Leading a Tutor Team in the Student Union of Haaga-Helia - Helga

Sami Ranta-aho

Abstract

7.5.2021

Author(s) Sami Ranta-aho	
Degree programme International Business	
Report/thesis title Leading a Tutor Team in the Student Union of Haaga-Helia - Helga	**Number of pages and attachment pages** 49 + 4

This thesis project was commissioned by the Student Union of Haaga-Helia – Helga, which is a public corporation tasked to officially represent the students of Haaga-Helia University of Applied Sciences according to the Universities of Applied Sciences Act 932/2014 § 41. Helga's mission is to act as sanctuary for the individual and community for the students. As one of the core actions to fulfil this mission, Helga provides a peer tutoring service for new students during their first academic year in Haaga-Helia.

The aim of this thesis project was to identify what causes the most typical problems for teams in the tutoring environment, and to provide the head tutors leading the tutors teams the necessary tools to prevent and solve these problems. The outcome of the project was a leadership guide for the head tutors of Helga, and a leadership training based on the contents of the guide.

The project combined qualitative research to identify the problematic situations tutor teams are facing and desktop research on leadership and motivation theory, which the real-life situations are reflected on to find their causes and selecting best solutions to these situations. The qualitative research was conducted in the form of a workshop with Helga's head tutors of the 2020 term. The theoretical framework discusses leadership in modern three-dimensional teams, Purpose, Mastery and Autonomy as the three drivers of intrinsic motivation, and the Five Dysfunctions of a Team. These theories formed the basis for the Helga Head Tutor Leadership Guide.

The conclusion of the research was that most problematic situations within a tutor team are caused by one of the following key problems: lack of trust, lack of autonomy, lack of mastery or lack of purpose. The theoretical framework offers solutions for these four key problems, which were applied into practice in the tutoring context to create the Helga Head Tutor Leadership Guide. The project culminated in facilitating a leadership training for the new head tutors of Helga based on the learnings from the guide.

This thesis project was conducted during the COVID-19 pandemic, which had a slight impact to the progress of the project, but it did not affect its outcomes.

Keywords Team leadership, intrinsic motivation, functional team, volunteers

Table of contents

Attachments

    Attachment 1. Helga Head Tutor Leadership Guide

    Attachment 2. Leading Tutors in Helga

    Attachment 3. Helga Head Tutor Summit Thesis Workshop Instructions 16.3.2020

    Attachment 4. Categorized Answers of the Helga Head Tutor Summit Workshop

1 Introduction

This is a product type bachelor's thesis for the Degree Programme in International Business in the major specialization of Human Resources taught at Haaga-Helia University of Applied Sciences. This chapter gives background information about the topic and the purpose of the thesis, project objectives and the case company.

1.1 Background

The backbone of the Finnish welfare state is education. Each higher education institution in Finland is bound by law to have a student union to act as the bond for its students, promote their societal, social and intellectual interests and prepares them for an active, informed and critical citizenship (University of Applied Sciences Act 2014, 41 §). Student unions have many different ways of pursuing this mission, but one common factor is providing a student tutoring service – peer support from student to student. The peer support provided by a student union's tutors includes introduction to the customs of the higher education institution and degree program, and facilitation of team building and integration to the student community (Helga 2021).

In Haaga-Helia University of Applied Sciences, the tutors of student union Helga work in teams that consist of tutors from the same degree program. Each team is led by the head tutor of that degree program. Tutor teams have the same needs and show the same behavioural phenomena as any team, and thus require strong leadership in order for the team to function well. This thesis investigated the secrets of leading and engaging a team of volunteers and shows the development of the leadership process put into action in the form of a leadership guide and training.

The thesis provides solutions to an environment where teams are built for a fixed period of time to work on a specific goal. Project work is not only an organizational trend but becoming a career trend as well (Crawford & Lloyd-Walker & French 2015). According to Google's guide to understanding team effectiveness (Google), which is based on Project Aristotle, Google's research conducted to find out the secret to an effective team, project teams differ from work groups in that they are interdependent, and all team members work together towards a common goal in a specific project. Although tutor teams are together for a full academic year instead of a more fast-paced project of few months or even weeks, this thesis focused on leadership solutions for a team that has an expiration date in general, as opposed to stationary work groups, such as the HR or marketing department of a company.

1.2 Project Objective

This thesis aimed to provide future head tutors with the tools for leading motivated and engaged tutors by identifying the challenges related to leading a team of volunteers in the context of leading student tutors in the Student Union of Haaga-Helia – Helga and providing solutions for both theoretical and case specific real-life situations previous head tutors have faced. The outcome of the thesis was a leadership guide for the head tutors of Helga. The contents of the guide were also applied to conduct a leadership training for the training of head tutors as a part of the thesis project.

The following **project objective (PO)** was defined for the thesis: *Creating a guide for leading a team of engaged tutors in the Student Union of Haaga-Helia – Helga.*

The project objective was divided into six **project tasks (PT)**:
PT 1. Theoretical framework.
PT 2. Establishing the current problems Helga's head tutors are facing relating to leading their tutors both as a team and as individuals.
PT 3. Writing the Helga head tutor leadership guide.
PT 4. Conducting a leadership training for new head tutors.
PT 5. Evaluating project management and project outcomes

Table 1 below presents the theoretical framework, project management methods and outcomes for each project task.

Table 1. Overlay matrix for project/product-based thesis.

Project Task	Theoretical Framework	Project Management Methods	Outcomes
PT 1. Theoretical framework	2.1 Team Leadership 2.1.1 The Three Dimensions of a Team 2.1.2 The Team Process 2.1.3 Shared Team Leadership 2.1.4 The Five Dysfunctions of a 2.2 Motivating Volunteers 2.2.1 Motivation and Hygiene 2.2.2 Psychological Safety 2.2.3 Autonomy, Mastery and Purpose as Drivers of Intrinsic Motivation 2.2.4 Start With Why	Desktop research	Theoretical Framework

PT 2. Establishing the current problems Helga's head tutors are facing relating to leading their tutors both as a team and as individuals.	Research data Experience	Qualitative data collection workshop Feedback survey	Description of current leadership problems Helga's head tutors are facing
PT 3. Writing the Helga head tutor leadership guide.	Theoretical Framework	Desktop research Presentation Feedback discussion	Helga Head Tutor Leadership Guide
PT 4. Conducting a leadership training for new head tutors.	Helga Head Tutor Leadership Guide	Presentation Feedback	Training materials and training
PT 5. Evaluating project management and project outcomes.	Commissioning company feedback	Feedback discussion Self-evaluation	Project evaluation, key outcomes, conclusions and recommendations

1.3 Project Scope and Demarkation

The thesis focused on project-based work in teams consisting of volunteers. Even though the solutions of the thesis are hopefully applicable to the working life, no aspects of employment relationship were specifically observed. Instead, the thesis focused on intrinsic motivation only, leaving extrinsic motivation out. However, Hygiene factors – as defined in Herzberg's dual-factor theory (Herzberg 1968) – were included.

The thesis discusses the Helga's tutoring process from the head tutors' perspective. The discussed tutor leadership functions included team building, leading the team, communication and conflict situations. Tutor recruitment, selection and training were mentioned briefly on a few occasions as some theories provided relevant advice related to them, but they were not deliberately focused on.

1.4 International Aspect

Out of Haaga-Helia's 10 500 students over 1000 are international degree students (Haaga-Helia 2020). As Helga's tutoring service is provided for all first-year bachelor's degree students of Haaga-Helia, and international degree students make up a significant portion of them, tutor teams in international degree programs must function in an international environment.

In addition, there are tutor teams specifically assigned to help out Haaga-Helia's incoming exchange students. Haaga-Helia receives around 350 incoming exchange students every year (Haaga-Helia 2020). While comparable to peer tutoring of degree students in almost every way, exchange tutoring is by nature embracing cultural diversity, and aspects specifically relating to this are specifically included in the training and tasks of the exchange tutors. (Ranta-aho 2021)

In addition to training tutors to encountering diversity, functioning in the international environment requires a specific composition for the tutor teams. A rule of thumb when selecting the tutors for an international degree program or the exchange students is that the tutor team, like their tutees, should consist of people who represent different nationalities and cultural backgrounds. While diversity is generally considered to have a positive effect in teams, it includes aspects – especially concerning communication – that the team leader must be prepared for in order to avoid misunderstandings and situations that could escalate into conflicts. (Ranta-aho 2021)

1.5   Benefits

Based on a discussion with Helga's specialist responsible for events, sports and tutoring, the feedback collected annually from Helga's head tutors has raised a worry about the head tutors' capability to keep all of their tutors engaged and handle conflict situations. This has created the need to identify the current problems the head tutors are facing and provide them with the tools for solving those problems, which is the purpose of the thesis. Providing the head tutors with the tools needed will improve the effectiveness of the tutor teams, thus enhancing the tutoring process itself. This also provides an excellent learning opportunity for the head tutors, which directly supports Helga's role as a learning environment defined in the student union's strategy (Helga 2019). In addition, based on past experiences, the increased engagement of the tutors will likely result in a more positive image of tutoring, which will hopefully make it more attractive and increase the amount of tutor applications. (Ranta-aho 2021)

As explained in chapter 1.4, the tutoring service is provided for all of Haaga-Helia's first-year students in Bachelor's programmes and incoming exchange students. The help students are given regarding their degree programme, campus, studies and starting their student life in general is highly revered by Haaga-Helia itself. Improving the tutoring process means not only better tutoring service for students, but a more engaged student community, which is in the best interest of Haaga-Helia as well.

While the topic of the thesis was focused in a very niche environment, I believe that the solutions the thesis project offers can also be adapted to other fields of business to increase the intrinsic motivation of employees, especially in team environment. Team and project-based work has been a trend in the field of HR for a long time, and learning to apply leadership and motivation theory into practise is relevant and interesting both academically and towards my own professional goals. Finally, being an alumnus of Helga, I appreciate the opportunity to give back to the organization that has contributed to my personal and professional development by doing one more development project that hopefully makes a lasting impact and improves the tutoring service of Helga.

1.6   Key Concepts

Intrinsic motivation "is defined as the doing of an activity for its inherent satisfactions rather than for some separable consequence. When intrinsically motivated a person is moved to act for the fun or challenge entailed rather than because of external prods, pressures, or rewards." (Ryan & Deci 2000, 56)

Hygiene Factors, in the context of employee engagement, are defined as "dissatisfaction avoidance" or "kick in the ass (KITA) factors" by Frederick Herzberg. In other words, hygiene factors don't increase one's motivation, but their absence results in decreased satisfaction. Hygiene factors and satisfaction factors, often referred to as motivators, make up the two dimensions of employee satisfaction. However, according to Herzberg "the opposite of job dissatisfaction is not job satisfaction, but no job dissatisfaction." This means that taking care of one is not enough, as satisfaction factors don't take away the hygiene factors – a leader needs to tend to both. (Herzberg 1968)

Team leadership – According to Drikus Kriek's book Team Leadership: Theories, Tools and Techniques, "Teamwork refers to the interaction between team members as they orchestrate tasks through interdependent team activities in pursuit of goals". Kriek's definition of team leadership is "how the role of the team leader plays a part in the operations and functioning of the team". (Kriek 2019, 9-10)

Peer Tutoring: As stated on the website of the Student Union of Haaga-Helia – Helga (2021), "tutoring is peer support in which students help other students". The coordination of tutor activities in Haaga-Helia, which includes recruiting and training the tutors and guiding the Head Tutors responsible for each tutor team is one of the most important pro-

cesses of the Student Union of Haaga-Helia – Helga. Tutoring also fulfils the student union's statutory task to prepare students for an active, informed and critical citizenship. (Helga 2021).

Volunteering is a generic term used for giving away one's time to help another party, be it a person, group of an organization, without financial compensation (Wilson 2000). Tutoring is an example of volunteering.

1.7   Case Company

The Student Union of Haaga-Helia – Helga is the official representative of the students of Haaga-Helia University of Applied Sciences recognized in the University of Applied Sciences Act (2014). According to the Act, the purpose of the student union ("student body" in the English translation of the act). The student unions are independently governed. (University of Applied Sciences Act 2014, 41 §)

Helga was established in 2006 during the fusion of Haaga-Helia to serve as the student union. The office of Helga resides on the Pasila campus of Haaga-Helia in Helsinki, Finland, but Helga also operates on the other four campuses of Haaga-Helia: Malmi, Haaga, Porvoo and Vierumäki.
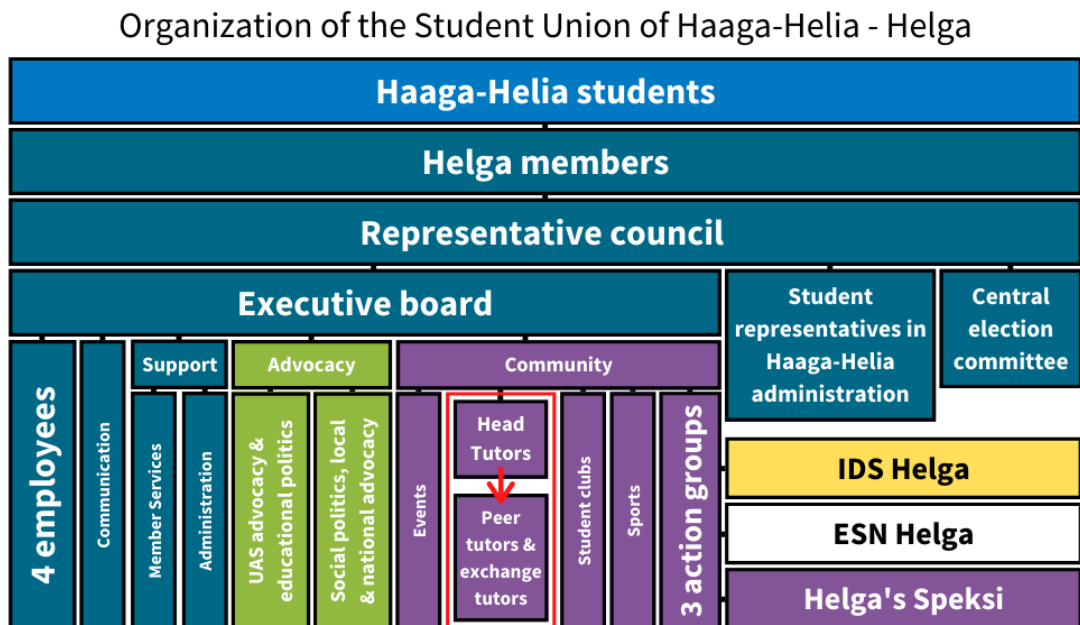

Figure 1. Organization of the Student Union of Haaga-Helia – Helga.

The organization consists of multiple organs that serve a different function, as illustrated in Figure 1. The **Representative Council** is the highest authority in Helga, taking care of strategic decisions and i.e. elects the Executive Board, Central Election Committee (responsible for organizing the representative council election) and student representatives to the Haaga-Helia administration. The council consists of 20 members and 20 deputy members and is elected annually in a general vote by the student union members. (Helga 2021)

The Executive Board is responsible of the everyday operations of the student union. The operations of the student union can be roughly divided to four areas of responsibility, which the board is responsible for as a collective: advocacy, community, communication, and support processes. Helga has four paid full-time employees, and the board acts collectively as their employer. The board also has three action groups working under their supervision with a mandate to fulfilling specific tasks of the student union. The term of the board and the representative council is one calendar year. (Helga 2021)

One of the central processes of the student union – and the one relevant for the thesis – is recruiting and training student **tutors** to welcome and assist new students coming to Haaga-Helia in the beginning of their student life. Each degree program in Haaga-Helia has one (1) tutor for every eight (8) new students. The tutor team for each degree program is led by a **head tutor**, with the exception of Malmi, Haaga and Porvoo campuses, which each have two (2) head tutors in charge of all tutors on said campus regardless of their degree program. Tutors are selected for a full academic year every spring. The selection process includes the assessment of an application submitted via an online form and a personal interview, both conducted by the responding head tutor(s) of the degree program and a member of the Helga board. The final selection is made by the head tutor(s). (Ranta-aho 2021)

Helga is a public corporation and aims for zero profit in their financial statement. However, for the past few years Helga has made restrained surplus to prepare for the changing of the operational environment caused by losing the monopoly as the sole party able to provide a student card for the students of Haaga-Helia. The student card has been the single biggest reason for students to join the student union, and membership fees make almost half of the student union's annual income (43,6% in 2018). Tutors are Helga's most important ambassadors of the student union membership, as they have direct contact to new students and are able to inform them about the student union. (Ranta-aho 2021)

Helga also gets almost one third of their annual income (27% in 2018) as a grant from Haaga-Helia. While the grant is given as general assistance to enable the full-scale operations of the student union, a part of it can be considered a compensation for providing the tutoring service in Haaga-Helia. (Ranta-aho 2021)

The graphs and figures in the thesis that are utilized for the Helga Head Tutor Leadership Guide and the training materials follow Helga's graphic guidelines (Helga 2016).

Throughout most of the thesis project the website of Helga, www.helga.fi, was undergoing a website renewal, and the old website was unavailable from 13 March 2020 due to a suspected hacking event. This means that all information previously available on the website was not available until the renewal was done and the new website was published in January 2021, and most of the information in this subchapter was written based on my own knowledge and experience as an old operative of Helga.

2 How to Lead a Team of Motivated Volunteers

This chapter will discuss the first project task: writing the theoretical framework of the thesis. The theoretical framework was created by doing a desktop research using literature as the source of information. While the theoretical research was roughly divided into two categories, team leadership and motivating volunteers, with several subtopics identified based on discussions with the case company, the specific theories included in the final version of the theoretical framework were chosen based on the results of **PT 2**, *Establishing the current problems Helga's head tutors are facing relating to leading their tutors both as a team and as individuals*, as the data collected in the second project task determined the questions the thesis project, and thus the theoretical framework needed to answer.

2.1 Team Leadership

Understanding the basic concepts of team leadership in general was the first step of creating a theoretical framework for the Helga Head Tutor Leadership Guide. This includes everything from understanding the needs of the team, team dynamics and communication to anticipating and tackling conflict situations.

A **team** can be defined as "an interdependent collection of individuals who are mutually accountable and share responsibility for specific outcomes for their company" (Kirkman & Harris 2017, 10). This means working **interdependently** towards common goals with a shared responsibility in delivering the service. (Kirkman & Harris 2017, 10).

2.1.1 The Three Dimensions of a Team

Modern teams consist of three dimensions: individuals in the team, the team as a whole, and sub-teams within the team. A team leader isn't just leading the team, but in fact all of these three dimensions. All of these dimensions have their specific needs. This creates a challenge, as the leaders' focus and resources can't be allocated to all three dimensions at the same time. This is why it is important to recognize what the needs are, and when to focus on each specific dimension. (Kirkman & Harris 2017)

A common misconception Kirkman and Harris (2017, 51) discuss is thinking that "there is no 'I' in a team". In fact, there are as many 'Is' as there are team members, and each 'I' needs to be coached, managed, lead and motivated, and their goals and ambitions need

to be taken into account. In addition, overemphasizing teamwork can be viewed as oppressive and in a self-managing team environment, and other team members may feel like multiple "supervisors" breathing down their neck. The failure to tend to the needs of each individual may result in the feeling of underappreciation, insecurity and **psychological unsafety**, which Kirkman and Harris (2017, 51) explain to mean "[team] members feeling insecure and withdrawn from their jobs".

According to Kirkman and Harris (2017, 54), leaders should "create the conditions under which [team members] experience an internal fulfilment in carrying out valued tasks" by **empowering** them. Individual empowerment, according to them, consists of four elements:

- **Choice** – Having a control over how people carry out their work
- **Impact** – Feeling that the work they do matters
- **Competence** – Having confidence in their ability to perform a task well
- **Meaningfulness** – Caring about what they do on an intrinsic level

(Kirkman & Harris 2017, 57-58)

This breakdown of empowerment shows a clear connection with the theory by Daniel H. Pink (2009), which lists **autonomy**, **mastery** and **purpose** as the holy trinity of intrinsic motivation; autonomy is fundamentally the same concept as choice, mastery relates to competence, and purpose is in a way the combination of meaningfulness and impact. These three drivers of intrinsic motivation will be discussed more in detail in chapter 2.2.3.

The distinction Kirkman and Harris (2017, 9-10) make between a team and a group is the interdependence between team members when completing team tasks. While a group is a set of individuals who communicate and share knowledge, they do not share a common goal or work together towards it. The second mistake of teams according to Kirkman and Harris (2017, 26) is "creating teams in name only" – calling the group a team even though they are in fact a group of individuals. Kirkman and Harris (2017, 83-84) also list two factors that differentiate good teams from bad teams: the way team members work together and the energy behind the way the team works.

What this means from the leader's perspective is that only focusing on leading the individuals defeats the purpose of being a team and the team becomes a group of individuals, which may result in team members starting to ignore the team goals and start to behave individualistically to achieve their own goals for personal recognition (Kirkman & Harris 2017, 38-39). **The team as a whole** has the same needs as every individual: to be coached, managed, lead and motivated. To ensure the first success factor of good teams,

the leader must support the team members' coordination, synergy and overall approach to their team tasks. To boost the energy behind the way the team works – or the team's motivation, drive and commitment – leaders must also aim to **empower the whole team**. Team empowerment has four elements, which mirror those of individual empowerment:

- How much **autonomy** the overall team has
- The degree of **impact** the entire team's work has on others
- The level of **potency** members experience when performing team tasks
- The extent to which team members feel a sense of **meaningfulness** when carrying out team tasks

(Kirkman & Harris 2017, 83-87)

Sub-teams are described by Kirkman and Harris (2017) to be a phenomenon typical for modern teams specifically. According to them, "individual team members frequently identify strongly with a smaller faction of their teammates. These groupings often occur naturally through social identity processes and can serve as a key way for members to make sense of the team context" (Kirkman & Harris 2017, 41). In addition to having the same basic needs as any team, the existence of sub-teams must be acknowledged by the team leader, as they may potentially have a great impact on the dynamics inside the whole team. Sub-teams may form naturally as a result of strong identification between team members, as described above, or they may be formed to serve a specific purpose. The role of a leader is to ensure that when a specific team task requires forming sub-teams, the leader is proactive in forming such teams based on the team members' knowledge and skills. Allowing team members to form them on their own may result in unbalanced sub-teams, if they are formed based on "non-substantive differences" such as the factors that have affected the social bonding between team members. These factors may include for example age, gender, ethnicity or values. The key to leading sub-teams is paying attention to the relationships and communication between them. Sub-teams create a **multilayered interdependence**: team members within sub-teams must work in interdependence with one-another, but the sub-team also has to work in interdependence with other sub-teams and finally within the overall team. Each sub-team should be aware of what the others are doing, and the team leader should ensure this is communicated properly. Other than that, Kirkman and Harris (2017, 44) state "*sub-teams must be empowered to resolve their own issues and find the best ways for the entire team to be successful. The best leaders just facilitate that process.*" (Kirkman & Harris 2017, 40-44)

2.1.2 The Team Process

For the leader to **focus the leadership resources** on the right dimension at the right time it is good to understand the **team process**. Kirkman and Harris (2017, 84) describe it as a repeating cycle with alternating phases. Each cycle starts with planning and strategizing, or the **transition phase**. Before a team starts working on their tasks, they usually go through some kind of planning to identify their mission, their plan of action and define the desired outcomes and goals they want to reach. (Kirkman & Harris 2017, 84)

After the transition phase a team goes on to work intensively on their tasks, or the **action phase**. During this phase the team fulfils its purpose by doing the tasks given to them by following the strategy or plan they have made for it. The leader's role is making sure the team's resources are distributed in a smart way and keeping a track on the set goals and what still needs to be done to reach them. (Kirkman & Harris 2017, 84)

After the action phase ends the team goes back to the transition phase. However, this time around there is also the task of reviewing the previous action phase to determine what worked, what didn't, and based on that making the decision on whether there are new goals that should be focused on in the coming action phase. (Kirkman & Harris 2017, 84)

Generally speaking, the main focus of a leader should shift to different dimensions of the team based on the level of interdependence. When there is a high level of interdependence between team members the leader should focus on leading the team (Kirkman & Harris 2017, 83). This typically means transition phases where planning and strategizing involve the whole team and action phases where tasks are performed as a team. Similarly, when there is a low level of interdependence the leader should focus on leading individuals. Action phases that include individually performed tasks fall under this category. In addition, individuals may require the focus of the leadership when the team is going back to the transition phase in the form of performance assessment and coaching for the future, and the team when going from low interdependence back to high interdependence. (Kirkman & Harris 2017, 83; 143)

Finally, sub-teams specifically require the leader's focus when the action phase involves tasks in sub-teams. The leader should also focus on sub-teams immediately when they are formed to control the effect they have on the overall team dynamics. Otherwise, the same rules apply to sub-teams as any other team – the focus withing the sub-teams

should depend on the level of their interdependence at the given time. (Kirkman & Harris 2017)

In addition to this cycle, there is the **interpersonal process**, which is a "support process" that operates across both the transition and action phases. While during the fixed period phases the leader plays more of a coordinating role, during the interpersonal process the team leader's task is to monitor the team processes and step in to meet the team's needs whenever necessary. This can mean for example helping to develop appropriate goals for the team, resolving conflicts between team members or alternating the way the team coordinates its tasks. These situations may profile specifically towards one of the three dimensions, which should be the leader's main focus at that point. (Kirkman & Harris 2017, 84)

2.1.3   Shared Team Leadership

Shared team leadership is also a crucial element of leading a team. According to Kirkman and Harris (2017, 45), "shared leadership on a team exists when leadership behaviours emerge from various team members at different points along a team's life cycle." The benefit of shared leadership responsibilities is the opportunity to play to the strengths of each individual in a leadership position, which may also allow the others to develop. Challenges related to shared team leadership include the need to communicate very thoroughly who is responsible for what, the vague line often differentiating the areas of responsibility, and miscommunication and not keeping each other up to date – especially when crossing over to the other leader's side of responsibilities, which can naturally occur in many situations. Failing at the communication part can cause a lot of confusion. This is why precise coordination and working communication between the leaders is the key. (Kirkman & Harris 2017, 45-47)

2.1.4   The Five Dysfunctions of a Team

To create a dynamic and functioning team it is important to understand the typical pitfalls of a team. Patrick Lencioni explains his theory about the Five Dysfunctions of a Team and how they connect in his book of the same name. (Lencioni 2002)

Figure 2. The Five Dysfunctions of a Team. (Lencioni 2002)

The first pitfall of teams is the **absence of trust**. This means that teams need to overcome the need for invulnerability before their peers. Trusting the other team members enough to let the guard down around them and be vulnerable around them is the foundation of this model, and without it a team will have a hard time overcoming the other four dysfunctions. Lack of trust can appear as lack of debate and other interaction, which results in unhealthy communication and decision making. Constantly having a guard up also takes focus away from the task at hand. A leader's role is to create a psychologically safe environment for the team to be vulnerable in. The best ways to do so are facilitating trust-building exercises and showing example by being vulnerable and opening up to them. (Lencioni 2002)

The second pitfall of teams is **fear of conflict**, which is a direct result of the first one. Team members that don't trust each other will not engage in conflict or debate, because they are afraid challenging someone else's opinion will harm the personal relationship between them. This leads to people holding back their opinions and concerns and settling for an **artificial consensus** where nobody is vocal about being against the decision or plan the team is making – while in fact they don't agree with it. In a way it is better to be okay what the others are suggesting than to experience the unpleasant feeling of having to disagree with them. The role of a leader is to encourage healthy conflict that allows constructive debate over difficult topics and remind the team members that conflicts are necessary and often productive. Instead of prematurely ending or preventing a conflict, a leader should allow resolutions to occur naturally, while making sure that the arguments and debates stay civil. This is necessary to maintain a safe environment. The leader should also show example of appropriate conflict behaviour. (Lencioni 2002)

The third pitfall of teams is the **lack of commitment**. Lencioni explains that commitment to a decision or a task can only be achieved once everyone feels their opinions have been considered and that there are no hidden doubts among the team. Lack of debate or team members holding back their opinions can lead to a situation where team members feel like they haven't contributed to a decision making, and thus will have a hard time committing to it. Failure to commit to a decision reduces the team members' confidence and makes them doubt not only the decision or a plan but the overall direction of the team as well. A team that hesitates in their actions and decisions is ineffective and not focused.

A leader must get the whole team to stand behind each decision by engaging everyone to give their opinions and making sure they are objectively considered. A leader should also make sure everyone understands what has been decided and what action the decision requires from the team to avoid **ambiguity** in the decision making. (Lencioni 2002)

The fourth pitfall of teams is **avoidance of accountability**. If a team member isn't committed to the plan or a decision themselves, they can't justify holding the rest of the team accountable for it either. This results in an atmosphere where peers don't demand each other to perform with a high standard. A team that doesn't hold each other accountable for their performance settles for mediocre results and doesn't meet deadlines. This can also cause resentment between team members when they don't live up to each other's expectations. Ironically, the leader should hold back from personally pushing the team too hard, because the team will expect the leader to be the only one calling them out on their performance. Instead, the leader should allow a healthy level of peer pressure to form within the team and having the team members respond to the whole team about the progress on their tasks. (Lencioni 2002)

The fifth and final pitfall that culminates Lencioni's model is **inattention to results**. When team members don't demand high standards from each other, they will start focusing on other things than the results. When it feels like there is no need to contribute to the collective benefit of the team, they will focus on their own benefit instead. This leads to settling for low performance and puts unnecessary pressure on the team leader, who is accountable for the team. The leader's role is to make the team's ego greater than the team members' individual ones, and to define the team's desired results and goals together so that they are actionable and can be connected to on a daily basis. Since team members tend to follow the example of the leader, it is extremely important that the leader maintains their focus on results. If they don't, neither will the team members. (Lencioni 2002)

Figure 3. demonstrates the relationship between the five dysfunctions as a recap.

Figure 3. The relationship between the Five Dysfunctions of a Team. (prepared by author based on Lencioni 2002)

2.2 Motivating Volunteers

One of the specific worries expressed by Helga and its head tutors is the tutors' ability to stay interested and enthusiastic throughout their tutoring term. According to the current head tutors many of their tutors don't seem to take any initiative, and some even fail to commit to the responsibilities they are assigned. What makes the matter worse, this phenomenon can easily affect the motivation of other tutors if they feel like they have to do the job on behalf of the rest of the team. That is why it is essential to identify the ways of increasing the motivation of the tutors and removing factors that decrease it.

2.2.1 Motivation and Hygiene

Before delving deep into the different theories about what motivates us, it is important to establish **intrinsic motivation** as a term and make the distinction between **motivation** and **hygiene**. According to Ryan and Deci (2000, 56), intrinsic motivation is "defined as the doing of an activity for its inherent satisfactions rather than for some separable consequence. When intrinsically motivated a person is moved to act for the fun or challenge entailed rather than because of external prods, pressures, or rewards."

Hygiene is defined as "dissatisfaction avoidance" or "kick in the ass (KITA) factors" by Frederick Herzberg in his Dual-factor Theory. In other words, hygiene factors don't increase one's motivation, but their absence results in decreased satisfaction. (Herzberg 1968). Understanding the concept of hygiene factors is necessary for leaders, as in addition to motivating their team, they must make their best effort in preventing situations that may have a de-motivating effect.

2.2.2 Psychological Safety

As discussed in chapter 2.1.2, trust is a fundamental element for a functioning team. In order for trust to build between the team members, they need to feel psychologically safe around each other. Julia Rozovsky, an analyst at Google's People Operations, gives the following definition for psychological safety in her Google ReWork article The five keys to a successful Google team: "Team members feel safe to take risks and be vulnerable in front of each other" (Rozovsky, 2015).

The idea of psychological safety is explained further in another Google ReWorks Guide: Understand Team Effectiveness. In short, it means the ability to feel free to be yourself

and speak up one's mind without the fear of being seen as ignorant, incompetent, negative or disruptive. "No one on the team will embarrass or punish anyone else for admitting a mistake, asking a question, or offering a new idea" (Google, 2016). The more psychologically safe team members feel, the easier it is to build trust between them. (Google, 2016)

2.2.3   Autonomy, Mastery and Purpose as Drivers of Intrinsic Motivation

Pink's theory about motivation (2009) is founded on the principle that in today's world the inherent satisfaction of an activity, referred to as **Type I behavior** in the theory, leads to better performance and well-being of employees than so called **Type X behavior**, or motivation from external rewards. In the context of voluntary work, such as tutoring, this is good news, as resources for external rewarding are very limited. (Pink 2009, 76-78)

According to Pink (2009), encouraging this Type I behavior consists of three drivers: autonomy, mastery and purpose:

Autonomy, or the desire to have a control over your actions, is a fundamental value for people, and thus a requirement for Type I behavior (Pink 2009, 206). It consists of control over four aspects: what you do, when you do it, how you do it and who you do it with (Pink 2009, 206). Autonomy shows a connection to the **choice** element of individual empowerment, and the **autonomy** element of team empowerment discussed in Kirkman and Harris' 3D Team Leadership theory (Kirkman & Harris 2017).

Mastery is described by Pink (2009, 111) as "the desire to get better and better at something that matters". The fundamental of mastery is that one's current tasks should always match their skill level. This is called a state of **flow**. As your skills improve, so should the difficulty level of your tasks. Mastery requires you to understand your potential to continuously improve your skills. No matter how hard you pursue it, you can never fully reach mastery, but you can always get a little bit better. This improvement requires hard work and effort. (Pink 2009, 119-126)

Mastery shows a connection to Kirkman and Harris' **competence** element of individual empowerment and **potency** element of team empowerment. Kirkman and Harris argue that people like to feel they have succeeded and feeling competent can appear as proactivity – and vice versa. (Pink 2009; Kirkman & Harris 2017)

Purpose stems from people's natural call to contribute to a greater good. Pink (2009, 132) describes purpose as context for the other two drivers, autonomy and mastery. Pink explains that "autonomous people working toward mastery perform at very high levels. But those who do so in the service of some greater objective can achieve even more" (Pink 2009, 133). Kirkman and Harris also state that "when people do intrinsically meaningful work, they typically do not need any other source of motivation" (2017, 58), supporting the suggestion that purpose is the strongest of the three drivers of intrinsic motivation. In addition to sharing the basic idea as Kirkman and Harris' **meaningfulness** trait, purpose shows connection to another element of both individual and team empowerment, **impact**, although meaningfulness is more resemblant of Pink's Purpose driver. (Pink 2009; Kirkman & Harris 2017)

2.2.4 Inspiring a Team by Giving Them a Purpose

In his book, Start with Why: How Great Leaders Inspire Everyone to Take Action (2009), Simon Sinek explains a very simple model used by many successful companies to engage customers over their seemingly identical competitors. Instead of telling customers what they do, or how they do it, they should start by telling them why they do it. This model also applies to leadership and has been widely used by many great leaders in history to motivate their followers with purpose – hence its relevance for this project. Sinek calls this model the Golden Circle. (Sinek 2009)

WHAT
The concrete product or service you provide.

HOW
Principles or values that set you apart from your competitors.

WHY
The purpose or cause for what you do.

Figure 4. The Golden Circle. (Sinek 2009)

The Golden Circle consists of three layers, as shown in figure 4. The outer layer is **what** - the concrete product or service a company provides. This is something every single organization in the world can name. The middle layer is **how** – the principles or values that set a company apart from its competitors. The key is the inner layer, **why** – the purpose or cause of what a company does. If a company is able to explain its purpose, a customer is more likely to commit to it than to the product. The Golden Circle should be communicated from inside out, so the how and what only come after the why. The important distinction Sinek makes is that things like revenue are not the "why" of a company, as it is a result, not a purpose. (Sinek 2009)

3 Establishing the Current Problems Helga's Head Tutors Are Facing Relating to Leading Their Tutors Both as a Team and as Individuals

The second project task was *establishing the current problems Helga's head tutors are facing relating to leading their tutors both as a team and as individuals.* The purpose of this project task was to define the needs the thesis project should address towards its final outcomes, which would then be reflected on the theoretical framework. This chapter discusses the selected research and data collection methods, research design and questions, and finally the data analysis and findings of the research.

3.1 Research Design and Methods

The objective of my research was to collect qualitative data by mapping out actual problems and problematic situations head tutors have faced or can think about facing and identify what aspects they would require more training on.

Qualitative research was chosen due to the nature of the information I was searching for. The research aimed to obtain descriptive answers about the experiences of the participants, for which qualitative research is best suited according to Elizabeth SanMiguel (2019, 23). The data could also not be analysed as statistics or reduced to numbers, because forming the questions in a way that the answers can be reduced to numbers would have created a bias, as that kind of questions would have included an assumption about the experiences the participants had had. For example, asking "Have you experienced behaviour A" to determine how many participants had in fact experienced that specific behaviour would either have assumed that the specific behaviour is common in this context, or the relevance of the question would not have been justified. However, if there would be multiple qualitative answers describing the same or similar behaviour, said behaviour could be interpreted to be common or otherwise significant.

3.1.1 Workshop Questions

This research was conducted as a workshop, where the participants answered three (3) questions. To avoid bias, as described in the previous subchapter, the questions were made to be specific enough without being too leading towards getting an expected answer based on an assumption. Not having too many questions also was also meant to make it easier to keep the focus on the objective of the workshop. The questions were the following:

- What problematic situations have you faced or can think of related to leading your tutors?
- During the head tutor training I would have wanted more training on…
- What are your wishes for the head tutor leadership guide?

The first question was the most relevant towards the objective of the second project task. I instructed the participants to give either detailed descriptions of the situation, brief explanation of the context or just some key words. I also asked them to think back to the situations they experienced as peer tutors, because some problems might be easier to recognize from the perspective of a team member than the team leader.

The second question aimed to identify what possible shortages the current head tutor training has in terms of leadership skills. I felt that this was a good question to include, as the answers would point out obvious needs for improvement, addressing which would serve the end user of the guide and the training best. I added the following support question to help the participants reflect the question on their actual leadership experiences: *What skills or knowledge you would have needed, but either wasn't included in the training or should have been discussed in more detail or more hands-on?*

The third and final question was more miscellaneous, an opportunity to have a "free word" about anything the participants thought would be important for the guide or the project of creating it. This could be for example anything related to the previous two questions, something the participants would like to have step by step instructions for, or the way they would like to have some topic presented.

3.1.2 Population and Sampling

Helga's current head tutors at the time were chosen as the sample for the research, as they had the most recent experience with problematic situations relating to leading tutors and the training they had received for the head tutor position. 13 out of 20 head tutors took part in the Head Tutor Summit on 16 March 2020, during which the workshop was facilitated. Despite the population being quite small in size, I decided to only focus on the tutors in Haaga-Helia instead of also including tutors from other Universities of Applied Sciences. This was due to the fact that even though tutors serve the same basic purpose in every University of Applied Sciences, the tutoring environment, as well as the level of their training may differ quite a lot depending on the University of Applied Sciences they operate in. In addition, reaching out to former head tutors would have been difficult, as their contact information is not stored after the end of their term due to the GDPR.

3.1.3 Conducting the Workshop

The original plan for the workshop was to have the sample group divided into three groups and have each group work on one question at a time for 10 minutes. The answers and thoughts would have been written on post-it notes. After the time ended, the groups would move to the next question, until each group has worked on each question. Discussion in the small groups during the workshop would have been encouraged so that the participants could feed each other's ideas. At the end there would have been a debriefing discussion for going through the answers and giving the participants a chance to give their final thoughts and feedback.

However, due to the COVID-19 pandemic the event which the workshop was a part of was held virtually in Google Hangouts, resulting in the need to adapt the workshop to a virtual environment on a short notice. The platform chosen for the virtual workshop was Flinga, which is a "virtual whiteboard". The workshop was re-designed to Flinga replicating the principles of the original design. The only difference was the lack of discussion between the participants in small groups, as presumably due to the environment, they focused on their individual answers in the written format. Detailed written instructions for the workshop and using Flinga (attachment 3) were given to the participants.

3.2 Reliability

Since the number of experienced experts who can provide insight about the tutor teams is limited to the approximately 20 head tutors at the given time, the sample size of 13 out of 20 represented a significant portion the whole demographic of head tutors. Therefore, the small number of answers did not diminish the validity of the research.

Although there were some expectations about what issues might rise up in the answers based on my first-hand experience from the tutoring environment and the rationale given by Helga for the commissioning of this project, the questions were specifically designed in a way that they would not be leading the participants towards desired or expected answers. The fact that the general themes risen in the answers were consistent with each other and the expectations I had tells that the information received is relevant and credible.

As the Head Tutor Summit and the workshop were held remotely, it was impossible to observe the level of participation from individual head tutors, but as a collective they provided a sufficient number of answers. It is worth noting that the workshop took place at the

same time as the Finnish Government held a press conference where they enforced the heavy restrictions relating to the COVID-19 situation. Some participants said their focus was divided as they were watching the press conference at the same time. Taking this into account, it is possible that there were some experiences left unshared by the participants.

3.3 Data Analysis & Findings

The answers given in the workshop were saved directly to Flinga. The selected method for qualitative data analysis was categorisation. The answers under each question of the workshop were categorized based on the type of problem described in them to create a picture of what topics need to be observed in further stages of the thesis project. Categorisation made further processing of the data easier, and also made it easier to draw clear patterns of problematic behaviour in the tutors of Helga.

The problematic situations the head tutors had faced or could think of related to leading their tutors, listed in Attachment 4, could be roughly labelled under three areas:
- Communication
- Commitment
- Behaviour

From the topics the head tutors stated they would have needed more training on rose two main topics:
- Internal relationships between team members
- Conflict situations

The wishes expressed for the Helga Head Tutor Leadership Guide included many direct requests about leadership practices, especially relating to leading people with different skills, motivations, abilities and personalities, and practical tips for team building and motivating the team.

Once the categorisation of the data was complete, the results were compared with the theoretical framework of the thesis as a desktop research. My first observation when comparing the results with the selected theories about motivation and team leadership was that the problems named by Helga's head tutors aren't in fact the actual problems, but symptoms. For example, communication problems such as lack of interaction and input to discussion or decision making are prime examples of lack of trust according to Lencioni's

Five Dysfunctions of a Team model (2002). Similarly, trust and psychological safety are key elements for building healthy relationships between team members.

Lack of commitment often stems from the same chain of events that starts from lack of trust, as explained by Lencioni (2002). An uncommitted tutor may for example feel like their input hasn't been considered properly in the decision making of the team, which makes it hard to commit to them. In addition, both Sinek (2009) and Pink (2009) agree that commitment is greatly affected by purpose. Without understanding the fundamental and/or tangible value of one's expected actions doing them may feel pointless.

Behavioural problems, such as focusing on partying instead of their tutoring duties as per the examples given in the workshop, resemble symptoms described for the final step of the Five Dysfunction model: inattention to results. A tutor demonstrating that kind of behaviour clearly isn't focused enough on the goals of the team. Possible causes for this, as suggested by the Five Dysfunction model, can be for example a lack of commitment and/or not feeling enough pressure from the rest of the team to perform up to high quality standards. (Lencioni, 2002)

The conclusion, I came into is that most of these problems can be either directly or indirectly be caused by lack of one or more of the following: trust, autonomy, purpose, or competence. This conclusion sets a clear objective for the leadership guide: to provide practical solutions for building trust amongst the team, ensuring the team has enough autonomy not to feel suppressed while still staying focused on the task at hand, giving them a purpose to feel what they do matter, and making sure they feel confident about their abilities to perform their tasks well.

3.3.1 Demarkation of the Research Results

In addition to the topics discussed above there were some practical issues that rose up in multiple answers in the workshop, which I would address to my best capability in the final version of the leadership guide, but not as a part of this thesis project's research, as they are not directly related to team leadership. These matters include:

- Practical arrangements in the tutors' operating environment
- Tutor recruitment and selection
- Data Privacy and confidentiality

4 Writing the Helga Head Tutor Leadership Guide.

The third project task was writing the actual Helga Head Tutor Leadership Guide. This was done by reflecting the theoretical framework into the problems identified in project task 2 and coming up for best solutions for said problems. The first version of the guide was also be presented to the current head tutors of Helga at the time, after which feedback was collected from them as a quality assurance. The feedback was a mixed research collecting both quantitative data on how well different areas of the guide answer the need and qualitative data on how it could still be improved. The guide was then reviewed and adjusted according to the feedback.

This chapter includes the detailed key outcomes and recommendations for the commissioning company, which were included in detail in the Helga Head Tutor Leadership Guide. Therefore, key outcomes and recommendations are only discussed on a general level in chapter 6. Evaluating Project Management and Project Outcomes.

The objective of the guide was to give the head tutors the tools needed to tackle the same issues previous head tutors had faced, as well as other common problematic team phenomena risen in the theoretical framework. In addition, my aim was to make the guide compact enough not to be too overwhelming and difficult to assimilate, while still providing all of the necessary information.

An important note about the preparation timeline of this chapter is that the finalization of the guide took place simultaneously with the preparation of the leadership training materials, which is discussed in chapter 5. Most importantly, the structure of the guide was finalized based on the observations made in chapters 5.2 and 5.3. The choices for changing the structure of the guide are justified more in detail in chapter 5.3.

4.1 Introduction to Common Problems in Teams

I wanted to start the guide by giving a rationale for its contents – a question, which the guide will then provide answers to, so to say – and introduce the reader to the problematic situations head tutors often find themselves in. However, I also wanted to immediately draw a line between the actual problems and the probable causes for them. Since there can be numerous reasons for a team members' problematic behaviour, I narrowed down the causes of the problems into four broader categories, or **key problems**, as my conclusion was that all the leadership related problems that rose up during the workshop were all related to at least one of them. The four key problems were:

- Lack of trust
- Lack of autonomy
- Lack of purpose
- Lack of competence

Three of these key problems represented Pink's three drivers of intrinsic motivation (2009), as the reader later would learn. The fourth key problem, trust, was the root of Lencioni's Five Dysfunctions of a Team model (2002). The rest of the guide would be structured around these four topics with the aim to provide the solutions for each one.

4.2 Introduction to the Basics of Team Leadership

Before jumping to tackle the four key problems I found it necessary to explain how teams function and what a leader's role is in that process to provide context for the leadership solutions given in the guide. In order to get the reader to the right mindset, I started with the statement *leadership is a service, and your task as a leader is to satisfy the needs of your team*, which sums up the role of a leader in relation to their team.

Tutor teams possess many characteristics of a modern team as defined by Kirkman and Harris (2017): they are dynamic, relatively short term, their members and leaders often belong to multiple teams, their compositions are global and multicultural (at least for tutor teams in international degree programs and for exchange students), and their interaction happens both face to face and virtually. Because of this I utilized Kirkman and Harris' model of leading modern, three-dimensional teams (2017). To begin, I established the concept of three dimensions in a team, their shared and specific needs, and why it is important for a leader to focus on all of them. I then proceeded to explain the team process cycle, which functions as context for explaining when a leader should focus on leading which dimension of their team.

The different phases of the team cycle were broken down using actual phases from a tutor team's cycle as an example. For example, periods of high team interdependence, which is when leaders should focus on leading their team as a whole, include tutor trainings as well as the planning phase, action phase and after-action review phase of Orientation Weeks, when tutors welcome new students into Haaga-Helia. The Orientation Week's action phase may also involve dividing the team into sub-teams, which is when a leader should change their focus into coordinating the communication between them. Periods of low team interdependence, which is when leaders should focus on leading individuals, include

the time after the orientation week, when tutoring mostly consists of individual tutors assisting new students upon request on very specific questions and problems. (Kirkman & Harris 2017; Ranta-aho 2021)

The final part of this chapter was explaining the strengths and challenges of shared team leadership, which happens in a few instances of tutoring. For example, four of Haaga-Helia's five campuses have two head tutors who collectively lead all tutor teams on that campus. Also, when the new head tutors are selected, there is a period where the new head tutor is initiated into leading the tutor team with the old one, before the old head tutor steps down and leaves the new one in charge. Finally, as Kirkman and Harris explain, leadership behaviour may emerge from members of the team at other times, especially when the team is divided into sub-teams (2017). My recommendation for this last situation was to appoint a tutor to be in charge so that such responsibilities would be rotated instead of always falling on the same individuals, since this shows equal treatment and allows everyone the same chance to practice their leadership skills. In the other two instances distinguished for shared leadership of tutor teams I advised the leaders to discuss and recognize their individual strengths and weaknesses as a leader to plan out how to utilize those strengths and support the development in the weakness areas, and to pay special attention to the coordination and communication between the leaders especially on the topics listed as challenges by Kirkman and Harris. (Kirkman & Harris 2017; Ranta-aho 2021).

4.3 Motivating the Tutor Team

This chapter started by explaining the concepts of intrinsic motivation and hygiene, and the distinction between the two. I wanted to clarify this right in the beginning because Herzberg's Dual-Factor Theory (1968) completely changed my own view on motivation, as some of the things I had previously perceived as key elements of motivation were in fact hygiene factors; understanding the Dual-Factor Theory may prevent leaders from making the mistake of trying to motivate their team with the wrong things – which I also had personally done in the past – but helps them ensure those things won't be neglected and cause decreased motivation.

The Dual-Factor theory was then applied to practice, and the four key problems discussed in the introduction chapter are roughly divided into motivators and hygiene factors. Lack of autonomy, lack of purpose and lack of competence were connected to Pink's three drivers of intrinsic motivation – autonomy, purpose and mastery (2009) – and trust was labelled as a hygiene factor.

Before delving into the solutions for each of the key problems more in detail, I wanted to break down the drivers of intrinsic motivation into the four elements of empowerment: meaningfulness, impact, competence and choice. While this model by Kirkman and Harris has essentially the same parts, it may be easier to grasp from a leadership perspective, especially due to the distinction between meaningfulness and impact. (Pink 2009; Kirkman & Harris 2017)

4.3.1 Empowering the Team with Autonomy

The first section of the motivation chapter discusses autonomy. The concept of autonomy was explained by breaking it down to its four aspects as described in chapter 2.2.3 and directly addressing what practical actions the head tutors should and can take relating to them.

To give team members freedom over…

- **What they do** – Involve tutors in the task distribution process.
- **When they do it** – The choice tutors have over the time frame of doing tutoring activities is restricted by the Orientation Week's schedule. Involve the whole tutor team in planning the Orientation Week.
- **How they do it** – Set your focus on making sure your tutors understand your team's goals, what is expected of them to reach those goals, and the tutors' code of conduct. Give them freedom to work within this framework.
- **Who they do it with** – It is advised to enforce your leadership in proactively creating sub-teams to be able to control that the sub-teams are formed based on the members' knowledge, skills and abilities instead of the non-substantive differences such as geographical background, age, gender or semester.

I also provided the following advice about decision making in general in the end of the guide:

Decision making
- Actively involve the tutors in the planning of all tutoring activities, from Orientation Week to Freshers' Day and possible tutor-organized events.   - Make suggestions and put them out for discussion – don't present them as a decision you've already made.   - Make sure everyone has a chance to have their ideas heard. Ask questions and challenge everyone to take part in the discussion.   - It's advised to do a recap of the decisions you've made at the end of every tutor meeting to ensure everyone is on the same page. Also make sure everyone understands why each decision is made and how it contributes to the goals of your

team. → In a sense the head tutors' role is to provide guidance and a direction and be the person to rely on, not to tell tutors exactly what they should do

Finally, I presented Kirkman and Harris' (2017, 88) distinction that team autonomy requires the whole team to feel they have collective freedom in carrying out tasks and making decisions, which does not automatically indicate individual autonomy – on the contrary, team autonomy might even decrease individual autonomy.

4.3.2 Empowering the Team with Mastery

The pursuit of mastery goes hand in hand with Helga's strategy (2019), which states that the student union is a learning environment. I explained the concept of mastery briefly as described in chapter 2.2.3 and went on to apply that theory into practice. I first set some general principles that should always be taken into account:

- Tutors should be given tasks that match their skill levels but allow them both to improve with stretch assignments and experience feelings of success. This should be done keeping in mind the personal strengths of every individual.
- The leader should set development goals with each team member. Understanding the team members' current skill levels and personal desires for improvement provides a great help for the leader in assigning suitable tasks for them.
- Providing task variety keeps team members from getting bored and allows them to practice different skills. It also prevents dissatisfaction caused by the feeling of task inequality.
- Giving feedback is crucial to support the learning of the team members.

In addition to these four general principles, I provided some practical actions to take in the end of the guide:

Feedback for the whole team during the Orientation Week
- At the end of each day have a 10-15 minute debriefing of the day where you discuss how did you do as a team, what did you do better than the previous day, where you could still improve and what are your main goals for the next day.   - After the Orientation Week (and Freshers' Day) have a longer retrospective discussing how did you do, what went well, what didn't. Again, focus on your performance as a team.

Development discussions
- Hold individually with each tutor at the end of each tutoring semester.   - Gives the tutors the chance of being heard in a one-on-one setting.

• Keeps you on the chart with the tutors' individual goals, ambitions and development needs.
• Remember confidentiality.

Coaching and continuous feedback
• Always try to give feedback, both positive and negative, whenever the situation calls for it.
• Provide coaching for the whole team or an individual team member when needed: go over a situation that didn't go well, identify the development needs and plan how to succeed in a similar situation in the future.

4.3.3 Empowering the Team with Purpose

Explaining the role of purpose as a motivator started by introducing the reader to Sinek's Golden Circle model (2009), as it not only helps understand the concept of purpose, but also provides a perfect demonstration of how to inspire the team members as a leader in practice. The next step was to show how this works in the context of tutoring, so I proceeded to answer the question "*why does Helga provide tutoring?*".

I quickly came to the conclusion that providing tutoring is simply one answer to the question "what", and in order to give it purpose I would have to answer a broader question and determine "*why does Helga exist in the first place?*". A common mistake often made when giving a presentation about the student union is referring to the Universities of Applied Sciences act (2014), where student unions' legal purpose is defined. In order to give Helga an intrinsic purpose I looked at Helga's new strategy for the years 2020-2022, which I took part in creating. I felt Helga's mission, "*Sanctuary for the individual, community for the students*" (2019) sums up perfectly the purpose of Helga's existence. Everything Helga does is done with the students' interests in mind. (Helga 2019; Ranta-aho 2021)

Next I started looking into the question "how", reflecting that question on Helga's purpose rather than how tutoring is actually provided. Helga's strategy (2019) is divided into six themes, and still keeping the context of tutoring in mind, I found two strategic goals under the "Community" theme and one strategic goal under the "Influential advocacy" that answered this question:

> "There's a wide safety network built for students that they are aware of…
>
> …The Student Union is a platform for interaction and participation during studies, and the guardian of the haagahelian student culture and identity. There is a wide va-

riety of participation opportunities taking into account the different wishes and situations of students…

…Students know what kind of help and support they can get for problematic situations in their studies and their everyday life. Students know how to utilize the advocacy services when needed." (Helga 2019)

Based on this thought process it was apparent that the tutoring service answers the question "what", as it is the concrete service that fulfils Helga's strategic purpose following the strategic goals mentioned above. After the "why", "how" and "what" of Helga and tutoring was explained, I added a disclaimer stating that this is only one interpretation of the matter and not the one true answer to the questions.

After the theory part I added the following advice for utilizing it in giving purpose to the tutor teams:

<div style="border:1px solid black; padding:10px">

Make sure your tutors recognize their why:

- *"Why did you apply to become a tutor?"* should be the most important question during tutor interviews. Although there are no right or wrong answers (as long as they are able to answer the question), but the way the applicants answer this question helps you figure out the essence of their motivation and select the truly motivated people.
- Make sure your team members remind themselves of the reason they wanted to become a tutor. **Nobody else can define it for them.**
- Understanding the motivation of your team members beforehand makes your job as a leader easier.

</div>

At the end of the section, I added a short overview of how **impact**, as an element of individual empowerment, differs from **meaningfulness** and how leaders can use it to give their team a more practical purpose in addition to a fundamental one.

4.4   The Importance of Trust and Why Teams Fail Without It

The fourth key problem defined in chapter 4.1 was much more complex than the previous three, as it acts as the foundation for Lencioni's (2002) whole Five Dysfunctions of a Team model. The model had also been very eye-opening for me personally, as I've recognized almost all of the depicted dysfunctions in almost every team I have been in. This is why I

felt the need to explain the model in its entirety and going through what needs to happen to give the head tutors the best tools to counter each pitfall defined in it.

Explaining the model started with defining psychological safety and its role in building trust as described in chapter 2.2.2. I then presented an overview of the model using Figure 2. After this I gave a brief description of each dysfunction as described in chapter 2.1.2, focusing on their cause, effect and the leaders' role in tackling them. This part followed a "why", "how", "what" structure, first going through what causes a problem and why it is harmful for the team, then explaining how a leader should behave to avoid the problems, and finally defining the goals for the leader's actions. I concluded with a recap demonstrating the relationship between the dysfunctions using Figure 3 and going through how dysfunctional and functional teams would behave in relation to each step of the model.

Referring to this section, I provided the following practical actions for the head tutors to utilize in the end of the guide:

Team building
- Facilitate activities that allow team members to be vulnerable around each other and let their guards down. The activities from the "Functional Methods"* –tutor training workshop are excellent place to start.   - Define the goals for your tutor team together with the whole team.

*Functional Methods is a workshop every Helga tutor participates in as a part of their tutor training. It teaches them activities that facilitate the team building inside new students' groups by helping them open up to each other. The activities typically involve the students sharing facts about themselves and their preferences supported by some form of physical movement or visual stimulus such as pictures. (Ranta-aho 2021)

Role modelling
- Your team members will likely mimic your behaviour, so show example of how you would like for your team members to behave.   - Provide examples of your own empowered behaviour as a tutor.

If you're faced with a difficult decision and the debate is not moving forward
1. Make a recap of all of the viewpoints and perspectives presented.
2. Ask if anyone has anything to add ("speak now, or forever be silent…").
3. Make a democratic decision with those options.
4. (If it seems like you're making the wrong decision) consider the worst case scenario for the decision.
5. (If necessary, i.e. in an even situation) enforce your leadership and make the final call.

4.5 Recap and Good Practices for Leading the Tutor Team

To conclude the guide, I wanted to present a recap of the key takeaways of the solutions found in the thesis project and list some practical actions that will help head tutors in leading their team, most of which were referred to earlier in this chapter. As requested by the Helga representatives when discussing the goals of the project, I also added advise on self-motivation based on Sinek's Golden Circle (2009), a specific practice from Pink's "Type I Toolkit" (2009, 153) and my own experience as a leader.

At the very end I put a "materials" section, where I included my previously used development discussion template, and separate pages for reader notes, which was requested by Helga representatives during our final feedback session about the otherwise complete guide. The materials section could also later be supplemented by Helga if they so desire.

5 Conducting a Leadership Training for New Head Tutors.

This chapter discusses the fourth project task, preparing and conducting the leadership training for Helga's new head tutors based on the leadership guide prepared during PT 3. This chapter also describes how the final structure of the leadership guide and the training materials were improved based on the feedback from the head tutors.

5.1 Preparing the Training

The basic idea was for the training to follow the structure of the leadership guide, briefly explaining the theories behind it and then presenting the recommended action for each described situation. Having been inspired by Sinek's Start With Why (2009), I thought the best way to start the training would be to explain the Golden Circle model, as the key takeaway from the theory is to start by giving a purpose to what you're doing. I would then demonstrate how the questions "why", "how" and "what" worked in practice in the context of why Helga organizes tutoring, and then explain that the purpose of this training is in fact the "how" to why tutoring is organized: "By creating more functional and empowered tutor teams to help and guide new students in the beginning of their student life, and to act as the primary link between the student union and the students in Haaga-Helia" (Ranta-aho 2021). I also wanted the audience to be familiar with the Golden Circle model from the very beginning, as the questions "why", "how" and "what" already appeared throughout the guide to help understand each problem and recommended action.

After the introduction I would explain the basics of team leadership, delving deep into each of the three dimensions of a modern team (Kirkman & Harris 2017) and concluding with giving recommendations on when to focus on each dimension and introducing the aspects of shared team leadership. This section alone consisted of 10 PowerPoint slides.

The next section would focus on motivation. In the beginning I would briefly explain the difference between intrinsic motivation according to Ryan and Deci (2000, 56) and hygiene factors according to Herzberg (1968). I then chose to present the four elements of individual empowerment according to Kirkman & Harris (2017) instead of Pink's three drivers of intrinsic motivation (2009) because they seemed easier to understand for me. This section would end with explaining the concept of Psychological Safety, emphasizing the impact of trust, or more importantly, the lack of it, as the most important hygiene factor for a team.

Immediately following Psychological Safety, I would go over the whole Five Dysfunctions of a Team model (Lencioni 2002) quite in detail. The section would start with figure 2. to give an overview of the five dysfunctions. Then I dedicated a whole PowerPoint slide for each dysfunction separately, where I would explain *why* it is important, or what causes the dysfunction, *how* to prevent the dysfunction and finally *what* should be the leader's objective in terms of leading their team functionally. I would finally recap with figure 3. demonstrating the relationships between the five dysfunctions and going through how a functioning team deals with the situations dysfunctional teams fail at.

The conclusion of the training would be to go over some general good practices in team leadership, specific to the tutoring environment. This would also act as a recap, as there would be clear lines drawn from the earlier parts which I would remind the trainees of.

5.2   Presenting the First Version

As agreed with Helga, the first version of the training was presented in Helga's head tutor summit on 24 August 2020. While this presentation also acted as a trial run before the actual training session scheduled for late October, the first version focused on showcasing the different leadership topics I had conducted research on in the theoretical framework, and the concrete solutions they offered for the problems the same head tutors had named during the **PT 2** workshop. The aim was to get feedback that answers the following questions:

- Did the training provide useful information that will help lead a tutor team?
- Was the training well-structured, clear and easy to understand?
- Were there any unnecessary parts in the training?
- Was there anything related to leading a tutor team that the guide didn't provide an answer for?

As the focus was on the content, little to no attention was paid in training facilitation at this point. Since the presentation was also acting as a learning opportunity for myself, the first observation I made was that this had been a miscalculation.

Only six out of twenty head tutors attended the summit where the first version was presented. This narrowed down the potential amount of feedback I would be able to receive from them during the session. I was also unable to capture my audience with the quite theory-heavy presentation – the head tutors who attended the session were seemingly not giving me their full attention, many of them opting to play with their phone instead. It was extremely difficult to read the audience that showed no reaction and asked no questions.

As an attempt to adapt to the situation and ensure both good quality and larger amount of feedback I decided that instead of having a feedback discussion at the end of the training I would send the materials to all head tutors and request the feedback via an online form. The materials were also sent to the board and employees of Helga, and an optional opportunity to give feedback was also offered to them.

As this was more of a guideline feedback rather than an actual research, I decided to go for a mixed form of both qualitative and quantitative feedback. The quantitative questions would give me an idea whether the guide and the training are going to the right direction, and the qualitative questions, I hoped, would point out specific problems with the presentation. The feedback form consisted of a multiple-choice question that identifies the person giving feedback as either a Head Tutor, Helga board member of Helga employee and 21 actual feedback questions. In 12 of the questions the person answering the form was asked to rate the different parts of the presentation on a scale from 1 to 10, 10 being the best, based on how easy they were to understand, how useful the information provided was towards leading a tutor team and finally about the structure of the presentation as a whole. The rest were "open feedback" questions about each section and the overall presentation, its structure and if there were any unnecessary parts of questions related to leading a tutor team the presentation didn't provide an answer for.

To my great disappointment, I only received feedback from three people, one of whom was a head tutor, and the two others were Helga employees. The answers mostly focused on the clarity of information, and the bottom line I got out of the feedback was that the content is good and valuable, and the suggestions are helpful towards the goal of providing tools to deal with challenging leadership situations, but I should think if there was a way to present that information in a way that's easier to understand and comprehend. The language used for some theoretical parts was also commented on as slightly too difficult for someone not studying or working in English, along with a question whether there would be a version of the materials in Finnish as well. In addition, the feedback had some practical suggestions, such as giving the good leadership practices relating to each problematic situation and concept immediately after discussing the theory behind said situation or concept instead of having them as a recap and conclusion in the very end. These comments and suggestions would be taken into account when finalizing both the leadership guide and the training materials. The Finnish version of the leadership guide would also later be agreed on with Helga, but as a separate project from the thesis project.

Finally, there were some comments stylistic matters such as following Helga's graphic guideline (Helga 2016) and a question whether the differences in tutoring between Haaga-

Helia's five campuses and the differences between degree student tutoring and exchange student tutoring would be addressed more in depth. The graphic guideline would be followed when finalizing the leadership guide and training, but the latter factors would be left out of the thesis project's scope as I believe they would require a separate and more complex research to study in enough depth to provide data-based solutions.

5.3   Preparing the Final Version

Even before considering the lack of feedback given for the first version of the training, it had become apparent that the training was too overwhelmingly theory-heavy and I would have to streamline it if I wanted to make it more engaging for the audience. I also approached the training slightly differently. Instead of setting up the training by explaining why tutoring is organized and through that explaining the purpose of the training, I wanted a more hands-on approach for giving the audience a reason to pay attention. I came to the conclusion that the best way to do so is by first presenting a list of the most common problems the previous head tutors had faced and asking the audience how many of them had faced at least one of them in any team they had been a part of in the past. Then I would draw the line to the four key problems determined in chapter 4.1: lack of purpose, lack of autonomy, lack of mastery and lack of trust. This would also be changed to be the first chapter of the leadership guide.

After the introduction that establishes the problems the training will cut into, the structure stayed more or less same as in the first version. The second part of the presentation discussed the modern team leadership, but the descriptions of each dimension of a team were summarized in few key points instead of dedicating one or two whole slides for each one. I also added a picture to demonstrate the team process cycle.

The next part of the presentation, which gives an introduction to motivation and hygiene, was made more visual. After explaining the concepts of motivation and hygiene I showed the four key problems discussed in chapter 4.1 and in the beginning of the presentation, after which three of the key problems, lack of autonomy, lack of mastery and lack of purpose, would transform into autonomy, mastery and purpose to signify that these, along with lack of trust which stayed unchanged, would be the main topics the rest of the training will focus on. For a visual effect to emphasize the connection to the Dual-Factor Theory (1968) I added the same small green plus sign used in the previous slide's motivation meter next to autonomy, mastery and purpose, and the small red minus sign next to lack of trust.

On the next slide I showed Kirkman and Harris' four elements of individual empowerment (2017) presented in a slightly more visual way. Other than that, the final version of the presentation focused on Pink's three drivers of intrinsic motivation (2009), which was the biggest difference in the motivation part compared to the first version. Out of the three drivers only purpose was presented separately in the first version, as it functioned as its introduction. While the basics of team leadership was compressed into fewer slides for the final version, each one of Pink's three drivers now got their own set of slides.

Purpose was presented more or less in the same way as in the first version. I first showed Sinek's Golden Circle (2009) and then reflected it on the purpose of Helga, but this time left the "purpose of the guide" part out, as I thought it would serve no function. Instead, I added a three-minute exercise for the audience to discuss the following question with a pair or a small group: *"**Why** did you want to become a head tutor?"*. This felt not only like the best way to facilitate the learning and effect of the Golden Circle, but also like the perfect opportunity to increase their attention by involving them in the training. I also added another question for the audience to think for themselves at home after the training: *[now that you know what your why is] "**How** do you plan on fulfilling your purpose as a head tutor?".* In the final slide discussing purpose I added practical tips for utilizing purpose to motivate tutors from the perspective of meaningfulness and impact.

Instead of discussing the three drivers consequently I wanted to utilize the spark of motivation and the increased attention of the audience I hoped the Golden Circle to produce to discuss the lack of trust and Lencioni's Five Dysfunction model (2002). The reason for this is because out of the four main topics of the training, it was by far the most complex but also had the potential to offer the most effective solutions for preventing the lack of motivation and engagement in teams. The section started with a slide discussing psychological safety in relation to trust, as it functions as a foundation for the model. The itself model was presented in a slightly compressed way, only showing Figure 2 and Figure 3 without the long explanations of each step of the model in-between that took a total of four slides in the first version. However, after the two graphical elements I added a checklist titled "To create a functional team…", which briefly states a leader's goal to avoid each typical team pitfall named in the Five Dysfunction model, and the practical steps needed to reach these goals.

After the section discussing the lack of trust I continued with the two other drivers of intrinsic motivation, mastery and autonomy. Mastery was summarized in a single slide, giving a few-bulletpoint-summary of the fundamental of mastery, explaining mastery's relation to Helga's strategic goal of being a learning environment, and finally giving an overview of

how a leader can use mastery to motivate their team. Autonomy was broken down to its four components followed by a reflection to the tutoring environment to explain how a leader can ensure autonomy comes true for each of the components. On the following slide I added a checklist for how a leader can promote autonomy and empower the team in decision making situations. The slide and the section ended with a briefly explaining the distinction between individual autonomy and team autonomy and how team autonomy might decrease individual autonomy.

To conclude the presentation, I added a recap slide instead of a list of practical suggestions for different leadership situations that was in the first version. I figured that the practical situations, as per feedback, were explained during the presentation in enough depth to support learning and understanding of the discussed leadership situations. I also kept in mind, that this was just the training, and the complete list of suggestions would simply take too long as the length of the presentation was already reaching the limits of the timeframe, which I had been given for it. The full list would also be available to the head tutors for more thorough studying in the leadership guide.

5.4   Presenting the Final Version

The final version of the training materials was used to give a team leadership training for Helga's new head tutors during their training session on 27 October 2020. Due to the ongoing COVID-19-situation the training was organized in a hybrid model, where some of the participants were attending remotely via an online stream. All of the new head tutors were present either in person or remotely, and most of them were accompanied with their predecessors as well.

In addition to having the desired turnout, the audience seemed a lot more engaged. There were not a ton of answers during the sections where I asked questions from the audience, but during the exercise to discuss the personal reasons for applying for the position of head tutor in small groups there was an active discussion among the audience. The audience was not very easy to read, but I did notice that each time I involved them somehow, whether it was asking a question or doing a poll by asking them to raise their hands, I felt their focus increase for the follow-up. To my pleasant surprise, for the most part the audience wasn't on their phones either.

6   Evaluating Project Management and Project Outcomes

This chapter discusses the results and success of the thesis project. The project is viewed from the perspectives of its outcomes, applicability, commissioning company feedback and my personal learning.

6.1   Key Outcomes

The **project objective** of the thesis was *creating a guide for leading a team of engaged tutors in the Student Union of Haaga-Helia – Helga*. During the thesis project, the tone of the guide shifted from "how to motivate and engage the tutor team" more towards "how to avoid problematic situations when leading a tutor team. I believe this was a necessary course of action. Such guide does not previously exist as a part of Helga's resources for head tutors, so establishing a strong base knowledge to avoid the most common team leadership mistakes should be a priority over motivating the team. Especially when reflecting on my own learning and experience in problematic situations in team leadership, which will be discussed more in detail in a later subchapter, the negative impact of neglecting Hygiene Factors in a team environment outweighs the positive impact of Motivation Factors. This is the first conclusion I made based on the thesis project. However, the motivation and engagement aspects of team leadership are still discussed in full detail without emphasis taken away from them.

Another conclusion I made is that both the causes for dysfunctions in a team and the solutions for such situations are, in essence, quite simple. The key problems identified in chapter 4.1 are very straight forward, and the recommended actions for preventing those problems aren't complicated, per se. The challenging part is recognizing the problems early on, identifying the fundamental cause of the problem and selecting the correct action for each situation.

The workshop conducted with Helga's head tutors of 2020 provided great insight about **what** are the problematic situations team leaders should be prepared for in the context of leading tutor teams. The theoretical framework explains **why** problematic situations arise in teams, and gives specific examples of how these problems manifest through the actions and behaviour of team members, making it easy to draw the connections between the cause of the problem and the corresponding symptoms. Finally, the suggestions made in the guide based on the theoretical framework explain **how** a leader can prepare for and solve these problematic situations.

I hope that the thesis project, and specifically the Helga Head Tutor Leadership Guide as its product, will function as a useful tool for Helga's future head tutors to recognize the problems within their teams and provide support in dealing with said problems. I also hope this will result in more engaged tutors that are able to provide the best possible help for new students in Haaga-Helia.

6.2 Recommendations and Suggestions for Further Research and Projects

As the aim of the project outcome was to provide Helga's head tutors a tool for leading more functional and engaged tutor teams, the obvious recommendation for Helga is that these tools, the Helga Head Tutor Leadership Guide and Training, are taken as a part of Helga's tutoring process and provided for all future head tutors. For further research I would recommend Helga to collect data from the peer tutors about their personal motivators. The data could then be reflected on the outcomes of the thesis project, especially if Helga plans to develop the guide or training further in the future.

In addition, my suggestion for Helga would be to utilize the Helga Head Tutor Leadership Guide and Training to provide the same leadership tools and training for the future boards of Helga. Trainings on the same thematic could also be organized by Helga for the action groups acting under the Student Union's jurisdiction, and for the boards of the student associations operating in Haaga-Helia.

6.3 Commissioning Company Feedback

At the end of the project, I organized a remote feedback session with representatives from the Student Union of Haaga-Helia – Helga to present the finalized Helga Head Tutor Leadership Guide and collect feedback about the final product. The meeting was attended by Helga's specialist responsible for events, sports and tutoring, and three members of the Executive Board working with the tutoring processes.

The finished Helga Head Tutor Leadership Guide was sent to the participants beforehand, so that they could familiarize themselves with it and think about questions and feedback in advance. During the feedback session I briefly went through the guide, explaining the key points of each section, and advised the other participants to ask questions if some part of the guide needed further elaboration or clarification. Questions did not arise during the overview of the guide.

After I had gone through the guide, each participant gave me feedback in turn. The feedback was mostly positive and encouraging. The main thing I got from the Helga board members was that the different concepts in the guide were discussed very thoroughly, which gave a very clear understanding of why they are important, how to deal with

The theory part gave a very clear understanding of why each concept is important, how to deal with the described situations and what the goal of the leader should be in relation to different elements of team leadership. According to them the guide left no room for ambiguation in that sense. In a way, this was the exact comment I was hoping to hear, as from the very beginning I had tried to structure the guide so that the "why", "how" and "what" become clear for each concept discussed in the guide, following Sinek's Golden Circle (Sinek 2009). One of the board members also suggested Tuckman's stages for team development (1965) would have been a good addition in the chapter discussing the basics of team leadership, and specifically the team process. Unfortunately given the timeframe of the project at the time of the feedback session, I was unable to include the theory.

The feedback from Helga's specialist is what I was looking forward to the most, as she was the person from whom the request for this commissioning had initially come from. Thus, she was also the most aware about the scope of the project and had clear expectations for the outcome. To my delight, the expectations appeared to be exceeded. When looking at the desired outcome of the project, the expectation had been a general guide that offers the head tutors basic guidance for leading their team, which could function as a framework to develop the leadership guide further in the future. Seeing how specifically the guide and the thesis project in general delves into the problems and solutions on both theoretical and practical level, the specialist said the guide won't need any development work on for years, and therefore is a more "complete" tool than she had hoped for. The specialist suggested some further reading on social psychology that would have been beneficial towards the thesis project had there been enough time to include them in the theoretical framework.

I also received some feedback on the language, which is partly quite complex. However, this was understandable as it has been written as a part the thesis project, which means my mindset as an author has been tuned for academic writing. This would also hopefully not be a problem for Finnish-speakers once I'm able to translate the guide into Finnish, which has been agreed upon as a separate commissioning from the thesis project. There was also a request for a separate section for reader notes at the end of the guide, which I added prior to submitting the final version of the thesis.

In addition, there were a few comments relating to factors outside of the scope of the thesis project, such as the cover page, which was still a placeholder at the time, not following the graphic guidelines of Helga. There was also a request to add some pictures and to check that all graphs included in the document are of high quality, as one of them seemed a bit blurry compared to the others.

6.4 Project Evaluation

The topic of this thesis project first came into discussion November of 2019, and the planning of the project started in January 2020. From quite early in the planning stage of the thesis project, the structure and different steps of the thesis became very clear to me. Each step followed the other to create a comprehensive entity that felt very natural and even self-explanatory. The only minor confusion was choosing the order of PT 1, *writing the theoretical framework,* and PT 2 *Establishing the current problems Helga's head tutors are facing relating to leading their tutors both as a team and as individuals*, as chronologically they started at the same time in March 2020 and PT 2 finished before the theoretical framework was complete. Eventually, I thought it would be more logical for the reader to start with an introduction to the context of team leadership and motivation before discussing the problems specific for leading tutor teams.

There were three project steps agreed with Helga that were tied to a specific event or a deadline at the beginning of the thesis project: data collection workshop at Helga's Head Tutor Summit on 16 March 2020 (PT 2), presenting the first version of the contents of the leadership guide and training at Helga's Head Tutor Summit on 24 August 2020 (which meant PT 1, writing the theoretical framework, had to be finalized by then) and conducting the leadership training for Helga's new head tutors in the head tutor training on 27 Ocrober 2020 (PT 4). All of these deadlines were met.

The data collection workshop (PT 2) served its purpose as intended, especially taking into consideration the circumstances of having to adapt to a remote environment with a short notice and the timing of the workshop, which were described in chapter 3.1.3 and 3.2. The integrity of the research was also taken into consideration by avoiding bias in the formation of the data collection questions as described in chapter 3.1. Avoiding bias, according to Elizabeth SanMiguel (2019, 23), is criteria for reliable research results, and points to the success of this project task. In addition, even though my personal experiences on the topics of the data collection questions were consciously put aside for the duration of data collection, being able to reflect said experiences on the data I got gave me an assurance of the reliability of the answers as they were in line with each other.

The presenting of the first version of the contents of the leadership guide and training for the purpose of feedback collection can not be considered a success. Having to change the feedback collection method on the go due to low attendance in the Head Tutor Summit, as described in chapter 5.2, made things more complicated on its own, but only receiving three answers to the feedback survey did not give very reliable data about the usefulness of the content from the head tutors' perspective. Luckily there was a silver lining, and this failure functioned as a wake-up call to invest in presenting the content in a more interesting and engaging way.

While the contents of the leadership guide and training were finished by the Helga head tutor training, only the training was in the finalized format by then. Although they had been worked on side-by-side, I had to prioritize the training to meet the deadline. In addition, I still wanted to work on fine-tuning the leadership guide after the training was held for the new head tutors, as we had not agreed in a specific deadline for that. At this stage there was a significant delay in finalizing the guide and documenting the whole project, which were initially planned to be done by early January 2021. This was due to factors relating to my life situation and its affect on my motivation and prioritisation, which are described more in detail in chapter 6.5. I also realized that documenting the creation process of the guide and the training materials separately was very confusing, although necessary, as there were nuance differences in their purposes and the way the essentially same information was delivered.

Overall, I feel that the thesis project was a success, and managed to fulfil its objective, especially considering the feedback from Helga. In addition, the applicability of the outcome of the thesis into other teams operating within Helga, as described in chapter 6.2, adds to the success. There was obvious room for improvement in terms of project management and the schedule of the project, but most problems that arose during it were circumstantial: The impact of COVID-19 was apparent in some of the project tasks in the form of having to adapt to the remote environment. COVID-19 may also have played some part in the level of attendance of the head tutors who were used as experienced experts during the project, but it is impossible to say for sure. Most importantly, I do not believe COVID-19 had a significant effect on the outcomes of the project. However, its effect on the Finnish society and my own life situation did affect my own motivation and mental capability to work on the thesis project at times, which has caused the finalization of the project to be delayed from the initial goal by almost one academic semester. This will also be discussed more in detail in chapter 6.5.

6.5 Reflection on Learning

In terms of personal learning, this thesis project has been constant self-reflection for me. Having been in various leadership positions during my life and studies, most notably in the Student Union of Haaga-Helia – Helga specifically, has given me an excellent opportunity to reflect my learning on very similar situations as described in the thesis. I've been able to recognize the discussed issues from a head tutor's perspective, but also understand my own behaviour as a member of a tutor team as a Peer Tutor.

However, the most eye-opening reflection has been critically reviewing my year as the Chairperson of the Executive Board in Helga. Despite trying to invest in motivating the board members with purpose, mastery and autonomy, the board expressed many of the typical problems and dysfunctions of a team. Although I did my best to solve these problems, after familiarizing myself with Lencioni's Five Dysfunctions of a Team model (2002) it became apparent that my focus had been on the symptoms, not their causes. I was now able to recognize the source of the problems was fundamentally in trust, and as a leader I had failed to take the correct actions to prevent the different steps dysfunctional teams take as a result of lack of trust.

I also recognize making the simple error of focusing on leading the whole team when I should have focused on individual team members in multiple occasions. Especially in situations where I needed to demand more from individual team members, I found it more comfortable addressing the issue with the whole board instead. In hindsight, this indicates my own incapability to fully achieve a state of psychological safety.

I'm certain that having done the thesis project prior to my term as the Chairperson, I would have been far more successful in leading the board, and many of the internal problems we had could have been avoided. Still, I'm grateful to have had that experience to reflect on during the thesis project, because it has provided a huge motivating driver for me during the project. From the perspective of purpose, I realized I'm able to help future leaders in Helga prevent similar problems in team leadership, and from the perspective of mastery I'm now better prepared for such problems, compared to if I would just study the theories of team leadership and motivation without the experiences to them reflect on.

The motivation theory has also provided excellent self-reflection during the thesis project itself. I have noticed my motivation towards this project has varied quite a lot based on the stage of the project I was on, resembling the observations Pink (2009) has made about

the drivers of our intrinsic motivation and Kirkman and Harris (2017) have made about what empowers us.

First of all, having full autonomy within the framework of the thesis guidelines has made me feel ownership of this project, which has been very motivating for me personally. However, I have also made the same observation as Kirkman and Harris (2017) that choice over how people carry out their work is not a very strong source of motivation alone. This has become apparent in two situations. I was easily able to meet all deadlines set together with Helga for some specific project tasks that involved interaction with Helga's head tutors, for example the feedback session about the first version of the leadership training described in chapter 5.2, and of course the actual training described in chapter 5.4, as I was able to understand the practical impact of my action towards the purpose of the project and its benefit for the future head tutors. The problem was that after the steps agreed with Helga were done, it became more difficult for me to see the impact of the documentation for the project, which was only for the benefit of my own graduation, which at the time the head tutor leadership training was concluded at the end of October 2020 seemed like a desperate mission. This was greatly due to my life situation of not having being able to find a work placement position for almost a year, which was also a requirement towards graduation, and without which, the impact of my finished thesis process was meaningless. This caused me to prioritise job search over working on documenting the project for the thesis report.

In addition, having a somewhat flexible deadline set for the project with Helga, I was left with the opportunity to procrastinate some steps of the project whenever they felt difficult. This is another observation made by Kirkman and Harris (2017) about competence: people are more likely to be proactive with tasks they feel they have the required skills and knowledge to complete and procrastinate on tasks they don't. Paired with the life situation described above, this affected the progression speed of the parts of the project that weren't tied to a specific schedule. Luckily, just as Pink (2009) describes, every single feeling of success, for example completing a specific step of the project or finishing writing a chapter that had given me headaches, gave me a boost of motivation for the next project step ahead.

The conclusion I drew from reflecting the motivational theory on my own project work is that in addition to having clear personal sources of motivation I might require a stronger "kick in the ass" from for example the pressure to meet deadlines to have the most effective drive for completing a project.

References

Decree on Universities of Applied Sciences 352/2003.

Finnish Advisory Board on Research Integrity 2013. *Responsible conduct of research and procedures for handling allegations of misconduct in Finland*. Guidelines of the Finnish Advisory Board on Research Integrity 2012. Finnish Advisory Board on Research Integrity. Helsinki. URL: http://www.tenk.fi/sites/tenk.fi/files/HTK_ohje_2012.pdf. Accessed: 20 August 2014.

Ghauri, P. & Grønhaug, K. 2010. *Research methods in business studies*. 4th ed. Pearson Education. Harlow.

HAAGA-HELIA 2013. *Degree regulations*. URL: http://www.haaga-helia.fi/en/students-guide/welcome-haaga-helia/degree-regulations. Accessed: 20 August 2014.

Haaga-Helia 2020. *Transnational education*. URL: https://www.haaga-helia.fi/en/services/transnational-education?userLang=en. Accessed: 27 March 2020.

Helga, the Student Union of Haaga-Helia 2016. Graafinen ohjeisto. URL: https://helga.fi/en/materials/. Accessed: 4 May 2021.

Helga, the Student Union of Haaga-Helia 2019. Strategy 2020-2022. URL: https://helga.fi/en/materials/. Accessed: 4 May 2021.

Helga, the Student Union of Haaga-Helia 2021. URL: https://helga.fi/en/. Accessed: 4 May 2021.

Helga, the Student Union of Haaga-Helia 2021. *PEER TUTOR*. URL: https://helga.fi/en/services/tutoring/peer-tutor/. Accessed: 3 May 2021.

Herzberg, F. 1968. *One more time: How do you motivate employees*. Harvard Business Review 2003. Vol. 81, pp. 87-96.

Kirkman, B. & Harris T.B. 2017. *3D Team Leadership: A New Approach for Complex Teams*.

Kriek, D. 2019. *Team Leadership: Theories, Tools and Techniques.* KR Publishing 2019. Pp. 9-10.

Lencioni, P. 2002. *The Five Dysfunctions of a Team: A Leadership Fable.*

Crawford, L. & Lloyd-Walker, B. & French, E. 2015. *Career Choice and the Experience of Project-Based Work.* Procedia - Social and Behavioral Sciences 2015. Vol.194, pp. 55-64.

Google. *Define what makes a "team".* URL: https://rework.withgoogle.com/guides/under-standing-team-effectiveness/steps/define-team/ A: 2.4.2020

Pink, D. H. (2009). Drive: *The surprising truth about what motivates us.*

Ranta-aho, S. 2021. *Four years of experience as an operative of the Student Union of Haaga-Helia – Helga.*

Ryan, M.R. & Deci E.L. 2000. *Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions.* Contemporary Educational Psychology January 2000, Vol.25, pp. 54-67.

San Miguel, E. 2019. *Bachelor's Thesis in Theory and Practice.*

Sinek, S. (2009). *Start with Why: How Great Leaders Inspire Everyone to Take Action.*

Universities of Applied Sciences Act 932/2014.

Wilson, J. 2000. *Volunteering.* Annual Review of Sociology 2000. Pp 215-240. URL: https://www.annualreviews.org/doi/10.1146/annurev.soc.26.1.215

Attachments

Attachment 1. Helga Head Tutor Leadership Guide

HELGA
Haaga-Helian opiskelijakunta

Head Tutor
Leadership Guide

Sami Ranta-aho

5.5.2021

Contents

Introduction

This guide was created for the Student Union of Haaga-Helia – Helga as a commissioned bachelor's thesis project. The aim of the thesis project was to identify the most common challenges related to leading a tutor team and team leadership in general, and study team leadership and motivation theories to provide solutions for overcoming those challenges.

The outcome of the thesis project is this guide. The purpose of the Helga Head Tutor Leadership Guide is to help Head Tutors develop their practical team leading skills and provide a toolkit for understanding, predicting and mastering problematic situations when leading a tutor team. Creating more functional and empowered tutor teams to help and guide new students in the beginning of their student life directly supports Helga's mission to be the sanctuary for the individuals and community for the students in Haaga-Helia.

The author of the guide has four years of experience as an operative of Helga, including experience as Helga's Exchange Tutor coordinator, acting Head Tutor and Peer Tutor.

Problematic Situations in Leading Your Tutor Team

This chapter lists real problematic situations the Helga Head Tutors of 2020 have faced when leading or being a part of a tutor team. These situations can be roughly labelled under three areas:

Situations related to communication
- A tutor doesn't answer your messages.
- Your tutor(s) don't listen to or understand instructions.
- Freshers or other tutors get offended by the way a tutor communicates.
- Language barriers with the freshers.
- Freshers don't listen to your tutors and behave inappropriately (i.e. drink their own drinks in a bar, bring a bad atmosphere to the group).

Situations related to commitment
- Tutor(s) don't take initiative.
- Tutor(s) don't have an equal workload.
- Tutor(s) focus on their own things instead of tutoring during the orientation week.
- Tutor(s) aren't active after orientation week.
- Tutor(s) don't attend events.
- Tutor(s) aren't interested in getting to know the freshers.

Situations related to behaviour and relationships
- Personal conflicts between tutors.
- Tutors argue with each other and don't focus on the actual tutoring.
- Cliques within the tutor team.
- Tutors argue with the Head Tutor i.e. about schedules (what time they have to be at school etc.).
- Tutors rely too much on the Head Tutor.
- Lack of authority.
- Tutors have problems in their personal life that affect their ability to perform tutoring tasks.
- The level of commitment varies between tutors ⌧ one fresher group might end up with more active tutors than the other(s), and the other group(s) might feel discriminated.
- Shifting from being a peer tutor to being the Head Tutor.
- Problems in team dynamics when the tutor team consists of a mixture of new tutors and continuing tutors.
- Tutor's personal opinions about your freshers affects the way they treat them as a tutor.
- Tutors are drinking too much during the Orientation Week or Freshers' Day.

WHAT CAUSES THESE PROBLEMS?

Even though the problems in leading a tutor team can be divided into the three categories mentioned above, they are not the causes of the problems. In fact, there can be numerous reasons for a team members' problematic behaviour, but the most common problems are often related to one of the following reasons:

Lack of trust	**Lack of autonomy**
Lack of purpose	**Lack of competence**

This guide will discuss each of these four key problems more in detail by explaining how they affect a team and its members and what a leader should do to overcome them. While overcoming these four key problems does not mean there won't be any problematic situations in your tutor team, it at least helps you prevent the most common ones that are fairly easy to avoid but may have a disastrous effect on your team.

Basics of Team Leadership

Team – "an interdependent collection of individuals who are mutually accountable and share responsibility for specific outcomes for their company." (Kirkman, B. & Harris, T.B. 2017, p. 10)

Teamwork – "The interaction between team members as they orchestrate tasks through interdependent team activities in pursuit of goals." (Kriek, D. 2019, 9-10)

Team leadership – "The process of motivating and directing the actions and energy of an interdependent collection of individuals toward a common goal." (Kirkman, B. & Harris, T.B. 2017, p. 6)

→ **Leadership is a service, and your task is to satisfy the needs of the team.**

THREE DIMENSIONS OF A TEAM

Modern teams consist of three dimensions: individuals in the team, the team as a whole, and sub-teams within the team. A team leader isn't just leading the team, but in fact all of these three dimensions. All of these dimensions have their specific needs. This creates a challenge, as the leaders' focus and resources can't be allocated to all three dimensions at the same time. This is why it is important to recognize what the needs are, and when to focus on each specific dimension.

The individuals in a team

The team as a whole

Subteams within the team
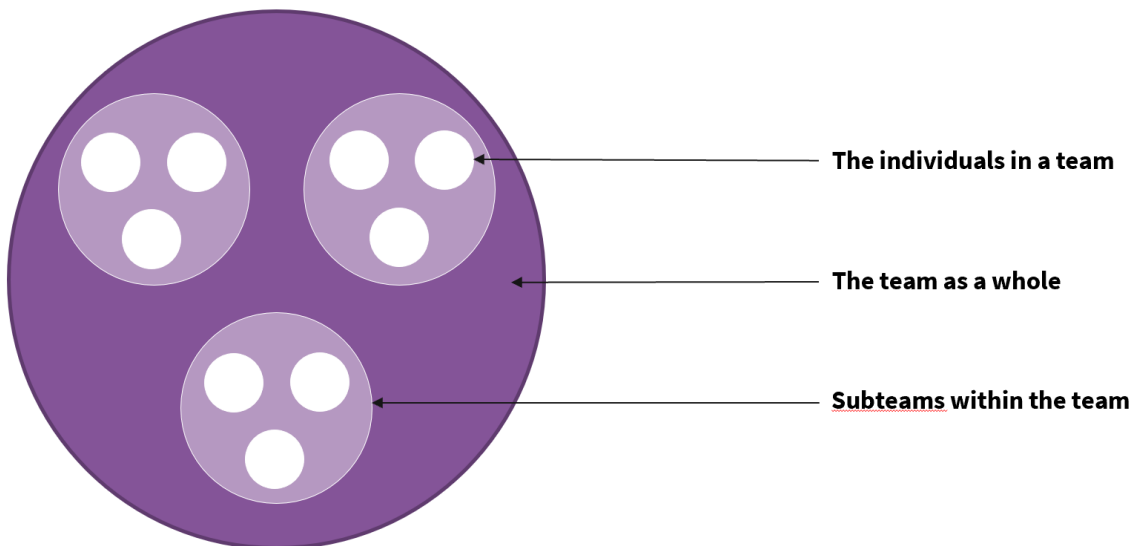
Leading the individuals in the team

There are as many "I's" in a team as there are individual team members. Each individual in the team needs to be coached, managed, lead and motivated. Not tending to the needs of the individuals can result in insecurity and psychological unsafety.

The focus in leading the individual teams should be empowering them. Individual empowerment consists of four elements:

- **Meaningfulness**
    - Caring about what you do on an intrinsic level.
    - The ability to get behind the cause or purpose of the organization you're working for.
    - If a person finds what they do meaningful, they might not need any other source of motivation.

- **Choice**
    - Having a control over how you carry out your work (**autonomy**).
    - Choice alone doesn't give a very effective empowerment experience.

- **Impact**
    - Feeling that the work you do matters.
    - Understanding why a specific task is important and what function it plays in the bigger picture.

- **Competence**
    - Having confidence in your ability to perform a task well ⊠ people like to feel they've succeeded.
    - Feeling competent can appear as i.e. proactivity – and vice versa.
    - Avoiding tasks due to a fear of failure means you miss out on a chance to develop.

<u>Leading the team as a whole</u>

What differentiates a team from a group is that while group is a set of individuals who communicate and share knowledge, they do not share a common goal or work together towards it. **Interdependence** between team members is the key: the individual team members will not succeed without the help of each other and trying to work independently may in fact be harmful.

The whole team shares the same needs as every individual, but this means that the whole team needs to receive the same "service" from the leader as every individual. If you don't lead the team as a collective and only focus on the individuals, the team loses the aspects that make it a team, and the team is in fact a group. Once the team no longer identifies itself as a team, but a group of individuals, said individuals will no longer have a reason to pursue the common goals, and will start to behave individualistically to achieve their own goals for personal recognition instead.

The characteristics of a good team are not only working together with a shared mentality towards what they need to do and how they are going to do it, but also why they need to do it. Every individual has their own motivators, but so does the collective team.

Leading sub-teams

"Individual team members frequently identify strongly with a smaller faction of their teammates. These groupings often occur naturally through social identity processes and can serve as a key way for members to make sense of the team context." (Kirkman, B. & Harris, T.B. 2017, p. 41)

Each sub-team needs to be coached, managed, lead and motivated. In addition, it's important to acknowledge each sub-team, as they may affect the team dynamics.

- Natural sub-teams within the team can form based on i.e. geographical background, age, gender or semester.
- In addition to sub-teams forming inside of a team, the team members often also belong to another external team. Switching between roles in different teams can sometimes be difficult. Other teams your tutors may belong to include: study groups, student association boards,
- It is advised that the leader proactively creates sub-teams to be able to control that the sub-teams are formed based on the members' knowledge, skills and abilities instead of the nonsubstantive differences mentioned above.

Proactively created sub-teams can serve a specific function (i.e. assigning tutors for each fresher group).

- Leaders must pay attention to **relationships between such sub-teams**.
  → **Multilayered interdependence** - Team members within sub-teams must work in interdependence with one-another, but the sub-team also has to work in interdependence with other sub-teams and finally within the overall team. Communication between the different sub-teams is crucial.

Sub-teams can have an appointed leader (especially large sub-teams) or not (small), or a leader can naturally emerge within the sub-team

- If there's no leader in the sub-teams, the overall team's leader's responsibility is to manage the different relationships within the team.
- If there is, there's another layer of management, which can create problematic coordination and communication issues.

It is crucial for the leader to show that they trust the sub-teams to do their job.

The Team Process

Teams usually work in cycles. There are different phases that can be identified from how a team operates, and so is the case with tutor teams.

Interpersonal process

1. Planning and strategizing (transition phase)
- Analysing the team's mission (why they do what they do)
- Formulating strategy (how they do things)
- Specifying goals (what exactly needs to be done)

2. Working intensively on their tasks (action phase)
- Coordinating the sequence of actions among members
- Monitoring a team's resources
- Addressing a team's progress towards goals

3. Repeat (back to transition phase)
- After-action review

Interpersonal process
- Operates across both transition and action phases
- Resolving conflicts and maintaining healthy member relationships on a team

Planning and strategizing

Before a team starts working on their tasks they usually go through some kind of planning to identify their mission (**why**), their plan of action (**how**) and defining the desired outcomes and goals they want to reach (**what**).

A tutor team goes through at least two different transition phases. The first of them is the tutor training, where the tasks and actions of a tutor team are discussed on a more fundamental level. As the outcome of the training tutors will know what their hands-on tasks will be, how they will succeed in them and what bigger purpose those tasks play in the bigger picture. The training also functions as the most important single form of team building, although team building is a continuous process and the team grows together for the entire duration of its existence.

The second transition phase is planning together for the orientation week and freshers' day, and it repeats multiple times during the lifecycle of a tutor team. During those transition phases a more specific strategy is formulated for the upcoming orientation week/freshers' day.

Working intensively on their tasks

The team fulfils its purpose by doing the tasks given to them by following the strategy/plan they have made for it. This involves making sure the team's resources are distributed in a smart way and keeping a track on the set goals and what still needs to be done to reach them.

Tutor teams have two different action phases. The first, and more intense one, is tutoring during the orientation week and the freshers' day. In addition, the rest of the semester after the biggest focus points of active tutoring (orientation week and freshers' day) are over can be thought of as a separate action phase.

Repeat

After an action phase ends, teams go back to planning and strategizing before the next action phase. However, this time around there's also the task of reviewing the previous action phase to determine what worked, what didn't, and based on that making the decision on whether there are new goals that should be focused on in the coming action phase.

Interpersonal process

A "support process" that exists through the other phases in a team's cycle. While in the other, fixed-period phases the team leader plays more of a coordinating role and the whole team is heavily involved in the "doing", the interpersonal process is mainly the responsibility of the leader.

→ A team leader's task is to monitor the team processes and step in to meet the team's needs whenever necessary. This can mean

- Helping to develop appropriate goals
- Resolving a conflict between team members
- Altering the way your team coordinates its tasks

How to focus your leadership to the right dimension

Each component of your team needs your focus at specific times – the key is to know when

Focus on leading the whole team
- During periods of high team interdependence
  - → Tutor trainings
  - → Before, during and after the Orientation Week and Freshers' Day

Focus on leading the individuals in your team
- During periods of low team interdependence
  - → After the Orientation Week and Freshers' Day
- End of the semester (development discussions)

Focus on leading the subgroups in your team
- When sub-teams are created
- When the action phase of a team involves dividing the team to sub-teams
- Emphasis on coordinating the communication within and between sub-teams

Shared team leadership

Happens regularly in a few instances of tutoring:
- Campus Head Tutors (or exceptionally having two Head Tutors appointed for a single degree program)
- Transition from the old Head Tutor to the new
- In addition, leadership behaviours may emerge from members of the team (i.e. leading sub-teams)

Sharing the leadership responsibilities can
- Play to the strengths of each individual
- Help develop others

Challenges related to sharing team leadership include
- The need to communicate very thoroughly who is responsible for what
- The vague line differentiating the areas of responsibility
- Miscommunication
- Not keeping each other up to date (especially when crossing over to the other leader's side, which can occur naturally in many situations)

→ **Coordination between the leaders is the key**

Motivating your tutor team

What people often call motivation is actually the combination of two things: motivation and hygiene. It's good to know the difference and recognize not only what increases one's motivation, but also what decreases it.

Intrinsic Motivation – "defined as the doing of an activity for its inherent satisfactions rather than for some separable consequence. When intrinsically motivated a person is moved to act for the fun or challenge entailed rather than because of external prods, pressures, or rewards." (Ryan, M.R. & Deci E.L. 2000, 56)

→ **Try to understand what motivates your tutors as individuals and as a team**

> In today's world the inherent satisfaction of an activity is believed to lead to better performance and well-being of employees than motivation from external rewards. In the context of tutoring, this is good news, as resources for external rewarding are very limited.

> There are three main drivers of intrinsic motivation that also represent three of the key problems that cause problematic situations in teams and will be explained more in detail in their own subchapters:
> - **Autonomy** (lack of autonomy)
> - **Mastery** (lack of competence)
> - **Purpose** (lack of purpose)

Hygiene Factors – things that don't increase one's motivation, but their absence results in decreased satisfaction. Also known as "dissatisfaction avoidance" or "Kick in the Ass (KITA) factors". (Herzberg, F. 1968)

→ **Make sure your tutors aren't dissatisfied**

> Examples of possible Hygiene Factors:
> - **Trust** (lack of trust being the fourth key problem in a team)
> - Communication
> - Instructions

The Motivation Meter

(lack of) Hygiene Factors   0   Motivators
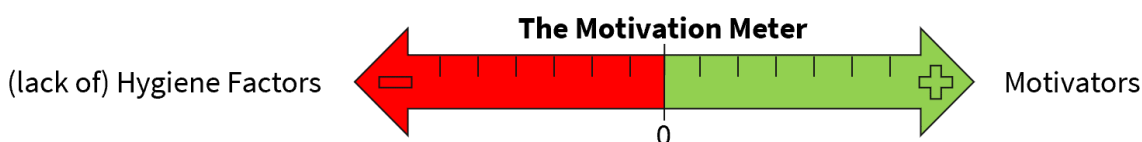
AUTONOMY

The desire to have a control over your actions, is a fundamental value for people. Not being forced to do things in a specific way allows an individual to express themselves and their ideas. It gives the kind of freedom, which, if limited, can feel suppressing demotivating. Nobody wants to have their supervisor breathing down their neck.

However, if you give someone the freedom to complete a task as they see fit, but don't make sure they know how to do it or why it's important to do so, they are going to be confused and probably not be very effective or produce great results. Therefore, autonomy is dependent on purpose and mastery to be an effective motivator.

Autonomy consists of control over four aspects: what you do, when you do it, how you do it and who you do it with. As a Head Tutor you should pay attention to each one of the aspects to empower your tutor team with autonomy.

1. **What you do:** Involve your tutors in the task distribution process.

2. **When you do it:** The choice your tutors have over the time frame of doing tutoring activities is restricted by the Orientation Week's schedule. Therefore, you should involve the whole tutor team in planning the Orientation Week.

3. **How you do it:** Set your focus on making sure your tutors understand your team's goals, what is expected of them to reach those goals, and the tutors' code of conduct. Give them freedom to work within this framework.

4. **Who you do it with:** It is advised to enforce your leadership in proactively creating sub-teams to be able to control that the sub-teams are formed based on the members' knowledge, skills and abilities instead of the **nonsubstantive differences** such as *geographical background, age, gender* or *semester*.

Individual autonomy vs team autonomy
Team autonomy requires the whole team to feel they have collective freedom in carrying out tasks and making decisions → might decrease individual autonomy.

MASTERY

Mastery – "The desire to get better at something that matters" (Pink, D.H. 2009)

The fundamental of mastery is that:
- Your current tasks should always match your skill level (a state of **flow**). As your skills improve, so should the difficulty level of your tasks.
- Mastery requires you to understand your potential to continuously improve your skills.
- Improvement requires hard work and effort.
- No matter how hard you pursue it, you can never fully reach mastery. But you can always get a little bit better.

The pursuit of mastery goes hand in hand with Helga's strategy (2019), which states that the student union is a learning environment:
- Give your tutors tasks that match their skill level but allow them both to improve with stretch assignments and experience the feeling of success → play to the strengths of each individual
- Set development goals with your team members
- Task variety keeps it from getting boring and allows tutors to practise different skills
- Give feedback that helps the tutor improve

Making sure every team member feels that they have the skills to succeed in their tasks is a great way to boost their confidence. Fear of failure can have a paralyzing effect, which makes a person hold back and not even try. This doesn't mean that your team members shouldn't challenge themselves. On the contrary, opportunity for skill development can be a great personal motivator, and development of course means your team members will feel more competent. That's why it is advised to ask each individual tutor in the beginning of their tutoring term to determine the areas they most want to improve in and what they consider their biggest challenges. When having development discussions with them during their tutoring term, look back to these areas and challenges, and discuss what improvement has happened.

PURPOSE

Purpose stems from people's natural call to contribute to a greater good. It is also described as context for the other two drivers, autonomy and mastery: "Autonomous people working toward mastery perform at very high levels. But those who do so in the service of some greater objective can achieve even more" (Pink, D.H. 2009)

In his book, Start with Why: How Great Leaders Inspire Everyone to Take Action (2009), Simon Sinek explains a very simple model used by many successful companies to engage customers over their seemingly identical competitors. Instead of telling customers what they do, or how they do it, they should start by telling them why they do it. This model also applies to leadership and has been widely used by many great leaders in history to motivate their followers with purpose – hence its relevance for this project. Sinek calls this model the Golden Circle.

The Golden Circle
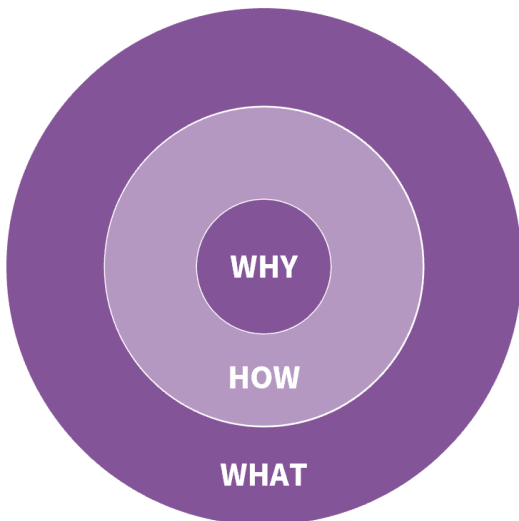
WHAT
The concrete product or service you provide.

HOW
Principles or values that set you apart from your competitors.

WHY
The purpose or cause for what you do.

The Golden Circle consists of three layers, as shown in the picture above. The outer layer is **what** - the concrete product or service a company provides. This is something every single organization in the world can name. The middle layer is **how** – the principles or values that set a company apart from its competitors. The key is the inner layer, **why** – the purpose or cause of what a company does. If a company is able to explain its purpose, a customer is more likely to commit to it than to the product. The Golden Circle should be communicated from inside out, so the how and what only come after the why. The important distinction Sinek makes is that things like revenue are not the "why" of a company, as it is a result, not a purpose.

The Golden Circle can be utilized to reflect each team member's personal motivators by asking them to identify and remind themselves of why they applied to become a tutor. More importantly, it can be used to give their work a purpose by explaining the purpose of tutoring.

Why does Helga provide tutoring?

Why: To answer the question "why does Helga provide tutoring?" we have to look all the way back to the purpose of Helga itself. Helga's mission, "Sanctuary for the individual, community for the students" sums up the reason for Helga's existence. Everything Helga does is done with the students' interests in mind, especially focusing on the two most important areas Helga can affect: advocacy and community.

How: We can find a straight answer for the question "how" from Helga's strategy (2019). The strategy lists specific goals for what the student union should be. Under the topics of "community" and "influential advocacy" there are goals directly related to the tasks of Helga tutors:

- There's a wide safety network built for students that they are aware of.
- Students know what kind of help and support they can get for problematic situations in their studies and their everyday life. Students know how to utilize the advocacy services when needed.
- The Student Union is a platform for interaction and participation during studies, and the guardian of the haagahelian student culture and identity. There is a wide variety of participation opportunities taking into account the different wishes and situations of students.

What: Finally, "what" Helga actually does to reach these goals, is training tutors to help and guide new students in the beginning of their student life, and to act as the primary link between the student union and the students in Haaga-Helia. Tutoring is a direct investment towards reaching the desired outcomes and goals stated by the strategy, which fulfil the purpose of the student union.

Keep in mind that this is one interpretation of Helga's **why**, and it is not necessarily the one true answer to the question.

Make sure your tutors recognize their why:
- "**Why** *did you apply to become a tutor?*" should be the most important question during tutor interviews. Although there are no right or wrong answers (*as long as they are able to answer the question*), but the way the applicants answer this question helps you figure out the essence of their motivation and select the truly motivated people.
- Make sure your team members remind themselves of the reason they wanted to become a tutor. **Nobody else can define it for them.**
- Understanding the motivation of your team members beforehand makes your job as a leader easier.

Impact

In addition to giving your team and each team member a fundamental purpose, it is also very important to communicate the concrete effect of their actions. If a person is tasked to do something, they are more likely to be motivated to do so if they know what benefit the outcome will bring.

- Make sure that when you're setting **goals** for the team, each team member understand what their **effect** is in the big picture, and what is **expected** from them in order to reach those goals.
- Emphasize the concrete impact your team and its members have made when giving **feedback**.
- Encourage your team members to give feedback to each other whenever the situation calls for it.

TRUST AND PSYCHOLOGICAL SAFETY

Trust is a fundamental element for a functioning team. In order for trust to build between the team members, they need to feel psychologically safe around each other.

Psychological safety – "team members feel safe to take risks and be vulnerable in front of each other" (Rozovsky, J. 2015)

The ability to feel free to be yourself and speak up your mind without the fear of being seen as

- Ignorant
- Incompetent
- Negative
- Disruptive
  → "No one on the team will embarrass or punish anyone else for admitting a mistake, asking a question, or offering a new idea" (Google, the company, not the search engine)

The more psychologically safe team members feel, the easier it is to build trust between them.

Why teams fail? Five Dysfunctions of a Team

To create a dynamic and functioning team it is important to understand the typical pitfalls of a team. The Five Dysfunctions of a Team model (Lencioni, P. 2002) shows five pitfalls that teams must overcome to function well, and how they connect to each other:

Pyramid level	Description
Inattention to RESULTS	Seeking individual recognition and attention over collective goals
Avoidance of ACCOUNTABILITY	Not holding each other accountable for high standards and performance
Lack of COMMITMENT	The failure to commit to a plan or a decision
Fear of CONFLICT	Holding back opinions and honest concerns
Absence of TRUST	Overcoming the need for invulnerability (psychological safety)

Absence of TRUST

The first pitfall of teams is the **absence of trust**. This means that teams need to overcome the need for invulnerability before their peers. Trusting the other team members enough to let the guard down around them and be vulnerable around them is the foundation of this model, and without it a team will have a hard time overcoming the other four dysfunctions.

- **Problem:** Distrust can appear as lack of debate and other interaction. This results in unhealthy communication and decision making.

- **Your role:** As the leader(s) you should encourage this by showing example and create a safe environment to be vulnerable in without judgement. Facilitate trust-building exercises.

- **Goal:** Your goal is to make team members feel comfortable opening up around each other, so they won't hold anything back. "Having a guard up" takes focus away from the task at hand.

Fear of CONFLICT

The second pitfall of teams is **fear of conflict**, which is a direct result of the first one. Team members that don't trust each other will not engage in conflict or debate, because they are afraid challenging someone else's opinion will harm the personal relationship between them.

- **Problem:** Team members hold back their opinions and concerns, which results in inability to commit to the decisions and goals made together. Unloaded opinions can cause tension, which causes other problems over time. **Conflict does not equal tension on its own.**

- **Your role:** As the leader(s), your task is to remind the team that conflicts are necessary and often productive. Show example of appropriate conflict behaviour. Don't prematurely end or prevent a conflict situation but allow resolutions to occur naturally. Make sure debates and arguments stay civil. **Matters fight, not people.**

- **Goal:** Your goal is to encourage healthy conflict that allows constructive debate over difficult topics.

Lack of COMMITMENT

The third pitfall of teams is the **lack of commitment**. Commitment to a decision or a task can only be achieved once everyone feels their opinions have been considered and that there are no hidden doubts among the team. Lack of debate or team members holding back their opinions can lead to a situation where team members feel like they haven't contributed to a decision making, and thus will have a hard time committing to it.

- **Problem:** Failure to commit to a decision reduces the team members' confidence and makes them doubt not only the decision or a plan but the overall direction of the team as well. A team that hesitates in their actions and decisions is ineffective and not focused.

- **Your role:** Commitment to a decision or a task can only be achieved once everyone feels their opinions have been considered and that there are no hidden doubts among the team. Your role is also to push the team to make decisions even when it seems difficult. **A** decision is better than **no** decision.

- **Goal:** Your goal is to make the whole team be able to stand behind each decision. **This does not mean trying to reach a consensus**, but rather to acknowledge all different viewpoints, doubts and opinions and making the best possible decision with that knowledge even if not everyone agrees on the final outcome. The decision also needs to be clear without ambiguity so that everyone knows exactly what was decided and what is expected to happen as a result.

Avoidance of ACCOUNTABILITY

The fourth pitfall of teams is **avoidance of accountability**. If a team member isn't committed to the plan or a decision themselves, they can't justify holding the rest of the team accountable for it either. This results in an atmosphere where peers don't demand each other to perform with a high standard.

- **Problem:** A team that doesn't hold each other accountable for their performance settles for mediocre results and doesn't meet deadlines. This can also cause resentment between team members when they don't live up to each other's expectations, and the leader (you) has to bear the responsibility for possible disciplinary action.

- **Your role:** Your role is to allow a healthy level of peer pressure to thrive among the team; if you push hard yourself, the team will expect you to be the only one calling them out on their performance. Encourage this by having the team members give updates on their own tasks to everyone, so that they can see each others' progress.

- **Goal:** Your goal is to create a culture of accountability and peer pressure.
  - When everyone in the team trusts each other they understand that calling them out on their behaviour or performance is a sign of respect and for the benefit of the team, instead of being personal, there's no interpersonal discomfort in such confrontations.
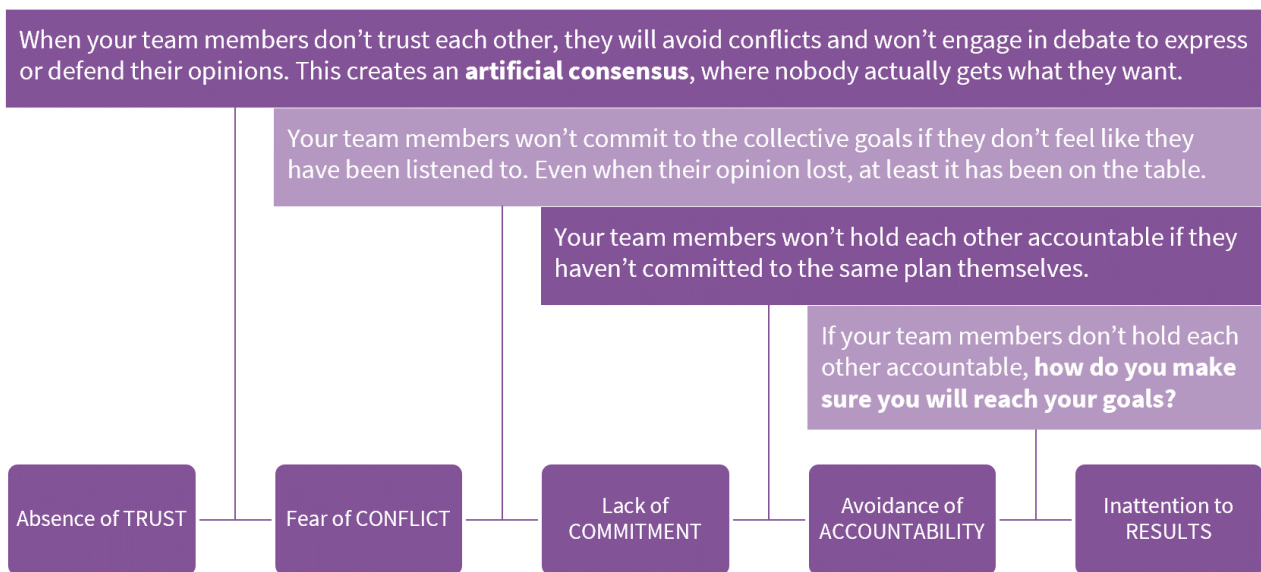
Inattention to RESULTS

The fifth and final pitfall that culminates Lencioni's model is **inattention to results**. When team members don't demand high standards from each other, they will start focusing on other things than the results.

- **Problem:** When it feels like there is no pressure to contribute to the collective benefit of the team, team members will start prioritizing their personal gain and goals over the benefit and common goals of the team. When the team is not focused on results, how do you make sure the team will reach its goals?

- **Your role:** Your role is to set the team's focus on results by defining them clearly and making sure team members understand what concrete action they must do to get the desired results.
  - Team members tend to follow the example of their leader, so if you're not focused on results, neither will they be.
  - Reward and give recognition to those who really deserve it.

- **Goal:** Your goal is to make the team's collective ego greater than the individual ones.

Results?

- In the context of tutoring, results may be quite difficult to measure, especially during the semester.
- It's important to define your team's goals together before a new semester starts.
- There IS data available: you can go over the tutoring service feedback from previous semesters to identify focus points for your team (ask for the data from Helga).

As a recap, here's how these dysfunctions are connected to each other:

When your team members don't trust each other, they will avoid conflicts and won't engage in debate to express or defend their opinions. This creates an **artificial consensus**, where nobody actually gets what they want.

Your team members won't commit to the collective goals if they don't feel like they have been listened to. Even when their opinion lost, at least it has been on the table.

Your team members won't hold each other accountable if they haven't committed to the same plan themselves.

If your team members don't hold each other accountable, **how do you make sure you will reach your goals?**

| Absence of TRUST | Fear of CONFLICT | Lack of COMMITMENT | Avoidance of ACCOUNTABILITY | Inattention to RESULTS |

1. **Dysfunctional teams:** A team that doesn't have trust will not engage in debate and healthy conflict, because they fear it will be harmful to the personal relationships between the team members.

   Functional teams: A trusting team would understand that challenging someone's suggestion or opinion is nothing personal, but necessary to make objective and smart decisions.

2. **Dysfunctional teams:** Because there's no conflict and debate some team members may have opinions and concerns that they hold back instead of saying them out loud when making decisions. As a result, instead of being committed to the plan or a decision they will quietly keep thinking that they had a better idea, but nobody listened to it, and complete their part of the plan with a reduced capacity. Team meetings and especially decision making start to feel unpleasant because of the tension being built, and this makes the team members less willing to interact with each other. And guess what? This development results in further distrust inside the team.

Functional teams: A team that promotes healthy conflict would release the tension by having conflict situations and debates where every view and opinion is considered. Even those, who disagree with the final decision made, could get behind that decision, because every possibility was considered, and it was the best decision that team could make as a collective. Even when making the decision the team would acknowledge the potential weaknesses the decision has, but they would be transparent about it and thus be able to predict and prepare for the potential negative effects the decision might have in the future.

3. **Dysfunctional teams:** When team members aren't committed to the plan they won't expect the same commitment from each other either. It creates an atmosphere where "it doesn't matter if I do this today or tomorrow, and if I do it in two hours or 15 minutes".

   Functional teams: Committed team members will call out their peers if they aren't contributing to the common goals with the desired standards. In addition, if there's mutual trust team members will also understand that when they are being called out for not doing their part it's nothing personal, it just means that the other person cares about the team and its goals.

4. **Dysfunctional teams:** A team where team members don't hold each other accountable will lose focus of the common goals and focus on their personal benefit instead. This leads to settling for low performance and puts unnecessary pressure on the team leader, who is accountable for the team.

   Functional teams: A team where peers demand each other to do their part stays focused on the common goals and has a much easier time reaching them. The team leader doesn't have to waste energy on pushing slacking team members to do their part.

The Five Dysfunction –model is essentially a tool for hygiene control, but it does not address all possible hygiene issues.

Good practices for leading your tutor team

This chapter provides practical suggestions for leading your tutor team.

Tutor selection
- The most important question during your tutor interviews is "why do you want to become a tutor?", which helps you figure out the essence of their motivation → this helps you select the truly motivated people, and understanding the motivation of your team members beforehand makes your job as a leader easier.
- Good, diverse teams consist of different types of people → try to select tutors to fill the different needs a diverse group of freshers might have.
- Remember: you don't do volunteer work with the people you choose, but the people willing to do it.

Team building
The primary focus of team building should be building trust and creating a safe environment where team members aren't afraid to engage in conflicts. Activities where people tell about themselves and get to open up (especially hearing others do so) helps put their personal guards down and feel safe to be themselves in the team. Among team building exercises try to include something that gets a friendly debate going so that the team can practise with a subject that "doesn't matter". Remember your role of setting an example for the rest of your team.
- Facilitate activities that allow team members to be vulnerable around each other and let their guards down. The activities from the "Functional Methods" –tutor training workshop are excellent place to start.
- Define the goals for your tutor team together with the whole team.

Decision making

- Actively involve the tutors in the planning of all tutoring activities, from Orientation Week to Freshers' Day and possible tutor-organized events.
- Make suggestions and put them out for discussion – don't present decision you've already made.
- Make sure everyone has a chance to have their ideas heard. Ask questions and challenge everyone to take part in the discussion.
- Enforce a culture where everyone is open to hear ideas presented by anyone in the team, without judging them before said idea has been properly taken into discussion.
- It's advised to do a recap of the decisions you've made at the end of every tutor meeting to ensure everyone is on the same page. Also make sure everyone understands why each decision is made, what concrete action is expected from them as result of the decision and how it contributes to the goals of your team.

Here's a roadmap for making difficult decisions when the discussion and debate is not moving forward. Steps 4. and 5. are for situations where the team is hesitant to make a decision because they are afraid of taking responsibility for the consequences. I can't think of many decisions tutors have to make that would be so "dramatic" that there would be this kind of a problem, but the instructions are here just in case.

1. Make a recap of all of the viewpoints and perspectives presented.
2. Ask if anyone has anything to add ("speak now, or forever be silent…").
3. Make a democratic decision with those options.
4. *(If it seems like you're making the wrong decision) consider the worst case scenario for the decision.*
5. *(If necessary, i.e. in an even situation) enforce your leadership and make the final call.*

Distribution of leadership

- If your Fresher group is divided into multiple smaller teams (be it for the Orientation Week, Freshers' Day or any other occasion) appoint one of the tutors assigned for each team as the leader of that team.
- Focus on coordinating the communication between the smaller teams instead of leading one of the teams yourself.
- Try to rotate leadership responsibilities so they don't always fall for the same individuals.

Distribution of tutoring tasks

- Try to equally divide the workload between your tutors.
- Try to rotate different tasks so the same individuals aren't always tasked with the same things → task variety keeps it from getting boring and allows tutors to practise different skills.
- You will want to produce the feeling of equal treatment among the whole team.

Coordinating sub-teams

- When your tutor team is divided between different fresher groups, allow their sub-teams to plan their course of action among themselves, while helping each sub-team from more of an mentoring position than as their leader.
- Go through the plans of each team with the whole team present to keep everyone on the same page and to check how every plan contributes towards the common goals and integrates to each other.

Feedback during the Orientation Week (team)

A regular self-assessment of the team's performance as a collective during the most intensive period of active tutoring can help keep the team on the right track and support its development and focus on its goals.

- At the end of each orientation day have a 10-15 minute debriefing of the day where you discuss how did you do as a team, what did you do better than the previous day, where you could still improve and what are your main goals for the next day.
- After the Orientation Week (and Freshers' Day) have a longer retrospective discussing how did you do, what went well, what didn't. Again, focus on your performance as a team.

Development discussions (individual feedback)

The student union is a learning environment. It's advised to have development discussions to support the learning experience of the tutors and keep yourself on track with their wishes and goals. It's also a great way to get feedback for your own leadership skills. One-on-one discussions can also help identify problematic situations or tension inside your team, because it might be easier to say something about it confidently to the Head Tutor.

- Hold development discussions individually with each tutor at the end of each tutoring semester.
- Gives the tutors the chance of being heard in a one-on-one setting.
- Keeps you on the chart with the tutors' individual goals, ambitions and development needs
- Remember confidentiality.
- Example of a development discussion structure can be found in the attachments.

Coaching and continuous feedback

- Always try to give feedback, both positive and negative, whenever the situation calls for it.
- Provide coaching for the whole team or an individual team member when needed: go over a situation that didn't go well, identify the development needs and plan how to succeed in a similar situation in the future.
- Celebrate successes and use them as a positive example.

Role modeling

- Your team members will likely mimic your behaviour, so show example of how you would like for your team members to behave.
- Provide examples of your own empowered behaviour as a tutor.

Instructions

- Make sure your team knows what they are supposed to do.
- It's the responsibility of the person giving instructions to ensure that they are understood.

Continuous communication

- Make sure all information is shared to your team. You are the conduit of the information flow between Helga and tutors. Transparency is the key.
- Show example and train your team to update the rest of the team on what's going on. This is especially critical during the Orientation Week and Freshers' Day when your team is probably divided into sub-teams or otherwise scattered around the campus. Try to move away from having to ask for status updates, because that might feel like you're breathing down their necks, but don't hesitate to ask if an individual or a sub-team doesn't keep the rest of the team in the loop about what's happening.
- During "downtime" from active tutoring try to keep your communication channels somehow active. Ask your tutors how they are doing. Share memes. Suggest a get-together.

Tone of voice

- Your tone of voice pays a huge role in how your message is received.
- Prefer face-to-face or Zoom meetings over discussing/planning in a group chat, because the tone of voice is really hard to be transmitted over text.

SOLUTIONS FOR PROBLEMATIC SITUATIONS

It is advised to bring up even the smallest concerns you have about your individual team members with them. If there hasn't been a clear violation of the tutor etiquette or other alarming behaviour (such as constantly showing up late) the discussions don't even have to be very formal and dramatic, you can casually ask your tutor what's up and if everything is okay with them. If there's a reason for a more serious talk, always set an appointment and have a formal discussion about the matter. In all situations show that you want to hear specifically what the tutor in question has to say about it.

One-on-one discussions

Applicable to all situations where an individual tutor shows lack of commitment or communication.

The goal is to try to find out the reason(s) why a tutor is neglecting their duties/answering your messages.

→ Don't focus on blaming the tutor as it might discourage them

Disciplinary discussions

Applicable to situations where the behaviour of one or more tutors is the issue.

The goal is to make the tutor(s) in question understand their wrongdoing, the potential effects they have, and ensure that such violation never happens again.

Make sure you let the tutor(s) in question tell their side of the story first. Similarly listen to the possible "other side of the story" before drawing any conclusions.

Helga's harassment contact persons or the board member/specialist in charge of tutoring can be involved in serious matters.

→ In situations concerning a third party (i.e. a fresher or another tutor) always encourage the person concerned to contact a harassment contact person, never act on their behalf without a permission.

KEEPING YOURSELF MOTIVATED

The team leader is as much a part of the team as any team member, which means that the leader also expresses the same needs as the team members.

Remember WHY you wanted to become a Head Tutor

It's hard to argue with the impact tutoring has on the experience freshers have when starting their studies. However, it's still advised to remind yourself of **why** you wanted to become a Head Tutor. That's something no-one else but you can tell. Don't be tricked by the purpose of Helga or tutoring introduced in the beginning of the guide (even though it is important to understand), as there must be a reason why **you** wanted to become the Head Tutor over someone else. The reason, of course, can change over time. How you answered the question during your Head Tutor interview doesn't mean your purpose as a Head Tutor is set in stone. It can change, especially along the way when you develop as a leader, learn more about Helga and maybe reach your initial goals. All that matters is that you know what it is at any given time. Here are some questions to help your thought process:

- What did you want to achieve as a Head Tutor?
- Have you done so?
- What do you need to do for it to happen?

What is your sentence?

If you had to describe yourself as a Head Tutor in one sentence, what would it be?

> For example: *"He/she managed to build a tight bond between the whole tutor group despite tutoring being limited to online platforms due to COVID-19."*

The "what is your sentence?" –exercise is a suggestion for individual self-motivating. It's basically asking yourself how you want others to see you, or what you want others to remember you for. You can think of the things you have already achieved, and things you still wish to achieve.

If you can already say that you will be remembered for building a tight bond between your whole tutor group despite COVID-19 and being limited to online platforms: great! That's something you can be proud of and might give you the extra "you can do this" –kick. However, it's still advised to always strive for better and think of a new goal for yourself.

Ask for help

Always remember that you're not alone with any challenges you might face:

- Utilize your network of peer support (other Head Tutors).
- Look back to the Head Tutor Leadership Guide (this document).
- Ask for help from Helga.
- If your team is going through a tough situation, do it together and support each other.

Materials

DEVELOPMENT DISCUSSION QUESTION TEMPLATE (EXAMPLE)

1. **How are you doing?**
   Start with a casual question that allows the tutor to tell about anything they have on their mind.
2. **What have been your biggest successes? What have you been satisfied about in your own work?**
   Recognizing points of success can be greatly motivating, and it may boost the confidence of the tutor. This is where you should give positive feedback and show appreciation of the tutor's input
3. **Is there something you have not been satisfied about in your own work?**
   Critical self-reflection of one's own work is a crucial part of learning. It can also be a relief for the tutor to say it out loud if they feel like they didn't do as well as they had hoped in their own opinion. This is a good chance for you to go over any critical feedback you might have on the tutor's actions, but keep it respectful and constructive. Focus on solutions and supporting the tutor rather than the problem and accusing them.
4. **What have been your biggest challenges in tutoring? How can we support your development?**
   The aim is to identify the areas where the tutor(s) might need some help, so that you can support their learning. This is also an excellent question to look back to in future development discussions. When you reflect the current situation to the previous development discussion, it's easier to measure development. Seeing clear progress can be very motivating.
5. **Has the workload you've had as a tutor been okay for you? Do you feel like you get enough help if you ask for it?**
   This question helps you balance the workload inside the tutor team.
6. **Have the instructions been clear enough? Do you understand the purpose of every tutoring task you have done?**

7. **What have you been satisfied about in your team's work? What were our biggest successes as a team? What did we achieve? What did we do well?**
   Same as with question two but taken to the team level. Celebrating success as a team can help each tutor feel that team spirit.
8. **What have you been dissatisfied about in your team's work? What were our biggest failures? Were there any goals we did not achieve? What should have we done differently?**
   Again, self-reflection on the team level is important for the team to grow. The topics that arise from the answers to this question should be discussed with the whole team – but keeping the answers anonymous.
9. **How is the atmosphere inside the tutor team? Do you think you can communicate with everyone in the team?**
   This question might help you identify any internal issues inside of the tutor team.
10. **Do you have any feedback to the Head Tutor(s) or the rest of the team?**
    Make sure the tutor(s) have a chance to give their feedback to you and that they feel they have been listened to. This is their chance to speak up their mind and for you and the team to develop. If there are any issues that rise up at this point, or any point during the development discussion, make sure you take action on them. The development discussions are strictly confidential, but for this topic it is even more important.

HELGA
Haaga-Helian opiskelijakunta

Notes

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

References

Google. Guide: Understanding team effectiveness. URL:
https://rework.withgoogle.com/print/guides/5721312655835136/

Helga, the Student Union of Haaga-Helia 2019. Strategy 2020-2022. URL: https://helga.fi/en/materials/.

Kirkman, B. & Harris T.B. 2017. 3D Team Leadership: A New Approach for Complex Teams.

Kriek, D. 2019. Team Leadership: Theories, Tools and Techniques.

Lencioni, P. 2002. The Five Dysfunctions of a Team: A Leadership Fable.

Pink, D. H. (2009). Drive: The surprising truth about what motivates us.

Ranta-aho, S. (2021). Leading a Tutor Team in the Student Union of Haaga-Helia – Helga.

Rozovsky, J. (2015). The five keys to a successful Google team. URL:
https://rework.withgoogle.com/blog/five-keys-to-a-successful-google-team/

Sinek, S. (2009). Start with Why: How Great Leaders Inspire Everyone to Take Action.

Attachment 2.

Leading Tutors in Helga

Sami Ranta-aho

Have you ever been in a situation where one or more members in your team...

…don't seem to be contributing to the discussion or debate?

…focus on something else than the task at hand?

…don't take any initiative, and need to be pushed to do their part?

…don't communicate on what they are doing or answer messages?

…don't ask for help when they clearly need it?

This kind of behaviour can be caused by...
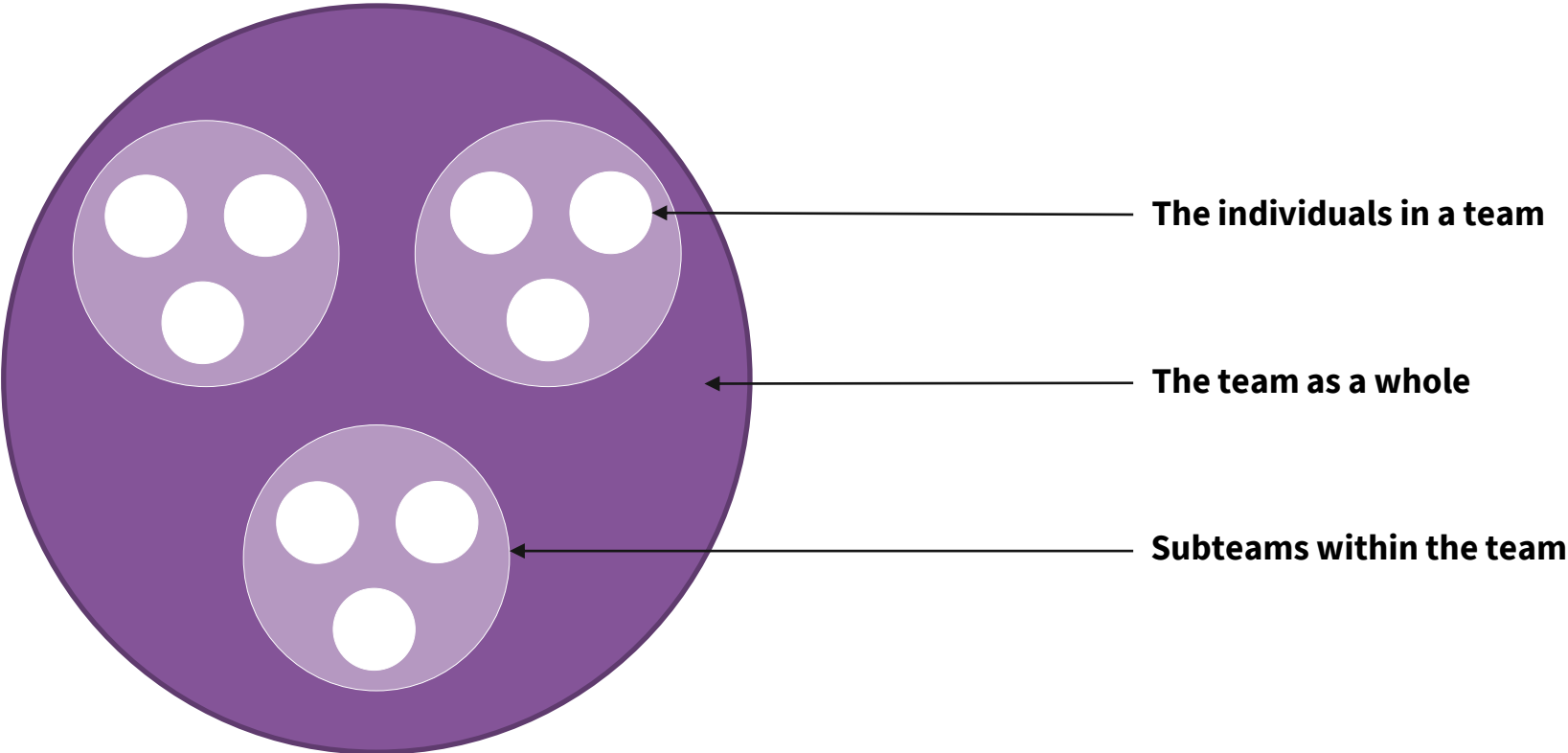
Lack of trust

Lack of autonomy

Lack of purpose

Lack of competence

Sami Ranta-aho

Leadership is a service, and your task is to satisfy the needs of your team.

Basics of Team Leadership **(Kirkman, B. & Harris T.B. 2017)**

Three dimensions of a modern team

The individuals in a team

The team as a whole

Subteams within the team

Three dimensions of a team

All three dimensions have the same basic needs: they need to be coached, managed, lead and motivated.
In addition, each dimension has their own specific needs:

Individuals in the team	The team as a whole	Subteams
• There are as many "I's" in a team as there are team members, and everyone has their personal needs • Not tending to the needs of the individuals can result in insecurity and **psychological unsafety** • Leader should focus on **empowering** the team members	• Not tending to the needs of the team as a whole can result in losing focus from the collective goals • The difference between good and bad teams come from two things: → The way team members work together: level of coordination and synergy etc. → The energy behind the way the team works: motivation, drive, commitment	• Must be **acknowledged** because they affect team dynamics → proactively create subteams • Leader must focus on relationships and communication between subteams → **multilayered interdependence** • Team members often belong to another team where they might have a different role

Teams work in cycles

1. Planning and strategizing (transition phase)
- Analysing the team's mission (**why** they do what they do)
- Formulating strategy (**how** they do things)
- Specifying goals (**what** exactly needs to be done)

2. Working intensively on their tasks (action phase)
- Coordinating the sequence of actions among members
- Monitoring a team's resources
- Addressing a team's progress towards goals

3. Repeat (back to transition phase)
- After-action review

Interpersonal process
- Operates across both transition and action phases
- Resolving conflicts and maintaining healthy member relationships on a team

1. Planning and strategizing

2. Working intensively on the team tasks

3. Repeat

Interpersonal process

Where should you focus as a leader?

Each component of your team needs your focus at specific times – the key is to know **when**

Focus on leading the whole team
- During periods of high team interdependence
    → Tutor trainings
    → Before, during and after the Orientation Week and Freshers' Day

Focus on leading the individuals in your team
- Periods of low team interdependence
    → After the Orientation Week and Freshers' Day
- End of the semester (development discussions)

Focus on leading the subgroups in your team
- When subteams are created
- When the action phase of a team involves dividing the team to subteams
- Emphasis on coordinating the communication within and between subteams

Shared Team Leadership

Happens regularly in a few instances of tutoring:
- Campus head tutors (or exceptionally having two head tutors appointed for a single degree program)
- Transition from the old head tutor to the new
- In addition, leadership behaviours may emerge from members of the team (i.e. leading subteams)

Sharing the leadership responsibilities can
- Play to the strengths of each individual
- Help develop others

Challenges related to sharing team leadership include
- The need to communicate very thoroughly who is responsible for what
- The vague line differentiating the areas of responsibility
- Miscommunication
- Not keeping each other up to date (especially when crossing over to the other leader's side, which can occur naturally in many situations)

   → **Coordination between the leaders is the key**

Motivating Your Tutor Team

Motivation and Hygiene

Hygiene Factors – things that don't increase one's motivation, but their absence results in decreased satisfaction. Also known as "dissatisfaction avoidance" or "Kick in the Ass (KITA) factors". (Herzberg, F. 1968)
→ **Make sure your tutors aren't dissatisfied**

Examples of possible Hygiene Factors
- **Trust**
- Communication
- Instructions

Intrinsic Motivation – "defined as the doing of an activity for its inherent satisfactions rather than for some separable consequence. When intrinsically motivated a person is moved to act for the fun or challenge entailed rather than because of external prods, pressures, or rewards." (Ryan, M.R. & Deci E.L. 2000, 56)
→ **Try to understand what motivates your tutors as individuals and as a team**

The Motivation Meter

(lack of) Hygiene Factors ⟵ [−] ‖ [+] ⟶ Motivators

0
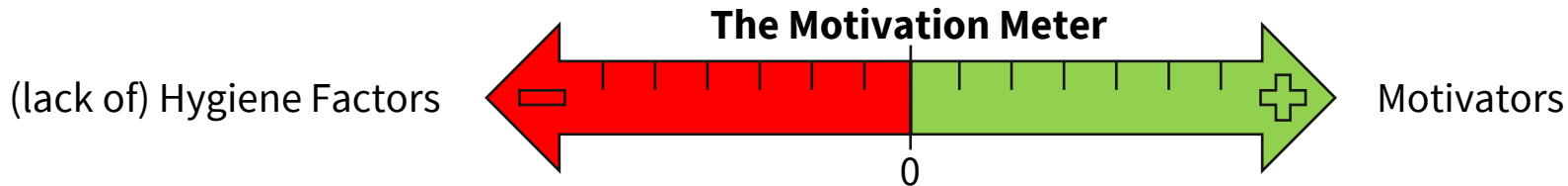
Motivation and Hygiene

Lack of trust **—**

Autonomy **+**

Purpose **+**

+ Mastery

Empowerment (Kirkman, B. & Harris T.B. 2017)

Meaningfulness

- Caring about what you do on an intrinsic level.
- If a person finds what they do meaningful, they might not need any other source of motivation.

Impact

- Feeling that the work you do matters.
- Understanding **why** a specific task is important and what function it plays in the bigger picture.

Competence

- Having confidence in your ability to perform a task well → people like to feel they've succeeded.
- Feeling competent can appear as i.e. proactivity – and vice versa.
- Avoiding tasks due to a fear of failure means you miss out on a chance to develop.

Choice

- Having a control over how you carry out your work (**autonomy**).
- Choice alone doesn't give a very effective empowerment experience.

Purpose,
It's that little flame
That lights a fire under your ass

Purpose,
It gets you going strong
Like a car with a full tank of gas
- Princeton, from the Broadway Musical Avenue Q

Purpose

The Golden Circle (Sinek, S. 2009)
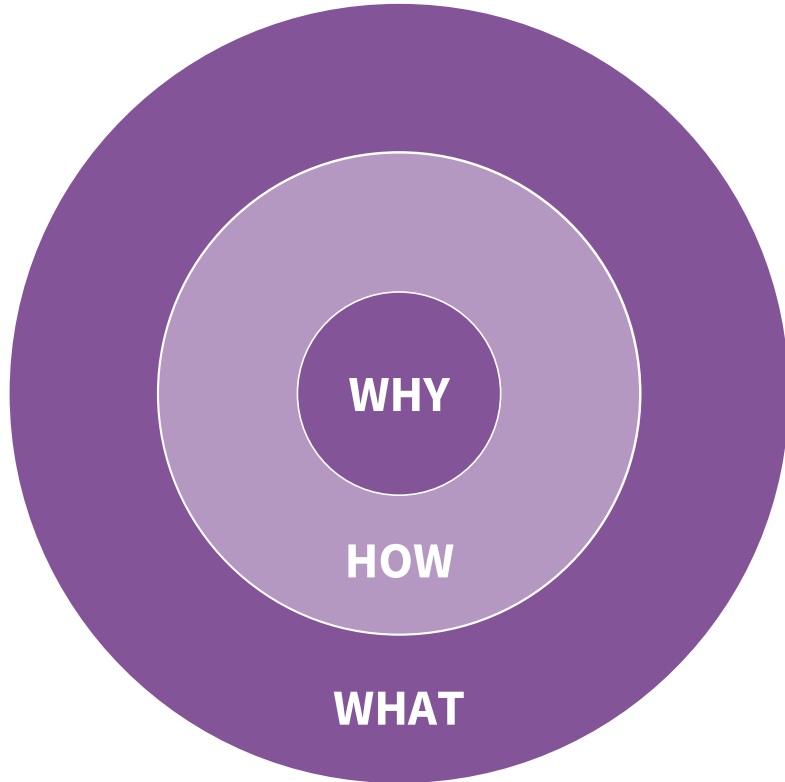
WHAT
The concrete product or service you provide. In the context of tutoring, tutors provide guidance for new students at the beginning of their studies.

HOW
Principles or values that set you apart from your competitors.

WHY
The purpose or cause for what you do.

Why does Helga provide tutoring?

Why?
- Everything that Helga does is done with the students' interests in mind.
- Helga's mission: "Sanctuary for the individual, community for the students" (Helga's strategy, 2019)
  → **Your sanctuary, your community**

How?
- There's a wide safety network built for students that they are aware of.
- Students know what kind of help and support they can get for problematic situations in their studies and their everyday life. Students know how to utilize the advocacy services when needed.
- The Student Union is a platform for interaction and participation during studies, and the guardian of the haagahelian student culture and identity. There is a wide variety of participation opportunities taking into account the different wishes and situations of students.
  (Helga's strategy, 2019)

What?
- Helga trains tutors to help and guide new students in the beginning of their student life, and to act as the primary link between the student union and the students in Haaga-Helia.

Exercise (3 minutes)

Discuss the following questions with a pair or small group:
***Why** did you want to become a head tutor?*

Something to think at home:
How do you plan on fulfilling your purpose as a head tutor?

Empowering your team with Purpose
(Kirkman, B. & Harris T.B. 2017)

From the perspective of **Meaningfulness**

- "**Why** *did you apply to become a tutor?*" should be the most important question during tutor interviews. It helps you figure out the essence of their motivation and select the truly motivated people.
- Make sure your team members remind themselves of the reason they wanted to become a tutor. **Nobody else can define it for them.**
- Understanding the motivation of your team members beforehand makes your job as a leader easier.

From the perspective of **Impact**

- Make sure that when you're setting **goals** for the team, each team member understand what their **effect** is in the big picture, and what is **expected** from them in order to reach those goals.
- Emphasize the concrete impact your team and its members have made when giving **feedback**.
- Encourage your team members to give feedback to each other whenever the situation calls for it.

The importance of trust and why teams fail without it

Psychological safety

"Team members feel safe to take risks and be vulnerable in front of each other" (Rozovsky, J. 2015)
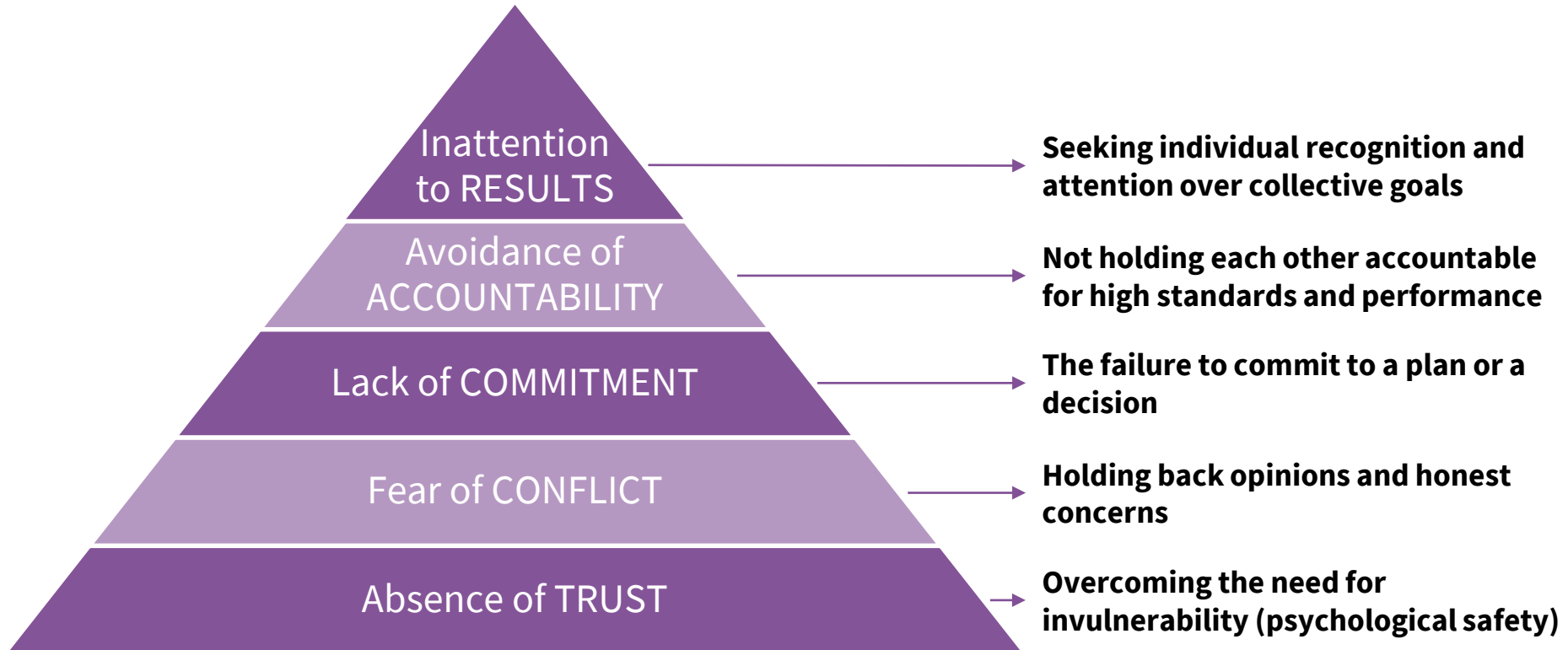
The ability to feel free to be yourself and speak up your mind without the fear of being seen as
- Ignorant
- Incompetent
- Negative
- Disruptive
  → "No one on the team will embarrass or punish anyone else for admitting a mistake, asking a question, or offering a new idea" (Google, the company, not the search engine)

The more psychologically safe team members feel, the easier it is to build trust between them.

Five Dysfunctions of a Team (Lencioni, P. 2002)

Inattention to RESULTS — Seeking individual recognition and attention over collective goals

Avoidance of ACCOUNTABILITY — Not holding each other accountable for high standards and performance

Lack of COMMITMENT — The failure to commit to a plan or a decision

Fear of CONFLICT — Holding back opinions and honest concerns

Absence of TRUST — Overcoming the need for invulnerability (psychological safety)

Five Dysfunctions of a Team (Lencioni, P. 2002)

When your team members don't trust each other, they will avoid conflicts and won't engage in debate to express or defend their opinions. This creates an **artificial consensus**, where nobody actually gets what they want.

Your team members won't commit to the collective goals if they don't feel like they have been listened to. Even when their opinion lost, at least it has been on the table.

Your team members won't hold each other accountable if they haven't committed to the same plan themselves.

If your team members don't hold each other accountable, **how do you make sure you will reach your goals?**

| Absence of TRUST | Fear of CONFLICT | Lack of COMMITMENT | Avoidance of ACCOUNTABILITY | Inattention to RESULTS |

To create a functioning team...

Create an atmosphere where your team members can feel vulnerable

- Facilitate trust-building exercises (benchmark the "functional methods" workshop from tutor camps).
- Show example by being vulnerable yourself.

Encourage healthy conflict and constructive debate over difficult topics

- Don't prematurely end or prevent conflict situations, allow resolutions to occur naturally. **Conflict does not equal tension. Matters fight, not people. Never show conflict in front of the freshers.**
- Show example of appropriate conflict behaviour and make sure debates and arguments stay civil.

Make sure every member of the team feels that their opinion has been valued

- Don't try to reach a consensus, but make sure every different opinion has been considered. Push team members to give their opinion if necessary.
- Push the team to make a decision even if it seems difficult.

To create a functioning team...

Make sure your team members take accountability for the whole team

- Do a recap of the decisions you've made at the end of every team meeting to ensure everyone is on the same page and understands what is expected of them.
- Allow a healthy level of **peer pressure** by for example going through each team member's progress on their tasks during team meetings so everyone is up to date with the others are doing.
- Make sure each team member understands that when they are being called on for not performing up to the team's standards it's only for the benefit for the team, **nothing personal**.

Make the team's collective ego greater than team members' individual egos

- Set the team's focus on results by clearly defining them and making sure team members understand what concrete action they must to get the desired results.
- Only reward and give recognition to those who really deserve it. Trying your best is always enough.
- Team members tend to follow the example of their leader, so if you're not focused on results neither will they be.

Mastery & autonomy (Pink, D.H. 2009)

Empowering your team with Mastery

Mastery – "The desire to get better at something that matters" (Pink, D.H. 2009)

The fundamental of mastery is that
- Your current tasks should always match your skill level (a state of **flow**). As your skills improve, so should the difficulty level of your tasks.
- Mastery requires you to understand your potential to continuously improve your skills.
- Improvement requires hard work and effort.
- No matter how hard you pursue it, you can never fully reach mastery. But you can always get a little bit better.

The pursuit of mastery goes hand in hand with Helga's strategy (2019), which states that the student union is a learning environment:
- Give your tutors tasks that match their skill level but allow them both to improve with stretch assignments and experience the feeling of success → play to the strengths of each individual
- Set development goals with your team members
- Task variety keeps it from getting boring and allows tutors to practise different skills
- Give feedback

Empowering your team with autonomy

Autonomy involves giving your team members freedom over the following aspects of their work:

1. What they do	2. When they do it	3. How they do it	4. Who they do it with

1. Involve tutors in the task distribution process.

2. The choice your tutors have over the time frame of doing tutoring activities is restricted by the Orientation Week's schedule. Involve the whole tutor team in planning the Orientation Week.

3. Set your focus on making sure your tutors understand your team's goals, what is expected of them to reach those goals, and the tutors' code of conduct. Give them freedom to work within this framework.

4. It is advised to enforce your leadership in proactively creating subteams to be able to control that the subteams are formed based on the members' knowledge, skills and abilities instead of the *nonsubstantive differences* such as *geographical background, age, gender or semester*.

Empowering your team with autonomy

Decision making
- Actively involve the tutors in the planning of all tutoring activities, from Orientation Week to Freshers' Day and possible tutor-organized events.
- Make suggestions and put them out for discussion – don't present them as a decision you've already made.
- Make sure everyone has a chance to have their ideas heard. Ask questions and challenge everyone to take part in the discussion.
- It's advised to do a recap of the decisions you've made at the end of every tutor meeting to ensure everyone is on the same page. Also make sure everyone understands **why** each decision is made and **how** it contributes to the goals of your team.
    → In a sense the head tutors' role is to provide guidance and a direction and be the person to rely on, not to tell tutors exactly what they should do

Individual autonomy vs team autonomy
- Team autonomy requires the whole team to feel they have collective freedom in carrying out tasks and making decisions → might decrease individual autonomy

Recap

- Communicate on all fronts
- Facilitate an atmosphere of trust and psychological safety
- Make decisions together and make sure everyone's opinion is taken properly into consideration
- Allow a healthy level of debate and conflict – <u>but not in front of the freshers!</u>
- Don't micromanage, but make sure your team members know what they are expected to do and that they have everything they need to do it
- Keep the focus of your team on the common goals
- Give your tutors varying tasks that give them learning opportunities and feelings of success
- Remind your team members **why** their work is important
- Give feedback
- Remember to take care of yourself and ask for help

Questions?

—

"There are no stupid questions. Stupidity is not asking."
- me, c. 2020

References

Google. Guide: Understanding team effectiveness. URL: https://rework.withgoogle.com/print/guides/5721312655835136/

Helga, the Student Union of Haaga-Helia 2019. Strategy 2020-2022. URL: https://helga.fi/en/materials/. Accessed: 4 May 2021.

Kirkman, B. & Harris T.B. 2017. 3D Team Leadership: A New Approach for Complex Teams.

Lencioni, P. 2002. The Five Dysfunctions of a Team: A Leadership Fable.

Pink, D. H. (2009). Drive: The surprising truth about what motivates us.

Ranta-aho, S. (2020). Leading a Tutor Team in the Student Union of Haaga-Helia – Helga.

Rozovsky, J. (2015). The five keys to a successful Google team. URL: https://rework.withgoogle.com/blog/five-keys-to-a-successful-google-team/

Sinek, S. (2009). Start with Why: How Great Leaders Inspire Everyone to Take Action.

Attachment 3. Helga head tutor summit thesis workshop instructions 16.3.2020

I'm doing a thesis on leading and motivating volunteers in the context of Helga tutors. The outcome of my thesis will be a leadership guide for Helga's head tutors, which will be utilized both as a presentation during the head tutor training and as a guide head tutors can look back to during their term.

In order to determine the specific problems that my thesis needs to find solutions for, I'm conducting this workshop for the current head tutors of 2020. The workshop is implemented online using **Flinga** due to the COVID-19 epidemic, which restricts the possibilities for physical contact.

What is Flinga?

Flinga is an online platform that creates a "virtual whiteboard" where participants can add different elements. This workshop will utilize "virtual post-it notes", which are created from the upper right corner of the Flinga board. Here's a picture to demonstrate:

1. Click on the colored square to open the color menu.
2. Select green.
3. Make sure "Square" is selected.
4. Type your answer to the "Message" -field.
5. Press Send / Enter.
6. Drag your "note" next to the purple "note" with the question your note gives an answer to.

Instructions for the workshop

- Open Flinga board used for the workshop here: https://flinga.fi/s/FGJWL8E
- Your task is to answer three (3) questions:

    - **What problematic situations have you faced or can think of related to leading your tutors?**
    (You can list detailed descriptions of the situation, brief explanation of the context or just key words. You can also think back to situations you experienced as a peer tutor. Just remember the anonymity of the people in question.)

    - **During the head tutor training I would have wanted more training on…**
    (What skills or knowledge you would have needed, but either wasn't included in the training or should have been discussed in more detail or more hands-on?)

    - **What are your wishes for the head tutor leadership guide?**
    (This can be anything you think would be important for the guide of the project of creating it: a topic related to the previous two questions, something you want step by step instructions for, the way things should be presented… Basically anything anything I did not specifically ask but you think I should have. Use your imagination.)

- You will have around 10 minutes to answer each question. If you are done faster you can already move to the next question, but you also might want to get back to the previous ones after a while - you might still have new ideas. Prioritise the first two questions over the third one if you are running short on time.
- You can submit as many answers as you want, but please write each individual answer on a new note.
- It doesn't matter if multiple people give same or similar answers. On the contrary, multiple same answers signal that the phenomenon is common and/or significant.
- It is still advised to read through the answers other head tutors have given, since they might refresh your memory and be inspired by what others have answered. However, for the best result only read the answers other people have given after you are out of ideas yourself.
- The questions are written down on the Flinga board on purple notes. Drag the note you created (according to the picture on the first page) next to the question it answers.
- There are no right or wrong answers. If you think whether something is important or not, put it there.
- The length of your answers can be few keywords or a long explanation.
- Discussion is advised during the workshop, but remember to add your individual answers to Flinga.
- After all questions have been answered we will have a debriefing discussion (~15 minutes) going through the answers.
- At the end of the workshop please add feedback about the workshop on the Flinga board. *Did you like the method used? Do you think the questions were relevant? Were the instructions easy to understand? Anything else you would like to comment on?* "Feedback" is found on a blue note in the bottom of the board.
- Please note that commands like ctrl+z don't work on Flinga, but the notes can be edited by clicking them, editing the text in the "Message" -field and pressing Edit / Enter.

Thank you for your co-operation. 💎

Sami Ranta-aho

Attachment 4. Categorized Answers of the Helga Head Tutor Summit Workshop 16.3.2020

Question 1. What problematic situations have you faced or can think of related to leading

Communication
Henkilökohtaiset riidat tutorryhmissä. Saako puuttua, jos kyllä miten se olisi hyvä tehdä vai täytyykö antaa vaan asian olla ja luottaa että tutorit hoitaa asian itse?
Tutors create cliques between each other and don't seem as one cohesive group
Tutor antaa fuksien ymmärtää asioita jotka eivät ole totta ja aiheuttaa ristiriitoja
Ongelma tilanne: tutor antaa omille mielipiteilleen fukseista liikaa paino arvoa
Ei ilmoita jos ei saavukkaan sovittuun paikkaan
Tutor ei vastaa viesteihin
Tutoreiden tulisi osata miettiä miten julkaisee omat mielipiteensä. Osa fukseista on välillä loukkaantunut tutoreiden huonoista kommenteista
Tutorit ei kuuntele ohjeita
Miscommunication leading to problems in understanding instructions
Tutorit kinastelevat keskenään ja eivät keskity auttamaan fukseja orientaatio viikolla
Language barriers with freshers
Tutorporukan ryhmäyttäminen – tuntuu haastavalta jos tutoreita on paljon. Toiveena olisi, että kaikki olisivat yhtä läheisiä keskenään. Keinoja?

Commitment
Tutors who don't take initiative
Vastuun jakautuminen tutorien ja tehtävien välissä epätasaista
Miten tehdä selville tutoreille että myös kaiken hauskan takana on paljon vastuuta ja oikeasti oma käytös vaikuttaa helposti moneen muuhun ihmiseen? Tuntuu että osa tahtoo vain olla mukana
Ylipäätään aktiivisuuden kanssa ongelmia, varsinkin orientaatioviikon ulkopuolisissa tapahtumissa
Tutori ei osallistu tapahtumiin eikä ole halukas kommunikoimaan
Problems that sometimes we face is tutor is lacking of interest after orientation week, and they are not that much interested knowing some of the new freshers.
Tutorit eivät ota vastuuta hoidettavista tehtävistä ja vastuualueista
Tutorit helposti vänkäävät vastuututoreille vastaan esim. aikatauluista (monelta pitää olla paikalla
Tutorit keskittyy omiin juttuihinsa orientaatioviikolla (juttelee vain keskenään jne.)
Tutors who aren't enthusiastic anymore to participate due to it being the end of their tutoring year
Tutors who rely too much on the head tutor to do certain tasks
Orientaatioviikko on pitkä, entä jos tutorit eivät jaksa olla paikalla yöhön asti? Onko
olla paikalla niin kauan kuin fukseja on?
Different level of commitment inside the tutor group, e.g. some tutors taking more responsibility

Behaviour
Tutors who have drank a bit too much while watching over the freshers during an event and I only from my freshers
Tutorilla ongelmia henkilökohtaisessa elämässä
Tutori oli juonut itsensä tilaan jossa teki jotain tyhmää fuksien nähden

Random
Not enough applicants results people who are not suitable for tutoring are elected as tutors and that
Tutorit turhan innokkaina suunnittelemassa esim. fuksiaisia. Tästä tulee ikävä fiilis sille fuksiluokan kyseinen tutor ei fuksiaisissa avusta
Tutorit tuntevat liikaa painetta fuksien "viihdyttämisestä" esim. bileissä, vaikka kyseessä ei olisi

Question 2. During the head tutor training I would have wanted more training on…

Data privacy
Ylipäätään tietosuojasta pitäis kertoa just hakemusasioissa jne. ite sain aika näpäkän viestin kun hakijoille näkyi vastaanottajat, empä ollu koskaan ajatellutkaan että pitäis tommosta miettii :D
GDPR
GDPR!
GDPR info sessio yleisesti
Mitä asioita tulisi/saa kertoa fukseille/tutoreille ja mitä TÄYTYY pitää omana tietonaan? Esim. Onko kuinka monta tutorhakemusta on saapunut?

Internal relations within the tutor team
How to make the shift from being one of tutors to being the head tutor?
Kuuluuko vastuututorin puuttua kaikkiin tutorporukkaa koskeviin asioihin/erimielisyyksiin tms?
How to set urself in to an authority role? Some of my tutors don't take me so seriously
How to create a better group dynamic between the new and old tutors?
Miten mitää auktoriteetti, sillä suurin osa tutoreista on hyviä ystäviä ja koen että he eivät
What to do when your freshman don't want to listen to the tutors? Regarding own drinks in bars, to the group, not trusting their authority
Vastuututorin ja tutorien tehtävien erot? Saako vastuututor jättäytyä pois orientaatioviikon olla myös fuksiluokan tutor?

Practical arrangements
Käytännön järjestelyt: kaikki mahdolliset tapahtumat (esim. tutorgala), tutorhaun ajankohta, kojon / opojen kanssa
Orientaatioviikolla esim. luokkavaraukset
What were the main tasks/duriries of the head tutor?
Käytännön järjestelyistä – niistä ei ole puhuttu juuri lainkaan koulutuksissa
Käytännön järjestelyt joo jäänyt vähän taka-alalle.
Olisiko hyvä pitää ylimääräisiä kokouksia uuden tutorporukan kesken, jossa juteltaisiin siitä mitä saa sanoa? Ns. leirin kertaus?

Conflict situations
Miten toimia tilanteessa missä on kuullut vanhan tutorin olleen epäasiallinen fuksia kohtaan?
How to support different personalities even if personalities clash and tutors might disagree, how to

Question 3. What are your wishes for the head tutor leadership guide?

Practical issues
GDPR
Headtutor guidelines, eli säännöt jne.
FAQ
Erilaisten leikkien/pelejen sääntöjä, jotka parantavat yhteishenkeä
Niitä käytännön ohjeita mistä puhuttiin kohdassa 2
Guide for exchange tutor and exchange student
Kuinka hyödyntää KÄYTÄNNÖSSÄ koulutuksissa saatua tietoa
Olisi myös joku keventävä muista pitää itsestäsi huolta, samalla kun kaikista muistakin-juttu! Tääkin olla henkisesti raskasta varsinkin kun uusia tutoreita valitaan jne!

Tutor selection
Paras tapa ilmoittaa tutoriksi hakeneelle, ettei tullut valituksi?
Selkeitä ohjeita tilanteisiin mitä voi tulla vastaan, esimerkiksi vastuututorit ovat täysin eri kannalla uudesta tutorista. Miten tällainen saadaan ratkaistua?
Eettisyys esim. rekrytoinnissa. Tulisiko porukan luomisessa ottaa huomioon sukupuolijakaumaa
Rekrytointiin enemmän apuja, oli tosi vaikeaa karsia hyvistä hakijoista pois.

Leadership
What to take into account when a tutor goes on exchange or an applicant will be going on exchange
How to lead people with very different skills, motivation, abilities and personalities
Tiiminjohtamistaitoja, keinoja juuri siihen motivointiin jne.
Tutorporukan motivointi & yhtenäistäminen! Keinoja?
Tips on creating a better group dynamic
Vinkkejä motivointiin kaivataan täälläkin!

Feedback
Toivottavasti sait paljon irti, vaikka itse ei keskittyminen ollut huipussa kun Koronatiedotustilaisuus
Definitely related to the current situations
Kiva tehtävä ja toivottavasti me myös nykyiset vastuututorit saadaan näihin ongelmiin ratkaisuja! 😊
Can't wait to see the finished product 😊 good luck on it
Hyvät ohjeet ja tekemisen iloa
Hyvin toimi 😊 kiva tehtävä ja toivottavasti oltiin hyödyksi. Olisi myös hienoa saada tämä mikäli uusi vastuututor kaipaa neuvoja vielä myöhemmin tms.
Liked the method that was used, very interesting and engaging
Kiva ja erilainen juttu mitä pääsi taas kokeilemaan 😊 hyvät ohjeet myöskin helpotti tekemistä, tsemppiä myöskin materiaalin työstämiseen