Tampereen ammattikorkeakoulu

The usage of team learning methods

The comparison between Proakatemia and ESBD

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TIIVISTELMÄ

Tampereen ammattikorkeakoulu
Tradenomi
Yrittäjyys ja tiimijohtaminen

SEPPÄ, LASSI & HALONEN, JOONATAN:
The usage of team learning methods
Comparison between Proakatemia and ESBD

Opinnäytetyö 59 sivua, joista liitteitä 6 sivua
marraskuu 2020
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Käytyään kahdesti Brnon teknillisen yliopistossa yrittäjyysohjelma ESBD:n vierailevina luennoitsijoina päättivät opiskelijat Seppä ja Halonen tehdä ESBD:n henkilökunnalle ja opiskelijoille tutkimuksen, jossa selvitetään eroavaisuudet tiimiopiskelijoiden tavoissa tukea toistensa oppimista Tampereen Ammattikorkeakoulun yrittäjyyden ja tiimijohtamisen yksikkö Proakatemian ja ESBD:n välillä. Opinnäytetyön tavoitteena oli tarjota ESBD:lle tutkimukseen perustuva työkalu siitä, miten Proakatemia on onnistunut luomaan opiskelijoidensa keskuuteen yhteisön, joka tukee toistensa oppimista vuosi toisensa jälkeen, ja miten ESBD voisi hyötyä tiedoista oman matkansa alussa. Tutkimusongelmaksi määrittyi se, että ESBD tarvitsi uusia työkaluja ohjelmansa kehittämiseen. Vertailukohteena käytettiin Proakatemiaa. Menetelminä tutkimuksessa käytettiin monimenetelmätutkimusta, johon sisältyivät sekä laadullinen tutkimus, joka toteutettiin yksilöhaastatteluina Proakatemian opiskelijoille sekä määrällinen tutkimus, joka toteutettiin kyselytutkimuksena ESBD:n kahdelle ensimmäiselle opiskelijavuosikurssille.

Tuloksia tarkasteltaessa kävi ilmi, että ESBD:n opiskelijat pitävät dialogia hyvänä työkaluna siinä missä Proakatemian opiskelijatkin ja he oppivat sen avulla hyvin. ESBD:n opiskelijat olivat myös sitä mieltä, että tiimikaverin taustojen tunteminen auttaa heitä luottamaan toisiinsa sekä se luo psykologista turvallisuutta tiimissä. Yhteisön tapahtumissa Proakatemian opiskelijat näkivät enemmän hyötyjä kuin heidän tšekkiläinen verrokkiryhmänsä. Proakatemialaiset arvottivat tapahtumien monipuolisuutta virallisista tilaisuuksista epävirallisiin juhliin, kun taas useat ESBD:n opiskelijat olivat sitä mieltä, että yhteisön tapahtumat eivät juuri tuo heille uusia ideoita.

On selvää, että ESBD:ssä on paljon hyvää, jos sitä vertaa suoraan niihin keinoihin, joilla Proakatemia on saatu kukoistamaan. ESBD:llä on myös muutama selvä kehityskohta verrattaessa suomalaiseen tiimioppimismalliin. Esimerkiksi oppimissopimus ja yhteisön sisältä tulevat ideat säännöllisiksi yhteisiksi tapahtumiksi ovat työkaluja, joita ESBD:ssä voisi kokeilla. ESBD:llä on myös mahdollisuus saada asiaankuuluvaa valmennusta Mind Me -nimiseltä yritykseltä.
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Avainsanat: tiimioppiminen, yhteenkuuluvuuden tunne, psykologinen turvallisuus, luottamus, palaute

ABSTRACT

Tampereen ammattikorkeakoulu
Tampere University of Applied Sciences
Degree Programme in Business Administration
Entrepreneurship and Team Leadership

Seppä, Lassi & Halonen, Joonatan
The usage of team learning methods
Comparison between Proakatemia and ESBD

Bachelor's thesis, 59 pages, appendices 6 pages
November 2020

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After visiting the Brno University of Technology's Entrepreneurship and Small Business Development (ESBD) program twice as visiting lecturers, Seppä and Halonen decided to do a research for ESBD's personnel and students, which would find out the differences between team learners' ways of supporting each other to better study results in both ESBD and Proakatemia. The objective of this thesis was to offer a research-based methods for ESBD to see, how Proakatemia has succeeded to create a community within its students, which year after year shows to support each other to better study results and how ESBD could benefit from learning that. The research problem was that how ESBD would get more accurate methods to get a better functioning environment. Proakatemia was used as a comparison group. The methods used in this thesis were both qualitative research done via one to one interviews with Proakatemia students and quantitative research done via internet poll with the first two student groups of ESBD.

When observing the results of the research it seems that the ESBD students think dialogue is a good method to learn. Proakatemia students thought the same. ESBD students also thought that knowing their team mate's background helped them to trust each other and it also created psychological safety in the team. Proakatemia students saw more pros in community activities than their Czech comparison group. Proakatemia students valued the variety of the activities as they go from official galas to unofficial parties. ESBD students thought that community activities did not bring them many new ideas.

It is clear that there are many good things in ESBD, if they are directy compared to the methods that made Proakatemia thrive. There are a few obvious development targets in ESBD in comparison to the Finnish team learning model. For example the learning contract and ideas coming from within the community for the common events are such methods that ESBD could try out. Also ESBD could get relevant coaching from a company named Mind Me.

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Key words: team learning, feeling of togetherness, psychological safety, trust, feedback

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SISÄLLYS

1 INTRODUCTION

People have been keen on learning new things since the early days of humankind and there are a lot of different techniques of learning new things. People learn through their senses and learning is usually categorized in to visual, auditive and kinestetic learning. The visual learners manage the best way, when they are able to see the thing in case with their own eyes. Auditive-oriented learners tend to get the best study results, when the learning is based on their hearing of things. Kinestetically learning people require to be able to feel and touch – experience, the thing in case. 40% of people learn the best in visual learning and auditive and kinestetic learning both cover a 30% of people. (peda.net.) To understand the development of education, it is important to point out the basic learning methods

Some schools and other educational institutes offer programs in which the student is able to learn while doing some concrete tasks in order to gain knowledge about a subject. Such schools are called vocational schools. Those are an option to schools in which teaching, and learning are done in class room environment, where the information goes from teacher to student. (Midwest Technical Institute.)

In the times of the European Union the term lifelong learning has become a household name in the field of education. The EU has created standards for youth education, which state that university level education shall improve togetherness, inclusiveness and competitiveness in the EU countries. In the 2017 summit of social security in Gothenburg the European commission addressed their vision for developing European field of education and culture until year 2025. The aim of the project was to form an European educational area in which "it shall be normal to spend time studying, learning and working in another countries where most of the people speak two other languages along their mother tongue, and in addition people strongly realize their European identity, cultural heritage in its diversity." (Euroopan komissio.) This quote is remarkable for this thesis, because for example ESBD is a multi-cultural program with students from outside of Czech Republic, for example Slovakia and Moldova.

As a blending of both traditional ways of learning, team learning had become a new way of studying around the world as many studies (Partanen 2019) had showed that different people tend to learn in different ways and environments. The method originated in Finland in early 90's, when Johannes Partanen founded Tiimiakatemia in Jyväskylä. Later in city of Tampere, Proakatemia was established in 1999 in Tampere University of Applied Sciences. At first team learning model was a rebellious act to prove that there are different ways of learning than the traditional one (Koskiranta & Mäkelä 2019). The urge of finding new ways showed as new team learning based programs were opened around the world in several countries in Europe and elsewhere at least in Chile. In Europe the team learning method is varied to different kind of usage in Finland, United Kingdom, Spain, Germany, The Netherlands, France, Switzerland and Czech Republic and people came to see, how Finland's pioneer schools were handling the new model.

This thesis will focus on comparing the two different team learning environments: the 21-year-old Proakatemia in Tampere, Finland and recently founded program of Entrepreneurship and Small Business Development (ESBD) at Brno University of Technology in Brno, Czech Republic. The comparison will be done especially mirroring how the students of each program find their program creating better study results and communality. The research will base on four different factors that are feedback and development discussions, learning contract, dialogue and community activities. These four factors are commonly used in Proakatemia and the research will figure, if these four factors create feeling of togetherness, psychological safety and trust on a team learning level and if the four factors increase student's self-efficacy and open new horizons on an individual level while studying in the team learning program.

The aim of this thesis is to bring up the key points, which aspects make Proakatemia as well-functioning unit as it is and on the other hand compare a new program ESBD to it to see, if there are methods that the Czech community could learn from their Finnish benchmark – in both ways, what to do and what not to do on the way of developing a functioning team learning program in the Czech Republic as well. The thesis will be given as a tool for ESBD personnel and students in order to be able to figure out the things they are doing right or wrong, what should they add and what should they drop out.

As Finland and Czech Republic are two different cultures, the aim is also to seek, if there are some fundamental similarities or differences in the way the students of these two programs think about team learning. That will be researched by doing a poll for the ESBD students and one on one interviews with the students of Proakatemia.

The purpose of this thesis will be to highlight the similarities and differences in Proakatemia and ESBD and make clear what each program's student think is good or bad in their studies. By finding out these things it will be easier for the ESBD program and its developers to focus on the aspects that make Proakatemia a high-quality team learning environment. The research done in this thesis will also help the ESBD community to focus on the cultural factors that should be considered, when developing the program and make ESBD an ideal environment for team learners from Czech Republic and the neighboring countries studying in the same premises in Brno.

The thesis will be structured the way that in the first theory chapter (Chapter 2) will be presented the four key activities that are used in Proakatemia on daily basis. The theory behind each method will be explained in this chapter. In the second theory chapter (Chapter 3) there will be three team learning focused and two individual growth focused aspects that should become achievable, when doing the activities from the Chapter 2. In the research part of the thesis both qualitative and quantitative research methods will be used in order to gather as versatile results as possible. With the gotten results the researchers will first do separate analyzes on both programs, Proakatemia and ESBD and then do a comparison of the analyzes to see how the students do or do not have common ways to improve study results in each own's team learning environment.

2   Selected learning methods

2.1. Background and the used methods

The first part of this thesis focuses on the theory on the methods used. Team learners around the world use many different methods to eventually reach better study results. We are focusing on a few different methods that are most common in Proakatemia and Brno University of Technology. These methods are also in use in many different facilities using the team learning method around the world. As seen in the figure 1 below, on the left side can be seen the methods that a teampreneur or a team learner uses and the the red arrow points the direction to the results that occur, when the methods are being used.

Teampreneur does:

Feedback and development discussions

Learning contract

Dialogue

Community activities

Results:

Feeling of togetherness

Psychological safety
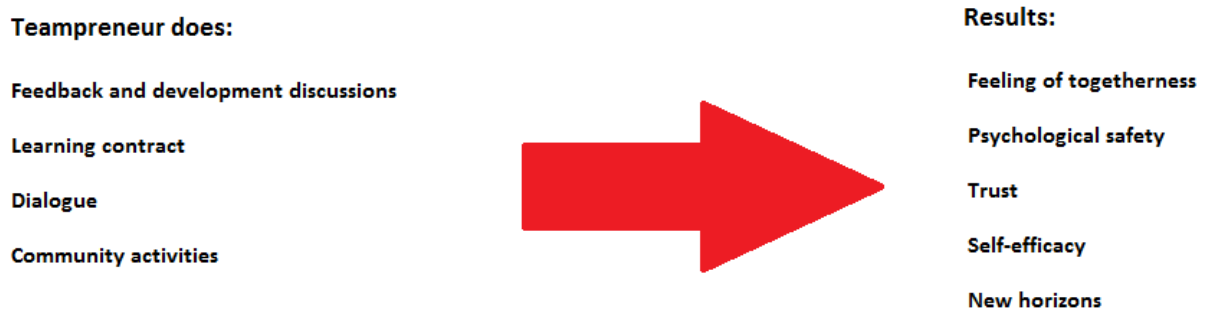
Trust

Self-efficacy

New horizons

FIGURE 1. Theory structure.

With team learners the writers refer to students of academies in Tampere University of Applied Sciences and Brno University of Technology using the team learning method. Some of the key methods of the team learning methods can be seen in the figure 1 above. Together with the team the team learners share knowledge and discuss about different topics with dialogue to reach high quality learning. A team learner develops oneself in many fields of entrepreneurship, for example team learning skills, skills of self-guidance and ability to adjust to various situations. In Proakatemia and in Brno University of Technology the team learners also work with each other in different projects. (Koskiranta & Mäkelä 2019, 29.)

2.2. Feedback and development discussions

Feedback is seen as a consequence of performance. If a team performs well, the feedback shall be rather positive and encouraging, but if the person should perform poorly, the feedback shall be tougher and sometimes even harmful, if the person giving the feedback does not know how feedback should be reflected to the situation. (Gabelica, Van Den Bossche, De Maeyer, Segers & Gijselaers 2014.) Team learners spend their studies figuring out for example how to give feedback to the team members in the way everyone requires and so learn how to make the team function better. There should al-ways be a purpose for giving feedback to someone. The important thing is to know, why the feedback is given or received. If feedback answers to three questions: where am I going? how am I going? and Where to next? the feedback is most likely given in successful way. The feedback can be categorized into task level, process level, self-regulation level and self-level. Depending on the matter, the receiving end of the feedback can process the feedback and move forward with the idea of improvement got from the feedback. People tend to react on bad or negative things more strongly than to good or positive matters. People try to avoid bad things happening to them so intensively, so that the people do not notice to react on the positive signs around them. It is characteristic to people to make hypotheses about what others think about us in everyday life, but also in the world of work and studies. Under-standing is always crucial to the relation between the one who gives and the one who receives the feedback. (Hattie & Timperley 2007.)

The study of Pennsylvania State University shows that if a person has a signed person, who gives the feedback, it is taken as much more important than if the feedback came from somebody random. (Abbey & Caplan 1985.)

There is one place to give and receive feedback that is a development discussion. In the team learning environment such as Proakatemia, the development discussions happen between a coach and a student regularly. Development discussions are situations, in which the coach gives feedback and guidance to the student and together, try to solve any problems that the student wants to solve. The feedback given in a development discussion should always be as specific as possible to avoid any misunderstandings (Clear Review 2020).

The development discussion is a method for professional developing and clarifying goals. Once the goals are set it is important to keep track of the progress towards them. Clarifying your own goals and interests helps you to understand yourself and the things that you do. It may also bring more self-confidence when you know what you are working towards and the methods to get there. A successful development discussion also creates trust between the parties. (Reaktor 2019.)

2.3. Learning contract

A Strategic Learning Contract (later referred as a Learning Contract) is a method created by Ian Cunningham, Ben Bennett and Graham Dawes. The Learning Contract used in Proakatemia is to help to set goals and to build trust within the teams of team learners. This method is much like a personal develop-ment plan or an action plan but offers more if done correctly. It differs from an ordinary development plan by going more in depth with the goals set by the individual and by having measures of achievement built in so that the progress of the individual and the organization can be monitored. (Cunningham, Bennett & Dawes 2000, 22.)

In Proakatemia the team learners write a new Learning Contract every six months to discuss within the team if the team learners and the team have reached the goals from the last Learning Contract. A Strategic Learning Contract consists of five different questions and each of them has their own significant time in the process. The questions are the following:

Where have I been?
The first question of a Learning Contract focuses on the past and what has the individual learned from past experiences. Since everyone is a product of the past it is important to first cover person's history to make others understand why the individual is this way today. What are the experiences that shaped them to be the person they are today? In order to progress, we need to explore where our current capabilities, values and beliefs have come from. (Cunningham et al. 2000, 23.)

Where am I now?

What kind of person am I? What are the strengths and weaknesses that I have? It is important to have a secure sense of the present to be able to move on to next questions. (Cunningham et al. 2000, 23-24.)

Where do I want to get to?

In this question the focus is in the future. Now it is time to set short- and long-term goals. Time to think what kind of person I would want to be and in which way do I want to improve myself. Now the importance of the previous question "Where am I now?" comes into picture. If you do not know your current situation goal setting is very hard since one might have no idea where you are now and where to go. (Cunningham et al. 2000, 24-25.)

How will I get there?

The answer to this question creates a person's own plan of action - a curriculum for your goals. Once the individual has set goals and knows where they are going, it is important to find ways to achieve those goals. Goals can be actions that takes the person from where they are now to where they want to get to. The goals can be things that need to be learned in order to achieve the goals. (Cunningham et al. 2000, 25).

How will I know if I have arrived?

What are the measures of achievements? How will you show yourself and others that you have achieved your goals? This question is very important. The learner is trying to reach specific goals, which need to show that the set goals have been achieved. (Cunningham et al. 2000, 25.)

In Proakatemia the team learners go through their Learning Contracts every half a year. In every session the students answer all the five questions but focus on one specific question the most. The first session focuses on the first question – the past. After half a year the second session focuses on the present and so on. The team learners present their Learning Contracts to their team and share their thoughts and comments on it.

2.4. Dialogue

The history of dialogue can be traced back to the native Americans, the markets of ancient Greece and the tribe rituals of Africa and New Zealand. It is a conversation that has a core and where no one picks a side. (Isaacs 2001. 38-44.)

In Proakatemia the team learners use dialogue as a learning method. Twice a week the team learners have mandatory training sessions where the dialogue is used. The topic of the training sessions is chosen by the student groups themselves and the topic serves as the core of the dialogue. For example the team learners chooses a topic that they feel like they need to learn about. Then the team learners sit in a dialogue circle and have a conversation about the topic that is chosen. Everyone joins into the dialogue and shares what they know so others can learn from it. A well-functioning dialogue can be achieved if every participant follows the rules of the dialogue diamond. The rules are simple; Listen, Respect, Wait and Speak from your heart. The rules can be visualized in a form of a diamond, as seen below in figure 2.

Listen

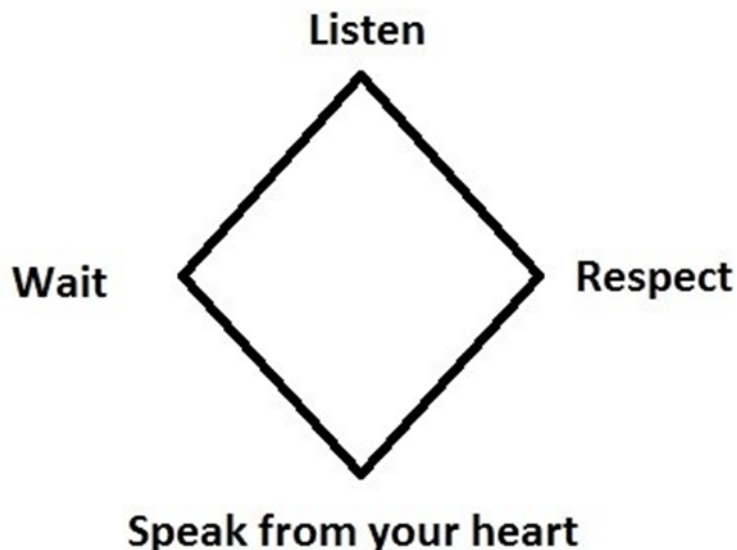**Wait**   **Respect**

Speak from your heart

FIGURE 2. A dialogue diamond formed from Isaac's (2001) theory.

Listen: The core of a dialogue is to listen deeply. It might surprise people how hard it actually is to pay attention to the person who is speaking. The key is to

be present in the situation and trying to silence your own inner voices so they will not bother you while listening to someone else's opinions. The willingness to understand others is crucial in successful listening. The most effective way to help yourself to listen is to stay quiet. While being quiet, you have to focus on what the other person is saying rather than what you are about to say. (Isaacs 2001, 98, 106-114.) When listening to other's opinions and thoughts you might learn a lot and get new perspectives to the matter. New perspectives help to understand problems and how to deal with them. (Hellström 2017.)

Respect: To see and understand people as whole, we need to master another skill of a successful dialogue; Respect. Respecting is not a passive action, but an active search for the origins of experiences of another person. (Isaacs 2001, 122.) Respecting others and their opinions are the key to be able to change the frame that you are looking through at the problem. Listening and understanding others gives you a lot of new information about the matter. (Hellström 2017.)

Wait: When listening to someone, you have to make a tough choice. The first option is to form an opinion right away defending your own opinions and resisting the speakers' thoughts if they don't go along with your own. The other option is to be patient and wait. Let the other person speak and push your own opinions away. Waiting and trying to understand others is also very crucial to have a successful dialogue. (Isaacs 2001, 144-145.) Waiting also offers a chance to reflection. If one chooses to wait a bit before saying what is on their mind, they have time to reflect what other people has said. With reflection comes a better understanding of yourself. (Syvänen, Tikkamäki, Loppela, Tappura, Kasvio & Toikko 2015, 266.)

Speak from your heart: Speaking straight from your heart and being honest might be the most challenging part of a genuine dialogue. It means expressing your true self without thinking what other factors there are in the situation. To be able to speak from your heart in a dialogue, you need to be able to answer one simple question: What is necessary to express right now? Listen to your true self and not how people expect you to behave. (Isaacs 2001, 167.)

Using all four aspects of dialogue seen in the figure 2 regularly helps to develop the skills of the dialogue diamond. It helps the ability to see things objectively and to have discussions without judg-ing the other person. There is a lot to learn from other people and dialogue is a tool to achieve that knowledge. (Holm, Poutanen & Ståhle 2018.)

The Finnish innovation fund Sitra has been studying and covering dialogue in multiple ways and has given out a lot of outcomes about it. The articles of Taneli Heikka show that dialogue is a needed and wanted method for even government level jobs and positions. People tend to act towards what is the best for them-selves, but in dialogue one should never be arrogant. In dialogue both sides of the conversation should not focus on overly polite behaviour, but focus on inter-action. (Heikka 2017b.) Earlier media and leaders used to put information and ways to act in people's minds, but nowadays everything is more interactive, and a single human being needs to know better why different things are happening. The desire is that it leads towards interaction with others. Dialogue has become such a wanted method that even the manager of interaction in Finnish national broadcast company Yle, Sami Koivisto, argued that there should be a University level program dedicated to dialogue (Heikka 2017b). By the example of Tiim-iakatemia and Proakatemia many others have risen to the occasion and started to teach dialogue related activities in many Universities around Finland.

A Japanese researcher of organizations and knowledge Ikujiro Nonaka says that something called Ba is a place in which everybody is naked, and nobody is wear-ing badges (Heikka 2018). A properly held dialogue serves the same idea as Ba. Nobody comes to the dialogue circle with an opinion that must be pushed through without a cause. Governments of countries do not usually work according to the ethics of dialogue as each political party and politician have some driving force and a reason that they are in such a position. In a dialogue session it is not man-datory to reach an agreement, but on the other hand very much appreciated if the group agrees to tolerate different kinds of opinions and accept their existence. Before world used to be more straightforward, but today it has become more complex. Nobody has fore seen the future, so to be able to survive the best pos-sible way, all the people have to believe that the best outcome can be reached by using dialogue, which makes each individual equal to the conversation. A well-

placed dialogue creates a room full of psychological safety – every person participating feels secure enough to express their feelings and opinions without the fear of getting neglected. Dialogue is a very different method from the Vanguard model, which is used for example in Finland. In Van-guard model individuals are sent from an expert to another just to get partial solutions to their problems. (Heikka 2018.)

The importance of facilitation is crucial in dialogue sessions. Supporting is a term used by a facilitator and it means the way how he or she is always present and there for the group that is going through dialogue. It is important to remember that dialogue is often being held to improve one's own abilities, but also to make the world a more suitable place to function in. Therefore, dialogue might seem more useful to those who want their job to be meaningful on a big scale or who want their chores to be socially and ecologically sustainable. Emotions help people to create new things in their work, even though the emotions would not always be expressed verbally. (Heikka 2017a.)

2.5. Community activities

Given the example from Proakatemia, the activities that concern the whole community, bring together the minds and actions of everybody working in the faculty, both the staff and the team learners. In Proakatemia there are a few community activities, which are the monthly Projektori and Prosemma, Proakatemia day held every half a year and a Night of the training sessions. All of them are meant to tighten the community of team learners and the coaches to keep going forward towards the common good and the vision "Paragon of New Entrepreneurship". The vision is to state Proakatemia's role as a leading program of team learning. Paragon could also be translated to kind of a role model. As the former head coach of Proakatemia Veijo Hämäläinen said on his Proakatemia's 20-year-birthday celebration speech New Entrepreneurship is categorized into art of planetary living, art of complexity, art of creativity, art of emotional intelligence and art of responsible networking. The thing that is called team learning shows, when each member of the team or community is willing to see, if there is a possibility to

change the system for better. The community activities are designed and organized in cohesion between the students and the coaches. (Koskiranta & Mäkelä 2019, 35.)

Projektori and Prosemma, also known as Proseminar, is a half day event in which the team companies of Proakatemia share there last month's numbers, such as revenue and salaries. The teams are also supposed to tell truthfully about their successes and failures when it comes to projects and learning in team. In Prosemma there always is a business professional or an expert of an industry, telling the community about that specific topic they are asked to talk about. Every month a different team from Proakatemia is in charge of organizing and hosting Projektori and Prosemma. (Koskiranta & Mäkelä 2019, 75.)

Proakatemia Day is usually put together by a designated group of students or the board of Proakatemia. Proakatemia day consist of multiple training sessions, which each has their own host or hostess. The training session groups are put together randomly, and the results of the dialogue are archived for the development of the program. Proakatemia Day is a unique possibility to meet and get to know new people from inside the community. The more people know each other, the better bonds the community make, and everything is kept together by permanent values. (Koskiranta & Mäkelä 2019, 76.)

The Night of Training Sessions' purpose is to gain knowledge about various things within the community of team learners, but also to create new kind of relatedness. The hosts and hostesses are picked from the community according to their knowhow and interests. Usually the topics of the training sessions are centered to the community itself, but some more general topics can be gone through as well. When being taught something new from somebody seen as equal, the students can be motivated to learn more about the subject. Learning in Proakatemia bases itself on understanding the fact that learning is about creating new knowledge together and developing knowhow. The training sessions are a specific tool to gain that understanding and The Night of the Training Sessions is a highlight of such activity. (Koskiranta & Mäkelä 2019, 28-31.)

It is stated that laughter among a group adds the feeling of togetherness and creates more trust and safety within the group. Safety within a group can be measured and observed for example by looking at how close to each other the members of the groups are willing to sit. The closer they want to sit to each other the more feeling of safety there is. (Aalto 2002, 22-23.) In Proakatemia whenever there are these community activities the team learners are not afraid to sit next to each other. In fact, it never matters who you sit next to since the safety is on a high level.

3 Impact of the selected learning methods

3.1. Team learning aspects

The topics of the first theory chapter concider the team learners progress during studies. Some of them, such as community activities are seen valuable for team learning aspects. The aspects that are valuable for the team, will be gone through in this chapter and the aspects from the individual point of view will ge gone through in a later chapter.

Feeling of togetherness, psychological safety and trust are being pointed out as outcomes in team learning by the four topics in the first theory chapter. When it comes to individual learning, the section named New Horizons points out such progress that a single team learner gets during one's studies

3.1.1 Feeling of togetherness

The feeling of togetherness can be reached, when the group has built trust for one another. Fear is one of the biggest factors for groups to disfunction. The deeper the members of the group fall into feeling of fear, the more difficult it becomes for the members to express themselves in the decision-making situations. (Aalto 2002, 8). Aalto claims that there are eight different stages in groups forming. In each of them the terms of vulnerability and accepting differences as human features, rise above others.The methods of learning have changed from frontal teaching, in which a teacher tells all the required information to the students, to more interaction-related methods. Secure groups are nowadays told to be a prerequisite of learning. (Aalto 2002, 6-7.)

In a group that is afraid or insecure, individuals tend to think a lot about what the others think about themselves and how people react or do not react to suggestions or changes. When the group becomes secure for its members, the conversations and communication overall become much more natural. Though, it is still

easier to open up mostly in feedback- or process-related situations. Three the most positive signs of a group are such in which the group accepts weakness, vulnerability and are at the same time merciful to its members, but also a group that is merciful towards its members that have made mistakes regarding the group's mission or meaning of existence. The merciful group does not get formed by itself, but the group members must go have gone through their darkest times and shown their vulnerability. (Aalto 2002, 16-17.)

Sharing the same set of values and a workspace with the whole community makes it common to have the feeling of togetherness in Proakatemia. The community activities where the team learners get to hear how all the other teams are doing makes the community stronger. (Koskiranta & Mäkelä 2019, 16-17.)

The number of students in Proakatemia is also optimal to have the feeling of togetherness. With 100 students it is relatively easy to remember the faces and know who a part of the community is, as Dunbar's number suggests. Dunbar's number is used to point out the number of people that one person is able to a social relationship with at once. (de Ruiter, Weston & Lyon 2011).

Without this feeling the team learners are easier to drift off from the community. Not being part of the community isolates the teams from togetherness. A simple thing such as asking for help might start to feel impossible if you feel like you are not part of the community. In the end it is the community's responsibility to make people feel like they are part of the community.

3.1.2 Psychological safety

Psychological safety is defined to be a state of a team in which every member shares the same belief of being acceptable to take interpersonal risks. (Edmondson & Lei 2014). It was before seen so that adaptive learning, explained as individual's capability to creativity, social memory, intuitions of knowledge are interconnected (Davidson-Hunt & Berkes 2003). In the process of learning is crucial that the ones learning recognize their mistakes and errors and then pay attention to straightening them up.

People never stop learning and a new encounter with another person is always an opportunity to find out something new about anything. Researchers Golembiewski & McConkie (1975) and Kramer (1999) spoke about the meaning of vulnerability and how it is important that each person in the situation is willing to be monitorized in emotional level, and how important is to bring the emotional level up while working in teams. Being vulnerable opens a person's mind towards others and gives everybody a better possibility to be understood and also understand others, when one is not only tangled with own opinions. When tangled to opinions, the dialogue does not flow forward for the team's benefit. While working in teams people tend to focus more on relations between the team members than the cause and effect to the actual work being done. (Edmondson 1999, 5.)

It has also been researched that psychological safety is there, if the members or a team are feeling equally respected and have the mutual courage of being vulnerable (Mayer, Davis & Schoorman 1995). The three main focusing points in reaching psychological safety are divided into three dimensions: meaningfulness, safety and availability (Kahn 1990). Kahn's research that people tend to trust and support the ideas in which they see a direct value or benefit for themselves.

The team has to share more than just one mental model The mental models are a tool to understand different people's ways of thinking of different subjects. The examples about mental models were task-oriented ones, responsible routines and teamwork (Mathieu, Goodwin, Heffner, Salas, & Cannon-Bowers 2000). According to the study, it is not reliable to compare positive and negative effects to the diversity of a team only through job-related topics (Van Knippenberg & Schippers n.d.). The aspects of attitudes and values were seen both negative and positive, when it comes to outcomes according to different research done on the subject

3.1.3 Trust

Trust is an important factor when working in teams. Speaking straight from your heart, giving and receiving feedback and being open to your team helps creating

trust. When people can trust each other, they function better. Especially teampreneurs need to build trust within the team since their studies involve working and studying in teams. By teampreneur the researchers refer to students of the program of entrepreneurship and team leadership in Proakatemia as the team learning studies happen in real companies

When a good amount of trust is achieved within a team, they get courage to try things they never might have tried. With the team backing people up it becomes easier to take chances and succeed. Even if a chance fails, you still can learn from it and share the information with the team. The team should be a safety network for teampreneurs.

For a teampreneur to feel supported and have trust the key is that the whole community shares the same set of values. In Proakatemia there are a few values that the teampreneurs must adopt, the first one being **trust**. With trust comes **courage**. With enough courage you start **doing** things and when you start to do things you also start **learning**. After adopting these values there comes the last one - **success**. The values can be seen in the picture 1 below.
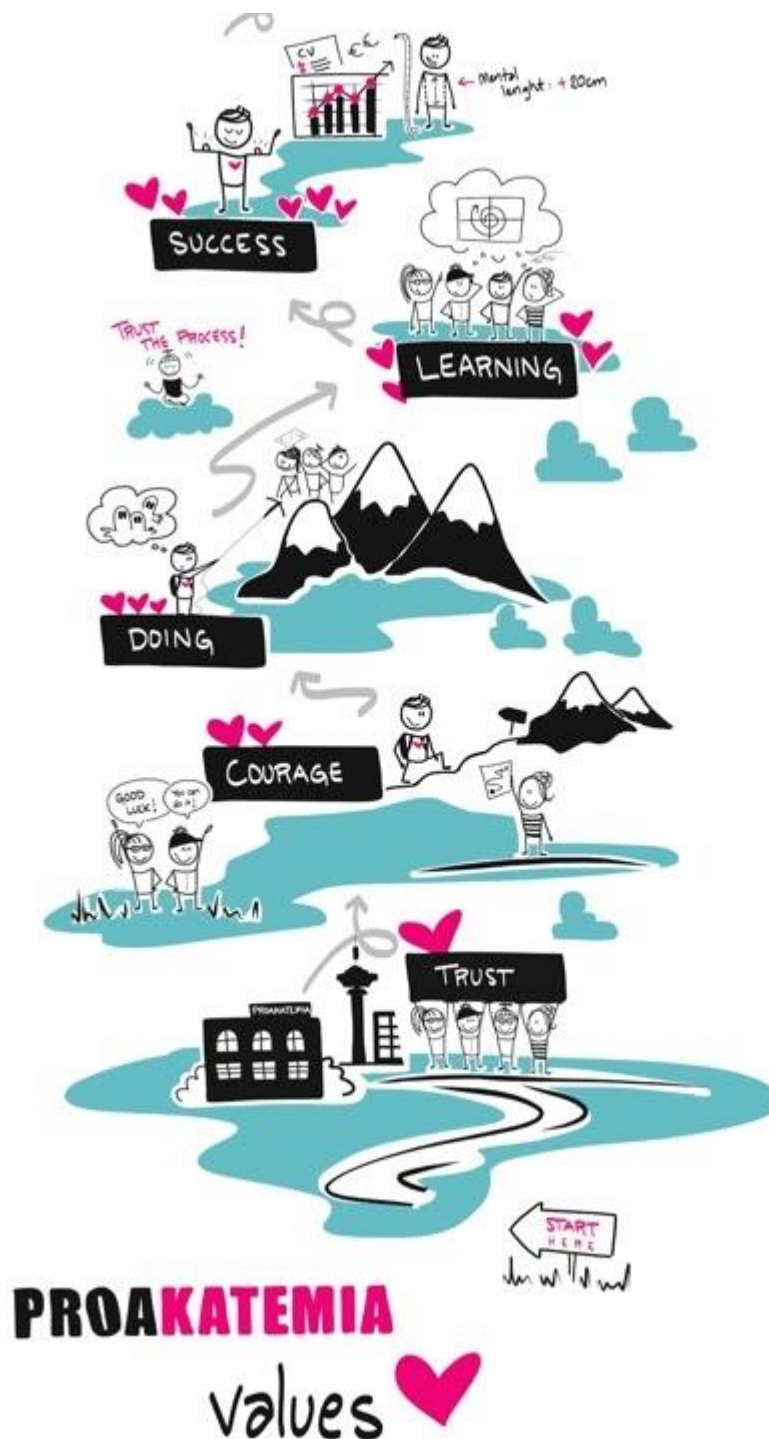
PICTURE 1. Values of Proakatemia (Proakatemia 2020).

It is stated that a team is as weak as its weakest link. If there is a team member who does not contribute to the team it starts to destroy the trust created within the team. But, with enough trust, such issue is easier to bring it up and discuss it with everybody. The members of a team should be able to talk about challenging things and differences within the team. If there is a problem, it gets cleared. If it

doesn't, then the team does not last very long while being poisoned from the inside.

People are always going towards something, and it can be seen in our goals, thoughts, beliefs and attitudes that what we want to be getting from all the information that we get from the surrounding world. For example, the sense of sight is often seen only as a physical ability and a biological feature that has been put into our system. The sense of sight is also a psychological experience, which will be varied through our life as we grow and change as individuals. That is how he form the schemes on our brain, which lead our thinking and behaviour. For example, steering the car on the side, when about to crash, is one of such learned schemes. These schemes can be learned and changed by exercising. These schemes are either long- or short-term ones and by understanding and learning each other's and own schemes, it becomes possible to trust someone. In order to gain trust, it is important to learn about one's own schemes at first. (Dunderfelt 2017, 37-41)

3.2. Individual learning aspects

Even though team learning is designed to help the whole group to learn, some factors are useful to only a few individuals within a group. Team learning studies consist of many different parts and tasks and most likely each student finds at least something suitable for their own likings and strengths. The team is sort of a safety net for each individual to try out different things, even such that have not been tried ever before. Sensations of finding something new is supposed to show as increased self-efficacy and new horizons in individual's behavior and appearance towards the team and the other way around as well.

3.2.1 Self-efficacy

In manager driven teams and organizations the base idea is that each member has their own role or responsibility in the team. The model in which the supervisor

does all the decisions by oneself, has a long history in working culture. As mentioned earlier, individuals have gotten more space in decision making and daily routines of a company or a single group inside it. In smaller teams it is easier for the individuals to rise to the occasion and to be able to use one's strengths in multiple tasks. If the group is large, the leadership is taken by only a few people or on the other hand the leadership can collapse so that nobody leads the team towards its goals. When teams gain intelligence as a result of sharing ideas and thoughts with each other, the environment becomes more flexible and efficient.. Self-efficacy comes up, if a person can be put to a task by one's strengths noticed by the team. Thus, the individual gets the feeling that one is trusted to complete the given task as assigned. However, if an individual gets to do only the dream work and never the most routine efforts, the one would get bored and would lose one's feeling of self-efficacy as the colleagues would not give feedback on something that the individual worker is already doing fluently. One notable aspect of self-efficacy is that the team the people are working in, should function effectively. If a team has too time-consuming meetings, deadlines cannot be met or the company cannot find enough customers, the situation shall become stressful and personal growth become unlikely to take place. (Salminen 2013, 90-110)

It has been studied that a human being is a hedonistic creature and usually is seeking for a good feeling for oneself from the things achieved. The more the individual gains success and well-done assignments, the more the individual feels pleasure about self. To get the feeling of self-efficacy it is important that the individual feels that one has made something significant according to the situation. Many philosophers and religious leaders have assigned happiness as a key emotion when it comes to well-being. The happiness can be reached, when the things in person's life are in the way as the person has wished for self. Eudaimonia, a Greek word translated to happiness or well-being can according to research give out as good results as a hedonistic way of thinking. It is not mandatory for a person to have or achieve something concrete in case of reaching the affection of self-efficacy. (Rayan & Deci 2001.)

When pursuing self-efficacy, self-observation is the basis of all individual progress." You see, what you want to see and experience what is purposeful and

meaningful to you. Your reality forms according to your own needs and goals." (Dunderfelt 2012, 37).

When reaching towards personal development, it is important to understand that the every-day life is mostly psychological occurrence – not only social, physical, or biological. The psychological aspect of life forms itself from different inner schemes that a person forms usually subconsciously. There schemes can also be called scripts, which work as a guideline for our actions in life. The scripts are learned in our past through experiences and various happenings. The scripts are not good or bad ones, the scripts last different times and can be related to all kinds of situations in life. They also form in different eras and cultures. "Our child-hoods effect on us immensely and has gathered our own personality from our parents, families, friends and behavioral habits from school as well as learned ways of doing things in life" The key is to realize how to manage own personality and develop and change, if necessary. By understanding the inner schemes, the person becomes more likely to gain the feeling of self-efficacy. (Dunderfelt 2017, 40-41.)

Need of being able to work with own scripts through life forces us to view our own attitudes and beliefs that make us who we are at the current time, when the change is needed. As told, a human being has a core self, which makes us able to think freely and able to monitor our thoughts. Also, an individual carries a few scripts that make them feel bad about something and being able to change requires a person to manage to decrease its activity by will. Person feeling the self-efficacy should be able to cope with the negative scripts as well and still be able to achieve personal growth. (Dunderfelt 2017, 45-46.)

3.2.2 New horizons

As a student starts in a team learning environment, the student joins a team, which keeps working towards common goals along the studies. Still each individual has a chance to find out new ways to think or new possibilites for career paths. Such chances are described as new horizons in this chapter.

Those four topics introduced in the beginning of this thesis are potential to open new ways of thinking, points of views and bring such opportunities that people have not been able to realize once they embarked on their journey of team learning. Such discoveries can be for example how oneself acts in a team, under pressure or when assigned to a task in which one is being responsible for the whole team. Also, findings about team roles, new learned things and noticing the types of situations or tasks that motivate the individual. According to NetMBA (2013) David McClellands motivation theory consists of three different factors, which are the needs of accomplishing, the need of being an authority and the need of feeling of togetherness. As this thesis shows, one of the main things that the first four aspects in team learning environments worldwide is feeling of togetherness. Feeling of belonging to the community is seemingly important, so one can feel perfectly motivated. Professor Edgar H. Schein (1990) did a research in which he interviewed experienced workers and found out nine different anchors that keep the individuals stick to the similar jobs year after year. Those anchors are for example challenges, creativity, dedication, security, independence, managerial and functional competence and lifestyle. If a person finds that many of them are fulfilled in the current job, they will feel that they belong. Therefore new horizons are more likely to open.

What is described to be controlling the mind is basing itself on insightful learning. For a person to be able to control one's mind, it is important to belong to a trustful environment, in work or education. When the information is shared within a group like this, it is for everybody's benefit. (Suurla 2001) What is Important for an individual in a trustful environment is that such atmosphere makes the silent knowledge possible to form. Silent knowledge is a term created by philosopher Michael Polanyi. The term silent knowledge means that "human's consciousness is like an iceberg, from which only the tip is showing and the most of it remains underneath the surface. (Rauhala, Siimes, Tarvainen, Virsu, Parkkila & Leinonen. 2012, 12.) By achieving the state of silent knowledge and individual is able to gain new visions to one's life.

The field of psychology has researched the misery and disfunction of human mind through the years, the studies have only rarely pointed out the good and wise aspects of our psychological side. The negative feedback is useful, because it

keeps you safe, and used to keep people alive in the first place. Only in the last few decades people have started to observe such things as positive mindset and empowerment. The importance of positivity is crucial towards development as human beings and professionals in the work life. (Dunderfelt 2017, 57-58.)

4 RESEARCH

4.1. Methods for data collection

What is problematic about qualitative research is that the method cannot be put into certain structures as a whole. It is a take of social reality on a subject with an intention of making the researched subject understandable and taking the target groups opinion into consideration. Interviews are a common way to gather information, when it comes to qualitative research and the point is not that what kind of a material is gathered, but how it is used after all.

Quantitative research is about making a generalization about the results of the research to the universe. As the quantitative research bases on measurable relations and on created, large scale materials, a research poll can be used as the research seeks generalizability. (Mäkelä 2014.)

In this thesis research both qualitative and quantitative research methods were used, because the researchers found it useful to compare a larger scale of answers from the Czech students to more specific examples from Finnish students, who have a wider perspective about team learning. That made the proper comparison possible to seek, if the students in the ESBD program thought about the similar topics the same way as the Finnish students. As the researchers used both qualitative and quantitative research to get the wanted information, the results have an impact from both methods pros and cons.

In the quantitative research done with the students of ESBD the result based itself on general group of people, so the responses might have not been very specific as the variables between the people of the group of respondents were not significant. On the other hand, the quantitative research made possible to study a large scale of people in the targeted group, in this case the 50 first ever students in the ESBD program. The 23 responses the researchers got, meant that 46% of the students responded to the poll, when it was taking place. The key in qualitative research is to understand the target group and its situation in the same situation that the research was done. The researchers think that quantitative research was a better way to go with the ESBD students than a qualitative research, as the

quantitative research cannot make clear the reasons behind the responses gotten. (Mäkelä 2014.)

What is said is that qualitative research usually benefits more, when there is an actual problem that needs to be solved. The researchers had the hypothesis that in the ESBD program there might be some trust issues within the group of students and therefore they could not be able to support one another as well as the students in Proakatemia, Finland. The researchers used qualitative research with the Proakatemia students, because they wanted to find out the actual state of the community in Proakatemia, in which it is being held in great value. By finding out the situation in Proakatemia the researchers were able to mirror the findings to the ESBD students, who by far do not have as deep experience in team learning studies as the students of Proakatemia have on their own and from learned knowledge from the school's past years. (Heikkilä 2008.)

Mixed method research is used in this thesis and it is described as such a way of research that uses both close-ended and open-ended questionnaires and also interviews. It can also consist of various observatory tools. These methods together give the research stronger value in terms of validity. Each question of a questionnaire has its pros and cons, but when realising them, they support the mixed method research accurately. The other part of mixed method research is the interviewing. They are used to collect more specific data. (Zohrabi 2013.)

4.2. Interviews

The interviews served as a tool to create a valid mixed methods research and they were done with second and third grade students of Proakatemia via Zoom or Microsoft Teams in August 2020. The interviewees were relatively easy to be found and they voluntared to answer the interviews rather gladly. They were promised that the interviews would remain anonymous. The interview questionnaire for Proakatemia students can be found in the appendix 1.

4.3. Poll

The poll was provided as an online survey via Google Forms. It contained multiple-choice questions on a scale from one to four, one meaning that the respondent did not agreet at all with the question or statement and four meaning that the respondent fully agreed with the question or statement. The question was established on 14th of September in 2020 and it was open until 22nd of September 2020. The research reached 23 ESBD students, which means 46% responded. The students of ESBD needed to be reminded a few times to participate, but they also were encouraged with the fact that they will get a method to develop their program and also a small gift, when the researchers shall return to the city of Brno.

In the thesis poll the researchers asked the ESBD students in Brno, Czech Republic 14 questions, which can be found in the attachment 1. from which first three were about background information of the students, like asking how old they are and in which ESBD study grade are they. This information will be used in analyzing the further questions and found out if there are differences or significant similarities between different demographic groups and in the ways, they think within the ESBD student group.

The questions from fourth to 14th deal with the four topics that were addressed in the first theory chapter of this thesis. The topics are feedback, learning contract, dialogue and community activities. Each topic was handled through by 1-3 questions and were put to different points of views trying to find out whether those topics in the first theory chapter help to increase the things dealt with in the second theory chapter. The questions of the interviews can be seen below in the figure 3. The sections of the questions are marked on the left side of the figure.
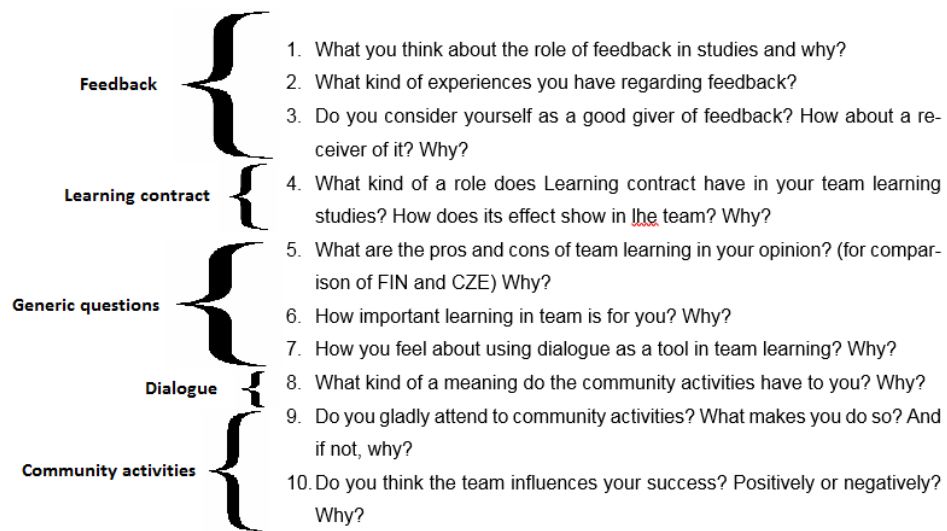
FIGURE 3. Questions of the thesis poll.

Those topics, or the outcomes of doing the things from the first theory chapter are trust, psychological safety, feeling of togetherness, self-efficacy and new horizons – meaning things what the individual has learned or realized through the studies. The questions of the poll done for the ESBD students can be seen above and the responds can be found in the appendix 2.

4.4. Data analysis

In this chapter the researchers will analyse topic by topic. First researchers go through the background information of the respondents. Then they will keep up with the main theory topics of the thesis poll, which are feedback and development discussions, learning contract, dialogue and community activities presented as methods for team learners. They are mirrored to the ways that the usage of the methods impacts in both team learning and individual learning aspects through the analysis. The topics of thew ways of impact are feeling of togetherness, psychological safety and trust on a team learning aspect and self-efficacy and new horizons on individual learning aspects.

At first, when seeing the results of the thesis poll the researchers realized that in **background information** section 23 out of the 50 ESBD students had answered the questions within the given period of time. That makes the answer percentage 46. From the 23 respondents 13 (56%) were male and 10 (43%) were female.

None of the respondents considered themselves as non-binary, even though the possibility was given.

Also, the researchers discovered that ESBD only so far had two groups of students. The first ever class started so that they are now on the third and last grade of the program and then there was a group of students, which started a year after the first ever ones. The poll was held by the time, when the third ever group of students started their ESBD program, but as they only had their first day of studies, the researchers asked them not to answer the poll after all as they had not had experience from the studies to answer the questions.

Each question was scales from one (1) to four (4), one meaning" not agreeing at all" and four meaning" complete agreeing". Steps 2 and 3 three of the scale meant mild disagreement (2) and mild agreement (3). The researchers decided to cut the scale from 1 to 5 to 1 to 4 because then the respondents were put to a situation, where they are required to honestly think about their attitude towards each question. The researchers wanted to opt out a middle section choice, such as three (3) as the researchers did not want respondents to be able have no kind of an opinion.

The researchers also discovered that the ESBD students are much more identical in the matter of age comparing to the students of Proakatemia in Finland. When in Proakatemia it is not unusual for students to be over 25 years old let alone over 30 years old, in ESBD respondents there was only one person who was in the group 25–28-year-olds. None of the respondents were in the +28 years old group. As ESBD is a part of a larger university program, it makes sense that most of the students were from the age group 18–21-year olds. From all 23 respondents 17 (74%) were a part of this age group. They have most likely started the university right after graduation from the previous education. In Proakatemia the students may have had another university level degree or years of work experience before applying to the program of entrepreneurship and team leadership. The remaining five students represented the age group between ages 22 and 25. The one respondent being in the group of 25 to 28-year olds was a third-year male student.

It might be a big factor that the ESBD students were mostly from very young age group, which means that they might not have as much experience in different

social situations than for example their comparison group of Proakatemia students. In Proakatemia it is much more common to have a variety of different age people within one team, which pushes the students to understand much more different points of views and walks of life. The ESBD students are mostly similar age and on the same path on their educational journey. Therefore, the group would need variable situations of communication and they need to be taken deeper into knowing each other, so they would form a willingly bond to improve the program of ESBD.

Only 3 (13 %) of the respondents mildly disagreed that giving and receiving **feedback** from other students and coaches would help in creating trust in the ESBD community. 12 respondents (52 %) mildly agreed that it will help in creating trust. 8 respondents (34 %) completely agreed that feedback does create trust within the ESBD community. No one answered 1, so giving and receiving feedback definitely has some sort of effect in creating trust. Two of the mildly disagreeing ones out of three were females but all of them were second-year students. Out of the eight respondents that stated they strongly agree five was from the third year and three from the second year. The ones who mildly agreed, 12 (52 %) were an even mix of students from different grades, genders and ages.

The ESBD students mostly feel that getting feedback impacts their personal development. One respondent (4 %) strongly disagreed and two others (8 %) mildly disagreed. 20 respondents agreed that getting feedback does impact their personal development. Out of that 20 people eight (34 %) mildly agreed and 12 (52 %) strongly agreed. The one person who strongly disagreed was a male second-year student and the two others who mildly disagreed were a female and a male from the second year.

It may be that the importance of feedback has not really been shown yet in all of the second-year students' studies since they have not been around with each other for as long as the third-year students. Out of the ones who strongly agreed seven was third-year students and five second-year students. Also, there were eight male students and four female students who strongly agreed.

The ESBD students were also asked how strongly does feedback effect on the psychological safety in their team. Most of the students, 13 (56 %) answered that it does have an effect but not as strong as three (13 %) others said. Another three students answered 1, so feedback would not affect on the psychological safety at all in their opinion. It might be that the respondents who stated that feedback would not affect at all on the psychological safety have had bad experiences with receiving feedback before. Four students (17 %) answered that it does affect but not so much. Out of the three students who answered 1, one was a female and the other two were males. The males were aged 22-25 but the female was aged 18-21. The four people who answered that it does affect but not so much were all females and three of them were aged 18-21 and the one was aged 22-25. The ones who answered 4 were all males, two of them were third-year students and one second-year student. Their age varied a lot, so there was no pattern. Out of the 13 who answered 3, eight were males and five females. only one of them was aged 22-25 while the others were aged 18-21. It could be that in relation to age, the younger students have lived in a world that values feedback a bit more than the older students.

None of the respondents thought that **knowing their teammates' backgrounds** would not affect on the feeling of togetherness in their team. Two (8 %) respondents thought that it has a small effect on the feeling of togetherness. Overall, 21 respondents answered three and four. Five (21 %) people answered 3 and 16 (69 %) answered 4. From the 16 people who thought it has a huge effect 11 were males and from those, seven was aged 18-21. 11 out of the 16 were third-year students. Three females and two males answered 3 and all of the females and one male were aged 18-21. Two females from the second year, aged 18-21 thought that knowing their teammates' backgrounds has a small effect on feeling of togetherness in their team. Since so many respondents thought that it would help to know their teammates' backgrounds a method of some sort should come into action. In Proakatemia the students use the learning contract to really get to know their teammates. In ESBD there is no such method yet, but the researchers strongly recommend using the learning contract. The following figure 4 shows the responds to the questions how much does sharing goals with one's team effect on the feeling of self-efficacy.

8. How much does sharing goals with your team effect on feeling of self-efficacy? (Self-efficacy = The feeling that you are capable of doing things well)
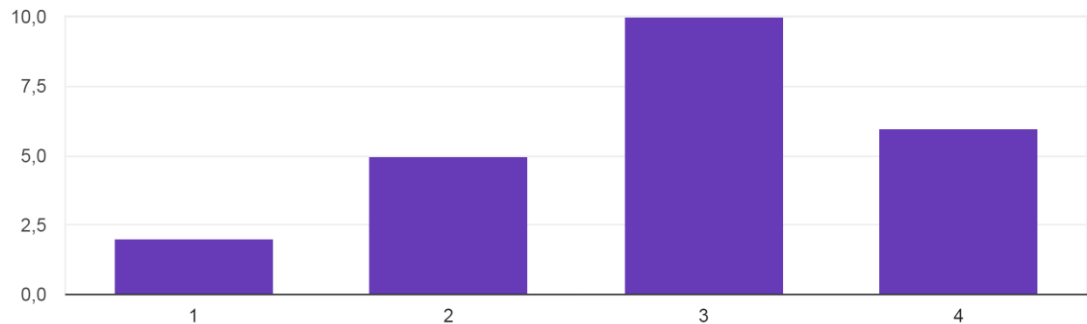
23 vastausta

FIGURE 4. Distributions regarding self-efficacy.

Two (8 %) respondents, one male and one female said that sharing goals with the team does not affect at all on their feeling of self-efficacy. Both of them were second-year students and aged 18-21. Five (21 %) people answered 2, so sharing goals would have a small effect on feeling of self-efficacy. Most of the respondents, 10 (43 %) answered 3 and six (26 %) answered that it has a huge effect, as seen above in the figure 4. Out of the five people who answered 2, only one is a female and all of them are aged 18-25. From the ten students who answered 3, seven was aged 18-21, otherwise the group is evenly spread regarding gender and grade. Out of the respondents who said that sharing goals with their team has a huge effect on the feeling of self-efficacy two were females and four males. All six of them were aged 18-21. Since all of the respondents who answered 4 were ages 18-21 it could be that sharing goals is easier to younger students. Maybe they have gotten used to it.

Over a half of the respondents, 12 (52%) completely agreed that they learn through **dialogue** and on the other and nobody answered that they would not learn at all though dialogue. Four of the students thought that they mildly disagree with the statement that they would learn through dialogue. One of the four mildly disagreeing was a second-year female student and another was male from the same grade. Two of other respondents were third grade male students. Their age did not form any pattern but was variable. The researchers also asked about how well the ESBD students have learned through dialogue.

Again, in this question nobody answered 1, but the number of step 2 answers increased by one, to five. When it comes to being open in the team, dialogue was told to be helpful at least mildly by 19 students. Four students thought that dialogue has not helped either at all or mildly disagreed with the statement that dialogue would help to open up. The one student answering that dialogue has not helped to open up at all, was a third-grade female student. Only one of the six students feeling that dialogue has not helped them to open up was male. There was no significant similarity in the respondents age or grade of studies.

As far as the researchers have the experience from the ESBD life, it seems that the students of the program have formed some sort of clusters inside the whole group. That makes a few people drop out of the program completely but might make several students feel that they do not belong as strongly as those who have found their own cluster. The following figure shows the responds to the question of how much the community activities have increased the feeling of togetherness in the community.

12. How much have community activities increased the feeling of togetherness in the whole community? (Community activities = such events etc. which involve the whole ESBD)
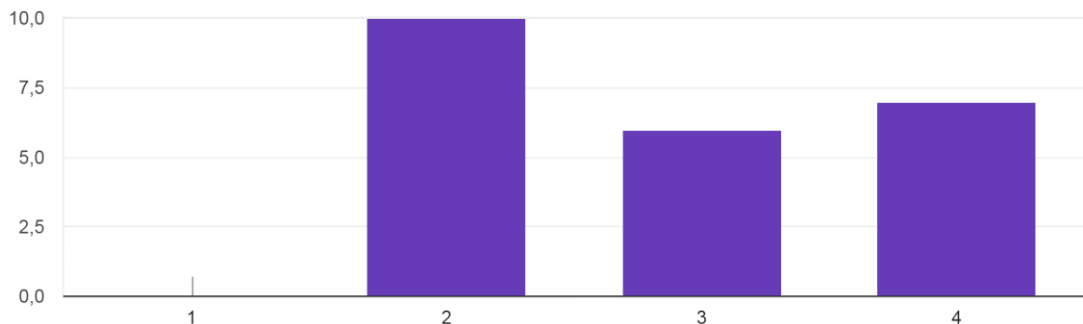23 vastausta

FIGURE 5. Distributions regarding feeling of togetherness.

The ESBD students see **community activities** as somewhat helpful in terms of feeling of togetherness as seven out of all respondents picked the option four on the scale, as seen in the figure 5 above. Also, six others choose the option three, which means that over a half of the students agreed that community activities increased the feeling of togetherness in the whole ESBD community. On the other

hand, 10 students stated that community activities do not help the feeling of to-getherness, but they felt mildly disagreeing with the statement. There was no significant similarity in the group of 10 students disagreeing mildly with the statement, but there were both male and female students from each grade of studies.

In Proakatemia the interviewees told that the community activities play a big part in feeling of togetherness, no matter if the activity was work or leisure. The ESBD program does not have as many events or activities considering the whole community, which seems to affect dramatically to the team spirit of the students. The following figure 6 supports that finding.

13. How much has attending to community activities given new ideas and visions to you? (Community activities (Events etc. which involve the whole ESBD)
23 vastausta
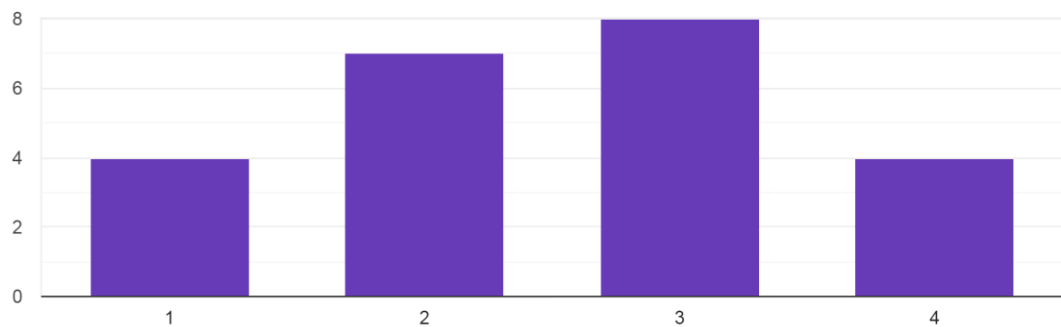
FIGURE 6. Distributions regarding getting new ideas and visions from community activities.

When it comes to the question, if attending to the community activities has given individual students some new ideas or visions, the answers were very divided as seen in the figure 6 above. Each of the end answers, one and four, got four answers. The answers two and three were close to equal with seven and eight answers in them. Two of the respondents in the scale four were second grade male students and two were third grade female students. Those who answered" not at all", meaning one on scale, were three female and one male student from both second and third grade of the program.

Whether the community activities build trust within the ESBD community, the answers were mixed. Two students, being two third grade male students from the

age group of 18-21-year olds said that they do not build trust whatsoever and four students being three male students and one female student from each age group and grade of studies completely agreed that they do so. There was also no significant group effect in the larger answer groups in scale steps two and three, but genders, ages and grades of the respondents varied.

Again, it seems that the lack of community activities makes the students feel that such events are not as important as for example the students of Proakatemia see them being. The researchers think that unofficial gatherings are a big part of Proakatemia's success in terms of feeling of togetherness and trust. The ESBD community seems to work on much more official basis than their Finnish comparison. Therefore, it could be useful to try to pursue the students to bond more in bigger groups after classes and workshops.

The researchers also got a few answers in the open feedback part of the poll. The ESBD students got to choose whether they want to give their feedback or not. It was not mandatory as the other parts of the poll. Here are the open feedbacks put to anonymous and confidential form:

"Thanks for using specialized terms, glad to learn of self-effiacy 😁"

"It's maybe my personal preference bit I likes more when the trading system divided in 5 pro 10 sections. But I Guess this Will do the same. 😁"

"I like your questions - I have never thought about some connections that you asked about :) Good luck with your bachelor thesis!"

"Depends on a group you establish. People that come together should have the same attitude and goals. Depends on a leader. Leader should merge those ideas into one. Becoming one of the most successful groups"

"You're welcome guys, GL with your thesis"

The researchers noticed that one of the open feedback givers had wished for such scale that it would have been possible to answer a mid-grade solution, so the researchers came to the conclusion that it was a smart choice to make the ESBD students think a little deeper in their andwers. The researchers were also

delighted that the terms used in the poll gave some students new information and that the poll made the ESBD students think about teamwork, as seen in the quotes above.

5   RESULTS

5.1. Comparison

In Proakatemia Ian Cunningham's Learning Contract (2000) is used on regular basis to measure each student's progress and follow their chase of their dreams. The same model is not used at ESBD, which effect can be seen in the responses about sharing goals with each other's and mirroring it to self-efficacy. 70 percent of the ESBD respondents told that it is very helpful to know their teammate's background to get the feeling of togetherness. On the other hand, it is not seen as helpful, when talking about the feeling of self-efficacy.

Even seven of 23 respondents from ESBD told that sharing goals does not effect on their feeling of self-efficacy either at all or not quite – still being on the negative side of the scale. In Proakatemia the Learning Contract is used every half year within the team and its coach, so as seen in the results of the comparison, ESBD would gain a lot of new perspective, if the method was used on a regular basis on the program too. When the poll was taken, only six students responded that sharing goals actually totally effects on their feeling of self-efficacy increasingly.

It is clear that each program's students see that using dialogue has made their team to be more opened. Only four of the ESBD students responded on the scale options one or two. Even the dialogue is getting a widely positive feedback from the students there were also people who said differently." The space to talk is given to the introverts as well, but I understand that it is not the easiest situation to just start opening up", stated an interviewee from Proakatemia.

It must be taken into account that the researchers of this thesis have not attended to many, but only a few ESBD dialogue sessions and even then the situation might have been somewhat overly courteous because of apparently highly re-spected visitors from a program that ESBD community idolizes on some level.

The phenomenon of diversity in dialogue sessions is real as many people are usually quiet in dialogue sessions, but it does not mean that those people would not be thinking or not being as important team members as the one's talking much more. Four students of the ESBD community said that dialogue has not helped

their team to be more opened up – the possibility is great that the phenomenon is actually the same in both programs. Whether the phenomenon should be tackled or not, is the key question. The fact is that there are a lot of different kind of personalities even in the team learning programs, so the answer could be that those quieter people were given their time, but also, they cannot be left out because of their silence. Their opinions are valuable and those should be asked on a right time. Even though the ESBD students are commonly younger than Proakatemia students, this phenomenon cannot be explained with age or experience of that kind.

Even though both programs use somewhat similar methods, when trying to improve their study results, there seems to be something that is seen widely differently. That is the meaning of community activities as Proakatemia students see them unanimously as a positive thing and as an important chance to get to know the whole community and sometimes just to have general fun with fellow students. 44 percent of the ESBD students claim that activities of the whole community do not increase the feeling of togetherness. Only seven of the 23 respondents thought that the community activities of the ESBD community increase the feeling of togetherness very much.

The reason behind this division might be that as the researchers know both of the programs well, it is that ESBD has not focused as much to community The first thing that came through, when analysing the Proakatemia interviews and poll made for ESBD students is that the meaning of feedback is much stronger in Proakatemia than it is in ESBD according to the responds and results.

Proakatemia students mentioned the feedback being at least one of the greatest, if not the best way to learn things and get better study results. There were only three ESBD students that described feedback helping their feeling of psychological safety on the team. The biggest share of respondents (13) said that feedback at least somehow positively on their psychological safety. The same numbers were repeated, when asked if feedback helps to create trust in the community. Proakatemia students were stating that feedback situations are very important in sense of building trust.

When focusing on the responds and answers given about dialogue, it can be spotted that ESBD students told that they learn well through dialogue. They have not learned as much new, when using it as the high end answers drop from 12 to eight and the lower options down to disagreeing somehow are increased. When looking, if ESBD students have learned something new with dialogue. Proakatemia students see dialogue as an opportunity to speak from the heart and even share their goals.

Proakatemia has both kinds of activities, official and unofficial gatherings on monthly basis and the students are willing to join them just to interact and spend time with their student friends. They also see a possibility of meeting new people in these gatherings. It has to be said that the researchers did not ask about the unofficial gatherings of the ESBD students, so they cannot be seen in the responses. That might effect on the reliability of this part of the analysis.

As the students of Proakatemia saw the opportunity on meeting new people and getting new chances while attending to the various community activities, the ESBD students responded differently. 11 students told that attending to such activities has not given at all or not quite much new ideas or visions – only four students fully agreed that they have given those things. The similar kind of numbers were shown also, when asked if the community activities build trust in the community.

10 students disagreed on some level and only four fully agreed that the trust is being built in the community activities. The researchers are strongly stating that these kinds of responses might be because the actual lack of proper community activities. ESBD has a lot of students from different backgrounds, even countries, so having more easy-going events and gatherings would help the community to begin to trust each other.

5.2. Key points

ESBD students put a big value on that they know their team mate's background very well as 70 % of the respondents tought it is very important, four on a scale. Also it seems that ESBD students do not see that community activities would

bring them either new visions or ideas, or get the community to feel the feeling of togetherness at this point. Still the ESBD students think that dialogue has been useful as a method, but it still could be improved as seven respondents thought that dialogue does not bring psychological safety in the team.

What is notable is that there are a few big differences comparing to Proakatemia interviewees answers. The biggest differences are related to community activities and psychological safety, as both are found strong in Proakatemia and ESBD still has doubts about them.

6 DISCUSSION

6.1. Conclusion

The aim of this thesis is to bring up the key points, which aspects make Proakatemia as well-functioning unit as it is and on the other hand compare a new program ESBD to it to see, if there is help for the ESBD program in Brno University of Technology in Czech Republic as the researchers knew the developers of the program from before. The process was started with getting the core things of Proakatemia program of entrepreneurship and team leadership together and researched the theory behind them. The purpose of this thesis was to highlight the similarities and differences in Proakatemia and ESBD and make clear what each program's student think is good or bad in their studies.

By doing the research the researchers were able to study what kind of impact the four methods (feedback, learning contract, dialogue and community activities) have on the community. The researched topics of impact were feeling of togetherness, psychological safety and trust on team learning aspect and self-efficacy and so called new horizons on individual learning aspect.

The methods that were choosed to be used were both qualitative and quantitative research methods, which combine to mixed methods research (Zohrabi 2013.). That way the researchers wanted to make sure that the results got from the research were as valid and reliable as possible.

Research done by a poll for the ESBD and interviews for the target group of students of Proakatemia was seeked if there was a cause-and-effect between the used methods and the impacts they were researched to create. As told in the chapter 2 dialogue should always be as specific as possible to avoid misunderstandings (Clear Review 2020) and therefore the researchers wanted to find out if the ESBD community will be able to catch the possible flaws or chances of improvement in their program and develop them..

After the research came out, it was found out that there are a few big differences between Proakatemia and ESBD communities. According to the answers ESBD students value that they know their team mate's background very well to be able

to work in a functioning team with them. The method of learning contract serves as a way to learn the teammate's background and also get more depth in following their development during studies Cunningham, Bennett & Dawes 2000, 22.).

The ESBD students did not give a lot of value on their communitty's activities according to the poll. Proakatemia students highlighted that various events bring people closer together and bring up possibilities to meet new acquaintances in these events. It was also researched that community activities have an effect on psychological safety as it is a good sign, if people are willing to sit close to each other in group situations (Aalto 2002, 22-23). It is also clear that people tend to like things more, when they see a direct benefit for themselves in it. Therefore, it is important that the community activities are designed in cohesion with the teachers and the students (Kahn 1990).

Looks like that students in both programs value feedback as a method to see the impact on individuals' development. Proakatemia is using coach-lead development discussions each half yeah, but by the time this thesis was made ESBD had launched such with their director Robert Zich, but not within the students. Development discussions are researched to be a good way to also build trust, when they are done correctly (Reaktor 2019).

As a process making of this thesis was full or ups and downs for both of the researchers. It was definitely a good thing that the researchers knew each other beforehand very well as they had done a few projects together during their studies, the biggest being consulting the ESBD program. The fact that the researchers had already worked with the ESBD students and knew the program beforehand was as good thing as it was bad. It was good because it made a deeper deliberation possible. The down-side of that fact was that it might have made the researchers a bit biased about the people of the ESBD.

The thesis process was successful because it made both of the researchers realise what kind of people they become, when put to a situation like this. Even though the differences between the researchers personalities are an asset on some things, that does not mean that it is an asset in everything. Sometimes the researchers had issues dealing with the responsibilities regarding to different

phases of the process. For example, the last part of thesis, which was finishing each chapter and making the language proper, was difficult for both researchers as neither of them really is a finisher of things according to Belbin team role test. (Belbin 2020.)

What the researchers learned along the process is that before starting a goal— oriented process, it must be checked that the people in the process are in cohesion with each other. For example, two too much similar persons by working styles can cause difficulties in terms of getting the job done. If the researchers did any research together again, they would without a doubt add someone with skills of finishing tasks effectively.

6.2. Validity and reliability

In quantitative research reliability is put to a test, when it is needed to find out, if the research was accurately measured. Validity is used in a situation, when it is needed to examine the accuracy of a measurement in a research is remaining coherent in a situation in which the same research is repeated in the same situation (Heale & Twycross 2015). In qualitative research these terms cannot be described as unequivocal as in quantitative research. For trustworthiness the research should show exact and relevant results. (Mandal 2018, 591.)

The thing that supports the reliability of the research in the quantitative poll is that the results can be assumed to come out at least somehow similar, if the research was done again on a homogenous target group. The responding percent (46%) was relatively high, and it can be expected that the remaining group of students, who did not answer to the poll in a case of this thesis would not change the results dramatically, if they would answer to the poll later.

When it comes to the interviews, meaning the qualitative research, it is immensely tougher to make sure the results gotten is valid. The qualitative research contained only twelve students of the Proakatemia community, which consists of over 100 students. Also, the research did not reach every grade of students as the graduating students and the newest grade of students were left out of the research on purpose.

The researchers thought that they knew the graduating students too well to get non-biased responses from the interviewees in that case. The newest group of students was left out of the research, because they have not had been able to experience enough of the team learning model due to the corona virus and under the circumstances it had created for the students. By the time the research was done, the newest students had only studied remotely.

The one thing that could have impacted the case of reliability of the study is that the researchers knew both target groups personally before taking the researches, so the possibility of favoring the ESBD as the researchers wish them well in the first place and hope that the research they performed, would serve as a helpful method for the program in the future. Still, the same research the researches did is possible to recreate by getting similar responses and answers as in the first time. Also, the group that participated in the research is similar to the group that was not participating, so the results would not vary dramatically even though the respondents and interviewees were changed.

When it comes to the poll taken with the ESBD students the amount of answers, 23 students out of 50 students, is a big enough number to say that the response is reliable. Both parts of the research, the quantitative poll and the qualitative interviews answer to the original question that was asked, when the research was begun: how the usage of team learning methods vary in Proakatemia and in ESBD. The researchers noticed that they could have asked more straight questions about the subject to get more reliable answer, but after all many of the aspects supporting the reliability of the research were fulfilled.

The headline of the thesis was specified along the process and the subtitle was added. The research had a good number of respondents, the methods were carefully chose depending on the targeted group. Also, the target groups were carefully described, and the poll and the interview questions were considered well before taken into action. Still, the one problem that the researchers might have faced is that their research showed them ways that the ESBD students should start doing in case they want to reach the same state of supporting as what exists

in Proakatemia, not particularly a comparison of the two team learning environments.

When it comes to the validity of the research, again many aspects prove that the research was done the right way. The researchers did not make systematic mistakes along the way of the research and the basic group was described and registered well. Also, the results gotten from the respondents and the interviewees were on average according to what they were supposed to be. The analyzing of the results of the research was done carefully and flawlessly (Heikkilä 2008).

6.3. Suggestions for follow-up research

As the researchers did the research by interviewing students from Finland's Proakatemia and taking a poll with the Czech Republic's students of the program Entrepreneurship and Small Business Development (ESBD), the method left various things without research. The first thing that came to the researcher's minds was that they could have also done some sort of a poll to Finnish students as well as interviews with the students of the ESBD program. Now, as the researchers have done the quantitative research for the students of the ESBD to find out the current situation, it might be useful to take a qualitative research next to find out the reasons behind the responses gotten in the quantitative poll. Another poll could also be done with the ESBD students to specify the most problematic topics that were spotted in the first poll.

When it comes to methods that are already used in Proakatemia, but not in ESBD, the researchers came up with five different ideas that originated from the analysis and the comparison of the research with students of both programs. **First of all**, ESBD could utilize Learning Contract by Ian Cunningham (2000). Using that method they could improve each students feeling of self-efficacy by increasing possibilities to share their personal and professional goals with each other. The responds in the poll told that only 26% of the respondents feel that sharing goals effects a lot to their feeling of self-efficacy.

Secondly, ESBD could launch a few student-lead events that were repeated on monthly basis. When students were able to modify a community-wide event, they

could get attached better to the core idea of the program and therefore gain more trust on that those community activities could give them brand new ideas and experiences regularly.

Third thing that came to the researchers minds is that ESBD students should focus on getting even bigger groups than now to spend time together off-school as the poll shows that knowing team mate's background has a strong effect on the psychological safety within the team. When on free time, the school-related tensions could be more easily be put aside and the discussions could get more fruitful with new acquaintances.

The fourth research idea or a chance of improvement is that ESBD could launch regular one-on-one development discussions as used in Proakatemia also within students, so that each individual could get the experience as hosts of an organised feedback situation as also on a seat of a receiver of feedback. The reason for this suggestion is that as shown in the research poll, ESBD students take feedback as a big factor in impact on their personal development. It just has to be noted that it is important that running a proper development discussion should first be learned, so the impact would be as great as possible right from the first time.

The fifth and the final idea is that ESBD would get proper coaching for their personnel from recently graduated Proakatemia alumni students, who established their own coaching company called Mind Me. The coaches Marianne Murto and Mona Räisänen are both educated coaches and they have experience in coaching for example the teachers of Tampere University of Applied Sciences.

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APPENDICES

Appendix 1. Questions for Proakatemia students

1. What you think about the role of feedback in studies and why?
2. What kind of experiences you have regarding feedback?
3. Do you consider yourself as a good giver of feedback? How about a receiver of it? Why?
4. What kind of a role does Learning contract have in your team learning studies? How does its effect show in Ihe team? Why?
5. What are the pros and cons of team learning in your opinion? (for comparison of FIN and CZE) Why?
6. How important learning in team is for you? Why?
7. How you feel about using dialogue as a method in team learning? Why?
8. What kind of a meaning do the community activities have to you? Why?
9. Do you gladly attend to community activities? What makes you do so? And if not, why?
10. Do you think the team influences your success? Positively or negatively? Why?

Appendix 2. Relative distributions of the student surveys

1.Your gender
23 vastausta
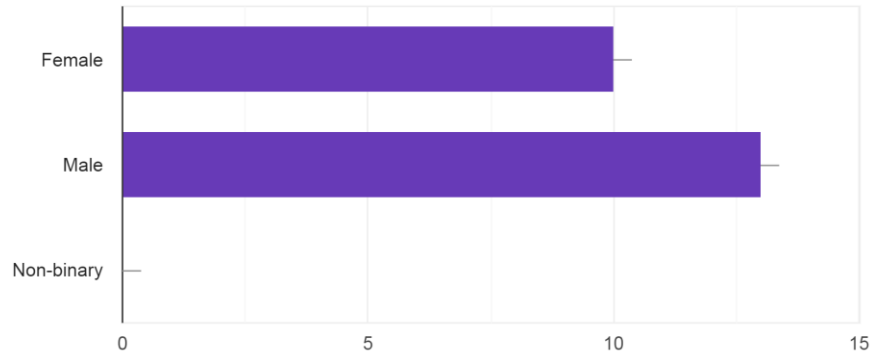
2. Your age?
23 vastausta
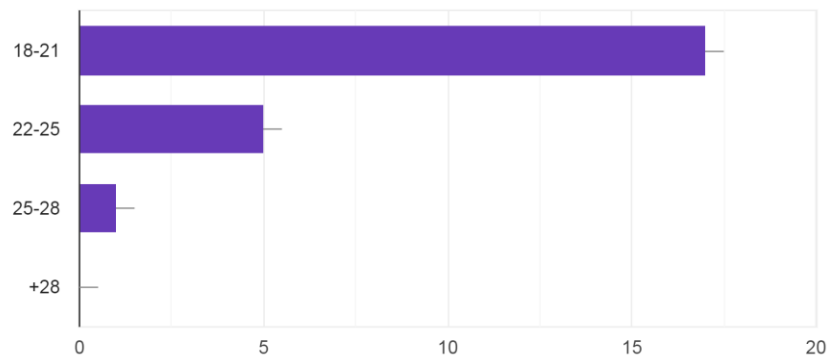
3. On which ESBD grade are you?
23 vastausta
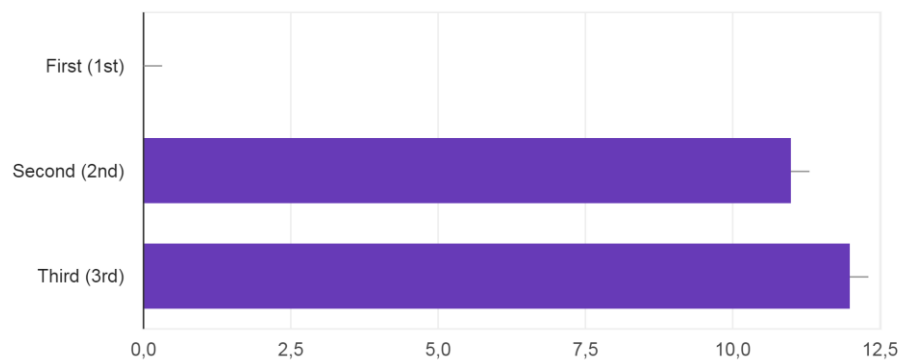
4. Does giving and getting feedback (from other students, coaches) help to create trust in ESBD community?

23 vastausta
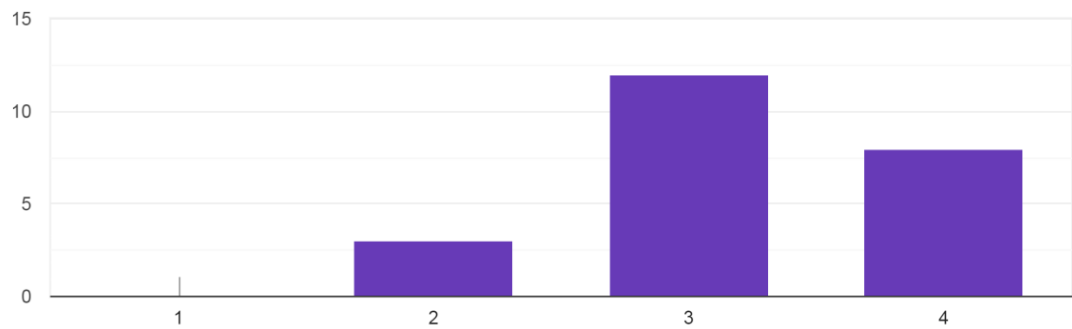
5.Does getting feedback impact your personal development?

23 vastausta
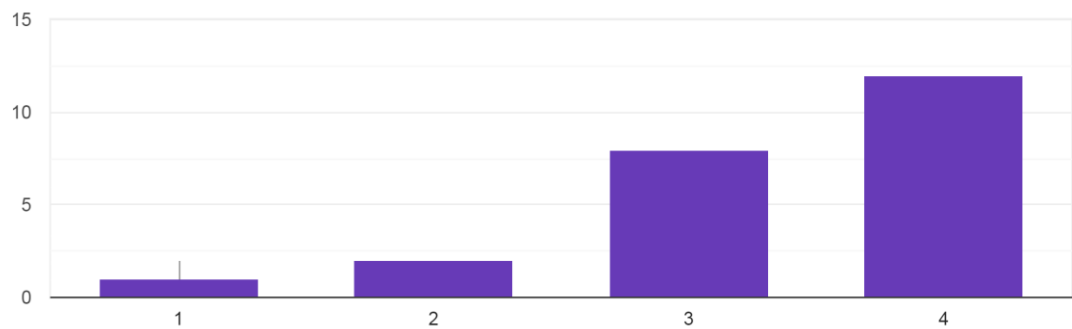
6. How strongly does feedback effect on the psychological safety in your team? (Psychological safety = a feeling that individuals can take interpersonal risks in the group)

23 vastausta
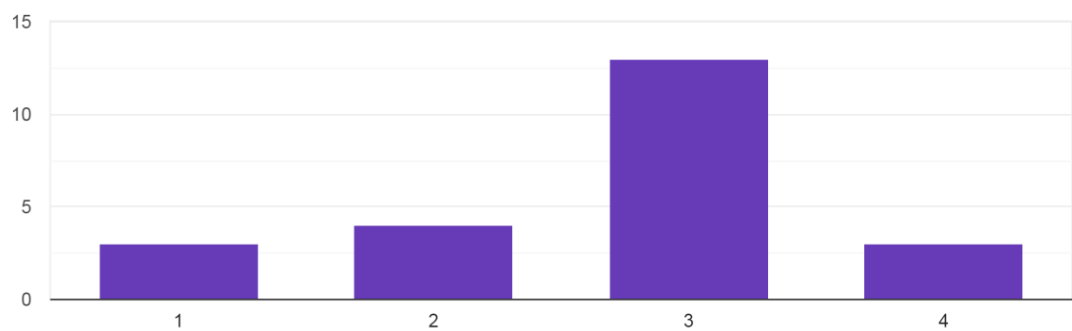
7. How much does knowing of team mate's backgrounds effect on feeling of togetherness in your team? (Feeling of togetherness = Individuals can express their thoughts and feelings without fear)
23 vastausta
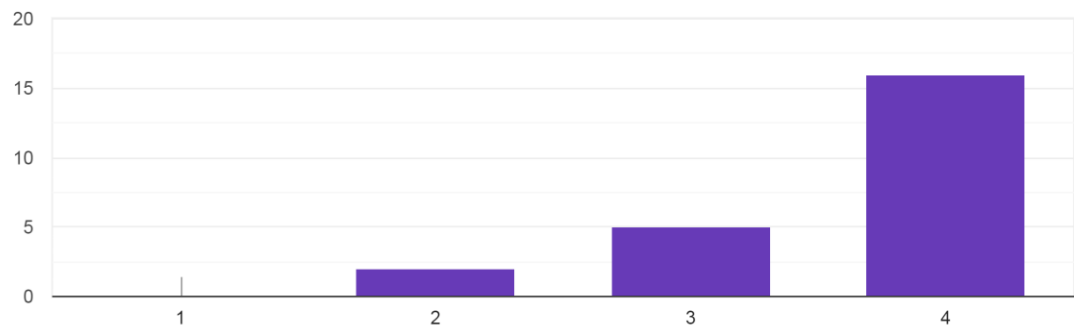
8. How much does sharing goals with your team effect on feeling of self-efficacy? (Self-efficacy = The feeling that you are capable of doing things well)
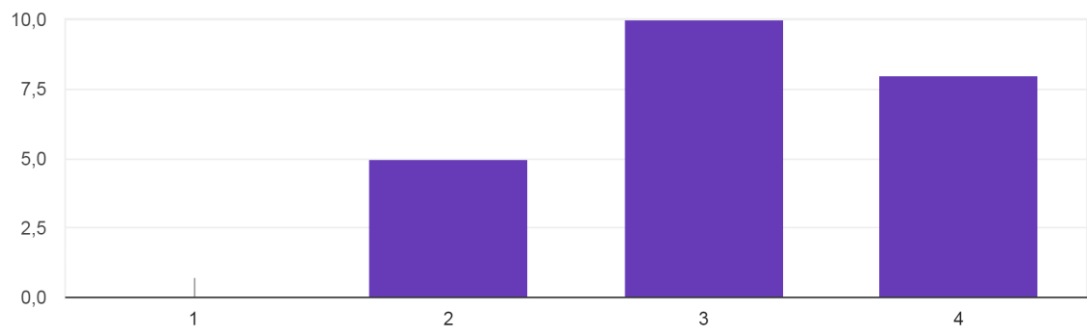23 vastausta
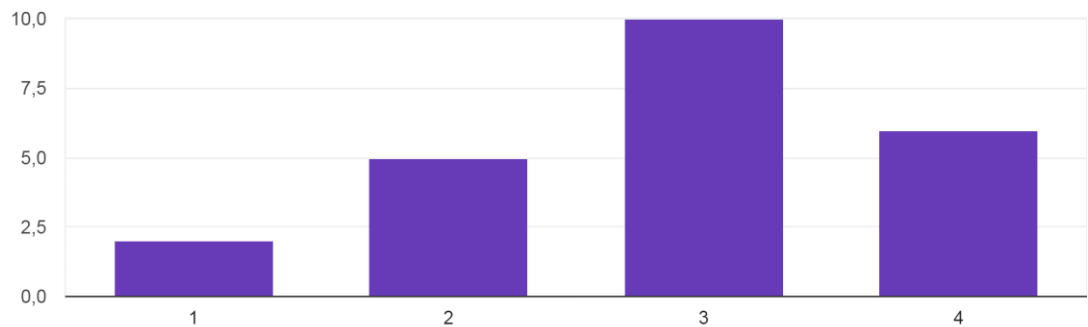
9. How well you learn through dialogue? (Dialogue = A form of discussion (listen, wait, speak from your heart, respect)
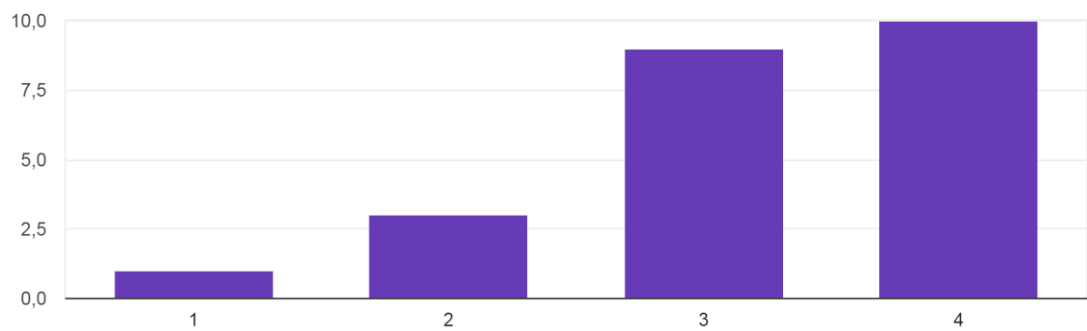23 vastausta
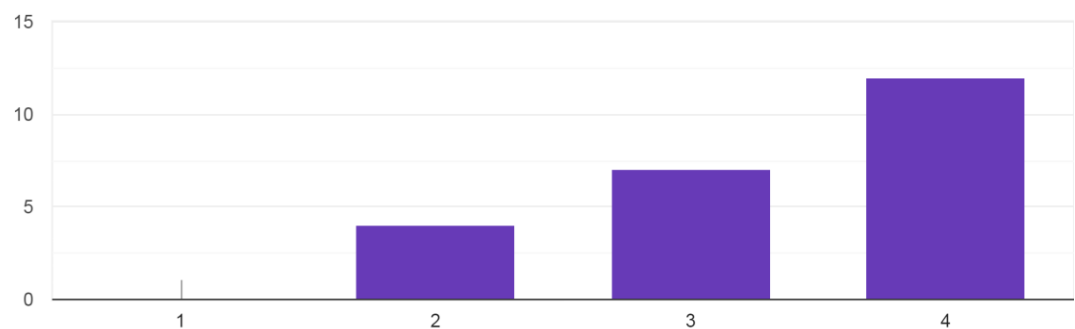
10. How much new have you learned through dialogue? (Dialogue = A form of discussion)
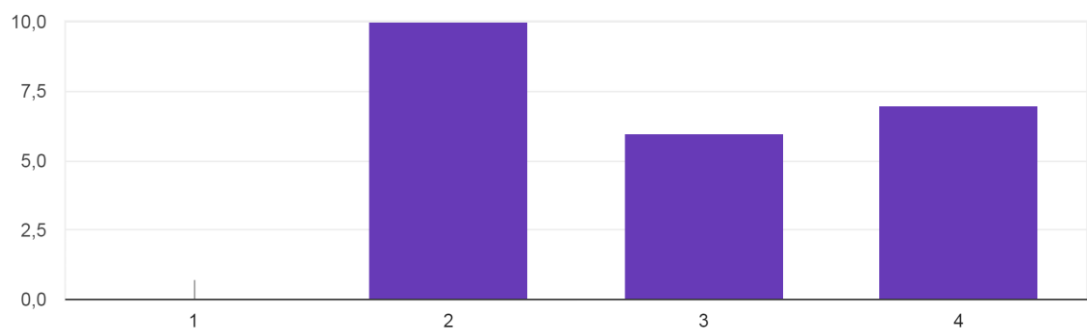23 vastausta

11. How much has dialogue helped your team to be more open? (Has the team shared more vulnerable thoughts while doing dialogue or not?)
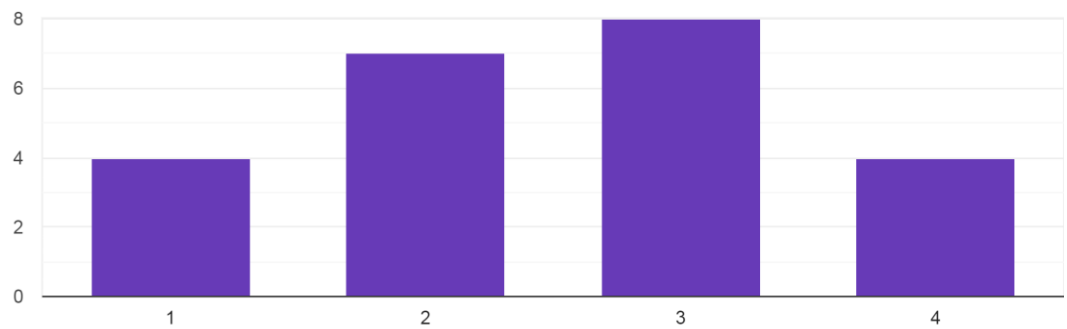23 vastausta

12. How much have community activities increased the feeling of togetherness in the whole community? (Community activities = such events etc. which involve the whole ESBD)
23 vastausta

13. How much has attending to community activities given new ideas and visions to you? (Community activities (Events etc. which involve the whole ESBD)
23 vastausta

14. How much do the community activities build trust within the whole community? (Community activities = Events etc. which involve the whole ESBD)
23 vastausta