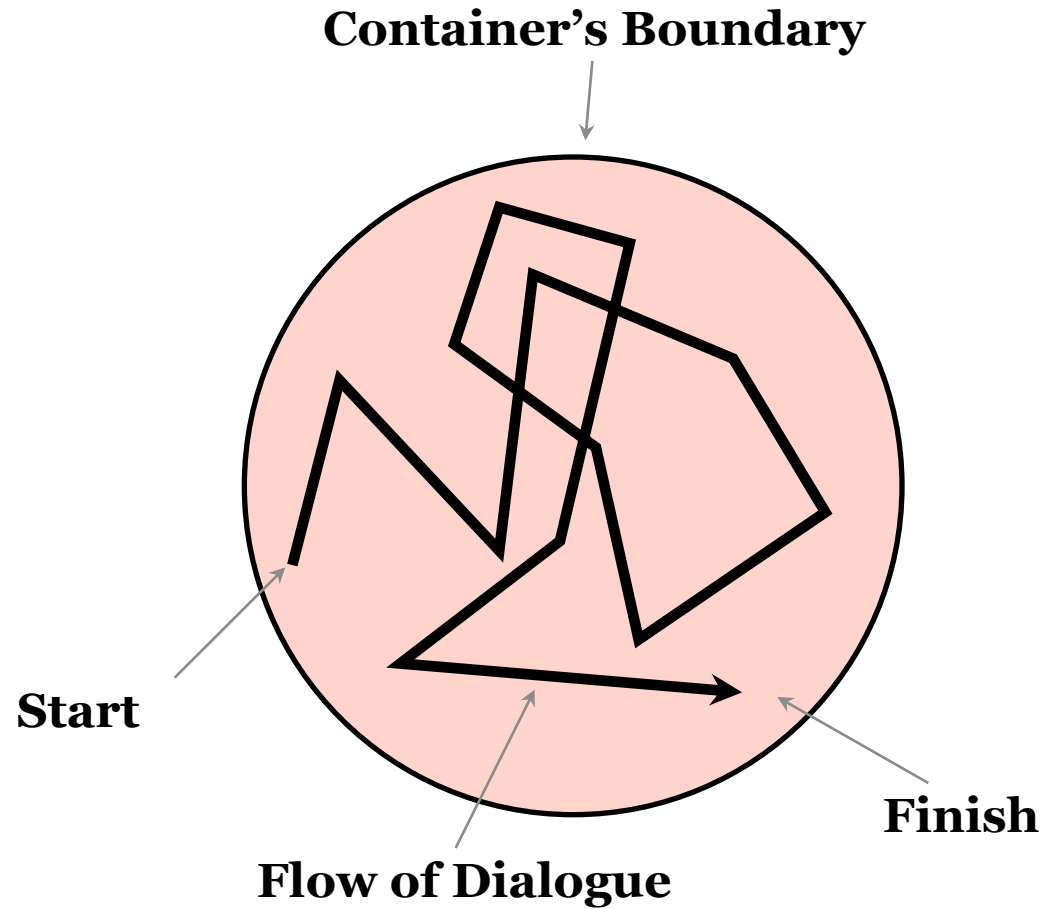
Dialogue's Main Principles

Straightfowardness

Waiting

Listening

Respect
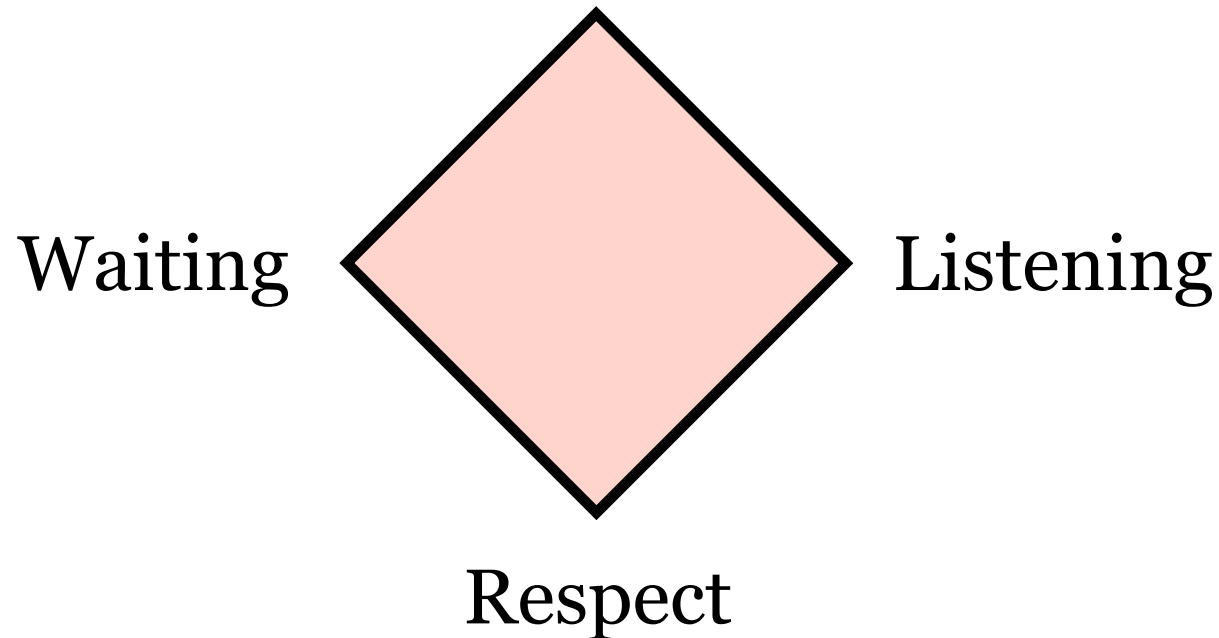
Dialogue and Team Learning

- 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

Container's Boundary

Start

Flow of Dialogue

Finish

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Sometimes the boundary is crossed...

... coach interferes...

The direction of dialogue is changed

Boundary is crossed...

... and the dialogue returns back to the container.

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

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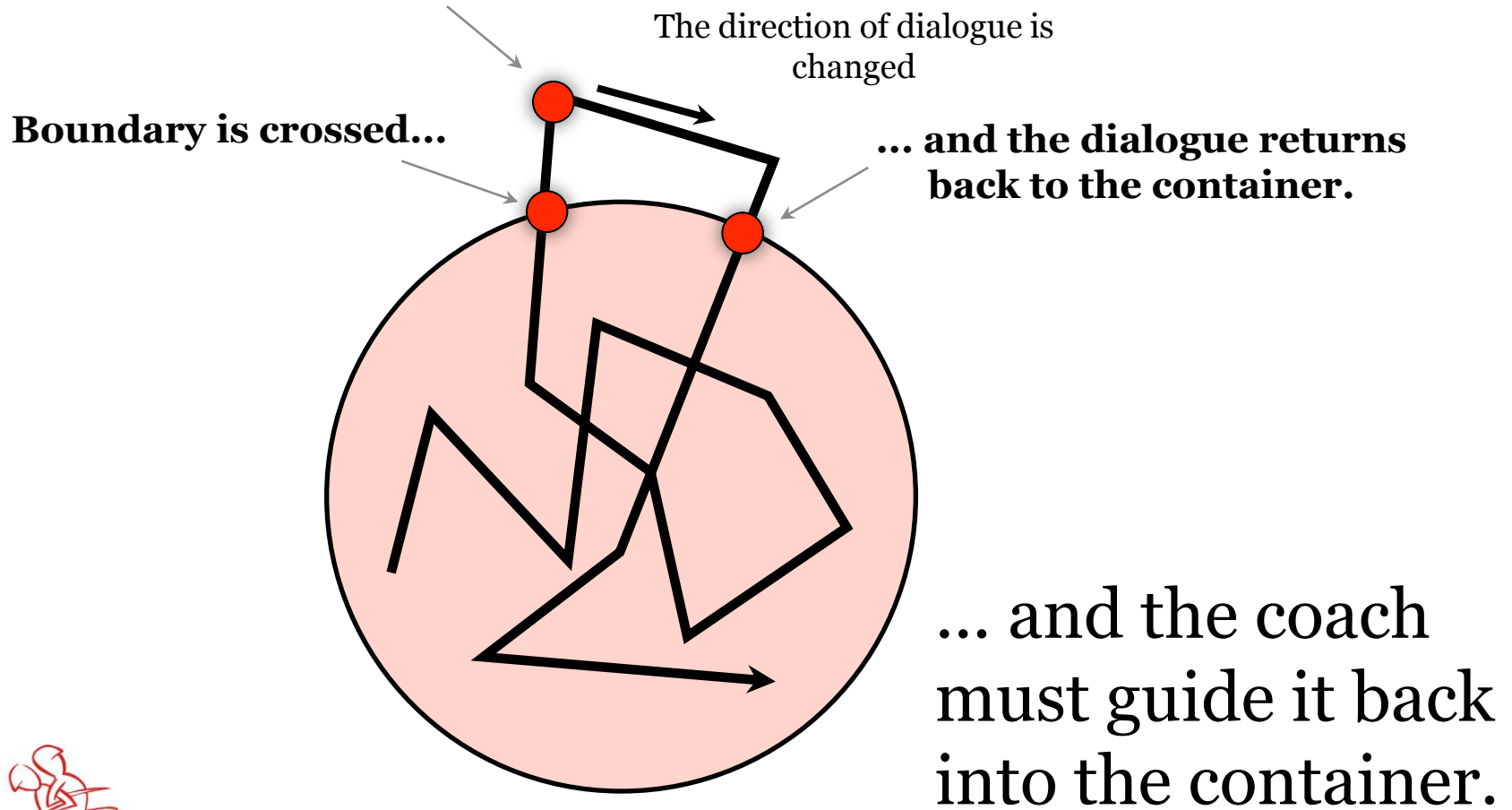
Coach can enrich the dialogue…

How does this look like from the perspective of customers?

New perspectives

This theory deals with the things you just said…

New theories, frameworks and ideas

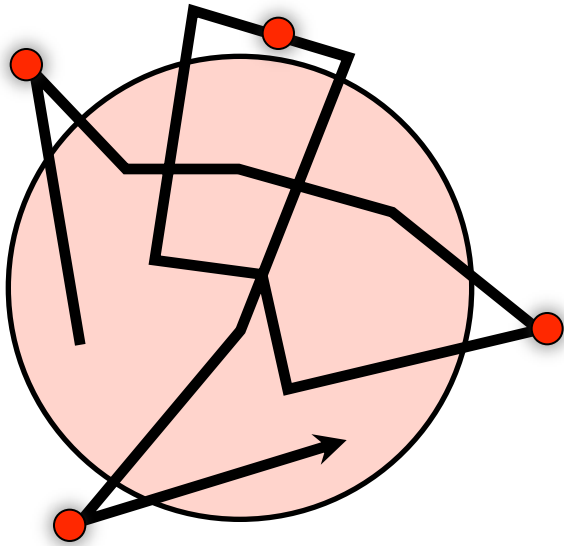Yes… I do remember a case where…

New knowledge or experience

… by giving the participants new ideas.

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Dialogue is a skill that can be learnt...

Experienced team stays within the boundary.

Inexperienced team needs lots of interference from the coach.

... and over a time the team develops a colletive understanding on how to self-manage the dialogue.

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Coaching Spectrum

Pull
Coaching
Non-Directive

Coaching Spectrum

Listening

Reflecting

Reprhasing

Making summaries

Asking questions

Offering alternatives

Giving feedback

Giving ideas and tips

Instructing

Push
Instructive
Directive

Instructing straightfowardly

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Birth Giving

- Birth giving is team's (or similar group's) oral and/or written **display of its 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.

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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-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 questionare.

Belbin's Team Roles

Plant

Co-ordinator

Monitor evaluator

Implementer

Completer finisher

Resource investigator

Shaper

Teamworker

Specialist

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	Describtion
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.

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 regularlly (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**.

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Prequisites 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 toughts 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.

Motorola -reports

- Motorola is a **simple reporting framework** for setting learning goals for projects and learning from them.

- The purpose of Motorla is to help its writer to **analyze** things learnt and to communicate them as short summary to coaches and peers.

- **Pre-motorola is done before project and post-motorla 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 ?

Project implementaton

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 ?

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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 exciting 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 alingment 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

Domain

Knowledge Structure

Community

Practice

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The Rocket Model's Quality System
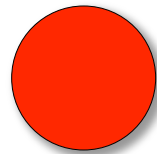
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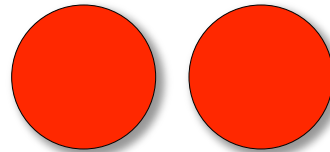
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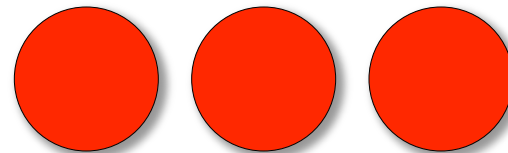
= Working practice

Quality assesment is done in each team.

Part Five: Roadmaps

Curriculum

" God allmighty did not see fit to divide up the world to accord with the faculties of universities. "

Charles Handy

Three Systems

	Learning Processes	Formal Course Curriculum	Competency Development
Description	Three main processes of the learner: team learning, learning by doing and theory	List of courses and their credits during the learning path	List of competencies that are to be developed and measured during the learning path, measurement system
Purpose	Tells what to do in general level	Tells how the doing is organized	Tells what the result is and what areas you have to develop next
Motto	" Do these and you'll learn lots of things."	" Do these and you'll graduate nicely."	" Know your level and keep developing more."

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Development of Professional Identity
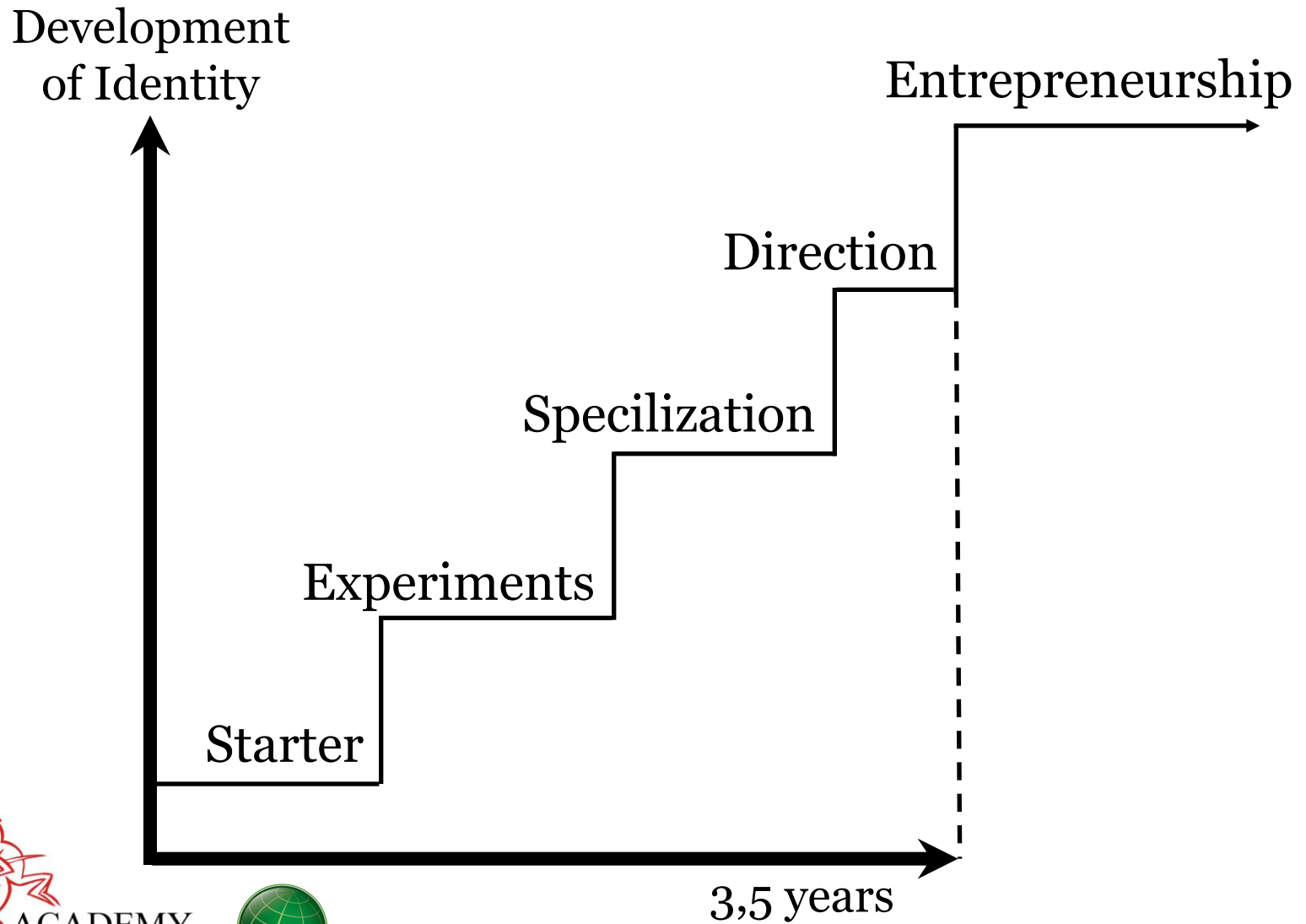
Entrepreneurship Identity Development

Year	Theme	Learner's Role	Coach's Role	Main Focus
0-1	Starter	Observer	Director	Learning to learn
1-2	Experiments	Doer	Question maker	Leadership
2-3	Finding One's Path	Specialist	Resource finder	Customers
3-3,5	Direction	Result maker	Expert	Innovation
3,5-…	Entrepreneurship	Entrepreneur	(as needed)	(as needed)

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Curriculum & Credits

- Basic studies (60 credits)
  - Interdisciplinary studies of The JUAS (21 credits)
    - Orietation, language, communication etc. courses
  - Team Academy's basic studies (39 credits)
    - Six modules, Rocket Model's Learning Processes (E1+E2+E3)
- Professional studies (90 credits)
  - Professional studies for all Team Academy's learners (60 credits)
    - 18 modules, Rocket Models's Processes (C, L, I, B)
  - Selective professional studies for Team Academy's learners (30 credits)
    - Projects (accounting, marketing, event management, etc) and Team Academy's special programs (leadership, marketing, innovation, etc)
- Elective studies (15 credits)
  - Various studies from othes JUAS's units, chosen by learners
- Practical training (30 credits)
  - Five theme modules (5 credits each)
- Bachelor's Thesis (15 credits)
  - Bachelor's thesis & maturity test

Note: Rocket Model's letters refer to the processes of the model as follows: E=entrepreneurship, C=customers & marketing, L=leadership, I=innovation & knowledge management, B=brands & strategy.

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The Road Map

Integration of (1) professional identity development, (2) formal curriculum and (3) three main processes of Team Academy.

Starter — 21 + 39 = 60 cr

Experiments — 60 cr

Specilization — 60 cr

Direction — 15 + 15 = 30 cr.

Entrepreneurship

Interdisciplinary studies — 21 credits

Main Processes:

Team dialogue — approx. 1000 hours of team training in various forms

Literature program — 120 book points

Practice — approx. 3000 hours of projects and developing one's own team company / Incubator phase

Portfolio days — Two times a year, checking one's portfolio, updating formal course accomplishments, checking and updating one's learning contract

* (updating skill profile)

Bachleor's thesis — Making thesis / Collecting documents / 15 cr

* = updating skill profile

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3,5 years / 210 credits

Integrating Rocket Model and Course System

Community's Learning Process

Team skills I & II

Learning with others in a dialogue

Creating leading thoughts for one's team

Sharing and creating knowledge in one's team

Using team projects in learning

Company's Learning Process

Business and team entrepreneurship I & II

Establishing a company

Basics of company management (budgeting, etc.)

Project planning

Individual's Learning Process

Personal learning skills I & II

Understanding one's personal learning style and habits

Planning of one's learning

Using personal learning tools

Part Six: The Ability to Do

Competency model

" A normal person can be master at only one area of activity. A genius can be a master at two. No mortal man or woman can be master at three or more. "

Peter Drucker

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JUAS's Generic Competencies

- JUAS is using *Tuning Educational Structures in Europe's* model of dividing competencies in two fields:
  - Generic (6 areas)
  - Subject-specific (3-6 areas)
- Team Academy may define what its subject-specific competencies are.
- Currently the trend in Finnish Universities is: moving away from fragmented courses towards larger modules and themes with competency development.
- Competency objectives are defined at both program and course levels ("Tuning Project's martix").

Generic Competencies

1. Learning competence

2. Ethical competence

3. Communicative and social competence

4. Development competence

5. Organisational and societal competence

6. Internationalisation competence

For more information, please see: www.ncp.fi/ects

Skill Profile's 21 competencies

| Team Learner	Team Leader	Team Entrepreneur
Learning to learn	Learning to lead	Learning to do
1. Computer and knowledge management skills 2. Team learning skills 3. Personal learning skills and attitudes 4. Personal creativity skills 5. Language skills 6. Communication skills 7. Initiativeness*	8. Self-management skills 9. Project management skills 10. Team building and leading skills 11. Planning and organizing skills 12. Coaching skills 13. Strategy skills 14. Courage to make demanding decisions and set goals*	15. Customer service, negotiation and selling skills 16. Accounting and budgeting skills 17. Marketing skills 18. Innovation skills 19. Modeling and theory skills 20. Networking skills 21. Courage to break one's own limits*

* = Attitude, not a skill or "competence" in narrow sense.

Note 1: General grading . Each skill should have its own specific definitions for each grade level.
Note 2: Titles "master" and "journeyman" are purposefully used to "spice up" the system. Title "master" does not refer to "true mastery" of the skill (e.g. twenty years of practice or so) - the grading is designed to be used in Team Academy's context with young team entrepreneurs.

Skill Level Grading

5	Master	Has extremely high skill in the skill area, can produce innovative theories and models in the skill area, can operate as trainer of the skill area
4	Expert	Very good both in theory and practice, can operate in many different environments with the skill
3	"Journeyman"	Very good theoretical understanding and knowledge, good practical skills in area
2	Intermediate	Has some good theory knowledge on area and can apply (some) theory into practice
1	Novice	Basic skills, knows basic principles and tools of the skill area.

360 evaluation

Self-evaluation

Customer's
evaluation

Coach's
evaluation

Peers' evaluation
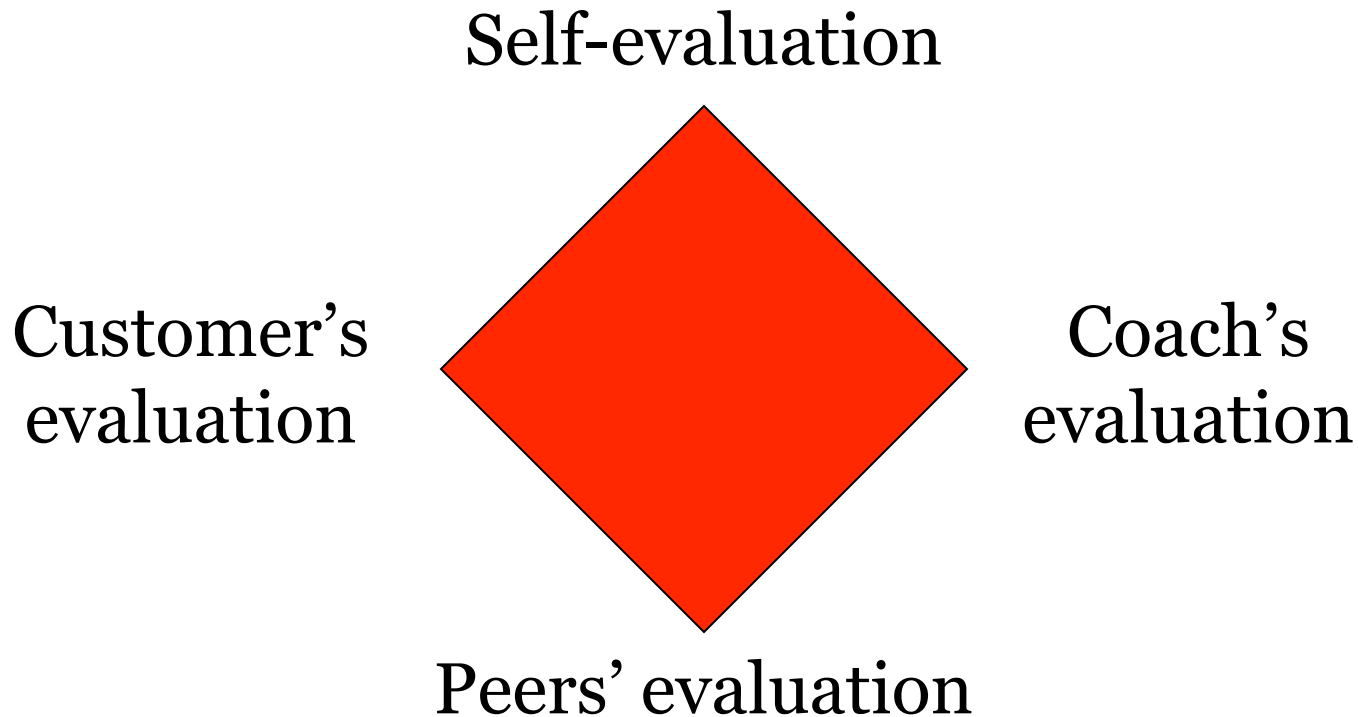
The final evaluation is given by Team Academy's coach

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Important Issues to Remember When Designing Competency Model

- The **whole path,** not just fragments of it. After a checkpoint the path continues.
- The learners in BBA are **young people** (age 19-25 years) with little work-experience or competencies.
- The **discussion and dialogue about evaluation results are more important than the results themselves!**
- Evaluation shouldn't happen in a vacuum. The **environment** must be part of it.
- Learning in Team Academy is social (radical socialconstructivism) and contains **lots of tacit knowledge** (fuzzy ideas, attitudes, life experiences, etc.) that are difficult to transform into explicit "proof of competency" (altought they can be observed indirectly).
- **Guiding Thoughts** (mission, vision, values, principles) are important in Team Academy. Competency model should reflect those.
- Because learners operate using teams, **some competencies are collective in nature** (dialogue, ability to handle crisis, norms, values, etc.) - "the team's competency is greater than the sum of individuals' competencies". When the team dissipates (at the end of its life cycle), most of this "collective competency" is lost.
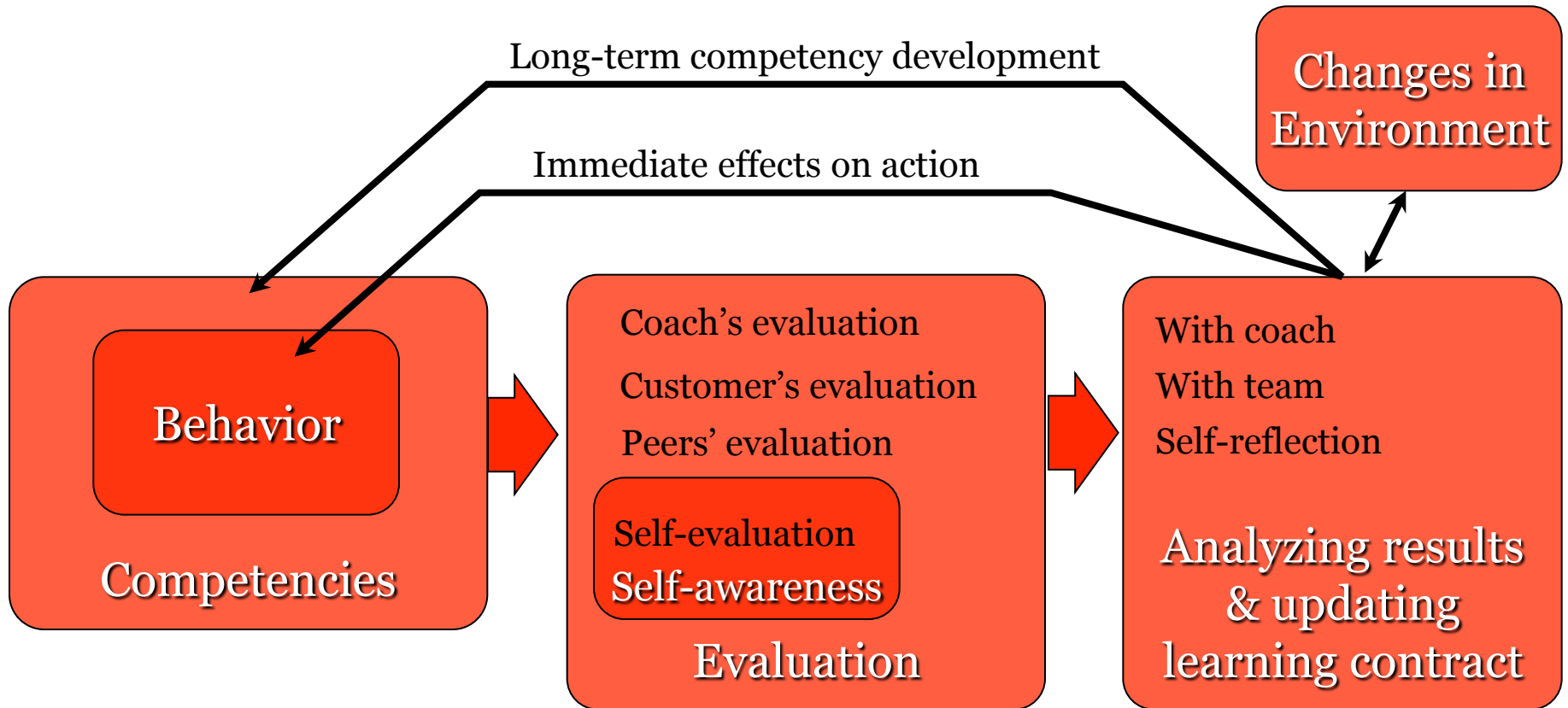
The Learning Hand

What is competency? It is...

- Knowledge
- Skill
- Experiences
- Contacts
- Attitudes

(... so it is not a mere skill or chunk of information!)

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Evaluation's Effects on Competency Development

Long-term competency development

Immediate effects on action

Changes in Environment

Behavior

Competencies

Coach's evaluation

Customer's evaluation

Peers' evaluation

Self-evaluation
Self-awareness

Evaluation

With coach

With team

Self-reflection

Analyzing results & updating learning contract

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Adapted from: Nissinen, Vesa. 2004. Syväjohtaminen. Talentum.

Evaluation Process

Factors that affect objectives

Degree criteria

School's strategies

Social environment

Team company's goals

Individual's own goals

Setting personal learning goals

Learning contract (personal learning plan that is "negotiated" with other learners)

Learning actions

Lectures

Literature

Reports

Projects

Dialogue-sessions

etc.

Presenting one's competency

Portfolio

Birth giving session (oral and written presentation)

Evaluation

Individual's own evaluation

Peers   *360*   Customer(s)

Coach

Formal degree

Credits

Courses

Diagnosis of one's competency

Skill profile

Qualitative assessment

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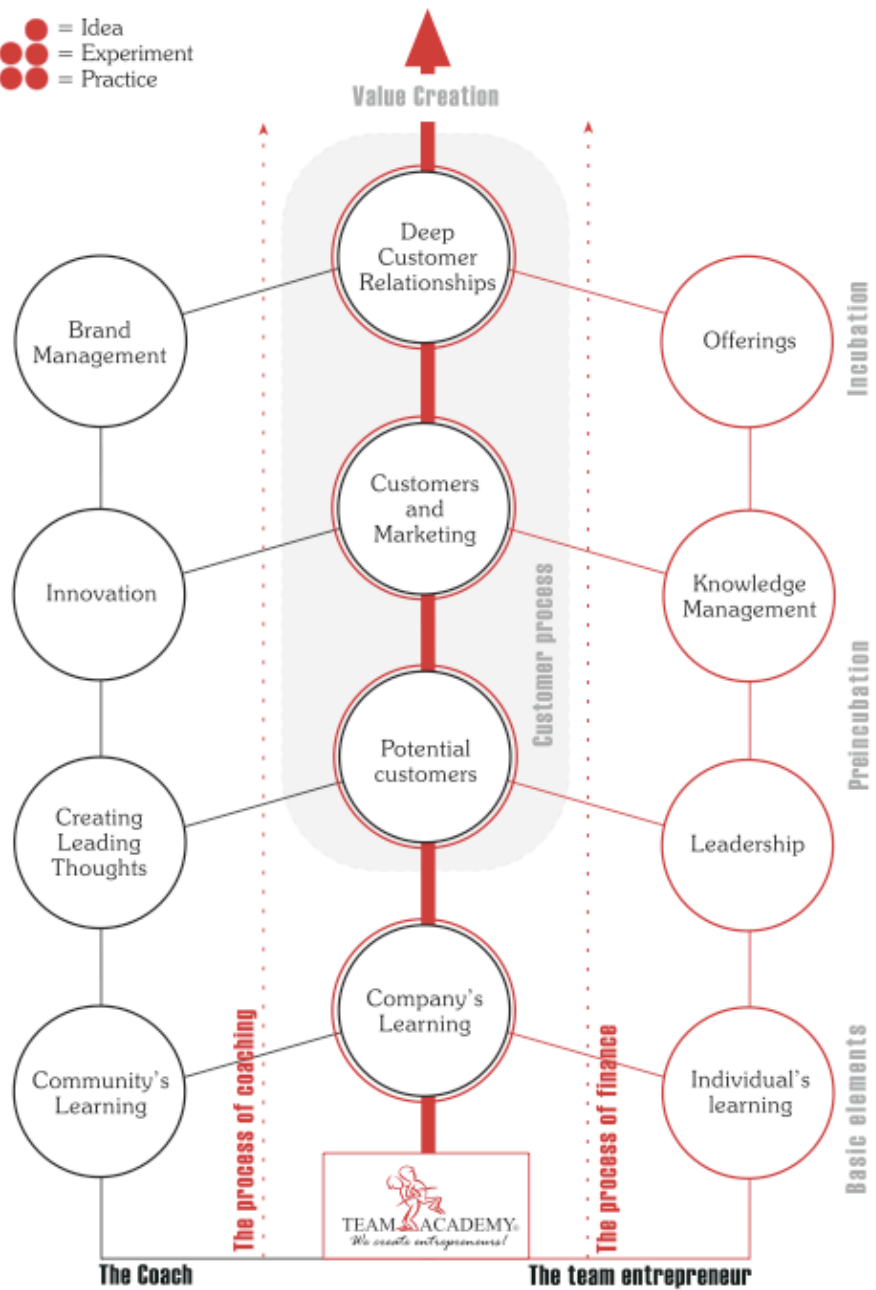# Part Seven: There's Nothing as Practical as Good Theory

The Rocket Model theory
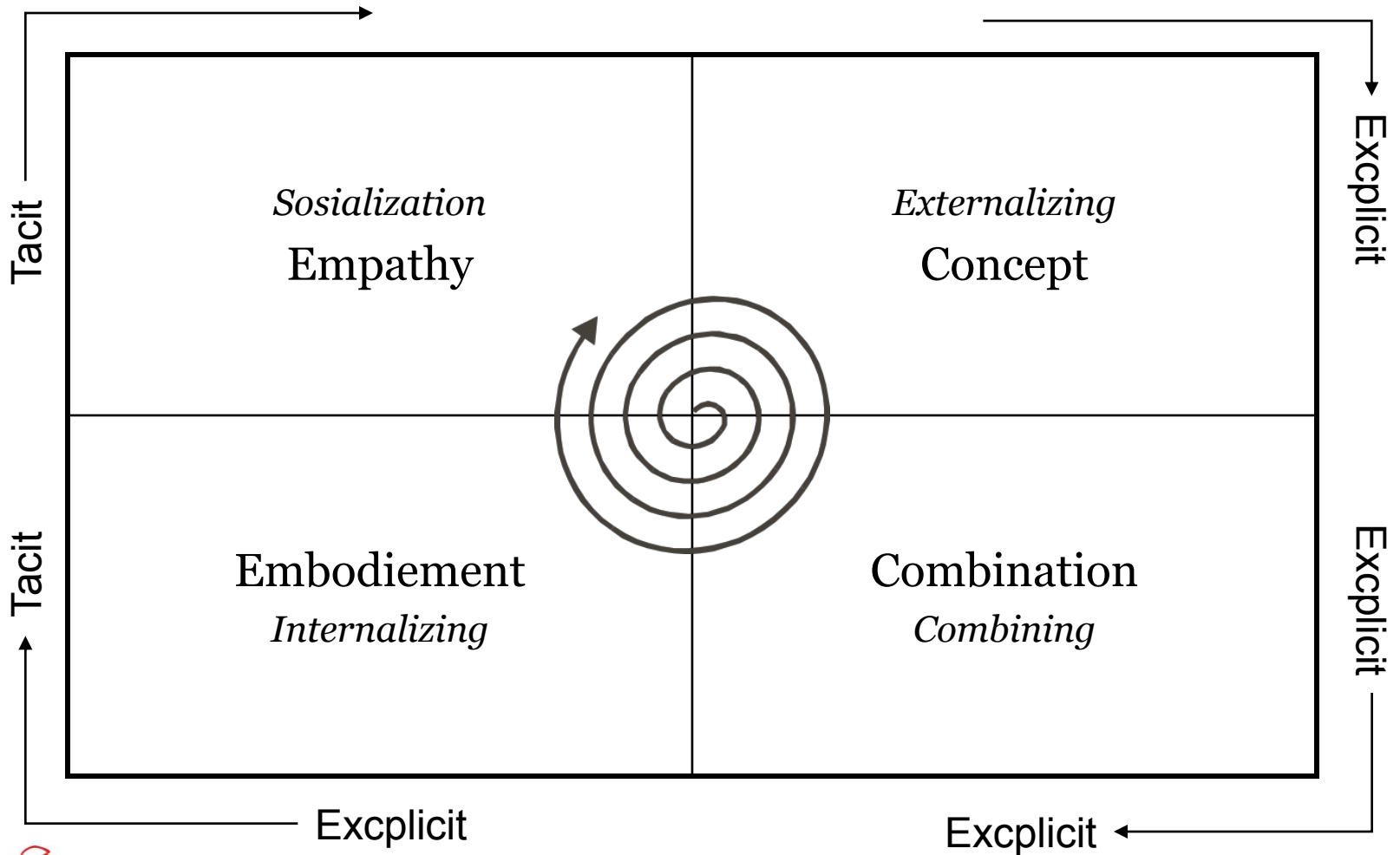
The Rocket Model

- The Rocket Model describes how entrepreneurial development progresses. It is a **framework for all activity** in Team Academy.

- The Rocket Model consists of **twelve domains**. These domains include Nonaka's and Takeuchi's knowledge theory application according to the theme.

- The **learning path** starts from the bottom of the model. During the first study year learner learns how to learn (metalearning) and the basics of entrepreneurial activity. On the next step he/she practices leadership and building customer-relationships. During the third year he/she learns how to conceptualize services and build offerings.

- The domains on the left are coach's main activity areas. On the right are the learners domains. In practice these areas are (of course) overlapping.

- On the centre are the **customers**. They are essential in entrepreneurial development - there cannot be entrepreneurs (or any kind of business) without customers.

- Team Academy's **professional studies** are based on The Rocket Model. Each domain has been divided into two courses according to the domain's theme.

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The process of creating entrepreneurs

Knowledge Creation Theory

Sosialization Empathy	*Externalizing* Concept
Embodiement *Internalizing*	Combination *Combining*

Tacit / Tacit

Excplicit / Excplicit

Excplicit / Excplicit
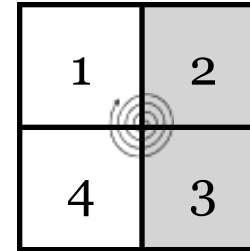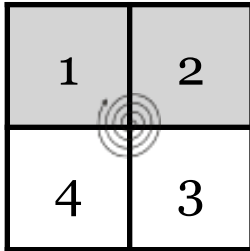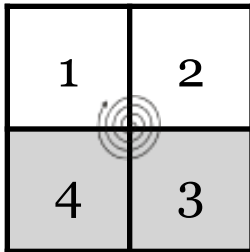
Knowledge into Action

Nonaka's & Takeuchi's Theory of Knowledge Creation

Dialogue

Explicit knowledge

Tacit knowledge

Learning by Doing
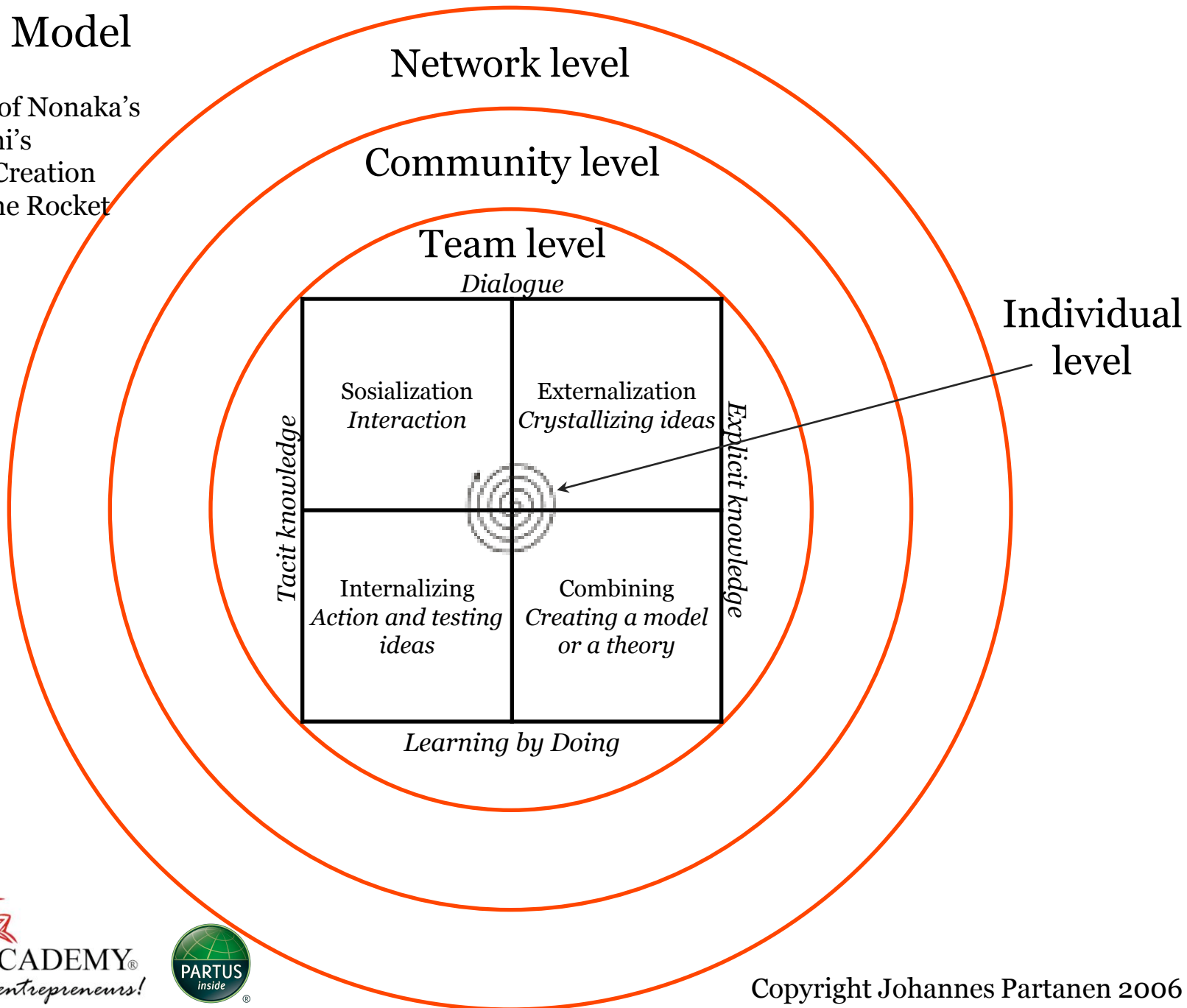
Ref: Nonaka, Ikujiro & Takeuchi, Hirotaka. 1995. The Knowledge-Creating Company. Oxford University Press.

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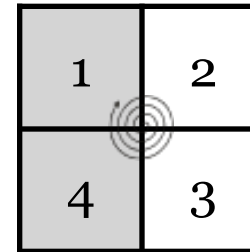
Phases of Knowledge Creation

Interaction and conversations
with others, brainstorming,
intensive thinking, self-reflection

Window 1
Talking, "throwing ideas",
"talking during breaks",
formal dialogue sessions

Window 2
Crystallizing ideas, making
lists of main points, finding
leverage points

Dialogue

Tacit knowledge	Sosialization *Interaction*	Externalization *Crystallizing ideas*	*Explicit knowledge*
	Internalizing *Action and testing ideas*	Combining *Creating a model or a theory*	

"Silent knowledge", intuitive
knowledge, practical
knowledge, hard-to-describe -
knowledge

Trasferrable knowledge,
analysis, plan, list, picture,
model, book, knowledge base,
manual

Learning by Doing

Window 4
Testing ideas in practice,
using plans to generate
action

Action, using plans, doing

Window 3
Making specific plans and
prototypes, creating theories,
finding interesting ideas and
theories from books

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Adapted from: Nonaka, Ikujiro & Takeuchi, Hirotaka. 1995. The
Knowledge-Creating Company.

General Model

Application of Nonaka's
and Takeuchi's
Knowledge Creation
Theory in The Rocket
Model

Network level

Community level

Team level

Individual
level

Dialogue

Tacit knowledge

Explicit knowledge

Sosialization *Interaction*	Externalization *Crystallizing ideas*
Internalizing *Action and testing ideas*	Combining *Creating a model or a theory*

Learning by Doing

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Part Eight: Living the Message

Team Academy's Guiding Thoughts

Team Academy's Mission

" In Team Academy we learn to operate as team entrepreneurs by using our own team companies."

Team Academy's Vision

" Finland's Top Unit of Entrepreneurship in January 2008. "

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Team Academy's Extended Mission

" We will remove the unemployment from Finland.

We will make a revolution in the fields of entrepreneurship, learning and communities. We will break down all structures and make way for the new entrepreneur-led society. The new kind of team-entrepreneurship makes it possible for individuals to be in charge of their own destiny and work for themselves together within new communities. "

Team Academy's Slogan

" We create team entrepreneurs."

Note: Slogan here refers to Unique
Selling Propotion, USP (Brand promise).

Team Academy's Motto I

" We must become the change we want to see in the world. It demands us courage and stubbornness."

Mahatma Gandhi 1947
India's independency and peace activist

Team Academy's Motto II

" Gutta cavat lapidem, non vi sed saepe cadendo. "

" The drop excavates the stone, not with force but by falling often."

Team Academy's Motto III

" Parturient montes, nascetur ridiculus mus! "

" Mountains will be in labour, and an absurd mouse will be born !"

Note: This motto has its own special, "insider meaning" about the lack of innovativeness in hierarchies.

Team Academy's Values

1. Human relationships

2. Learning by doing and practicality

3. Team entrepreneurship

4. Continuous applying of ideas into practice and giving birth to new innovations

5. Travelling

Note: In order of importance, number one being the most important.

Team Academy's Principles

1. Our most important mission is to nuture our culture and leave heritage to next generation of teams.

2. We learn and make things happen with our customers.

3. Our actions must be value-adding and transparent for everyone to see.

4. Every Team Academy member must understand the big picture of Team Academy.

5. Performances guide us: we must continuously improve and unceasingly do small experiments.

6. When you have an idea, you have to tell it to others and start doing. Every Team Academy member must create new knowledge and share it through the whole organization.

7. We practice continuous evaluation and assessment of our learning.

8. We coach our own coaches and leaders. We also search continuously for new coaches to join our community.

9. Continuous development of our network is essential for all of our activities.

Team Academy's Teams' Shared Principles

1. We do not accept gossiping of those who are not present.
2. Teams must be able to present new ideas to their customers and find new solutions to them in the fields of marketing. This requires continuous practice.
3. Every team member must earn their membership in a team every day.
4. Freedom brings responsibility. We do not blame others for our own mistakes.
5. Everything starts within an individual. Teams are vehicles for creating new knowledge. New insights come from dialogue and discussion, sharing experiences and making observations.
6. Having fun and laughter are very important to all team members.
7. Every team must produce added value to the whole community.
8. Team are companies that must be operated well and with responsibility. Every team member has the responsibility of graduating within four years.
9. We develop ourselves in a team and we help each other to develop.

Team Academy's Brand's Core Adjectives

1. Entrepreneurial

2. Courageous

3. Inspiring

Team Academy's Network Values

1. **Personal Mastery**. The constant searching for meaningful life and fire within your heart. Everybody's life is based on one's strengths.

2. **Birth Giving**. To enlight oneself with the help of others and to help others to enlight themselves. Desire to give birth together. We learn best when we place our thinking within the circle of dialogue.

3. **Questions that lead to new perspectives**. Questioning strengthens everybody's willingness to explore issues from the viewpoint of one's own experiences.

4. **The adventure of learning**. Learning is an adventure towards unknown. It is the courage to start the journey.

5. **Play and experiences**. Plays are dramas that give us many wonderful experiences. Make learning a play in the spirit of celebration. In this way you can plunge into rich birth givings.

Part Nine: Educating Adults

Team Academy's Adult Education Programs

The Past and Future of Entrepreneurship Education

Past	Future
Learning alone as individual	Learning together
Courses here and there	Continious learning
Memorizing new information	Learning and developing personal capabilities, getting new contacts, exchanging stories, creating new business together
Lectures and presentations	Discussion and dialogue
Classrooms and school environments	Relaxed environments and real work-places
"Back to school" -mentality	Developing your company

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The Evolution of Leadership Education

Key element	Past	Transition	Future
Participants	Listener	Student	Learner
Program structure	Event	Curriculum	Continious process
Purpose	Knowledge	Wisdom	Action
Time horizon	Past	Present	Future
Participant type	Specialists	Generalists	Partners
Presentation focus	Style	Content	Process and outcome
Location	Classroom	Company facilities	Anywhere

Partus Ltd
Team Academy's Core Partner in Adult Education

- 11 shareholders' management consulting company in Jyväskylä, Central Finland.

- Founded in 1999.

- 19 coaches and consultants.

- Annual revenue of 0,9 millon euros (2008).

- Five 1,5-year coaching programs for entrepreneurs and managers. Also, the company plans and customizes different kinds of programs for major organizations.

- Coaching methods are based on Partus Methods that have been developed for 15 years for coaching, educating and training entrepreneurs.

Adult Education Programs

Program's finnish name	Program's english translation	Degree in Finland	Main target segment
Tulisielu	Igniting Hearts	Further Qualification for Entrepreneurs	Start-up entrepreneurs
Tulisoihtu	Blazing Torch	Special Qualification for Entrepreneurs Programme	Experienced entrepreneurs
Tiimimestari	Team Master	Further Qualification for Managers	Experienced entrepreneurs and managers and educators in the field of entrepreneurship education
Team Mastery	Team Mastery	-	Partners in European Union in the field of entrepreneurship education
Sammon takojat	Smiths of Sampo	Further Qualification for Developers	Experienced entrepreneurs and product developers

* = Please note that offical program names may vary in international settings.

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Adult Education Partnerships in Finland

- MJK Institute
- Adulta – Creada -project
- Raisio Vocational Institute Timali
- South Savo Apprenticeship Centre
- Savonlinna Apprenticeship Centre
- West Pirkanmaa Apprenticeship Centre
- Oulu Region Apprenticeship Centre

- Pirkanmaa Apprenticeship Centre
- Raahe Region Apprenticeship Centre
- Jämsä Apprenticeship Centre
- Jyväskylä Apprenticeship Centre
- Äänekoski Apprenticeship Centre

Common Challenges Faced by Start-Up Entrepreneurs

- " I have a great idea but how to transform it into a commerical product?"

- " I'm good at doing my stuff but I'm not good at selling. How to sell my competence and/or product?"

- " I have some good ideas but I have troubles of summarizing and crystallizing them."

- " To be frank, my close relatives are not very supportive on starting my own business. Where can I find same-spirited start-up entrepreneurs from whom I can get some emotional support?"

- " Where do I find more customers and how to market my ideas to them?"

- " I work alone and I don't have many people in my network to whom I can talk about my work and ideas."

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Common Challenges Faced by Experienced Entrepreneurs and Managers

- " I have used to work alone but now my business has grown and I need to learn how to delegate and lead. I cannot do everything alone. How to lead other people and how to build partnerships with other entrepreneurs/managers?"

- " There are tough decisions ahead on the future of my business. Where can I find entrepreneurs/managers that have been in similar situation in order to ask some advice from them?"

- " I've got a great idea that would be a great addition to my current products. How can I test it and develop it further?"

- " I'm busy all the time. I don't have much time to think and plan. All of my energy goes to handle all of the 'basic stuff'. I need some time to reflect and learn new things."

- " I've been entrepreneur for all most my whole life. I've never gone to any fancy schools. Now I would like to update my knowledge and understand my business from the perspective of today's marketing and management ideas - but I would like the education to be practical, classrooms and boring lectures are not for me!"

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Common Challenges Faced by Educators and Team Leaders

- " I would like to create an environment where learners/team members take more responsibility on their learning/work activities and are more active."

- " I don't like having lectures and monologues all the time. I would like to operate as a coach. What is a good coach? Can I be a coach? What skills are needed?"

- " I need some new methods and tools to enhance learning in my environment. Where can I get some of them?"

- " We need teams in order to operate/learn more efficiently. How to build a good team? How to coach it?"

- " My school/work environment is not very supportive on my new coaching ideas. How can I encourage others to take new steps and where can I find some encouragement for myself?"

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What Adult Learners Need?

- Practical approach

- New, fresh ideas that stimulate thinking

- Lots of "free thinking space"

- Chance to talk to each other

- Kindred-spirited learners

- Coaches and/or teachers that treat them as active adults with life-experience

What Adult Learners Hate?

- Boredom and monotonious lectures

- Too intensive "knowledge packages" that do not leave room for thinking or applying

- Home assingments that do not relate to their challenges (they have enough problems and challenges in their work already, why should they bear some more?)

- Tests and evaluations where remembering is needed and ability to use one's own thinking and experience is neglected.

- Passive listening

- "Sterile" class-rooms with hard seats (they remind them of those boring school days...)

- Rigidly structured programs that are inflexible to their needs and time-tables

- All kinds of "you-have-to-do-this-because-I-say-you-must-do-so" -things that coaches/teachers/trainers force the learners to do

What Do Entrepreneurs Say About Our Adult Education Progams?

Statement	%
Program was benefical	99%
Coaches were competent	93%
School grade to coaches: 10/Excellent (26%) and 9/Very good (50%)	76%
The quality of customer relationships were improved due to program	56%
I got business partners due to program	56%
I got help to build my business network	89%
The ideas I got from the program impacted my revenue positively	50%
I could have learnt the same things elsewhere	8%

Total 100 anonymous answers from participants in Team Academy's adult education programs.

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Part Ten: A Warm Welcome

Contact Information

Contact Information

Team Academy

Piippukatu 3, 40100 Jyväskylä

Finland

www.tiimiakatemia.fi

For more information on Team Academy and reservations for visits, please contact:

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minna.janhonen.hat@jamk.fi

For more information on Team Academy's adult education programs, please contact:

Hanna Heikkinen

p. +358 40 507 5503

hanna.heikkinen@partus.fi

Attachments: Beneath Iceberg's Tip

Background theories, ideas and experiences
on entrepreneurship and management

Encouraging Entrepreneurial Start-ups in School Environments (1/2)

Applications and ideas from Team Academy

- Team activity - same-spirited peer learners give each other courage to act.

- Coaching process - developing of entrepreneur identity is a long process, and it doesn't happen with one course.

- Network - ecxisting network where learners can easily start real-life projects

- Putting individual's dreams and ideas first, "cold reality and facts" second.

- Earning study-credits for entrepreneurial activity (planning, projects, etc.)

- Integrating learning activity to be part of entrepreneurial development (no fragmented courses with no link to entrepreneurship activity)

- Improving professional pride both for learners and coaches - moving away from "I can't" -attitude towards "Can do" -attitude. This pride can only be developed thru leadership, not with mere structural and managerial decisions or orders.

- By establishing companies everybody is given an opportunity to operate as entrepreneurs for real. The company is a tool for action.

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Encouraging Entrepreneurial Start-ups in School Environments (2/2)

Applications and ideas from Team Academy

- Building a culture and practices that enable learners to learn from their mistakes and failures.
- Making theory studies to serve the learners' current needs, not teacher's or school's agenda. Learner must be able to catch theories flexibly in order to get new ideas to be used in his/her company.
- Focusing action to real-life problems and challenges, not mere simulations. Controlled risks give the learner the opportunity to develop his/her courage and self-esteem. Uncontrolled risks should not be taken.
- Emphasizing self-reflection in order to develop entrepreneurial identity and personal growth.
- Counting every learning situation as "real learning". Learning happens everywhere, not just in the class-room.
- Hiding administrational routines from learner - learner's job is to learn, not to do administrational work (it's administrational staff's duty!)
- Connecting learners and experienced entrepreneurs in different ways. There should be two-way dialogue about experiences. Start-ups learn best from experienced entrepreneurs thru stories.

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Evaluation Levels

Level	Evaluation target	Measurement system	Methods & tools
Organization (JUAP)	Organization's total quality	Quality system (JUAS's balanced scorecard)	Quality inspections and evaluations by outside parties Various methods to get info to BSC
Unit	Unit's quality	Summary of Q47	Quality evaluations to each unit Various methods to get info to BSC
Team	Team performance	Quality system (Q47)	Birth givings Team tests
Small group (project team)	Project performance	Reporting	Motorola reports (pre- and post) Project team's birth givings
Individual	Individual's competencies	Competency measurements (Skill profile)	Portfolio Learning contract Individual's evaluation by coach & peers Other methods

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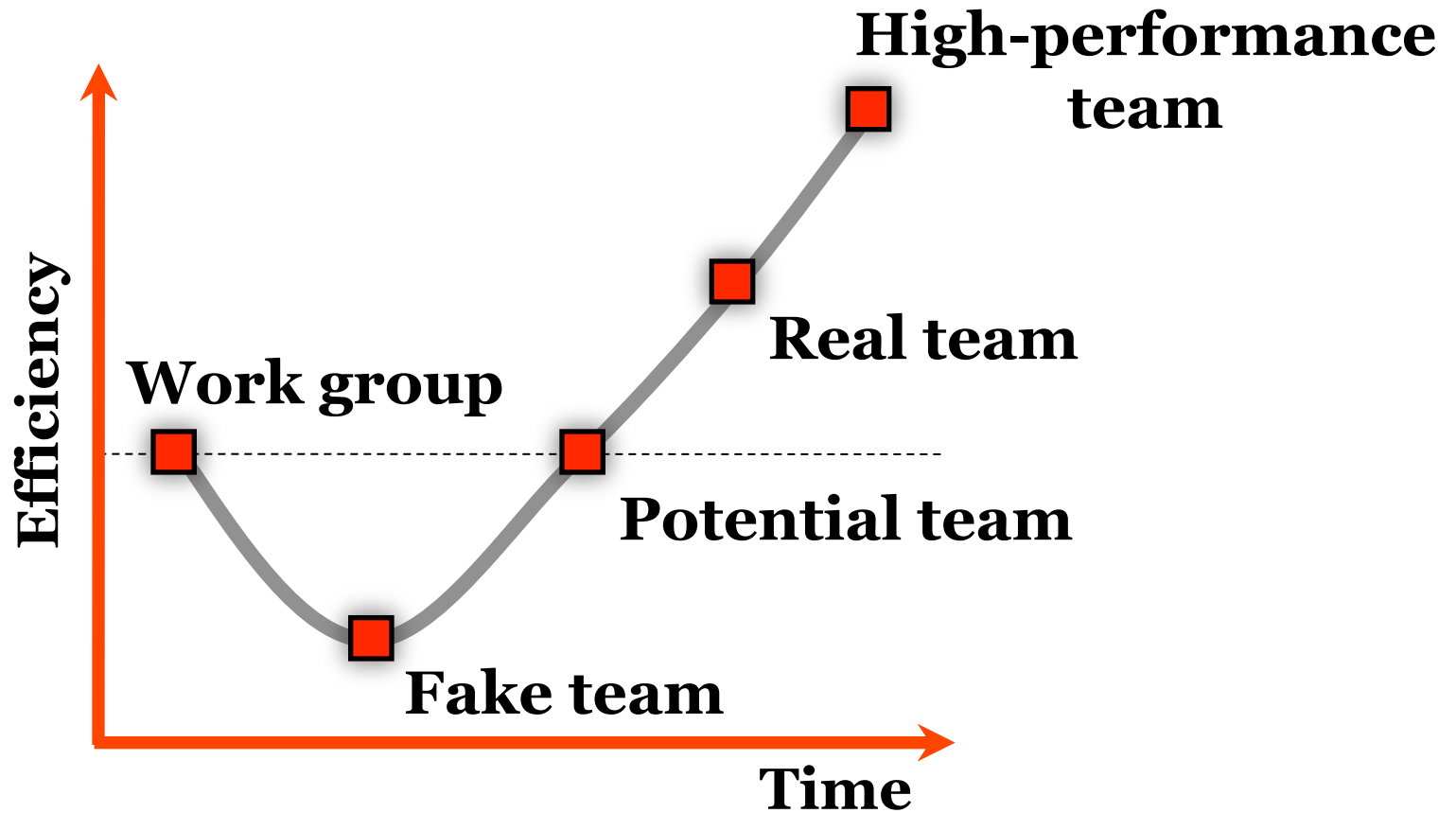PARTUS inside ®

Team Academy's Strategy Tools

1. Leading thoughts (community's values and principles, updated yearly with the whole community)

2. Quality 47 -system (community's shared quality system)

3. Brand envelope (Team Academy's brand description)

4. Rocket days (community's strategy days, arranged twice a year)

5. Houston calling -days (community's info day, arranged once a month)

6. Pressure week (positive "getting all things together before holidays" -week for the whole community)

7. Skill profile (list of 21 core competencies, evaluated for each team member individually)

8. Rocket poster (Team Academy's vision as an inspiring story)

9. Leadership positions (team members' leadership positions, rotating positions every school season)

10. Flower chart (Team Academy's organizational model as a inspiring metaphor)

11. Rocket model (Team Academy's description of learning path in 12 domains)

12. Network forums (three different kinds of forums for coaches, entrepreneurs and young entrepreneurs, seminars, used to network different interest groups, two to 4 times a year per forum)

13. Golden mistake -competition (day where the worst mistakes are presented to everybody and everybody can learn from them)

14. Star projects (special, major projects that get extra coaching resources from coaches)

TEAM ACADEMY®
We create team entrepreneurs!

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Team Academy also uses Jyväskylä University of Applied Sciences' strategy tools.
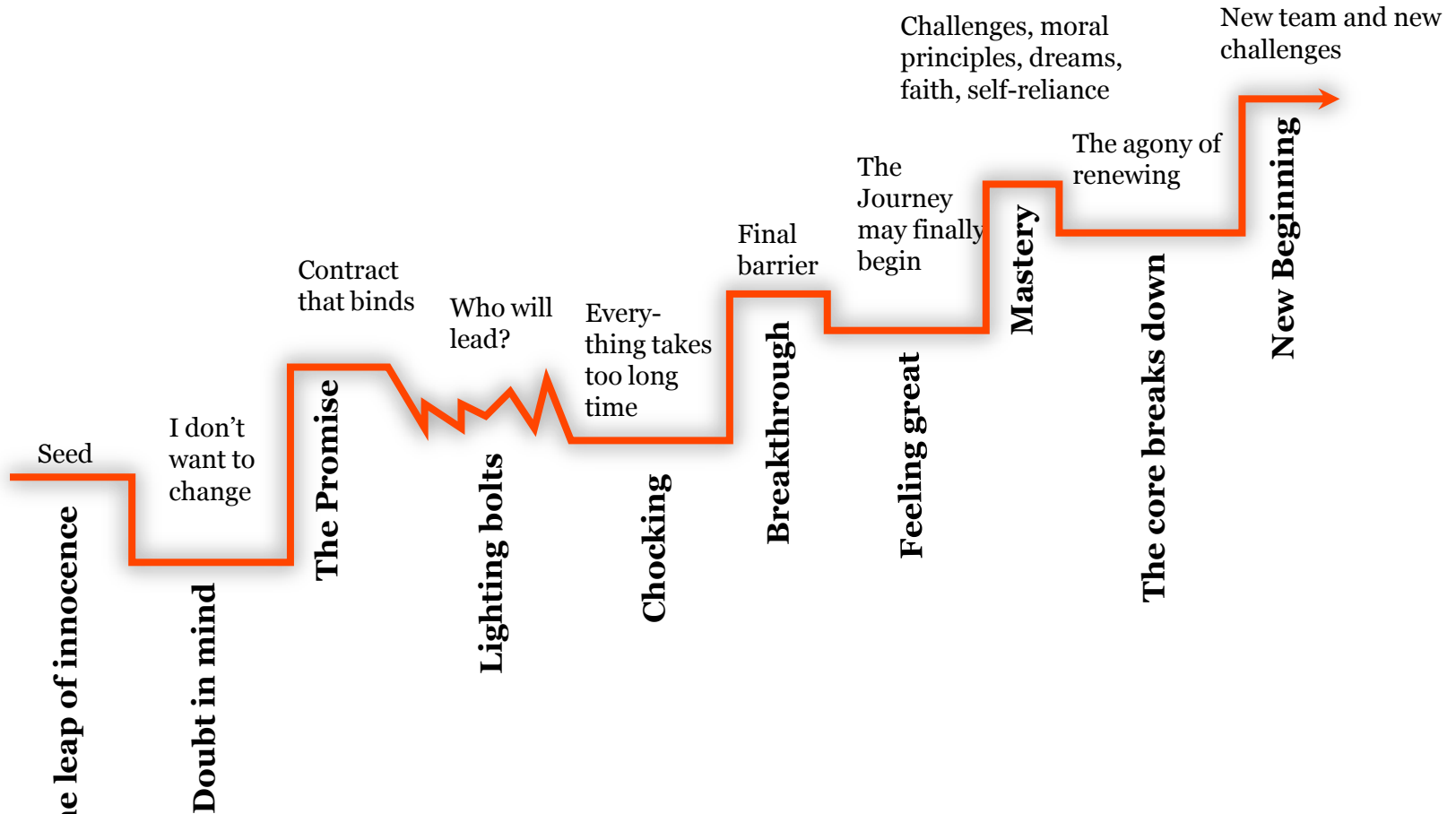
Team Development Phases

- Team develops over time. Its members learn new skills and the team's collective capability to operate as team develops.

- Team development phases are simplified describtions 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

Challenges, moral principles, dreams, faith, self-reliance

New team and new challenges

The agony of renewing

The Journey may finally begin

Final barrier

Contract that binds

Who will lead?

Every-thing takes too long time

Seed

I don't want to change

The leap of innocence

Doubt in mind

The Promise

Lighting bolts

Chocking

Breakthrough

Feeling great

Mastery

The core breaks down

New Beginning

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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 it's 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.

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Alingment
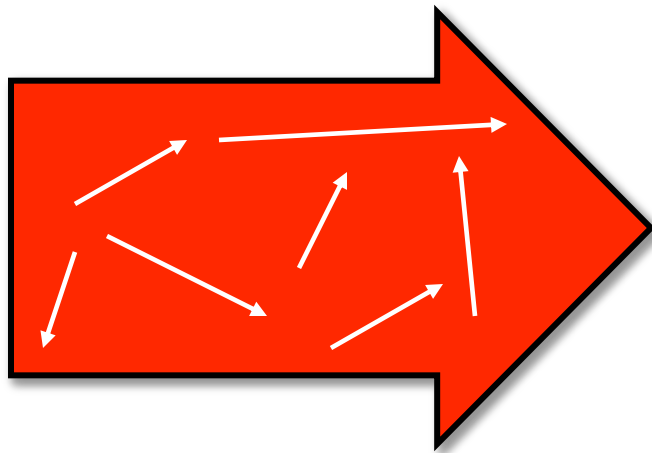
Unalinged team
(no inspiring, concrete goal)
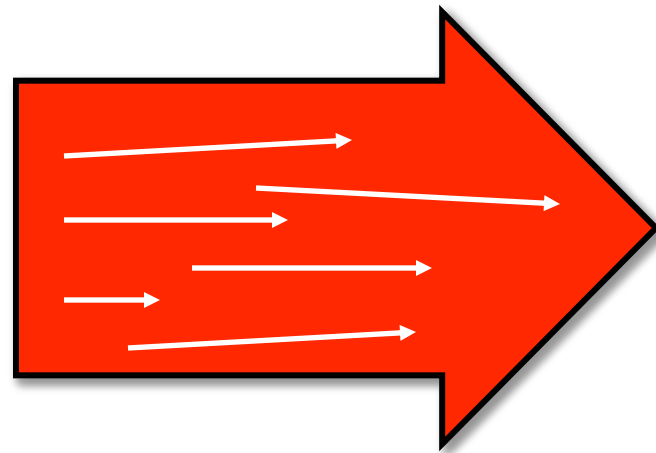
Alinged team
(inspiring, concrete goal)