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#TX or Team Experience Design - Catalysing Team Work with Design Thinking

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2019 Laurea



Laurea University of Applied Sciences

**#TX or Team Experience Design -
Catalysing Team Work with
Design Thinking**

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Degree Programme in
Service Innovation and Design

Master's Thesis
January, 2019

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Work with Design Thinking**

Year	2019	Pages	137
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Working in teams and team performance will continue rising in importance in the management agenda as there is a growing need to join diversity of skills and thinking in a fruitful way to deliver solutions. The accelerated speed of development in business and society calls for responsive and adaptable decision making; autonomous structures emerge. The purpose of this research project is to contribute to answering those challenges by team building or team experience design. The objective is to generate insight into team building opportunities and potential solutions in hypothetical case or situational contexts chosen on the basis of their relevance and topicality. These contexts are cognitively diverse teams, teams growing into autonomy and teams with members from different organisation cultures as a result of merger or cross-organisational project.

The study explores the theoretical and experiential knowledge on what opportunities exist in order to catalyse collaboration of a diversified team in different phases of its journey and being either centrally led or autonomous. The primary aim of the design project is to develop pragmatic team work catalysing tools and insight into design principles for them. The study leans on the theoretical base of team research with focus in team development and performance models and extended with relevant theory on employee experience, leadership, self-organisation, leading diversity and systems thinking. The secondary aim is to experiment with design thinking in a rather novel field of leadership and human resources development. The methodological approach chosen is a qualitative case study using service design framework and methods.

Innovation opportunities, practical implications and ideas of potential solutions were induced from the theoretical and empirical data into team building design principles to feed the elaboration of practical tools. A toolkit was created including preliminary concepts and tools and categorized based on the desired team outcome and hypothetical team journey phase. 'Team Building as a Service' model was reflected upon against the theory base and interviews of informants in organisations implementing autonomy. The methods of service design were applied with modifications. Many valuable further research areas were identified during the study; such as the intentional selection of diverse team members to build creative teams or how to design coaching services to support transformation into an autonomous team.

The findings may interest persons developing teams such as team leads and supervisors or parties building cross-organisational temporary teams or change agent teams when the organisation is transforming as a result of a major change such as a merger or a decision to build autonomy into the organisation.

Keywords: team building, leadership, diversity, self-organised team

Katja Kaihua

**#TX Tiimikokemuksen design - tiimityön katalysointi
muotoiluajattelulla**

Year	2019	Pages	137
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Tiimityöskentely ja tiimin tuloksellisuus tulevat nousemaan edelleen johdon asialistalla, sillä tarve yhdistää hedelmällisellä tavalla moninaiset taidot ja ajattelu ratkaisujen synnyttämiseksi kasvaa. Liike-elämän ja yhteiskunnan kiihtyvä kehitysvauhti edellyttää responsiivista ja mukautuvaa päätöksentekoa; autonomisia rakenteita alkaa ilmaantua. Tämän tutkimusprojektin tarkoitus on antaa panoksensa näihin haasteisiin vastaamisessa tiimiytämisen tai tiimikokemuksen suunnittelun avulla. Tavoite on saada aikaan oivalluksia tiimiytämiseen avautuvista tilaisuuksista ja mahdollisista ratkaisuista hypoteettisissa ja tilannesidonnoissa tapauskonteksteissa, jotka on valittu niiden relevanttiuden sekä ajankohtaisuuden vuoksi. Näitä tapauskonteksteja ovat kognitiivisesti diversifioituneet tiimit, tiimit jotka ovat kasvamassa autonomisiksi ja tiimit joissa on jäseniä erilaisista organisaatiokulttuureista fuusion tai organisaatorajat ylittävän hankkeen käynnistämisen seurauksena.

Opinnäytetyö tutkii teoreettiseen ja kokemusperäiseen tietoon pohjautuen mitä mahdollisuuksia on olemassa diversifioituneen tiimin yhteistyön katalysoimiseksi tiimin elinkaaren eri vaiheissa sekä huomioiden tiimin keskitetty johtaminen tai autonomisuus. Tutkimusprojektin ensisijainen tavoite on kehittää pragmaattisia tiimityön katalysoinnin välineitä sekä oivaltaa tiimityön kehittämisen suunnitteluperiaatteita. Tutkimus nojautuu teoriakatsauksen osalta tiimin kehittämisen ja tuloksellisuuden malleihin; laajentuen relevanttiin tutkimukseen työntekijäkokemuksen, johtajuuden, itseohjautuvuuden, moninaisuuden johtamisen sekä systeemijatteluun osalta. Tutkimuksen toissijainen tavoite on kokeilla muotoiluajattelua verrattain uudella alueella, johtamisessa ja henkilöstön kehittämisessä. Metodologiaksi on valittu kvalitatiivinen tapaustutkimus käyttäen palvelumuotoilun viitekehystä sekä työvälineitä.

Teoriasta ja empiirisestä aineistosta identifioitiin innovaatiomahdollisuuksia, käytännön sovellutuksia sekä potentiaalisia ratkaisuideoita; johdettiin tiimiytämisen suunnitteluperiaatteita ja käytettiin edellä mainittuja syötteenä käytännön työkalujen muodostamiseen. Alustavista konsepteista ja välineistä muodostettiin työkalupakki, joka ryhmiteltiin haluttuun tiimin lopputulemaan ja hypoteettiseen tiimipolun vaiheeseen perustuen. 'Team Building as a Service' -mallia reflektointiin teoriataustaa vasten sekä autonomiaa soveltavia organisaatioita edustavien informanttien haastatteluihin pohjautuen. Palvelumuotoilun työvälineistöä sovellettiin modifioiden välineitä. Tutkimuksen aikana tunnistettiin useita arvokkaita jatkotutkimuksen kohteita, kuten esimerkiksi tietoinen diversifioituneen tiimin jäsenten valinta luovan tiimin muodostamiseksi taikka valmennuspalveluiden suunnittelu autonomiseksi transformoitavalle tiimille.

Tutkimuksen tulokset voivat kiinnostaa tiimin ohjaamisen ja kehittämisen kanssa työskenteleviä kuten tiiminvetäjiä, esimiehiä sekä tahoja, jotka rakentavat organisaatorajat ylittäviä tilapäisiä tiimejä tai muutosagenttitiimejä tilanteessa, jossa organisaatio on transformaatioissa ison muutoksen kuten yhdistymisen tai autonomian kasvattamisen päätöksen vuoksi.

Avainsanat: tiimiytäminen, johtajuus, moninaisuus/diversiteetti, itseohjautuva tiimi

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1 Introduction

1.1 Background

Working in teams is currently experiencing a revival parallel with still present individualistic orientations that have characterized development of western societies for several decades. It is receiving new academic interest as the world we live in is becoming ever more complex and challenging to foresee. Consequently, there is a need to join diversity of skills and thinking in a fruitful way to solve problems with reacting rapidly and also to take on the challenges of the so called wicked problems.

A well-known team researcher Katzenbach (1993, 12) had the same doubt as what partially inspired this research and it is claimed his 25 years old take on the matter still applies: *“Many people simply do not apply what they already know about teams in any disciplined way, and thereby miss the team performance potential before them.”* He pointed out the team structure’s potential in enhancing change in the organisation and in surpassing silos by energizing processes across organisational boundaries. The challenge that organising in teams still faced according to him was the strong idea of individual accountability and perceived risk of trusting others. Thoughts based in these very similar themes have been popularized in recent top novel reads of leadership for example by General McChrystal dealing with the war on terrorism that led to significant organisational and cultural transformation of the US special forces.

Focus on employee experience on its part has risen as a trend in the human resources’ domain during recent years. A leading management consultancy Deloitte stated in their HR trend survey for 2017 that strong employee experience is a prerequisite for strong customer experience and furthermore observed that *“...as organisations shift to a networked, team-based structure, the employee experience becomes both more important and more complex...only 14 percent of companies believe their internal processes for collaboration and decision making are working well...”*. Jacob Morgan, an apostle of future work and researcher of employee experience, also speaks for giving up old work approaches and redesigning with employee in focus in order to achieve business impact (2017a, 268).

Inspired and fuelled also perhaps by the agile start-up scene that started around the millennium, teamwork truly seems to be experiencing a renaissance. Corporation giants are looking into revealing the secrets of teams as well; Google recently vastly studied the common denominator behind successful teams and has announced partnership with Cisco on building integrated collaboration solutions for virtual teams last summer.

Searching Harvard Business Review with inclusive leadership produces seven publication results for last 1,5 years. In the most recent one from September 2018, Deloitte’s Principal and Chief Inclusion Officer Dr. Cooper stresses how imperative inclusiveness - being able to bring

our authentic selves to work - is for retention of workforce; 80 percent of research respondents considered inclusiveness important when choosing their employer. Inclusiveness is a rising 'ism' in today's leadership; leading diversity intentionally and successfully, allowing recognizing and challenging the majority driven norms or ways of thinking. Including all the members of a given society or group into the decision-making processes and shaping of the shared future is also in the core of successful teamwork. Inclusive leadership should be supported in teams or developed as their internal core capability.

A major current of 'servitization' is occurring in diverse industries regarding business model transformation. This approach related to service-dominant logic thinking focuses on value co-creation together with customers or other key actors involved and its presumption that everything is basically about exchanging services or value has reached the area of organisation development and HR processes as well. This manifests in the form of intentional culture and employee experience design or restructuring some formerly inbuilt processes such as leadership or administrative processes into an internal or externalized service offering targeted for personnel and also teams. Today there already are professionals who call themselves leadership designers. Exchange of value and modelling it could be taken to the context of teams as well. This research is an attempt to contribute to that by applying design thinking and service design methods into designing services for supporting team experience.

1.2 Development trends

Speed of change in business and working life is accelerating as the context is turbulent and growing in complexity. A demand for rapid cycles of development regarding new concepts and services exists. Ability to work collaboratively in diverse teams each composing of a multitude of different personalities, skill sets, abilities and thinking styles is essential for resolving problems and developing sustainable new services and solutions. The focus in measuring results and progress will be shifting from individual performance to that of teams. General McChrystal mentions in his best-seller *Team of Teams* that a survey of hundred leading companies by Work in America found 95% of respondents ranking "*teamwork: creating and sustaining team-based organisations*" as the most valuable research topic for their organisations (2015, 125).

Supportive tools are needed for team leaders and autonomous teams. Today's employees very likely work in some type of a team. Self-managed teams are on the rise; in the US 72% of top 1000 companies used self-managed teams already in 2000, compared with 28% in 1987 (Lawler and Finegold 2000, cited in DeOrtentiis et al. 2013). Team performance will continue receiving increased attention in the future. This will stress the need to further optimize team performance and to catalyse teams to reach productive phase rapidly.

Deloitte sees technology as transforming jobs more into highly cognitive non-routine work in a context of growing diversity and complexity. The research on this suggests that more than

30% of the new high-paying jobs will be social and human in nature; indicating a demand for a mix of technical knowledge and cognitive social skills; being team work oriented and able to communicate effectively (2017, 6). Deloitte has addressed during the last few years the importance of team-centricity for organisations in their global human capital trends report. In 2018 report the demand for change is said to reach the C-suite and expected to accelerate, as team structures are seen to be an effective and adaptive solution for complex environments. They suggest executives to run and inspire their organisations as agile networks composing of cross-functional teams and to cross-collaborate in the CxO level. Collaboration in C-suite indicates a growth rate of 10% or more. The need for collaboration in the highest level was referred to as the most important trend in the research, 85% of respondents ranking it as very important or important (2018, 17). The trend of structuring a network of teams has been continuing for a while both inside the organisations and between them, in the form of networks and ecosystems, and reaching even public institutions. (Deloitte 2018, 19).

Developing and nurturing a good employee experience has been rather recently recognized as a potential key factor for successful organisations and businesses. Designing employee experience and intentionally crafting the organisation's culture will be part of HR's main areas of responsibility in the forefront organisations. Team experience can be considered as part of this new area of evolving knowledge of employee experience design in the HR. The need to support teams with for example learning enforcement or facilitative services may also exist in other, boundary-crossing contexts such as cooperative networks that are growing in importance as a means to deliver outputs. In the latter context, the team may not have a clear leadership role assigned to any of the stakeholder parties involved and thus it may need tools, consultancy or outside help to establish practices for shared leadership and its maintenance.

Organisations, whether established in their domain or start-ups, form cultures. Culture has a strong influence to everyday activity. As Peter Drucker's probably most cited quote says, culture eats strategy for breakfast. And as referred to earlier, the speed of change has accelerated in business development. Organisations fuse with each other, make consortiums or alliances to compete, work tighter together to renew and innovate. In these transitional integration phases, new teams are formed with people from different organisation cultures with diverse team personalities and drivers that motivate them. Both teams with appointed leaders and teams that are expected to be self-organised, may need support to leap the inertia phase in the beginning and potential dysfunctionalities in the later phases of their path.

In the current complexity characterized by wicked global problems, leading diversity or multiplicity consciously is needed to leverage the knowledge, creativity and personal strengths of all. This research supports Ajanko's thoughts on how leading diversity is crucial also in the Finnish, rather homogenous context (2016, 33) in order not to homogenize the decision-making and upper echelons of organisations even further.

1.3 Research and development objectives

The intention of this design research project is to gather information and generate insight into team building challenges and as experienced by persons in charge of organisation development and team leaders. As this is also a practical design project, the *main purpose is to develop team work catalysing tools* that support team building and are either based on selected related frameworks from theory research, adapted from current service offering or further developed from these together with insights gained from analysing informant interviews and output from workshops with stakeholders representing variety of perspectives.

This study attempts to answer primarily the question of *how to catalyze collaboration of a diversified team in different phases of its journey and with different contextual set-ups regarding the team's autonomy and organisation (RQ1)*.

The secondary research question deals with the impact and applicability of using service design as a development approach in the context of organisational design and HR. *Can design thinking help in developing team collaboration and can service design methods be implemented when designing changes to organisation design? (RQ2)*

The outcome at the beginning stage of the design process was estimated to be a toolkit for catalysing teamwork at its beginning. Later the focus extended into maintaining the team functional during its lifetime and in transition phases such as adopting new members or when the team is built from two different organisation cultures.

To the perception and experience of the author of the thesis, a group composing of members not having worked together as a group before needs to intentionally be built-up in the beginning and also as a continuous effort in contexts where it is a real team sharing a common goal towards which they have to join their efforts. Good collaboration is assumed as a pretext for succeeding in the delivery of results. These situations can exist in the contexts of:

- Corporations where a team is temporarily assigned and members have been chosen from different organisational units to deliver a certain goal or project. This context of temporary development projects is growing in relevancy to the perception of the author of the thesis based on following up the media and how organisations are adopting co-creation practices of service design as part of their business development.
- Early phase start-ups where operations are quickly expanding and newly recruited members are stepping into key roles in the start-up team; facing the challenge of proving to be a superior team in the eyes of funding partners. This is the perception of the author of the thesis based on following up media and social media groups.

- Networks of freelancers or entrepreneurs which deliver services or solutions together to a customer. This is an assumption of the author of the thesis based on following up discussions on trends of future work and the development of entrepreneur networks in Finland.
- Cross-organisational development project initiatives or trials where the team constellation is provisional and members from different organisations. This context is growing in relevancy for example in public sector service development, as multi-deliverer projects in ICT consulting sector and in collaboration between corporations and start-ups. This is the perception of the author of the thesis based on her sparring discussions and following up media and social media groups.
- Organisations that are experiencing a merger, integrating two organisation cultures and as part of it restructuring key teams responsible for delivering the intended synergy benefits and creating new shared company culture. Author of the thesis assumes this context as growing in importance due to continuously occurring reorganisations and also based on her discussions with stakeholders.

The focus regarding above mentioned contexts will be in the last two mentioned. The selection was done on the basis of discussions with experts in the planning phase of the research; start-up context and freelancer context were eliminated due to their perceived minor relevancy. The chosen case contexts will be further described in the next chapter.

This study and its findings may generate interest in cross-organisational project contexts and in organisations facing transitional phases where teams serve “in the forefront” as the change agents.

Methodological approach chosen is a qualitative case study using service design framework and methods.

1.4 Contexts of development in this study

There are three different contexts for which this research project aims to provide help either in the form of design principles, preliminary concepts of team building or insights of further research or development activities.

Autonomous organisation

The currently hyped context is that of an organisation intending to grow their teams autonomous and the whole organisation as self-organised in the longer term, meaning there is no middle management or team leads but the team itself is responsible for steering its work.

This is a generic context for development in this research project. All the organisations interviewed and representing software industry were in this path already.

Integration

One stakeholder organisation was going through transitional phase as two established organisations joined their operations and service offering. Units mixed from the personnel of both organisations were formed. Tools to catalyse these teams and improve their functionality in the beginning might be of help for supervisors, the team itself and the development of a new organisation culture. The notion of a team in this context is loosely defined compared to the theoretical background of the study. It can be for example an organisational unit or a temporary project team.

Service design for developing organisation design

This context is about exploring organisation development with design thinking mindset and service design tools in the aim of generating ideas on how to conceptualize service offering and on how to adjust service design methods to better fit the development challenge.

An approach of diversified contexts was chosen as the thesis author anticipated and experienced challenges in attempting to tie resources of a single organisation to this development project of personal interest with loosely defined outcome during an economic upturn.

1.5 Structure of the thesis

The illustration below summarizes the thesis outline.



Figure 1: Thesis outline

In the first chapter the background, development of study related context and the focus of the research was introduced.

In the second chapter the relevant substance theories and literature will be reviewed to establish context for the exploration of development needs in the chosen problem areas and to feed ideation of concepts or validate existing concepts.

The third chapter introduces the general research approach, service design research framework and the selected methods used in this study.

Findings and results of the study will be elaborated in the fourth chapter and the conclusions with delimitations and recommendations for further studies are laid out in the fifth chapter.

2 Theories on teams and related leadership and organisation design theories

There exists a plethora of studies on teams and across many fields of research. The development of a team has been approached from linear stage model's point of view, its operating from simplified input-process-output model's type of thinking and more recently, from the perspective of system intelligence seeing team as a complex, adaptive system. Leadership is a highly relevant perspective to teams as well, as organizing teamwork is experiencing transformation from centrally led teams into teams with decentralized and emerging, distributed leadership. Considering the rising trend of autonomous teams, philosophies such as Teal have emerged categorizing organisation models evolved over time while Teal itself represents the currently most evolved organisation model enforcing leadership approaches such as coaching

and autonomous team based structures. Equally regarding organisation's development as a whole, the novel concept of employee experience is of interest. Adjusting employee experience with the consideration of the unit of focus being a team instead of an individual is seen as bringing valuable perspective to this study. In the individual's level, theories on personality types and consequent models build the base for awareness and understanding of diversity in order to manage it consciously.

Thus, the relevant substance theories for this research arise from research fields of organisational development and behaviour, leadership, group dynamics, psychology and system theories. The following mind-map illustration depicts themes picked from the relevant research; the most relevant ones being represented with pink color.

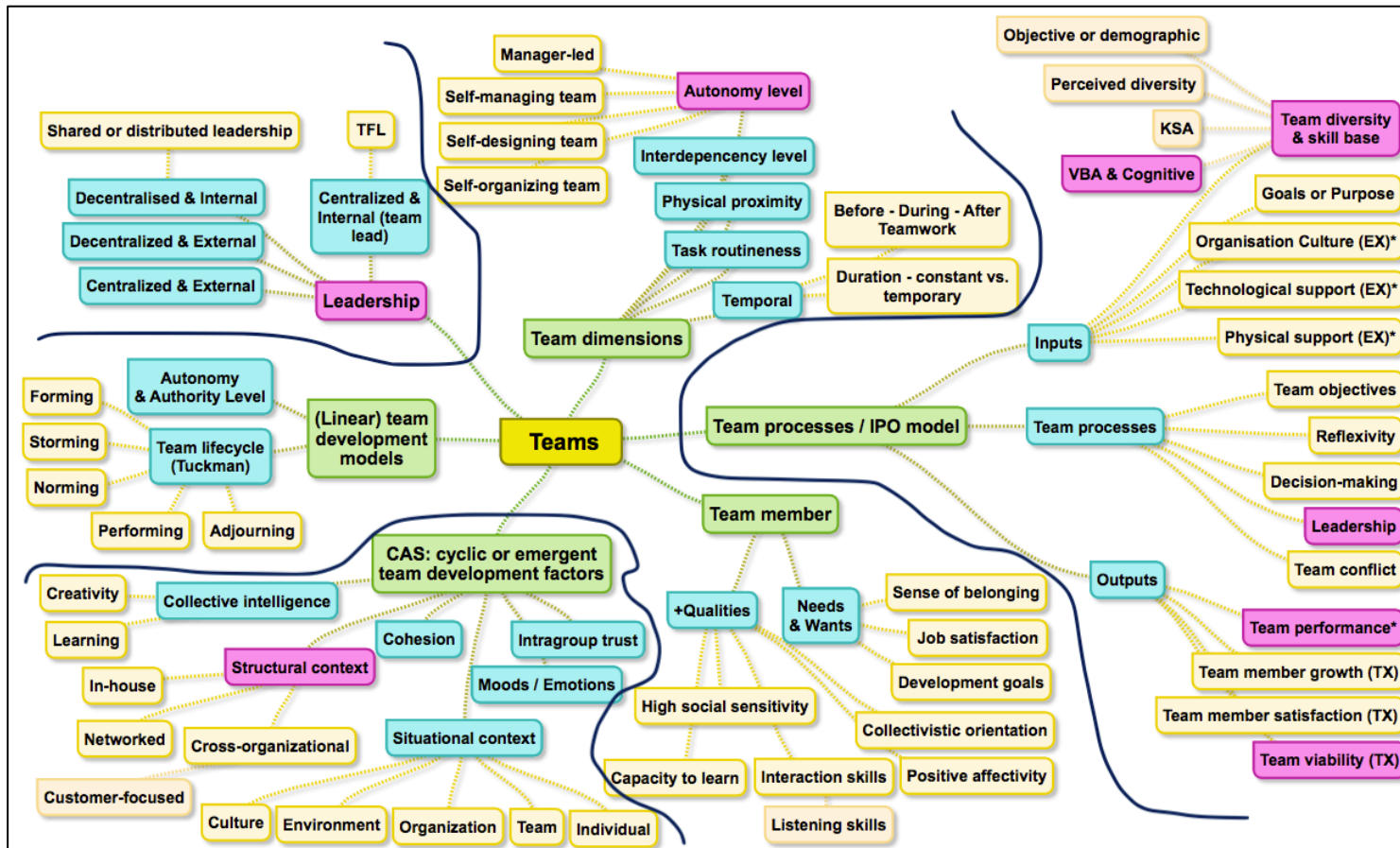


Figure 2: Mind map of substance theories

Abbreviations used: EX = employee experience, KSA = knowledge, skills and abilities, VBA = values, beliefs and attitudes, TX = team experience

Regarding IPO (input-process-output) model of teams, considered variables or themes in this research and in the model's three stages are value, belief and attitude -based diversity (input), leadership (process) and team performance and team experience or viability (output).

When regarding team as a complex and adaptive system (CAS), the highlighted perspective is that of structural context; whether team is an in-house structured team or unit, cross-organisational team or team composing of members from different organisations (networked).

Leadership and autonomy level are intertwined perspectives into team and team building; desired autonomy level as a team dimension impacts how leadership is organised or emerges.

2.1 Teamwork and its evolution

Team definitions

As opposed to team, a *working group* relies primarily on the individual contributions of its members for group performance. There is no significant incremental performance need or opportunity that would require it to become a team. The members interact primarily to share information, best practices, or perspectives and to make decisions to help each individual perform within his or her area of responsibility. Katzenbach borders this definition with the notion that "*if performance aspirations can be met thru individuals doing their job well, working group approach is more comfortable, less risky, less disruptive than trying to achieve team performance levels*". (Katzenbach 1993, 87-89)

Team again is a small number of people with complementary skills who are committed to a common purpose, performance goals, and approach for which they hold themselves mutually accountable (Katzenbach 1993, 41). Approach here refers to the social structures and processes to advance the shared work. Hackman's construct of a real team similarly differentiates between a team and a working group, the latter being referred to as co-acting group. The first basis for organizing work to a team instead of a co-acting group or an individual is for it to be interdependent work in nature and resulting in collective outcome. (2002, 41-60)

Kozlowski and Ilgen (2006, 79) define team based on an extensive review of research more specifically as "*(a) two or more individuals who (b) socially interact (face-to-face or, increasingly, virtually); (c) possess one or more common goals; (d) are brought together to perform organisationally relevant tasks; (e) exhibit interdependencies with respect to workflow, goals, and outcomes; (f) have different roles and responsibilities; and (g) are together embedded in an encompassing organisational system, with boundaries and linkages to the broader system context and task environment*".

Kaltenecker and Hundermark (2014) discuss the definition of a *team in the context of self-*

organisation, Agile Manifesto and Peter Drucker's thoughts on leadership. Their definition of a team brings forth in addition to the previously described a compelling mission, possession of authority to self-manage within its boundaries and being characterized by stability over some reasonable period of time. They distinguish four core functions for any unit in organisations that apply also for teams: setting directions for the team i.e. organisational objectives; designing the performing unit (organisation of resources, working methods, support); monitoring and managing the progress; and executing the work.

The second basis for a team according to Hackman (2002, 41-60), as well as mentioned by Kozlowski and Ilgen (2006), is its boundaries; who are the members, what are their specific roles and the norms of conduct. Situations where team is unbounded the membership is very loose or at worst uncertain and results in lack of strategy to implement the team's mission. In the case of over-boundedness, the team becomes isolated in itself and does no longer respond to changes in its environment. Hackman refers to temporary teams as sand-dune teams. In that case for the team to work efficiently, clear boundaries are needed but with moderate permeability to enable flexibility.

The third basis of a team referring to Hackman's elaboration on authority level of a team was briefly described earlier. It is worth noting that he too advocates the diverse authority functions to be defined and assigned in an explicit way. More autonomous teams can according to him become a "*self-correcting and renewable collective resource*" (2002, 54).

The fourth basis is team's stability over time regarding members; the more stable the team is, the better it performs as the members are familiar with each other and the team has created an integrative shared mental model of the situation instead of individual models (Hackman 2002, 55). All these foundations of a real team are prerequisites for other performance-enhancing factors that Hackman suggests, including setting directions, creating team structure, designing support for team work including coaching support. (Hackman 2002, 60)

Team in this research context is defined in a loose manner, referring to a group of people working together towards a shared high-level objective to the degree that they are somewhat dependent on each other in order to complete the tasks needed to achieve the objectives. The team can also be cross-organisational, a context which is not prevalent in the research literature. The team definitions offer in themselves already principles for consciously designing teams for greater team experience.

Purpose of a team

According to Katzenbach and Smith (1993, 45-49) a team's purpose is tightly linked to its performance goals. Team needs to have a shared understanding of their direction and do this

“purposing” activity regularly. Performance goals should create clarity of the direction, enable attainability and thus enable building commitment.

Committing to a common approach translates into how the team is going to accomplish their purpose by working together; including economic, administrative and social aspects. The economic and administrative aspects refer to how team delegates the work and skill development to be done, what are practices for decision making and scheduling, working together. It is claimed that social roles of each team member evolve over a longer period of time and are situation dependent; such as leadership related roles. Mutual accountability or team accountability leading to trust and commitment evolves parallel to the team’s purpose and approach. (Katzenbach & Smith, 52-56)

A Finnish work life psychologist Aku Kopakkala (2011, 18) argues that research literature on teams is too often based on the perception in which people exist for working life instead of the other way around. This focus might be due to cultural differences between career oriented North America where a lot of work-group based research has been made as opposed to Nordic countries with a tendency for balance between work and private time. Nevertheless, Kopakkala makes a point in that in addition to the team’s official purpose for what it has been established for and for what its performance is measured against, its other very important purpose is social. This social purpose is borne from humans’ natural inclination to interact and have a sense of belonging, to feel appreciated as a member of community, and to experience joy and meaningfulness. Job satisfaction and holistic wellbeing of team members is a remarkable asset for a functioning team.

Kopakkala (2011, 32) also brings forth that in the postmodern work life individuality is in a high level and thus establishing a sense of community or trust is challenging as everything is in constant change. Could this be the opportunity for teamwork - as temporary and shared safe havens or home bases in the midst of constant changes?

On the development of groups

Kopakkala (2011, 44) distinguishes theories regarding development of a group into those based on linearity and those based on cyclic development. One of the most popular linear theories he briefly presents is that of Bruce Tuckman published in 1965. Kozlowski (1999, cited in Kozlowski & Ilgen 2006, 106) claims this model with effectiveness and performance dimensions still represents the elements of the different stages of a group’s development. See below in figure 3 the illustration of this stage model.

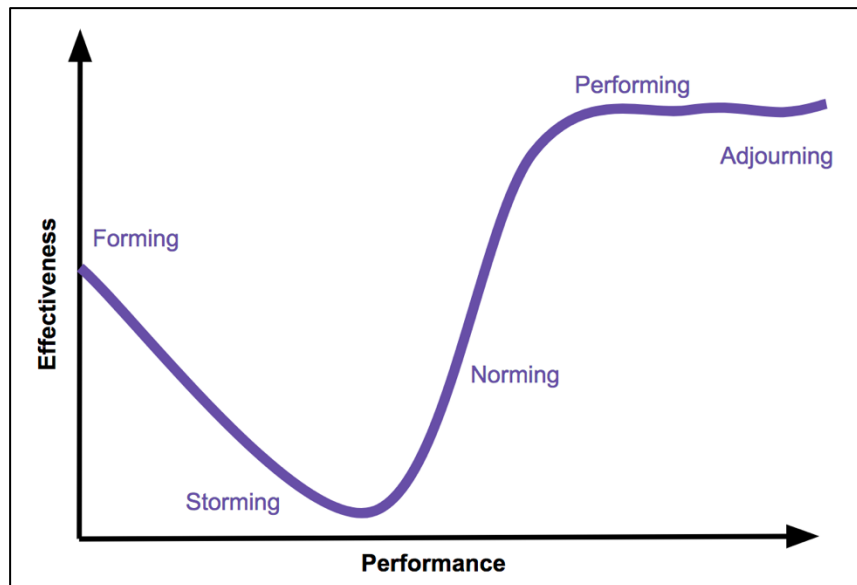


Figure 3: Development of Groups (Tuckman 1965)

Forming is the stage where group members search for their purpose, their role, their shared group rules and where dependency on the leader is high if there is a named leader to the group. Storming is the phase where individuality is still in high level and conflicts common; subgroups may emerge as achieving consensus is challenging. Norming is the phase where sense of belonging is born, diversity is accepted and cooperation gradually evolves via norms set together for interactions (Kozlowski 1999, cited in Kozlowski & Ilgen 2006, 106). There is a tendency to avoid conflicts nevertheless at this stage. In the next phase of performing the group performs well towards its goal and is creative, also in solving conflicts which are no longer avoided. The group operates on the basis of mutual accountability. Tuckman later added one final stage of adjourning where the group concludes its existence (Kopakkala 2011, 49-51). Ilgen, Hollenbeck, Johnson and Jundt (2005) observed that finishing processes have not been addressed in the empirical research even though this phase is represented in theoretical models.

Kopakkala points out, as did Katzenbach (1993), that development of each team is unique. The development faces are not linear but cyclical in nature, the team can progress and stagnate back to earlier cycles in its development (2011, 58).

Autonomous teams trending in organisational development

Times are changing and Taylorism as a rational efficiency and growth seeking paradigm seems no longer answer the wicked problems of today, such as scarcity of natural resources or growing social inequality. Consequently, Kostamo foresees self-organisation becoming a prevailing approach due to the three following drivers; change of business environment into a complex

and rapidly changing one, abolishment of routine work evolving parallel with growing need for expert work and independent decision making and finally, decentralized structures being enabled with modern technology. The current leadership research also questions the tendency to put the leader into the center of focus and subordinates to the side. (Kostamo 2017, 102, 107)

Self-organisation happens in organisational or group level where the structure and practices form and iteratively develop or change adapting to the situation. Kostamo (2017, 80) distinguishes two schools of thought on the dimension of control-freedom; the currently prevalent "systems-control" approach aiming towards strong administrative control and the more recently ground-gaining "process-relational" approach where investing in efforts to achieve total control is not seen as producing the desired result. The latter approach according to early 20th century management thinker Mary Follett favors collaboration through which individuals can express their potential using power together with others and adapting their needs mutually (Wren 2005, cited in Kostamo 2017, 90).

Paju (2017, 44) defines self-organisation as a feature of a complex and adaptive system which is influenced by the system's actors and the rules related to the interaction between these actors. This system is not chaotic as often presumed but it functions according to explicit and implicit guidance. Explicit refers to processes, protocols, incentives and implicit refers to organisational culture, shared values and unconscious patterns of behavior. He further discusses the foundations of self-organisation where reduced control structure enables flexible operations and decision making, leading to dynamic organisational behaviour. Openness in the flow of information can generate new and innovative combinations of information which both enhances collective learning in the organisation and can ultimately lead to new business opportunities. He claims that self-organisation cannot be controlled as a process but enabling structures can be established. He also claims that the currently critical capabilities of adaptation and renewal can be retrieved with self-organisation. (Paju 2017, 44-48)

Parker, Holesgrove and Pathak (2015, 118) suggest agile or authentic leadership where management adapts to provide direction and simple rules, encouraging feedback, adaptation and collaboration. They bring forth having sufficient time to train, coach and supervise newly formed self-organised teams and using peer evaluations and rotating leadership roles to enhance sharing task load and collaboration (Herre, 2010, cited in Parker et al., 123).

The four core functions of a team introduced in chapter 2.1.1 (setting directions for the team; designing the performing unit; monitoring and managing the progress; executing the work) mapped with authority dimension (i.e. whether the responsibility for functions is in the team or management) have been induced into a continuum of self-organisation (Kaltenecker and Hundermark 2014). In the first level, the team is manager led and team members exercise only the authority of task execution. These types of teams are typical expert groups. In

the next level the self-managing team is in charge of managing their progress, example of this being a Kanban team. Third level of self-designing teams *“give members the authority to modify the design of their team and/or aspects of the organisational context in which they operate. Most real management teams are in this position as well as some Scrum teams especially when Lean/Agile is scaled”*. The highest level of self-organisation is represented by self-governing teams that have responsibility for all four core functions, typically being represented by corporate boards of directors, worker cooperatives or start-ups. (Hackman 2002, cited in Kaltenecker and Hundermark 2014)

In brief, a self-organizing team is a group of people working towards a shared goal and by means they define together whereas a self-managed team would be subordinate to externally defined working methods.

Teal organisations

When exploring the theme of autonomy, Teal movement is one of recent developments strongly advocating for self-management of individuals and self-organisation of groups.

The concept of a Teal organisation was developed by Frederic Laloux in his management book *Reinventing Organisations* first published in 2014, based on three years of research on pioneering organisations. Different organisation models evolved over a long period of time are characterized by different colors. The book and the author are currently inspiring a global movement in renewing management paradigms as known today towards a more conscious organisation model based on the Teal evolutionary worldview that may provide answers to the yearning for meaningfulness in the individual and communal level.

Teal organisation is described as a living system operating in a sense-and-respond mode versus the family metaphor or machine metaphor of current day organisations; the latter of which operates in contrast in predict-and-control mode. Teal is characterized by three breakthroughs that challenge the current management; self-management, wholeness and evolutionary purpose. An organisation can start practicing one dimension at the time; such as adopting distributed authority and collective intelligence. (Laloux 2016, 54-55) Distributing authority is seen as inevitable due to the scarcity of time available for preparing decisions in the top and contemporary complexity of context (Laloux 2016, 59). Instead of a power hierarchy, natural or spontaneous hierarchies develop - based on recognition, influence and skill. Mechanisms such as advice process exist to channel decisions and resources for the most suitable persons. (Laloux 2016, 54-55, 59, 78).

The community has developed practices into an open wiki platform and has a dedicated wiki page for Team and Community Building. It offers suggestions on how to strengthen the relationships between team members and to generate appreciation of the collective

consciousness of a group. The approach to tensions occurring in the group is to solve them "at the heart of the team" and team building is regarded as part of everyday work instead of rare interventions taking place outside the office. In order to develop the collective intelligence, reflective practices in group are encouraged. Conflict resolution is considered as an essential skill; thus, it is suggested the teams and new members are trained at this and as a practical implication, facilitation is used in conflict discussions in order to create a safe space. There is also a lot of practical advice on how to interact and communicate with others and these ground rules are encouraged to be taken into written form. (Reinventing organisations 2018.)

Team building

Salas, Rozell, Mullen and Driskell (1999, 314) utilized a previously defined concept of team building in their research on its impact on team performance as composing of four components; goal setting, interpersonal relations, problem solving and role clarification. Goal setting in the context of team building refers to the team being involved in action planning on how to achieve their goal. Interpersonal relations as an intervention aims at raising team work skills such as communication and trust in one another. Problem solving as team building exposes team to plan, implement and evaluate solutions. Role clarification as an intervention increases understanding and communication in the team on its members' respective roles and duties. Salas et al. at that time found only the lastly mentioned component to have an impact on team performance, whereas Aga, Noorderhaven and Vallejo argue team building to be a critical factor in project success in the context of project organisations and transformational leadership. The latter has an important role as motivating and inspiring the team with a holistic view of the project including efficiency, effectiveness and stakeholder satisfaction. According to them (2016, 814), a "combined set of team-building interventions...creates a highly empowered and committed project team". These interventions can be formal or informal. (Aga et al. 2016, 814-815.)

Kozlowski and Ilgen (2006, 105) see team building as purposeful interventions to change or modify team processes once the team's work has already been ongoing, whereas team development as an informal process is contributed by the members of the team in the aim of creating the social structure and processes for the team. In distinction, team training focuses on completing the competencies of the team.

In this research, team building as a concept reaches both interventions and leadership behavior that purposefully aim at impacting the variables that according to research increase team effectiveness.

2.2 Leading teams

“The key management capability is not being in control, but to participate and influence the formation of sense making and meaning. It is about creating a context that enables connectiveness, interaction and trust between people.” This insightful remark from futurist Esko Kilpi (2017) touches upon the future of teamwork.

In his quest to conquer Al-Qaeda during Iraqi war, General McChrystal came to the conclusion that a new structure where trust could be scaled was imperative. The resulting *team of teams* structure was partly based on relationships between representatives of each constituent team spreading trustful relations to all teams of the organisation. (McChrystal 2015, 128.)

Transformational (TFL), authentic, shared and distributed leadership

Research focusing on shared leadership has intensified during 2000's, being represented by several terminologies as the concept is probably not yet established. A common denominator for the research can be still distinguished (Bennett et al. 2003, cited in Kostamo 2017, 102); *leadership is an emergent feature rising from the interaction of people, the borders of leadership are open and different types of related expertise are dispersed to several persons in the group.* Shared leadership is divided into either actively sharing the leadership to several defined persons or emerging as a result of the activity of the group. The key in both is what kind of interaction can result in good leadership which is also related back to self-management abilities of individuals.

Transformational leadership (TFL) as a leadership behaviour refers to charisma (leading to respect and admiration), inspiring and motivating with shared vision, stimulating intellectually to innovative problem-solving and treating people individually according to their needs (Bass 1985, cited in Chi & Huang 2014, 301, 303). TFL has been studied to be in positive association with team performance. Chi and Huang (2014, 318) suggest that team leaders use TFL behaviours to support team's learning on goal orientation and positive affect. As its opposite, transactional leadership (TAL) refers to using disciplinary power or exchanging rewards for performance to motivate employees to perform at their best.

Dionne, Yammarino, Atwater and Spangler have integrated TFL factors with team work processes and performance. Their preliminary framework in appendix 1 (2004, 187) can guide and focus planning for team training and serve also as a reference point for self-managed teams on what TFL functions are to be covered and which team processes do they support.

Shared leadership in a team studied by Small and Rentsch (2010) showed results that may be most applicable to newly formed and temporary project teams. Shared leadership has been suggested to suit the context of interdependent, creative and complex knowledge work

(Carson et al. 2007 and Pearce 2004, cited in Rogoff et al. 2015, 51). Rogoff et al. confirmed the relevance of this type of leadership for entrepreneurial teams but pointed out considering its potential disadvantages, too. Proposition reinforced by their findings was that mature teams have higher level of shared leadership as at later stages the team has a better understanding of each other's skills and abilities. The study also suggests that shared leadership emerges more probably in new teams composing of members that represent collectivistic orientations. On the other hand, they speculate whether the development of intragroup trust (through interaction) is a better predictor of shared leadership and even a prerequisite for it, as engaging in shared leadership can be perceived as interpersonally risky behavior. A context where fostering shared leadership was suggested to be beneficial is that of self-managing, permanent and cross-functional work team, as opposed to action and negotiation driven contexts (such as the military for example). On the other hand, US Special Forces went against the odds and succeeded in sharing leadership by empowering teams on the field.

Authentic leadership (Walumbwa, Avolio, Gardner, Wernsing and Peterson 2008, in Lyubovnikova, Legood, Turner & Mamakouka 2017) is "*a pattern of leader behavior that draws upon and promotes both positive psychological capacities and a positive ethical climate*". It constitutes of self-awareness, balanced processing (analyzing information with solicitation of the views of others), internalized moral perspective and relational transparency (openly sharing information, expressing true thoughts and feelings).

Ajanko (2016, 125-126) advocates *coaching as a leadership tool*, emphasizing how the team needs to become aware of the significance of quantity and quality of interaction. The team has to generate and maintain good dialogue and be able to question and challenge each other, not neglecting feedback and interventions if needed.

She brings forth coaching as a means to develop oneself and work community, binding it to the context of leading diversity or multiplicity. Coaching leadership as an approach brings professional coaching elements into leadership; building rapport and trust, actively listening and being present, allowing space for reflecting, switching emphasis in communications from telling into questioning. Leaders cannot be professional coaches in their work community as they are in a role too close to be able to observe from distance and also have their own agenda in respect to the goals of their organisation. They can however utilize coaching approach as one leadership tool amongst others, in enabling the culture to change towards awareness of multiplicity, recognizing individual potential and increasing accountability. (Ajanko 2016, 108-109.)

From self-management of individuals into autonomy of teams

Self-management or self-direction in the level of an individual is defined as the ability to act in a proactive manner towards goals without external steering (Martela & Jarenko 2017, 12).

Guy (2011) draw conclusions on self-managed work teams that teamwork is a more effective means to increase organisational effectiveness than imposing self-management in the level of individuals.

Lacerenza (2017, iii-iv) studied leader emergence in self-managed teams. Leader emergence refers to the organic process of the leader(s) emerging bottom-up in a team that does not have a designated leader; thus, where leadership is dynamic and distributed or shared. Lacerenza doubts whether the traditional IPO processes of leadership structures apply to self-managed teams. The research on self-managed teams and leadership is still rather recent.

Teams and teamwork can be evaluated from a variety of perspectives. In the context of self-management, according to Senior and Swailes (2004, cited in Parker et al. 2014) teams operate on the levels of team tasks, team maintenance and individual needs whereas Mendibil and MacBryde (2006, cited in Parker et al. 2014) distinguish dependent level, independent level and interdependent level functioning for work groups and teams.

Some researchers have proposed that shared leadership involves the assigning of leadership roles such that some team members are relationship team leaders, others task team leaders, and others change-oriented team leaders (Burke, Fiore, & Salas 2003, cited in Small & Rentch 2010). Other researchers have suggested that shared leadership is a simultaneous sharing of all responsibilities by all team members as needs arise (Houghton, Neck, & Manz, 2003). Some types of leadership behavior might be more readily or more easily shared than others and predictors of shared leadership might differ based on the type of leadership behavior. Future research endeavors should explore differences in the process of shared leadership across leadership dimensions.

In the absence of control, Martela refers to the need of mechanisms to prevent free-riding of individuals on the expense of others which in itself can risk the most crucial component of autonomy, trust (2017, 139). These mechanisms are essential also in adopting TEAL approach which will be further elaborated in the next chapter. The means to strengthen and maintain commitment are crucial.

The need of all actors involved to understand the "big picture" or goals and situational information is one of cornerstones of an autonomous organisation or group as individuals need to make independent decisions based on their understanding. Consequently, the focus on radical transparency when transforming into autonomy. (Martela 2017, 143.)

Finnish software house Reactor's practical implication on transparency is that the perspectives and information for decision-making need to be gathered effortlessly. Silos prevent this so they need to be broken. This is done with cross-functional teams organised around customer or an internal development issue and possessing diversity of perspectives that enables

experimenting with autonomy. In Buurzorg, the revolutionary Dutch healthcare organisation, all team members need to understand the cost structure. In team meetings the budget and its status, resource need, potential problems and new recruit situation is discussed. Team members have rotating roles and responsibilities.

A challenge pinpointed by researchers of Filosofian Akademia (2018) is an autonomous group's ability to make decisions when there is no appointed leader and the adverse effects of group dynamics step in. To avoid leaning too early towards other's viewpoints and thereby reaching consensus too quickly, they suggest using tools such as taking diverse roles into judging decisions; devil's advocate to criticize and its opponent to find positive aspects and opportunities. Another method of giving individual thoughts on paper before discussing them is also mentioned, to generate diverse perspectives before deciding.

Functional structures (instead of hierarchical ones) are characteristic of autonomous organisations as transparency, accessibility to relevant information and synchronizing work does not occur itself when there is a need to scale operations. Analyzing the needs precedes the development of suitable structures.

2.3 Diversity in teams

Diversity definitions

Gotsis and Grimani (2015) bring forth how diversity has not yet been incorporated as part of leadership research, even though "*diversity has been elevated to a core dimension for leadership development, as well as for designing and implementing inclusive practices that capitalize on the potential benefits of a diverse workforce*".

According to Mello and Rentsch (2015) the meaning of deep-level diversity or cognitive diversity is inconsistent and recently research has been going towards studying this level of diversity. As opposed to surface-level or objective diversity or social-category diversity of variables such as age and gender, cognitive diversity can be seen as differences among team members' psychological characteristics including personality, values and attitudes or more specifically as:

- **informational diversity** or differences in knowledge bases and perspectives that members bring to the group (Jehn, Northcraft & Neale 1999, cited in Mello & Rentsch 2015, 627)
- differences in **cognitive processes** that people employ to accomplish their task (Kurtzberg 2005, cited in Mello & Rentsch 2015, 627)

- *wide range of **personal and professional** backgrounds* (Colón-Emeric et al. 2006, cited in Mello & Rentsch 2015, 627)
- *diversity in underlying and **task-related attributes**, such as abilities, knowledge, expertise and problem-solving strategies* (Sauer, Felsing, Franke & Ruttinger 2006, cited in Mello & Rentsch 2015, 627)
- *variations in knowledge, skills and capabilities team members possess **as a result of education, experience and natural ability*** (Martins, Schilpzand, Kirkman, Ivanaj & Ivanaj 2013, cited in Mello & Rentsch 2015, 627)
- ***perceived** differences in thinking styles, knowledge, skills, values, and beliefs among individual team members* (Shin, Kim, Lee & Bian, cited in Mello & Rentsch 2015, 627)

The last definition on the list points out one challenge in researching the effects of diversity in a group of people; actual diversity categorically differs from perceived diversity by the group members. The latter may impact team's work more but on the other hand, it is influenced by the situational factors such as time - how long have the team members known each other. (Mello & Rentsch 2015, 649-650.)

Van Knippenberg and Mell (2016, 136) distinguish trait diversity from state diversity; the first referring to stable characteristics including demographic, functional and personal characteristics. With state diversity they refer to more flexible and maybe even situational characteristics such as decision preferences or moods that may change during team interaction. They suggest that team process itself may vary if the team is diverse, calling this "emergent diversity" and questioning whether team processes are homogeneously perceived by team members as previous research assumes.

Leading diversity or multiplicity

Ajanko uses the word multiplicity to describe differences between people due to its neutral tone, whereas diversity at least in Finnish language can create associations of deviance that has to be tolerated. Language produces meanings and a concept or term in itself is a vehicle for change. She establishes the concept of multiplicity with positive connotations such as variety, complacency and abundance and claims that being aware and leading multiplicity is a prerequisite for sustainable success in the longer term. (Ajanko 2016, 20-23.)

Harrison (2016) defines diversity in the context of teams as its compositional property and as *"the distribution of differences among members within a unit with respect to a particular feature, X, such as functional background, tenure, ethnicity, satisfaction, work ethic, pay,*

commitment, etc." He distinguishes (2016) three dimensions of diversity in a team context; variety, separation and disparity.

Variety refers to task-related information such as composition of knowledge or knowledge, skills, abilities (KSA) and functional background produces good cognitive or task-relevant conflict in a team. Separation as diversity means differences in standpoints towards something, i.e. values, beliefs, attitudes (VBA); involving emotions and passions. In a team it may cause social disintegration and interpersonal conflict if related profoundly to identities and task relevant. Disparity means differences in a valuable feature that causes asymmetry or dominance of a resource, such as rank or tenure and it can suppress the exchange of information and eliminate all conflict, also useful ones such as task related conflict. Harrison recommends building on variety and on avoiding separation, disparity and strong fault-lines that represent these three types of diversity in subgroups in relation to each other; a fault-line is strong if diversity features are same within a subgroup but different across the subgroups. (Harrison 2016). Ajanko stresses how the polarization into harmful subgroups is essentially due to the experienced lack of appreciation (2016, 37).

The substantial diversity in the context of this design research project is assumed to represent mostly cognitive diversity or deep-level diversity of individuals. It is taken for granted that diversity always exists in teams but evaluating the extent of it is not important, managing it intentionally is.

2.4 Models of team role types

Belbin's team roles are a classical model of team roles developed in the 70's by Meredith Belbin. She found a successful team to be based on sufficient diversity rather than composing of strong and highly intelligent alpha individuals. A defined team role of the model tells how a person is inclined to behave in a team but it is not a personality profile. (Ajanko 2016, 69-71.)

Deloitte, one of the leading management consultancies, recently studied team chemistry and created a system called Business Chemistry. They tapped an opportunity in the market regarding organisations losing value due to dysfunctional teamwork. The system categorises four primary work styles and is based on research on brain chemistry and an assessment developed and iterated with the help of 1000 professionals and statistical modelling to find patterns. The study has since been elaborated further with 3000 interactive, leader and team engaging, "labs" and follow-up studies based on 190.000 completed assessments. The value of the model is both in supporting the attempt to create versatile teams but also in educating team members and leaders of different cognitive work styles. The main categories briefly described are the following:

- Pioneer as a work-style represents intuitive persons that focus on big picture, value seizing opportunities and new ideas over risks, sparking higher energy levels around them.
- Pragmatic Guardian goes for stability, evaluating risks with data and bringing structure and learning to shared doing.
- Competitive Driver seeks challenges and momentum, values results above all and attacks problems with logic and data.
- Diplomatic Integrator glues a team together by considering the relationships, fostering consensus, being accountable foremost to the group and approaching things with a relative mind-set.

Out of these four work-styles, Guardians and Pioneers are opposites with each other as well as Integrators are with Drivers. The surveys revealed that working with your opposite is most challenging and least enjoyable. (Vickberg, S. & Christfort 2017.)

Functional roles related to professional background or leading roles were dealt with in subsequent chapters of leadership and diversity.

2.5 Team effectiveness

According to Meyer (2017, 1-3) the most common research framework for teamwork has been input - process - output (IPO) model. Ilgen, Hollenbeck, Johnson and Jundt (2005, 518) observed in their review of research on work groups that in organisational research the focus would be shifting from identifying the variables of effective team work into exploring why some groups outperform. We will touch upon both in the next subchapter.

IPO model of team effectiveness

McGrath conceptualized team effectiveness as an input-process-output (I-P-O) model in 1964. Kiffin-Petersen summarizes the premise of IPO model as (2004, 40): "*various inputs, including the design of the work, task interdependence, team composition, team leadership combine to influence team processes and emergent states that, in turn, influence team effectiveness.*" Team effectiveness in the model is assessed based on three outcomes: 1) team performance (as referring to quantity and quality of team outputs/service 2) attitudinal/perceptual reactions of team members; such as employee satisfaction, organisational commitment 3) behavioural outcomes; such as absenteeism, turnover (Cohen & Bailey 1997, in Kiffin-Petersen 2004, 40).

Ilgen et al. (2005, 520) have modelled an alternative IMOI model for IPO to summarize research on teams, referring in their model to Input-Mediator-Output-Input. With this complementary model they support the recently ground-gaining view of team as a complex, adaptive and dynamic system. In their model they consider the deficits of IPO model; that the mediational factors intervening inputs to outcomes are not processes but instead cognitive or affective states that emerge. Another deficit addressed by their model is the lack of feedback loops; i.e. that outputs can be treated as inputs for future team process and emergent states. Finally, they also suggest multidimensional interactions between various inputs, processes and emergent states instead of linearity embedded in the original model.

Kozlowski and Ilgen (2006, 79-80) also bring forth how the original IPO model is often misperceived as causal in nature which delimits perspective on dynamic processes having an impact on team effectiveness. Their focus for reviewing team theories is illustrated in the following figure 4. It acknowledges the dynamic nature of the environment or system where the team is submerged in, composing of three levels of individual, team and organisation(s) and approaching team processes and effectiveness as emerging phenomena, too.

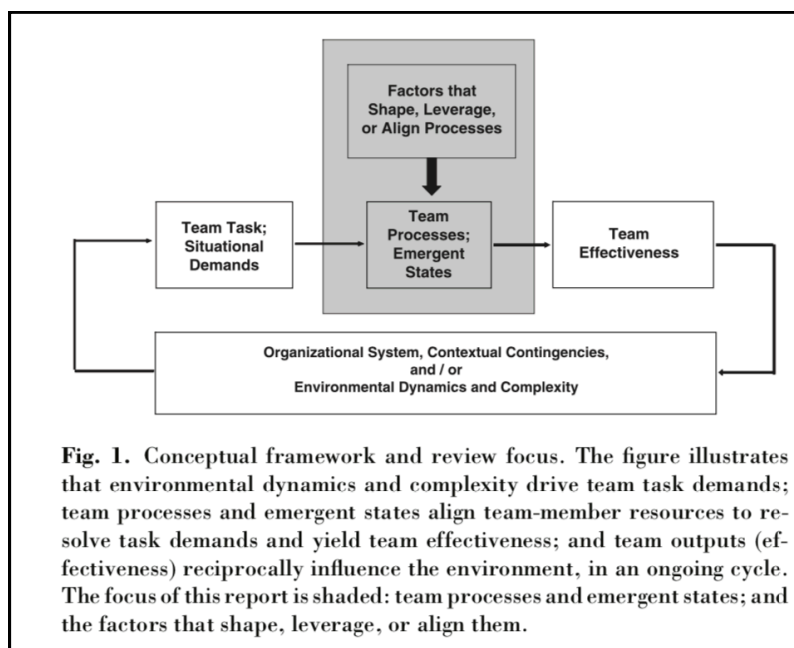


Figure 4: IPO framework (Kozlowski and Ilgen 2006)

In addition to the above mentioned effectiveness variables of team leadership, team composition and team organisation, Senior and Swailes (2004, in Parker et al. 2014) include in the decomposition of measurable variables also team's purpose, team climate and interpersonal relations, team communications and its interactions with external world.

To further elaborate on the elements of IPO model, the following figure represents modified version by Kiffin-Petersen (2004, 41).

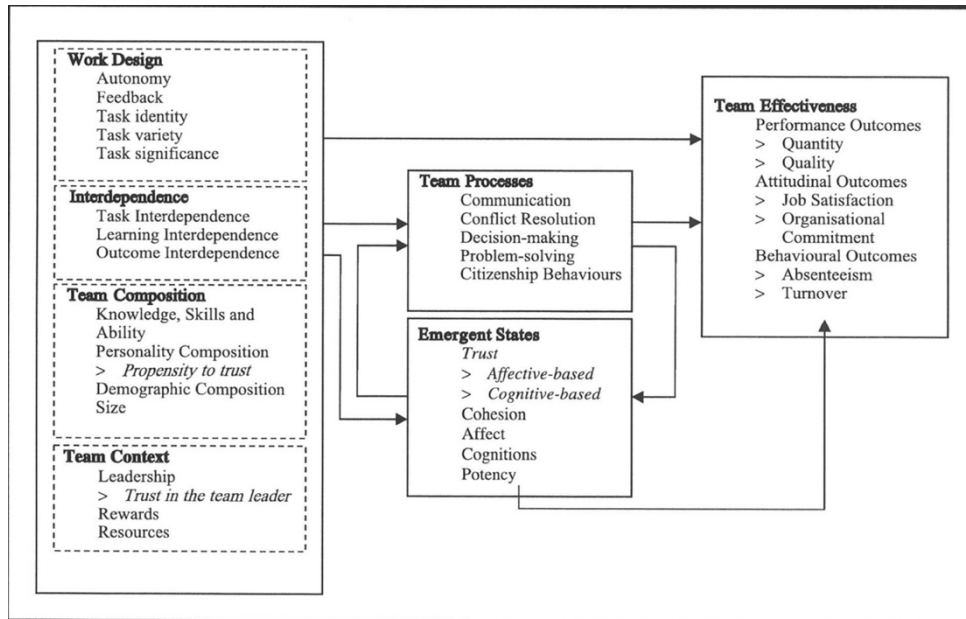


Figure 5: IPO framework (Kiffin-Petersen 2004)

In the core of the model, *team processes* manifest how a team brings together their resources and skills, how they coordinate knowledge and efforts in order to reach the demanded tasks.

Team composition as a variable refers to team members' knowledge, skills and abilities (KSAs), demographic characteristics and personalities. KSA includes alongside task-relevant skills also interpersonal skills such as conflict resolution, decision making, and self-management skills that contribute to team effectiveness. In the original model team composition is further distinguished into resources available for the team in the individual, team and organisational levels (Kozlowski & Ilgen 2006, 79).

Regarding *interdependence* as an input variable, Kiffin-Petersen (2004, 41) classifies it to structural and behavioural components; high interdependence requiring high level of interaction, communication and collaboration to achieve team goals. She refers to Wageman (2001) in pointing out how both individual disposition to be cooperative and cultural value of individualism vs. collectivism affects the way people behave in a team. In the context of Finnish culture, individualism is to the understanding of the author of the thesis appreciated very high as in other Nordic countries as well. Finnish culture is also perhaps stigmatized for an ethos to make do by yourself in life; as goes the saying “suo, kuokka ja jussi” (translation: “swamp, hoe and a man”). Thus, being dependent on one another and asking for help is not an innate approach.

Emergent states in Kiffin-Petersen's model refer to team processes represented in Kozlowski's and Ilgen's work (2006) and described as being dynamic in nature; evolving as the team learns and cyclically iterates its ways of working together. Kozlowski and Ilgen point out how team effectiveness is influenced by team processes which in turn can be altered by team leaders and contextual conditions. They recommend organisations to establish team-centric policies and supporting practices instead of targeting individuals with support development. (Kozlowski & Ilgen 2006, 80-81, 115.)

Team reflexivity is missing out of the illustration but it could be seen both as an input in the work design group of variables or as a team regulatory process. Schippers defines it as “*the extent to which teams collectively reflect upon and adapt their working methods and functioning*” (Schippers 2018). Team reflexivity can be seen as part of team learning, which will be further elaborated in the following subchapters.

The relationships of the variables impacting team effectiveness are very complex and challenging to control. Scott-Young and Samson (2009, in Parker et al. 2014) claim that from various variables suggested by research literature, only those of project management, cross-functional team integration and incentives make a significant contribution to faster team outputs; i.e. team performance. Obstacles to effective team stem from lack of direction; infighting; shirking responsibility; and lack of trust (Gabris et al. 1998, Hersey and Blanchard 1977, cited in Parker et al. 2014, 115).

Systemic approach or CAS does not to the current understanding of the author of the thesis encourage accentuating some variables in the research, in order to elaborate on their singular impact on team effectiveness. Nevertheless, in order to focus and to conclude on team effectiveness model, the following table 1 summarizes elements of the IPO model selected to be observed in the related theory background of this research. The selected element is marked with X.

	Effectiveness element	Type of element*	X	Consideration
1	Team composition KSA	Input	-	a given element
2	Team diversity VBA	Input	x	an important element to be managed
3	Team purpose	Input / Emergent	x	an important continuous element
4	Incentives	Input / Context	-	focus is on internal motivation
5	Team leadership	Input / Emergent	x	an important continuous element

6	Task /work design	Input / Emergent	-	an area where support is established
7	Team interaction	Emergent	x	an important continuous element
8	Team reflexivity	Team process	x	an important continuous element
9	Agreed practices (e.g. decision making, conflict resolution)	Team process	x	important continuous element
10	Organisational context	Context / Emergent	-	focus is on inner dynamics of the team
11	Team performance	Output / Emergent	x	main focus of team efficiency
12	Team member growth	Output	x	motivational driver for an individual; essential part of team experience
13	Team viability	Output	-	out of scope for temporary teams
14	Member satisfaction	Output	x	motivational driver for an individual; essential part of team experience
15	Team innovation	Output	-	research context not limited to R&D

Table 1: Effectiveness elements

In the table those elements which are considered representing organisational level instead of individual or team level, are specified as *context* regarding their type of element.

* This classification can manifest itself as both static or dynamic in nature, in which case the element is stated as emergent.

Additional clarifications of terminology for the elements are the following:

1: KSA = knowledge, skills, abilities.

2: VBA = values, beliefs, attitudes. Delimited to cognitive or deep-level diversity.

5: Incl. centralized or shared or distributed leadership and trust as an emergent variable.

6: Incl. task interdependence level and roles of team members.

7: Incl. internal communications, interpersonal relations, team climate, team cohesion.

8: Incl. functioning feedback mechanisms.

12: The interest is in individual level developmental objectives as an input to team to be aligned with team purpose; not in the resulting growth in itself.

13: Referring to commitment; willingness to continue working with the team.

On the impact of leadership on team effectiveness

Transformational leadership has been studied to be in positive association with team performance. Chi and Huang (2014, 318) suggest that team leaders use TFL behaviours to support team's learning on goal orientation and positive affect.

Lyubovnikova, Legood, Mamakouka and Turner have studied how authentic leaders foster higher performing in teams through the stimulation of team reflexivity (2017). Their findings supported authentic leadership's role in collectively shaping team behavior in the process of team reflexivity, leading to a heightened reflection of team's objectives, strategies and processes (2017, 66). The resulting actions from team reflexivity ensure integrating all team members' knowledge, making informed decisions and thus improving the team performance. A practical implication that the researchers suggest is establishing regular team meetings revolving around reviewing targets, setting goals, and engaging in open discussion of team performance and team members' expectations. These occasions could also demonstrate ethical decision making and provide a psychologically safe space through establishing appropriate group norms (2017, 67). As an example, negative work situations leading to affective states should be minimized as well as contaminating the team with leader's own affective state. (Hentschel, Shemla, Wegge and Kearney 2013).

Hoch (2014) has also explored the relationship between shared leadership and team performance; focusing on how it is moderated by demographic diversity and mediated by information sharing. The results supported relationship towards both variables and shared leadership was found to correlate with team performance more likely in the context of high team diversity as opposed to low team diversity. Hoch suggests as a practical implication to enhance both shared leadership and information sharing with training as well as raising diversity awareness, using team building and group-identification training. (Hoch 2014, 555)

Millward, Banks and Riga suggest that effective teamwork is generated in a social self-identification process that consists of *emergent states* across affective (commitment, cohesion), motivational (drive to maintain positive self-esteem), cognitive (shared cognition) and behavioral (intra-team and inter-team processes) dimensions. They propose models of effective teamwork depicted in appendix 2 and elaborated into factors promoting team focus and orientation and how to develop team competencies (Millward et al. 2010, 63). The promotive factors of team focus and orientation relating to leadership are as follows:

- knowledge of team function and how it contributes to wider goals, benefits of teamwork
- establishing co-operative interdependence among team members through behavioural imperatives such as team incentives

- establishing meaningful team identities (in relation to other groups or within a group) and heightening collective self-esteem with recalling prior successes
- establishing personal goals connected with team goals, raising accountability perception with role clarification

These promotive factors can serve as operational implications for team development.

Coaching as a leadership approach

Dimas et al. (2016) studied the effects of team coaching provided by the leader or peer. Their findings suggest that coaching offered by leaders effects positively the team members' satisfaction or group experience felt by its members and that peer coaching encouraged by the team leader fosters team effectiveness. As a recommendation for further studies they point out the impact of team coaching to the development stage of the team, referring to Hackman's model of level of autonomy in a team (2002), and exploring diverse type of coaching interventions depending on the stage of the team.

Rapp, Gilson, Mathieu and Ruddy (2016, 119) confirmed with their research on the impact of external leaders and coaches on team empowerment that team coaches' team-oriented behaviors positively influenced team empowerment. Surprisingly their research also confirmed earlier results by Mathieu, Maynard, Rapp and Gilson's (2008) regarding team-oriented behaviors by external team leaders not having a significant impact on team empowerment. Gilson et al. refer as an explanation to this result the challenging component of leading change or transition involved which takes years and of which managers may have biased, defensive views and also not having prior experience as coaches do. HR and organisational support was found to support team empowerment as presumed.

The study of diversity policy and leadership in the public sector of Jin, Lee and Lee (2017) concluded as one outcome relevant for this research that in order to make efficient investments, instead of externalizing diversity programs organisations should prepare managers in coaching skills to lead in a diverse workplace. Transforming into diversity leading capable organisation has to be supported and enabled by management. The context of the study was American organisations and diversity was defined as subjective, i.e. demographic or ethnic.

Impact of trust and social sensitivity on team effectiveness

According to Ajanko (2016, 125-126) becoming an outperforming team necessitates a high level of trust, requiring ability to expose one's vulnerability.

Kiffin-Petersen has suggested trust as a variable in team effectiveness to be researched further as it has not been featured in team effectiveness models. Lack of trust is one of key

reasons why people resist working in teams (Kiffin-Petersen 2004, 38); her research with Cordery suggested that individuals' attitude towards teamwork is influenced by the degree they trust other team members and management and also by their specific role in the team. A major attitudinal influence was observed also to stem from learning and development opportunities. (Kiffin-Petersen & Cordery 2003, 109)

Trust is conceptualized by Kiffin-Petersen as a personality composition variable (propensity to trust) or an emergent state with cognitive and affective dimensions (intragroup trust), instead of being a team process variable (2004, 38-39). Trust is "*an emergent state comprising team members' intentions to accept vulnerability based on positive expectations of the intentions or behaviour of the members of their team*" (2004, 39). Consequently, a person's willingness to be vulnerable in a team depends on how he or she assesses the risk to do so. Team inputs and processes influence trust and may cause a reinforced spiral either lowering or raising trust further.

Kiffin-Petersen (2004, 44) emphasizes Steiner's (1972) finding on how actualized team performance depends on experienced process losses or dysfunctionality in team processes. The elementary impact of dysfunctionalities and importance of trust as a foundation for teamwork is highlighted also in Lencioni's popular pyramid model of teamwork dysfunctionalities (2005) which is further described later in this chapter.

Kiffin-Petersen (2004, 44-45) refers to experimental studies where high trust teams seemed to possess more efficiency and quality in their communications, problem-solving, conflict resolution, group goal accomplishment and idea generation; thus, they use their capacity on staying problem-focused instead of using it to defensive behaviours. She also refers to Katzenbach's findings on team learning; the capacity for learning in a team directly relates to trust.

Google's quest for dream team components

In 2012, Google started a study where over 180 teams were researched in the purpose to discover how best teams worked and what was behind their success. The story about this quest was told by Duhigg in an article for New York Times Magazine. At first the research group uncovered that the combination of different personalities, backgrounds or skills did not indicate any difference; "*the 'who' part of the equation didn't seem to matter*". Inspired by psychological and sociological research, their next step of the study concluded that the key to improving teams is in understanding and influencing group norms. The further research results on what the crucial group norms would be pointed on two behaviour patterns; equality in distribution of conversational turn-taking and high average social sensitivity. The first one simply means that good teams members speak in equal proportions, though situationally contributions vary depending on task, but end result on average is equal. If this is in unbalance, the team's level of collective intelligence is compromised. The second one refers to how skilled

team members are at intuiting how other members are feeling, based on nonverbal cues. Ineffective team has decreased sensitivity in internal relations. Researchers in Google concluded that guidelines should be created on how to establish psychological safety in a productive manner and that it is challenging to implement, especially in engineering dominated context.

Impact of diversity on team effectiveness

Whether diversity is beneficial for team's results is a continuing debate where to the perception of the author of the thesis quantitative efficiency wins over the quality of solutions that could be gained with a diversified team.

According to Ajanko two orientations exist on diversity; the pessimistic approach leading to decreased performance due to division and optimistic approach leading to increased performance due to multiple perspectives. She advocates for an approach where the challenges are embraced and opportunities seized, where leading multiplicity is a skill that can be developed in an individual and organisational level (2016, 43). She notifies how multiplicity awareness cannot be adopted with a single training on it. It requires longer lasting processes combining attitude change and both individual and team level working that enables deep reflection and dialogue. Some organisations already use reporting related to diversity models and elaborate results further with sustained individual coaching for supervisors from external professionals. (Ajanko 2016, 86-87)

In the IPO model, team diversity is represented as one of the inputs. Meyer (2017, 1-3) summarizes team-level diversity research as focusing on team-level IPO elements such as team conflict, team social integration and team performance.

According to Mello and Delise (2015) two theory directions exist on team diversity's effect on a team. Social categorization or similarity-attraction claims that diversity has negative effects on teams such as reduced trust, as people prefer to work with persons perceived as similar to themselves regarding observable characteristics. Informational/decision-making perspective represents a view where deep-level diversity types providing a complementary combination of knowledge, skills and perspectives that is relevant to the team's task, improved capabilities and performance are in focus. Deep-level diversity's variables have been challenging to measure in research whereas cognitive style as part of cognitive diversity can be directly measured at the individual level. Cognitive style is how "*an individual gathers, processes and organizes information*" referring to problem-solving and task-related beliefs, assumptions and perspectives. A two-faceted view on cognitive styles consists of rational or analytic and intuitive style. How a team composes of these varied styles has its impact on shared decision-making.

Wang, Kim and Lee (2016) suggest using transformational leadership behaviors to realize the potential in cognitive diversity and avoid the pitfalls of increasing tension and conflicts.

Chamorro-Premulzic (2017) claims that context may be relevant; in ideation type of activity heterogeneity can result in better quality of ideas but in implementation phase diversity can cause conflicts and weak decision-making ability. Unfortunately, the reality is characterized by scarce resources, not often permitting allocating different people for different phases. Neither is there the time for planning and searching for suitable personality combinations in such a refined manner. He acknowledges that "most influential aspects of diversity are psychological, also known as deep-level diversity" and that with effective leadership, the risk of diversity caused conflicts can be mitigated. Regarding relationship of creativity and team diversity, he claims that the team's capability of knowledge sharing and individual creative thinking skills are more imperative to creativeness than team members' diversity.

The variables used to examine cognitive diversity are numerous and there is argumentation both in favour and against to more diversity increasing performance. Growing diversity and capability of leading it successfully is nevertheless becoming inevitable; Hentschel et al. (2013) recommend based on their findings (of how perceived diversity by a team member affects team functioning) enhancing the perception of similarities and decreasing the perception of differences in work teams. Fostering in-group identity, rewarding cooperation and open communication decrease focusing on differences. Team leader is encouraged to model the desired behaviour and sanction inappropriate behaviours.

Mitchell and Boyle (2009, 466) claim that transformational leadership (TFL) can influence how cognitive differences appear in teamwork through intellectual stimulation. TFL can also enable exploiting knowledge better by facilitating open-minded interaction and debate in situations where team is progressing to consensus too quickly. It can also provide mechanisms to prevent destructive affective conflicts emerging from diversity. Leaders need to engender positive emotions and inspire team towards common goal; to minimize social categorization as a potential effect from diversity.

As such it may well be possible to create design criteria for a heterogeneous, complementary "dream team". As the context in this research is team building referring to team members already been selected, there still is a need to understand the very existence of diversity and acknowledge the potential challenges and opportunities related to leading it.

Team cohesion and satisfaction in the context of diversity

Cohesion is the force unifying the team. It is about affinity that the group members have for each other that partly motivates them to work for mutual goals (Mello and Delise 2015, 208). Team cohesion is argued to be positively linked with performance. On the other hand, the

research shows that cognitive dissimilarity links to lower cohesion level. This is due to dissent and disagreements among the team members. Intra-team conflict and certain conflict states leading to negative team outcomes has largely been supported by research. However recent research brings forth the impact of conflict processes as moderators of the team process and the benefits conflicts can bring when resolved rather than eliminated altogether. Active conflict management can help teams to overcome negative effects from cognitive diversity on team cohesion. (Mello and Delise 2015)

Tekleab, Karaca, Quigley and Tsang (2016) studied cross-functional teams on how functional diversity (referring to professional function) as a variable affects team performance. In the aim of higher team cohesion in organisations, they suggested either creating teams with low functional diversity and little behavioral integration or investing into behavioral integration in the case of high functional diversity. Higher team cohesion leads to better team learning which again leads to more effective teamwork. Behavioral integration as a meta-construct refers to team's information exchange, collaborative behavior, joint decision making and promotes harmonious interpersonal relationships among diverse team members. (Tekleab et al. 2016, 3501-3504) Karaca's studies did not involve trust as a variable as such, but we can assume psychological safety is part of harmonious relationships. Team diversity's adverse effects can be according to some research results mediated by high psychological safety.

DeOrtentiis, Summers, Ammeter, Douglas and Ferris (2013) have studied the role of team trust mediators, finding that the team emergent states of cohesion and satisfaction strongly affect team trust - team effectiveness relationship. Emergent state refers to dynamic properties of the team affected by the situational mix of context and team inputs, processes and outcomes. Satisfaction is about team member's contentment with the group. They suggest developing teamwork skills further contribute to trust, cohesion and satisfaction levels in teams. According to Mello and Delise (2015), *"intragroup activities such as open discussion and establishing conflict norms should allow cognitively diverse teammates to share their unique perspectives and approaches in a safe environment, making resources available that can ultimately improve team effectiveness"*.

Daspit, Tillman, Boyd and Mckee 2013 (2013, 34) have studied success factors of cross-functional teams (CFT) in organisations, focusing on internal factors of team environment, shared leadership and cohesion. They found success potential in CFTs when the internal team environment supports member participation (shared leadership) and interaction (cohesion in this context) to enable exploiting team's diverse cognitive resources (51).

Dysfunctional phases in team development

Katzenbach claimed (1993) that goal orientation is the key to good performance in teams. Returning the focus on doable goals and results by advancing with small wins can save a team

back to performing path after having experienced a malfunctioning phase. He considered team building a short-term intervention that is not as useful in dysfunctional situations as getting the team back to concrete goal-related working and actions advancing the team in its purpose. He advocated for revisiting the team basics in these situations, referring to the team's purpose, approach and performance goals in order to uncover hidden assumptions and opinion differences. If facilitation or training is used, it should be focused on skills directly related to goals, not for example merely on collaboration enhancement. This approach is very matter-oriented versus people-oriented; latter approach is also gaining ground currently.

See in the following figure 6 Lencioni's still popular interrelated model of team dysfunctions (2002) which is founded on the *absence of trust*, consequently leading to fear of conflict, lack of commitment, avoidance of accountability and finally inattention to results, if not dealt with properly.



Figure 6: Dysfunctionalities of a Team (Lencioni 2002)

In the foundational level of dysfunctions, the challenge is invulnerability. Team members are unwilling to be vulnerable within the group. What is needed is genuine openness about mistakes and weaknesses to build a foundation of trust. When the next level dysfunctionality manifested by artificial harmony or *fear of conflict* exists, teams lacking trust do not have capability to engage in unfiltered and passionate debate of ideas. This again leads into ambiguity; as there is no healthy conflict and open debate, *lack of commitment* ensues. In the fourth level as real commitment to plans of action is lacking, no one is interfering to counterproductive behaviours. This results into low standards or *avoidance of accountability*. Finally, the dysfunctions can escalate into *inattention to results*, as the team has failed in holding one another accountable and individual status or egos step in demanding recognition or career development, rising above collective team goals.

Regarding task-related conflict management in a team as a team process, Ilgen et al. (2005, 529) summarize the principles in their research review as teams requiring: “ (a) rich, unemotional debate in a context marked by trust (Simons & Peterson 2000, (b) a context where team members feel free to express their doubts and change their minds (Lovelace, Shapiro & Weingart 2001), and (c) an ability to resist pressures to compromise quickly (Montoya-Weiss, Massey & Song 2001) or to reach a premature consensus (Choi & Kim 1999)”.

Impact of learning on team effectiveness

McEwan, Ruissen, Eys, Zumbo and Beauchamp (2017, 2) found that *teamwork training interventions* seem to be particularly effective when they target multiple dimensions of teamwork, including experiential activities for team members to actively learn about, practice, and continually develop teamwork. Their context framework was teamwork behaviors defined by Lewin which occur before, during and after the execution of team performance and the additional dimension of maintenance process; behaviors that keep the team together. The latter refers to team's interpersonal dynamics that are critical to maintain; interpersonal conflict management and social support provisioning. Teamwork intervention strategies are categorized into four training methods; didactic education, interactive workshops (group activities on goals and purpose, working through case studies together), simulation training (enacting teamwork skills such as interpersonal communication) and team reviews in-situ (McEwan et al. 2016, 3).

Chamorro-Premulzic (2017) claims that diversity training is most efficient when it is targeted to sceptics. Diversity training enforcing the acknowledgment of the benefits associated with diversity is supported as an intervention also by Hentschel et al. (2013) and Russo (2012), who specifies valuable training topics such as "the presence of high levels of diversity in apparently homogeneous teams; the importance of unique information held by each team members; the benefits of integrating multiple ideas and perspectives, conflict management, etc." He also recommends training teams to use techniques for group decision making and decision support system; or simulation models that encourage team members to share information and stimulate information elaboration ability in the team.

Team reflexivity

Schippers found with Konradt, Otte and Steenfatt (2016, 166) that reflexivity can significantly predict team outcomes and innovativeness. They claim that shared mental models of a team are cognitive emergent states or knowledge structures that team members have in common about the task and each other and that the more accurate and collective the understanding is, the better the team is enabled to perform. Shared mental models enable more efficient team reflection during transition phases (2016, 163).

Millward et al. (2010) distinguished in their effective team work model following factors relating to team competency development:

- providing a forum for team developing knowledge of itself
- providing a forum for teamwork improvement or "*in which the team can develop self-regulatory skill*" such as monitoring its processes in a self-reflexive way - this enables the team to maintain itself over time by distributing knowledge and learning across the team as a whole
- providing a forum for recalling and creating team "success experiences"; which can be drawn also from the history of team members with other teams and from team problem solving exercises

Other hype expressions used for reflexivity embedded with the concept of shared mental model are collective wisdom, collective intelligence or team intelligence.

2.6 Team as a complex, adaptive system (CAS)

Ramos-Villagrasa, Marques-Quinteiro, Navarro and Ramón (2018, 135) claim that conceptualizing teams as complex adaptive systems (CAS) is justified based on existing research even though it is not yet the prevalent approach in empirical team research. CAS is a construct of nonlinear dynamical systems or NDS theory (Lewin 1993 in Ramos-Villagrasa et al. 2018). According to Arrow, McGrath and Berdahl (2000; in Ramos-Villagrasa et al. 2018, 136) teams are "*characterized as (a) complex, because they are entities embedded in organisations showing complex behavior; (b) adaptive, because they behave dynamically in dealing with environmental changes; and (c) systems, due to their functioning being dependent both on the team's history and on its anticipated future*".

Senge (2006, 69) calls for the need to apply systems thinking in managing organisations in the current global context of dynamic complexity. Dynamic complexity (2006, 71) as opposed to detail complexity entails situations where causality cannot be evaluated easily and where effects of interventions can be nonobvious. Systemic thinking embodies the concept of feedback: processes of actions that can either reinforce (amplify) or balance (stabilize) each other (73, 79). Senge introduces system archetypes as generic structures or patterns that recur in personal or organisational situations. Recognizing and understanding how they create our reality fosters organisational learning (2006, 93). He also points out reasons why eventually systemic insights are easily not adopted into the organisation's operating policies. One reason is the deeply rooted mental models that bring people back to familiar ways of doing and thinking. Mental models are powerful as they lead into very selective observation and people are unaware of them. But instead of impeding learning they could accelerate it (Senge 2012, 163-

167). Senge mentions skills of inquiry and reflection regarding mental model development and ensuring learning, and suggests these activities to be institutionalized (2012, 176). The ultimate goal of integrating mental models with systems thinking is to shift from events-dominated mental models into models that allow recognizing long-term patterns of change and their underlying structures (2012, 190).

System theories and thinking approaches social systems and organisations from an external viewpoint. Hämäläinen and Saarinen (2013) suggest an internal viewpoint inspired by the before-referenced Senge's Fifth Discipline (1990), conceptualizing it as systemic intelligence. Team can be seen to represent such intelligence; it has interactional feedback loops within it and with the external environment, enabling it to succeed in its purpose. Hämäläinen and Saarinen elaborate Senge's idea of structures creating behavior further into behavior creating structures, supporting the evolution purpose philosophy and spontaneous hierarchy development present in the TEAL school of thought.

The needed capabilities referred to by Senge, Hämäläinen and Saarinen relate in part to our way of interacting with each other and consequently coaching as a support function seems relevant in order to grow system intelligent behavior in a team.

2.7 Employee experience design

Job design research or job crafting has its roots way back in the 1960's when the research focused on analysing and studying specific jobs carried out independently by individuals in organisations with clear borders, in the aim of clarifying job descriptions. The next significant development in the 1970's was JCT or Job Characteristics Theory which explored the motivational potential of jobs and meaningfulness experienced, based on five core job characteristics of skill variety, task identity, task-significance, autonomy and feedback. (Oldham & Hackman 2010, 463-465)

Rasmus (2011, xi) suggests there is an imbalance in the way how customer experience receives all development attention in organisations while the experience of employees is approached pragmatically in the aim of optimizing efficiency, in resource scarcity's terms prevalent of the industrial revolution. He calls for the need of balance and investing efforts into employee engagement by designing the workplace. In the recent years, employee experience design has evolved as a sub-category from user experience or human-centric design, touching upon the motivational factors of an individual but originating instead of a specific job description from the communal level of the organisation and its qualities.

Morgan describes employee experience as “the intersection of employee expectations, needs, and wants and the organisational design of those expectations, needs, and wants”, distinguishing three important contexts to consider: cultural, technological and physical

environment (2017a, 8-9). Under the construct of workplace design, Rasmus (2011) outlines the tools into technology, policy and practice and space. His approach is very pragmatic in specifying for example the core capabilities regarding technological dimension such as conferencing tools. The purpose of designing technology in a workplace is to make the demands meet in all ends; the policy demands, business needs and employee needs. Instead of Morgan's cultural dimension construct, policy and practice are suggested by Rasmus as one major category of tools referring to guidance in the organisation (policy) and practice as the way how policy is actually implemented and interpreted by employees. He mentions team dynamics as one type of policies that an organisation should design and implement when improving its employee experience. (Rasmus 2011, 32-40).

Morgan further separates employee engagement activities as the short-term perks and employee experience as a longer-term design perspective (2017b). His model of employee experience was developed as a result of studying in-depth 252 organisations. The illustration below synthesizes the three dimensions and the related 17 variables that were most cared about by employees (2017b, 2017a, 54-55):

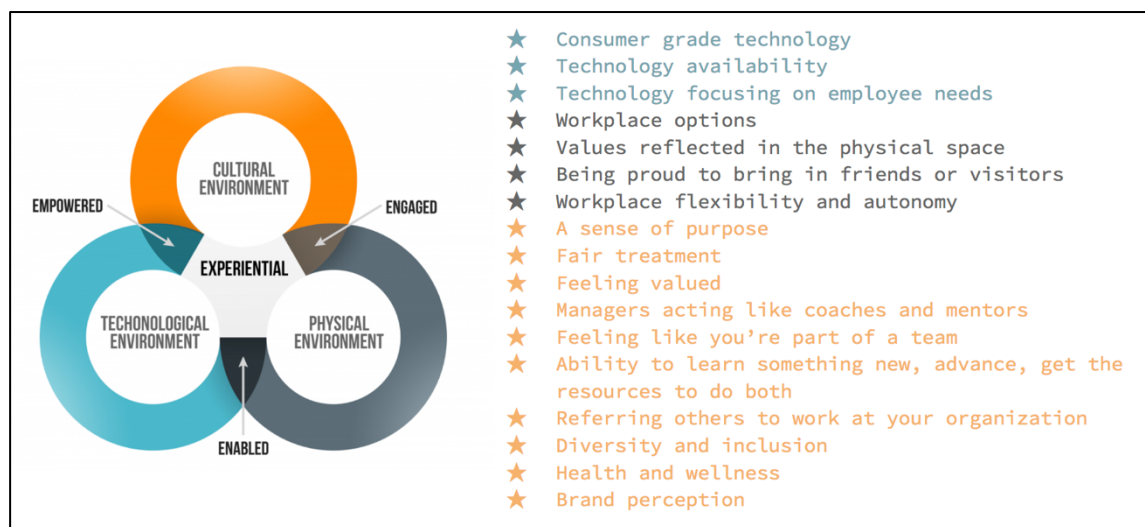


Figure 7: 17 variables of Employee Experience Score

These apply to teams as subunits of an organisation, as well. Morgan mentions diversity as having become in the past few years one of the top areas of interest for executives and that inclusion is an important employer attractiveness factor for millennials and Gen Z (2017a, 109-110). Rasmus brings up variety as in giving employees possibilities to participate a variety of teams in the aim of allowing them to thrive by bringing their diversified capabilities for the benefit of the team and also for the benefit of themselves in learning to implement their capabilities in different contexts (2011, 63-64).

As an example of team-based employee experience and engagement design in Cisco, team leaders can constantly use a pulse survey to know what is going on in their team. Results of the survey are analysed in relation to the leader's strengths and improvement strategies provided. (Morgan 2017a, 42)

In the employee experience design loop (2017b), Morgan depicts how developing employee experience is an ongoing interaction loop between the organisation and its employees (see the illustration below).

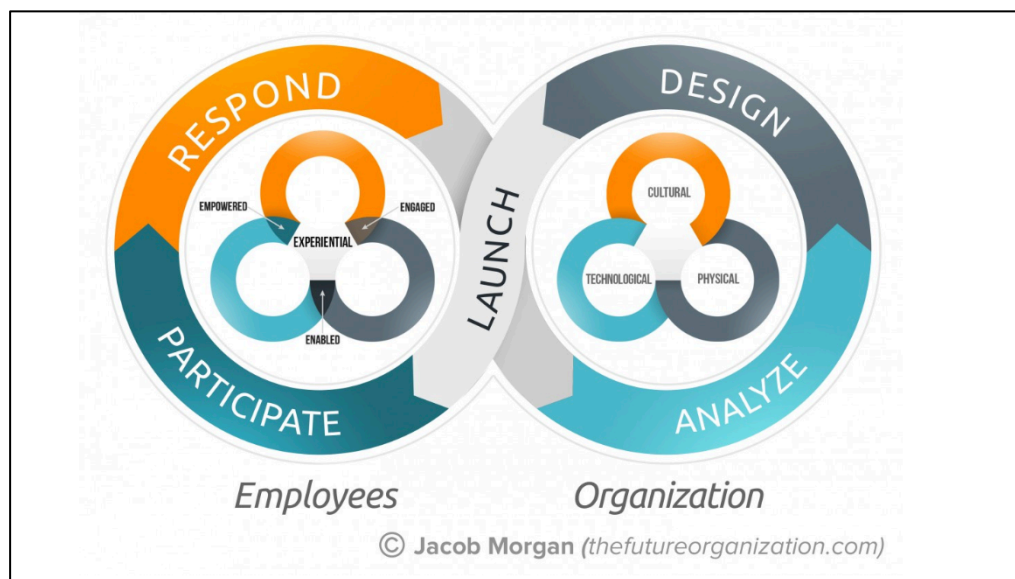


Figure 8: Employee Experience Design Loop

Responding is about the employees giving feedback to the organisation on how to improve, in an ongoing basis. Multiple feedback points should be leveraged. Analysing is about extracting insights from the feedback to decide on development initiatives. Designing is about creating the solution based on insights. Launching is about releasing the solution. Participating is about using the new solution. The benefit of this system is that it has a strong emphasis on co-creation with employees. (Morgan 2017a, 178-183) Agile team work methods actually include the collaborative and re-iterative philosophy in what comes to how the team accomplishes its daily tasks (scrum ritual called retrospective). Employee experience model could be applied in the team level as well to develop the team work experience.

Morgan has conceptualized the impactful moments of an employee life as *moments that matter*. Specific moments that matter are the ones with great significance and occurring rarely to a single employee, stretching also into private life, such as having a child. Ongoing moments that matter are the every-day events and relationships shaping employees' experience. Created moments that matter are purposeful events important for example for fostering

sense of appreciation or crowdsourcing innovativeness of employees. (2017, 201-203) This conceptualisation of *moments that matter* can be combined with user journey approach.

2.8 Service-dominant mindset

Lusch and Vargo (2014) elaborated an alternative service-based economic model after having first created the G-D logic or goods-dominant logic that encapsulates their view on the development of the foundations of economic science. The resulting S-D logic or service dominant logic (SDL) is based on four axioms stated in the illustration below:

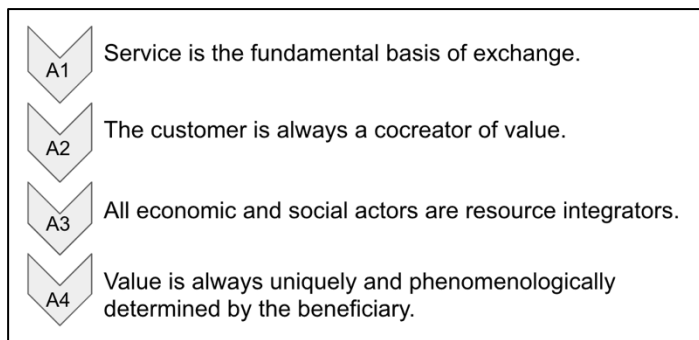


Figure 9: The four axioms of service-dominant logic (Lusch and Vargo 2014)

Lusch and Vargo (2014) explain how value creation is of contextual nature as it is contingent on integration of resources and actors. Value is created and evaluated in the context of social systems. Team and its context, as discussed earlier, can be seen as a system and team building as value. Value creation foundations of Lusch and Vargo come close to systemic thinking as their proposition on structuration defines: *"...human actors act within the social rules (institutions), norms, and collective meanings that are part of the structure within which they exist; however, the structures are formed and reformed by these same actors as they enact practices that enhance and modify these structures in the process of creating value for themselves and others"*. Thus, a team in its context has structures and can form structures such as emerging leadership or team processes within which or by which value such as good team experience for example in the form of team member satisfaction can become co-created, contributing to improved team results and ultimately related customer or end-user experience of this result. Those structures can also become commonalities or shared institutions. (Lusch & Vargo 2014, 23-25). Agile frameworks prevalent in software development could also be seen as shared institutions in a team context with predefined norms and practices.

One of SDL's foundational premises states that a service-centered view is innately customer oriented and relational. How does this relate to team building? Value (= actualized team building effect) for customers (= team members) emerges over time as a result of co-creation

or the interdependent activities of exchange actors (= team members, team lead, coach...). Manhães emphasizes how according to the third axiom, all the actors are involved in co-creation of value (Stickdorn et al. 2017, 28). Thus, team members are involved in co-creating the experience for the team and themselves.

The contextual needs of customers presuppose a continuing dialog or relation between actors (Lusch & Vargo 2014, 72-74). Consequently, for example for a team developing into an autonomous one the team building services such as leadership enforcement that it needs change over time as the team matures towards autonomy.

Design thinking approach for tackling organisation design challenges

As suggested in the previous chapter, organisation design challenge such as team building can be approached as value co-created with exchange actors. Consequently, leadership and other team building support can be considered as services to be developed in co-creation - with a human-centric approach taking into account the perspective of team members and team leads. Stickdorn et al. point out how “service design can potentially be applied to the shaping of much of human activity” (2017, 23) and elaborate different views on service design that all apply to adopting it into the context of organisation design as well. *Service design as a mindset* is about prioritizing human-centric approach to solving challenges and pragmatism in balancing the human needs with opportunities offered by technology and relevance set by the business. *Service design as a process and as a toolset* refers to iterative development cycles and templates and tools originating from diverse fields of expertise such as marketing. This perspective will be further introduced as the chosen frameworks and tools in chapter 3. *Service design as a cross-disciplinary language* brings emphasis on co-creation; enabling collaboration of diverse professionals by using visual and simple tools. Finally, *service design as a management approach* is the long-term perspective of bringing design thinking as an approach into innovation in the organisation and potentially leading to organisational changes. (Stickdorn et al. 2017, 21-22.)

Employee experience according to Morgan (2017, 1-10) has evolved in the context of organisational design from designing around utility (tools needed to get the work done) into productivity (optimizing work processes) and further into designing from the perspective of employee engagement. Employee experience emerged as complementary to the last mentioned evolutionary phase and was theoretically reviewed in the previous chapter. The author of the thesis suggests that employee experience can be further extended into team experience design involving leadership and organisation design as teams are becoming prevalent units of accountability and team structures enable delivering better results in organisations and society as a whole.

2.9 Theory lens of this study

The following illustration encapsulates theoretical framework of this study. It is based on the literature review introduced in this chapter 2. Foundation is a team as a complex, adaptive system (Arrow et al. 2000; in Ramos-Villagrasa et al. 2018, Ilgen et al. 2005) reciprocally affected by a multitude of variables both in the local dynamics level of the team itself composing of diverse individuals and in the global and context dynamics levels of related organisations and environmental factors.

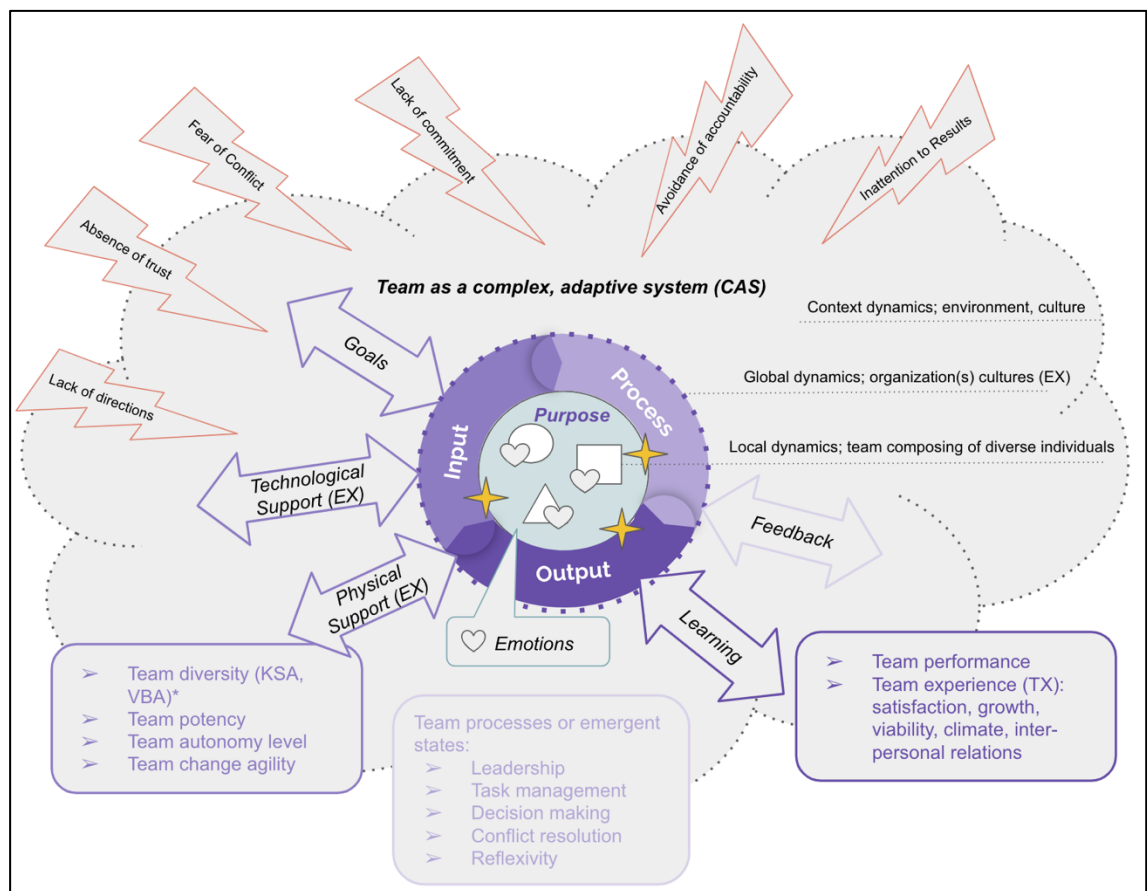


Figure 10: Applied theoretical approach or theory lens

Consequently, the team and team processes or emergent states are seen as dynamic; the team as an emergent variable itself receives most of the interest in this study. In the illustration, the dashed bordering line represents sand-dune team's feature of moderately permeable boundaries (Hackman 2002). Individual level as an emergent variable is acknowledged too and embedded in the lookout for opportunities to combine these two dimensions in the team building support. The different shapes of the team members in the illustration represent diversity (Ajanko 2016, Harrison 2016) and hearts represent emotions that individuals bring with themselves to work as personalities and that may have an impact on team functionality.

Team building is seen as a constant activity during a team's lifecycle, not only as specific short interventions, but suited to the situational context of the team. In the illustration of applied theoretical approach in figure 10, team building is embedded in addition to the team processes in the stars which represent intentionally created specific moments that matter for a team or its member (Morgan 2017a).

In the illustration's left-hand corner, the relevant input elements of a team are listed. The phases of team's development under observation exclude setting up the team i.e. team member selection, thus team composition as an input variable has to be managed as a given diversity but not as an intentional diversity of a handpicked team (Kiffin-Petersen 2004). The input elements include also variables of a more dynamic nature which are represented with arrows of the same color as the input element box. These are the goals of the team and the two employee experience perspectives out of three (Morgan 2016) which are technological and physical support for the team. The third perspective of employee experience, i.e. cultural (Morgan 2016), is embedded in the global dynamics' dimension. The other two dynamics' levels represent the inner (local) dynamics of the team itself, including for example interrelations between team members, and context dynamics referring to the environment (Kozlowski & Ilgen 2006) in larger sense such as national cultures or the business environment where the team's home organisation operates.

The relevant team processes are listed in the box in the middle. Reflexivity is one of them and the element bringing in dynamism and system intelligence and tightly related to reflexivity is feedback depicted with an arrow of similar color (Hämäläinen & Saarinen 2013). The box on the right lists team outputs including team's performance and bringing forth the team experience elements. Related dynamic element to the outputs is learning (2012); the growth of the team and team members. As part of the dynamic team system, the thunders illustrate the menace of lacking trust and its effects, referring to Lencioni's (2002) pyramid model of trust as a foundation for a successful team.

The theory base set out in this chapter 2 provides also input as such for the ideation or design of team building support and its design principles.

3 Research design and methods

This study is a qualitative case study on teaming as a dynamic and ongoing process; team composing of individuals at a given time in a given situational context. The chosen contexts are generic and hypothetical in nature. First case context of team building is a situation where two organisations integrate into one and mixed teams are organised inside the new organisational entity. Second case is the context of a team on the growth path to become autonomous. Embedded into these two case contexts mentioned is a team composed of cognitively diverse individuals. Third case is about using design thinking in the context of

organisation design. For further depiction of these hypothetical cases see chapter 1.4 for contexts of development. Informants from several organisations were recruited to participate the study in order to gain wider perspective into the researched subject and to decentralize the use of scarce informant resources.

3.1 Design thinking and applied service design framework

Design Thinking (DT) has evolved as a concept from the cognitive processes and mental strategies of designers into offering and further developing new process models and toolkits for improving creative processes in different contexts. The purpose is to generate innovations solving current and future challenges. Design Thinking requires thinking in new ways that emphasize the role of perception which leads to the need to visualize the thoughts and ideas, expanding the mental problem-solution space of the task at hand. Design Thinking is also fundamentally based on human-centred approach, whereby the tools used and the way of working encourages collaboration and co-creation in a participatory manner. (Tschimmel 2012.) Brown (2008), too, emphasizes Design Thinking as a team-based means to innovate in a human-centred manner requiring deep understanding of people's needs and preferences and utilizing direct observation as a means to achieve this understanding.

Liedtka and Ogilvie (2011) encapsulate Design Thinking as a systematic approach to problem solving. They stress the need to set aside the strong tendency of business professionals to find solutions by analysing and screening past data instead of surrendering to the process of invention, especially when there exists an urgent need for renewal. Rational way of approaching problem solving helps in generating small improvements but real disruptive innovations call for design thinking approach. Liedtka et al. suggest adopting the Design Thinking approach in business development and setting aside prejudices of "...business being from Mars and design from Venus..." (2011, 12). They claim that coupling these two perspectives can produce the best results. Design needs business approach to select the best ideas that can generate value and enable sustainable growth. As defined by Liedtka et al. (2011, 157), innovation by definition should enable creating economic value. Brown (2009) respectively marries design and business together in defining Design Thinking as a discipline that uses the designer's sensibility and methods to match people's needs with what is technologically feasible and with what a viable business strategy sees as a market opportunity to be converted into customer value.

Design Thinking research has generated various models of creative problem-solving processes. The more recent ones of these models are holistic and nonlinear; no distinct stages or phases exist in the models but rather spaces that overlap each other (Brown & Wyatt in Tschimmel 2012).

The service design framework applied in this research project with the tools embedded is depicted in the following illustration (figure 11).

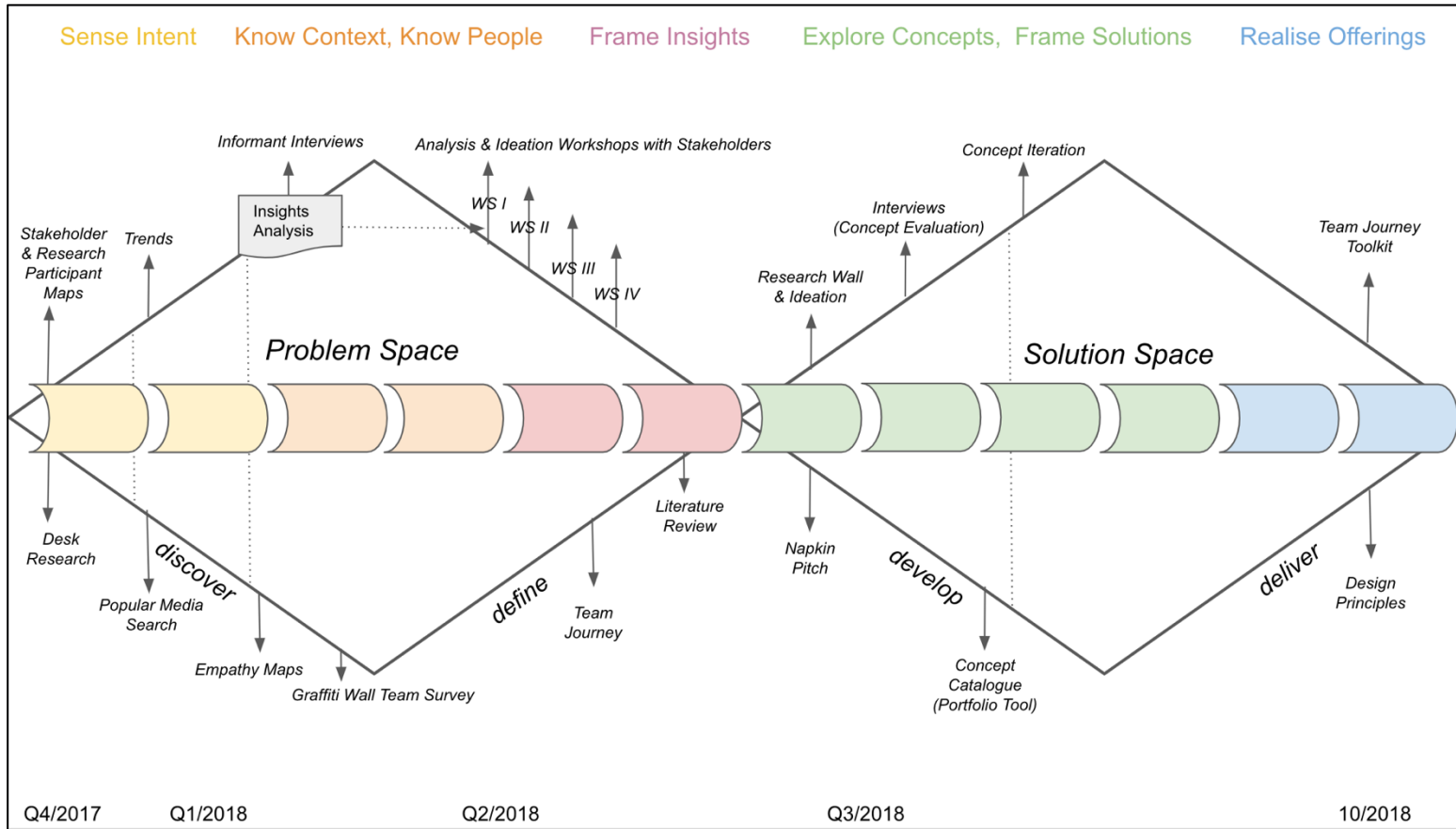


Figure 11: Applied service design framework with tools embedded

The illustration sets the timeframe for the research project and chosen methods. The service design framework is a combination of two frameworks described next.

Double Diamond Model

Double Diamond Model is one of the most popular design process models. This visually simple but complete model comprises of four either diverging or converging stages as seen in figure 11. In the *discover* activity, the focus of design effort is to look for new opportunities, trends and insights by diverging with co-creative, collaborative methods. In the *define* activity, designing is about reviewing and selecting the first insights. Initial project ideas will be developed through feasibility reviews. This converging phase results in a design brief. Going forth in to the *develop* activities, the design process diverges again in order to develop, iterate and test the solutions by multidisciplinary teams. Finally, in the *deliver* activity the second converging phase carries out final testing of the concept, its production and launching. This model was developed at the Design Council (UK) in 2005 to illustrate the design process. (Tschimmel 2015, UBC d.studio 2018.)

Seven Modes of the Design Innovation Process

In addition to Double Diamond model, another descriptive model was chosen to further explain the intention of different activity phases. Kumar (2012) refers to his model as the Seven Modes of the Design Innovation Process, see the model illustrated in the figure below:



Figure 12: Kumar's Seven Modes of the Design Innovation Process

In the *sense intent* mode, the direction of the research is explored and defined. The trends and occurring changes in the environment at large are studied, to grasp their impact. It is worth to reframe the research problem in order to find fresh opportunities for innovation. *Know context* mode explores the particular innovation environment. Similar offering and competitors in the marketplace are benchmarked and the stakeholders are under examination, as well. The intention is to identify drivers behind the transformation and to take a broad look at it including society, business, technology, environment, technology, culture, economics and politics. In the third mode of *know people* the end-users are explored and empathized with to gain deeper understanding either in relation to defined new offering or to discover their yet unidentified needs. Insights are extracted on the basis of observational activity. Insight is an important construct in service design, it refers to revelations or interpretations of what has been observed regarding user's contextual real-life behaviour. Going further into the *frame insights* mode, the gathered contextual data and insight is organised in order to find patterns. This should result in greater understanding of unserved market needs and guidelines to further elaborate concepts. In the *explore concepts* mode opportunities are identified and concepts explored with brainstorming techniques. The previous mode offers input for the co-creative ideation sessions. When exploring concepts, the *quick-and-dirty* prototypes can already generate useful user feedback; refining prototypes is not yet meaningful. *Frame solutions* mode identifies those concepts from the accumulated pool of concepts that have the most value potential and that can complement other concepts to create a holistic solution. Solutions are prototyped and tested in their real context of use and iterated. Finally, in the *realize offerings* mode, a potential solution is evaluated more thoroughly. Latest at this stage the value proposal for all parties involved (including end user or customer) is explored and justified, after which implementation planning can ensue. (Kumar 2012, 8-13.)

The design process is not linear in any of the models; it becomes implemented uniquely in iterative loops depending on which direction the findings are allowed to take the research. In adaptive models like the design models, it is possible to go back to previous stages if re-exploration seems worthwhile to do. Different stages and methods of the research process are either diverging or converging in nature; depending on whether new ideas or scaling down on options is needed. It is also characteristic for the models that each space is iterative in nature (Stickdorn 2017, 90).

The chosen tools for the method framework will be described in more detail in chapters 3.2-3.8.

3.2 Preparatory phase of planning

Project plan and communication

Planning the design research is the first iteration loop in the project. Stickdorn (2017, 336) distinguishes three major activities in this point; clarifying the brief, doing preparatory research and deciding on project plan including stakeholders.

Project plan was drafted including a few visualised slides for external communication needs. It served in framing the research and especially in recruiting research project participants and clarifying the brief as a result of these discussions. The main content was background information on trends, goals, preliminary research questions, timeline for research phases with general description of outputs and activities, potential stakeholders and their purpose in the project, description of potential outcomes of the project, research keywords, leading thinker quotations and resources for inspiration of the field, examples of service design frameworks and methods (to be presented if a potential stakeholder was interested to know more in the methodology side at this point). Preparatory research and various discussions with potential stakeholders had been done before the project plan found its form. The focus was iterated as a result of these discussions and as the empirical data sources found mostly represented IT solutions sector, yet another angle of autonomous teams was brought to the research. Later a more thorough project plan was needed to keep the research organised. Trello boards were used for this purpose, see appendix 4 for a screenshot image.

As a means to engage and inspire research project participants, a slack group and theme channels for media research were established as described in the following chapters. Slack channels served also for publishing some of the outputs and informing about the status of the project. See appendix 5 for a screenshot image of the tools channel in Slack. A website was planned to publish the research results but during the project other tools such as Trello and Slack were found to be sufficient.

Stakeholder and research participant map to analyze interest group opportunities

Stickdorn, Hormess, Lawrence and Schneider (2017, 58-64) introduce stakeholder map as a subcategory of system maps; models that represent the main constituents of a system in which an organisation, service or product is embedded; that can include diverse type of constituents such as people, processes, services, channels etc. and which represent a specific perspective at a specific moment. In the service design context, the natural perspective of identification of affected stakeholders is that of experience. Martin and Hanington (2012, 166) point out the role of the map in guiding communication with stakeholders throughout the project and iterating it gradually as knowledge accumulates. Gray, Brown and Macanuso (2010, 124) similarly refer to the utility of the map in developing an engagement strategy for stakeholders. They suggest considering stakeholders from the perspectives of power; level of influence in the development project and interest; the degree to which the stakeholder is

affected by the project. Developing strategy further answers the questions who is to be consulted and informed, thus delivering substance to the project plan as well.

As this research project was born from thesis author's own topic interests, it was necessary to map out early who could be the interested parties involved in the research. Stakeholder map was thus drafted from project design perspective: to communicate the research network contributing to the research during different phases and as part of project plan to communicate it to the parties to be recruited to join the research network (Stickdorn et al. 2017, 365).

As the empirical data started to accumulate and substance theory exploration advanced, a research participant map was drafted to structure the knowledge at that point. According to Kumar (2013, 97) the map should visualize how the project space is fully covered. The tool should include two dimensions elementary in the research process, forming quadrants of potential research participants assessed in the two continuums. The dimensions chosen were the level of self-organisation and the level of cognitive diversity of which both were formed in a very rough level based on the judgment of the author of the thesis.

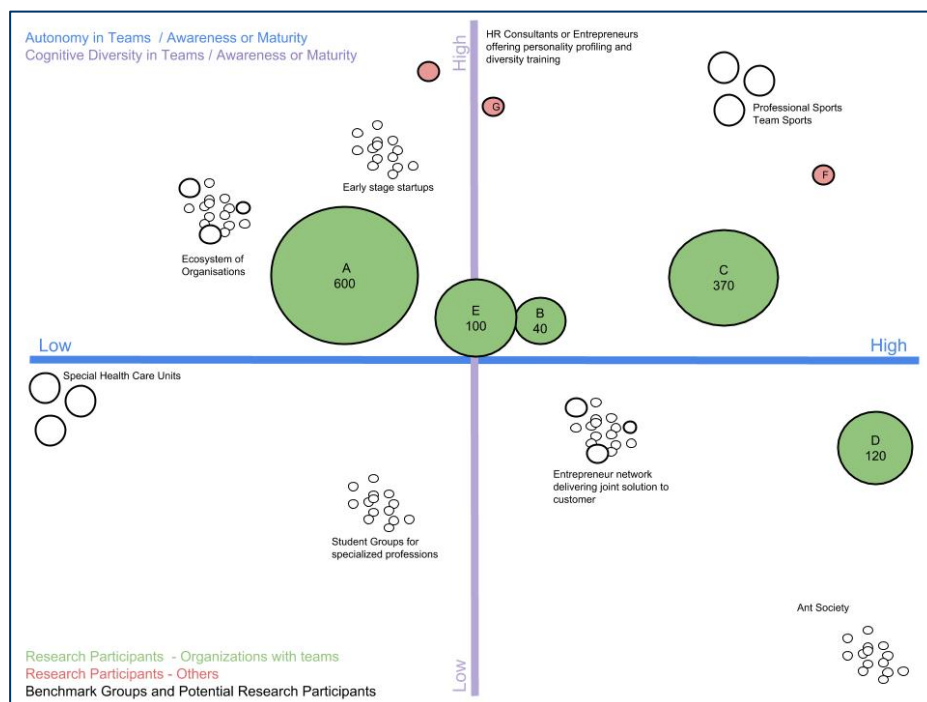


Figure 13: Research Participant Network

The tool was modified to include not just the research participants but also benchmark examples of groups that would position in different quadrants. The potential research participants were organisations or networks of actors and the evaluation on the two chosen continuums concerned their capability or knowledge of how to organise in a self-organised manner and of

having diversity in their teams or possessing knowledge how to lead cognitive diversity. The map was iterated during the project as new participants were recruited to the research.

Regarding system maps as initially defined by Stickdorn to be considered in the context of researched experience i.e. team building in this case, the empirical phase of the research had to be completed first so that it could serve as an input to figure out how to position or depict team leadership and the supporting team building elements in it. Thus, iterated system maps are also one output in the findings section of this paper, in chapter 4.2.

3.3 Discover phase: Sensing Intent

This diverging phase was about exploring the area of interest to establish the direction of the research.

Secondary research for inspiration, validation of the research subject and as input for popular media search targeted to stakeholders

The secondary research or desk research (Martin & Hanington 2012, 154) was an extensive phase in the research project. To enable successful recruitment of the research network, the thesis author had to get familiar with the latest studies and management trends regarding themes of teamwork, leading teams and diversity, organisation design and job design or employee experience design development. The phase was less co-creative though author of the thesis used every chance within a year preceding the actual thesis work to test her hypotheses regarding problem are by bringing it up in informal discussions with people seen as potential informants or stakeholders. Secondary research was an important input to the empirical data gathering and its planning phase. It would feed the probing questions of field-guides for informant interviews, workshops' briefing presentations, slack communication to stakeholders as synthesised reviews or remarks on recommendable readings, ideation activities of the thesis author and finally the substance theory part of the thesis. The sources included books and journal articles. The referenced sources were managed in Zotero where they were grouped according to their relevancy to the topic and type of publication. Notes on relevant terminology definitions, on insights, on potential quotes and other remarks were maintained per source in Zotero's library and some in thesis author's own slack group.

Desk research served as input for popular media search which generated information also for the stakeholders of the research (Kumar 2013, 62-63). Other sources for popular media search included expert blogs, web page and social media content and keynote speeches on relevant themes in network excursions. The purpose of using popular media search and distributing the observations in slack groups was to inspire the research network, reflect together upon the themes under exploration and increase understanding on the current developments. Keywords of the research served as followed topics (step 1: identifying relevant topics). Slack channels

were named after these keywords. Sources of information were identified (step 2) during the research, to be followed in social media. Searches were conducted (step 3) and hints about influencers in the area were probed from the research network. The information was reviewed, extracted and documented (step 4) in slack; some lighter contents offered with just a few accompanying words. Slack allows to include url addresses, so citing the social media source (step 5) was very simple regarding web content.

Popular media search served also as an inspiration for opportunity sensing activities; the trend observation introduced in the next chapter.

Teamwork trends infographic for inspiration

It has been suggested that futures thinking could be incorporated with service design as the design methods currently exploit mainly empirical data tied to the present or past context (Leihener & Breuer 2013, in Ojasalo, Koskelo & Nousiainen 2015, 195). Foresight or mapping future changes of the context in focus facilitates sensing opportunities and can bring them to be considered in the needs analysis, serving as input for ideation (Ojasalo et al. 2015, 208).

During the research phase of desktop and popular media research, media observations focused on the themes of teamwork and its effectiveness variables, diversity and leadership structure. Trend observation and sharing related media in slack channels was regarded as useful in both giving context to the research questions and convincing the stakeholders of the importance of the problem area under investigation. Trends were not deeply observed and analysed in the purpose of finding signals of new trends but rather in the aim of validating the research area and engaging stakeholders with visual representation of the drivers. See the trend infographic in appendix 6. Drivers seen as relevant for team building were framed with relevant contexts; those of business development and employee experience in organisations. Then needs (what is needed) and potential scenarios (what could happen) were induced from drivers. The infographic was distributed via slack and briefed in workshops I and III.

3.4 Discover phase: Getting to Know Context and People

This diverging phase was about getting to know the context and needs better.

Thematic informant interviews to find commonalities in challenges of building teams or autonomous teams

Interviews were targeted to both professionals on team leadership or enablers of needed team structures or support and in organisations where teamwork is either in the core on how services are delivered or in the core of consulted clients. Most of the informants represented service-provider organisations in digitalization solutions and consulting. The goal was to find

forerunner organisations who are currently gaining experience from modern ways of organizing teamwork. See the table below for basic data on informants.

Id	Date	Field	Position
A	22.3.2018	Service provider for digitalization services	CEO
B	5.4.2018	Service provider for digitalization services	HR development, Lead Coach
C	10.4.2018	Consultancy for lean development	Lean-Agile Coach
D	4.10.2018	Service provider for digitalization services	Client Manager / Project Manager transitioning into a Coach
E	5.10.2018	Service provider for digitalization services	Business Unit Director
F	8.10.2018	Service provider for digitalization services	Client Manager / Project Manager transitioning into a Coach
G	9.10.2018	HR consultancy	HR development, Coach

Table 2: Informants

The approach chosen for conducting the interviews was interview guide approach (Patton 2002) or semi-structured interview. A guide of themes and questions was prepared beforehand to serve as a checklist of the relevant topics to be covered in the limited interview time-frame. This approach is systematic but allows interviewer to let the conversation focusing on a specific theme to develop by probing and posing spontaneously formed questions. (Patton 2002, 343). In semi-structured or thematic interviews, the focus can vary and the questions can be iterated between interviews if something interesting emerges from previous interviews (Ojasalo, Moilanen & Ritalahti 2009, 19).

The field-guide was based on study of substance theories, considering also the sub-dimensions of autonomy and diversity. See the field-guide topics in appendices 7 and 16.

The qualitative thematic analysis of the interview content followed Creswell's guiding lines (2014, 197-198). The audio-recorded material was organised and prepared for analysis by transcribing (step 1); after which it was read through and first ideas noted (step 2). In the first analysis colour coding was used to code the text into chunks and to describe categories for it (step 3); see the table below for colour code meanings.

Description of category	Highlight colour
Content or notes representing directly the predetermined core themes of researched subject; team inputs such as diversity or physical/virtual premises; team processes, practices and available support such as leading the team, communicating, managing the work, handling conflicts; outputs such as team performance or learning; changing dynamics inside or outside the team such as organisational changes.	green
Content or notes representing either 1) themes indirectly related to researched subject or 2) themes preliminarily scoped out of research or 3) trends or recommendations for further research. (See these themes in chapter 4.4. <i>Other findings</i> and in chapter 5 figure 31 on <i>Out scoped themes of the research, Delimitations of the study and Recommendations for further studies.</i>)	blue
Quotable sections of text	red

Table 3: Coding of interview material (in preliminary analysis phase)

See an example of coded text in appendix 3. To distinguish thesis author's notes, // -signs were used to separate this text. In the second analysis round of expert interviews the content coded as green was scrutinized and resulting themes taken as post-it notes into a canvas in order to form theme connections and to generate synthesized descriptions (step 4). Regarding step 5 of how to represent descriptions and themes in the qualitative narrative, presentations were generated and quotable sections coded during earlier analysis. The interpretations (step 6) and raw interview data were used as input for the proceeding research phases. See appendix 11 an example for interim analysis results.

Empathy maps to understand the team member in a specific context

Empathy map can be played as a game in a workshop to focus attention to the "user" or "customer" (Gray et al. 2010, 65) who in this context is the team member or employee. Empathy map was created by XPLANE and an iterated version of the map in appendix 8 was used.

In order to find the pain points or challenges for the team members in specific situational contexts, empathy map was used both as workshop tool and as designer's own tool for reflection. The first situational context was that of integration composing of either permanent or temporary teams from formerly two separate organisations and organisational cultures. The map was completed based on thesis author's perceptions of the situation and discussions with

supervisors. It was briefly introduced in workshop I for inspiring the supervisors and aroused a lot of interest as a tool. See the completed map below as an example of workshop outputs:

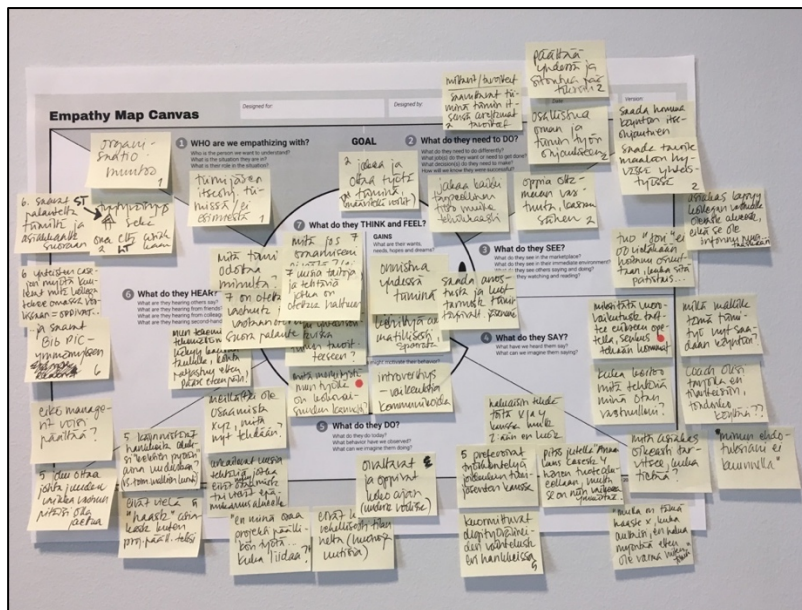


Figure 14: Empathy Map of a team member in the situational context of integration

The second situational context was of a cross-organisational, temporary and autonomous team with shared leadership whose work is about to start. The preliminary empathy map was generated by the author of the thesis and another complementary map was elaborated as a collaborative result of the designer and interviewee. See the illustration in figure 19 as part of workshop III description later in this chapter.

Third context was focused on a cognitively diverse and either temporary or permanent team. The designer further set the context into two types of team members; an extroverted person and an introverted person. These empathy maps were generated in workshop IV by two teams complementing each other's work and served as a basis for the teams to start generating ideas. See figure 21 as part of workshop II description later in this chapter.

All the generated empathy maps were used as input for designer's ideation process, through analysing the challenges posed in them. A new version of the map was also iterated as a result, for employee or team member context (see findings section of this report).

Graffiti Wall poster with a survey to capture team work experiences

Graffiti Wall is an open canvas and a tool intended to gather anonymous comments about the subject under exploration in the context of use. Often the research subjects are tangible, such as spaces or facilities. The canvas can be totally blank or include some questions guiding to the theme (Martin & Hanington 2012, 96).

A graffiti wall canvas was created to seize the opportunity of getting first hand experiences from team work in start-up hubs where there are several start-up teams working intensively. The canvas poster was taken to 10days100challenges event in Aalto and pitched in the morning kick-off together with the survey (described next) but it did not produce comments.

Another tool for exploring team experience more thoroughly was a google survey of 10 questions including both multiple choice and open answers. The questions of the survey were based on Lencioni's (2002) thoughts of team dysfunctionalities and thereof derived elements of a successful team, Tuckman's model of team development and level of autonomy or level of shared leadership in a team. The survey was accessible through a QR-code of which a poster was made with short instructions and including an incentive of a movie ticket lottery. (See the poster, survey questions and answers in appendix 9.) The survey was posted to start-up facilities in Aalto, Maria 01 start-up hub and Microsoft Flux community space in June. It produced only 3 answers which are briefly summed in findings. The questionnaire is re-usable for further researching experiences in fresh team formation situations.

3.5 Define phase: Framing Insights

This converging phase was about finding patterns in order to create and further elaborate concepts.

User journey map of a team member adapted from team development model

To facilitate workshops, it was necessary to find common ground on teams and here Tuckman's five-staged model on team development served as an adapted user journey or "team journey". According to Martin and Hanington (2012, 196-197), user journey is "a visualization of the experiences people have when interacting with a product or service, so that each moment can be individually evaluated and improved". In this adaptation, the journey thus is not evaluated based on a real team member experience of a team journey but is generic in nature and based on the selected team development theory. The team member needs and pain points rise also from the model itself as the challenges of the stages or different situations in the path are described both from team member and leader point of views. The challenge ideation in one workshop was facilitated with the adapted team journey map illustrated below:

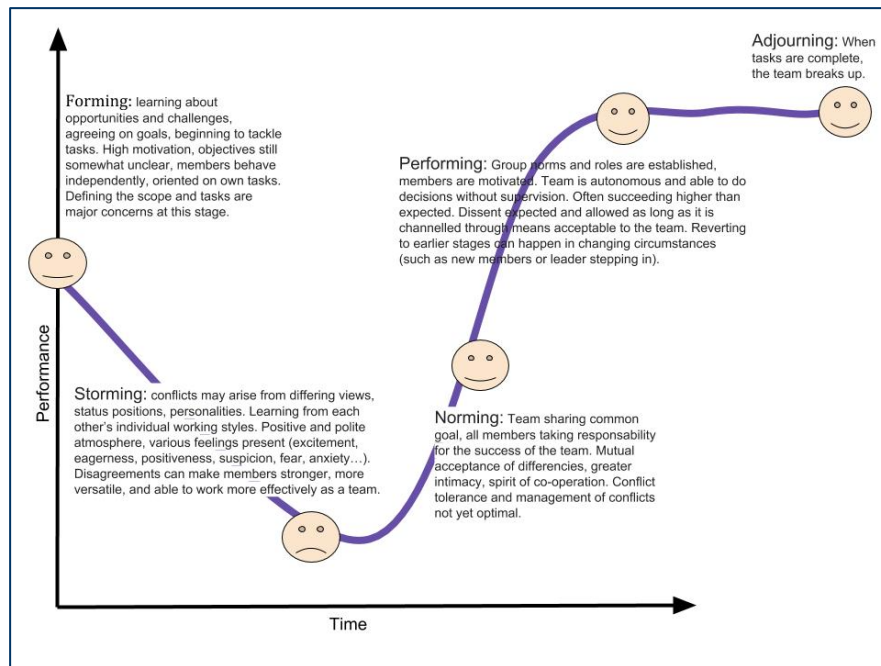


Figure 15: Team Journey adaptation from Tuckman's (1965) team development model

Mapping out challenges and ideas in workshops I and II in the context of organisational integration

In the workshop I of 18th of May, the goal was to validate the research focus in the given context of integrating team members from two different organisational cultures; to brainstorm challenges or problems; to pick a challenge and generate preliminary ideas. For the agenda and presentation in this workshop, see appendix 10. Due to the limited time available for workshoping (workshop I: 2 hours, workshop II: 1,5 hours) a small number (5) of team leads from the recently merged organisation were invited in the aim to be able to proceed in the schedule as planned, without spontaneous discussion breaks. The workshoping finally involved 3 participants and the thesis author herself, which was optimal to reach a shared understanding of the challenge to be selected, in the given time.

Before the first brainstorming session, principles of ideation were briefly reminded to participants (appendix 10, picture 5). Problem space or the challenge space was framed with the hypothetical team journey derived from Tuckman's team development theory. During brainstorming, diverging techniques of brain-writing with me-we-us reflection were used to ideate challenges in different phases of the hypothesized team journey. These techniques aim at leveraging the whole group; giving voice to its diverse contributors regardless of whether they are communicative in person or not, as techniques include periods of silent reflection and anonymity. (Gray et al. 2010, 83) The facilitator steers participants towards building on each other's ideas. Stickdorn et al. (2017, 180) define brainstorming as the verbal ideation method

whereas brain-writing is the silent method; the latter being suitable also for large groups or complex ideation challenges. In this paper brainstorming is generally referred to as ideation sessions composing of individual or participatory work done in silent or spoken mode.

See an illustration of the resulting canvas in the workshop in the picture below:



Figure 16: Team journey canvas completed with identified challenges

By discussing the issues on post-it notes the group arrived to the shared problem space and chose the most interesting challenge using sticker dot-voting as a prioritizing method for further exploration. In dot-voting (Gray et al. 2010, 63) workshop contributors receive an equal number of votes (such as stickers or markers) to place them on an item they consider most important. Votes can also be casted on a single item if it is seen significant compared to other items. The topic that became chosen was trust; how to create a trustful and open climate in the mixed teams. The author of the thesis gathered the workshop results into a slide-set where the challenges were clustered according to team journey phase, see example in the illustration below:

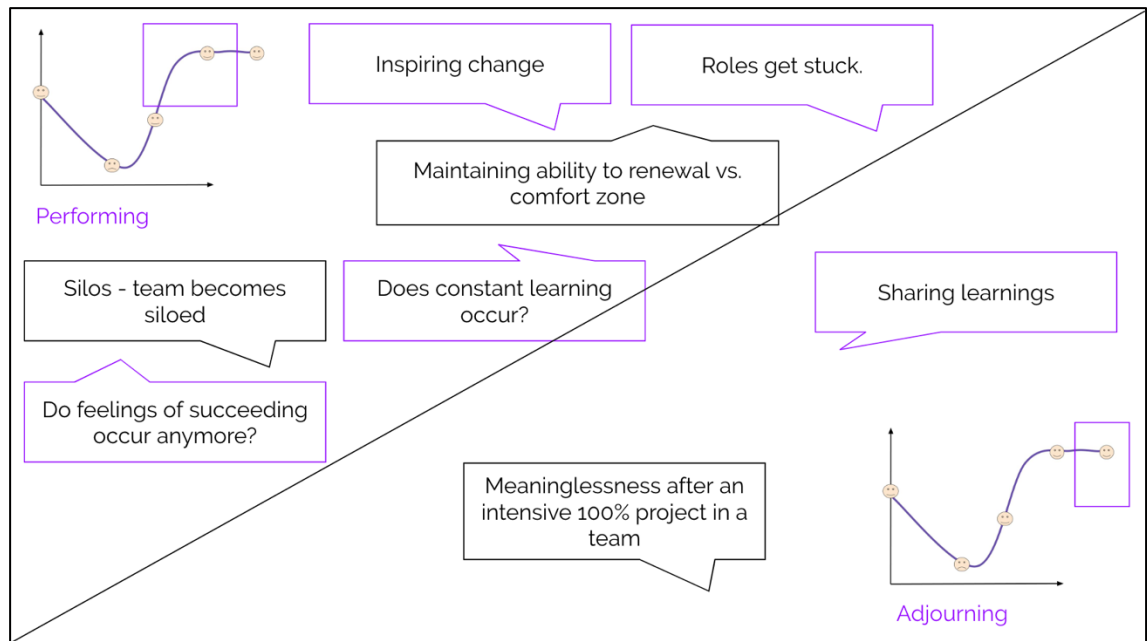


Figure 17: Example of challenge portfolio report from performing and adjourning phases

In the second ideation workshop of 5th of June, thesis author included herself as a contributor to the solution concept ideation, as her background in teamwork is extensive from project manager's point of view. Value was in bringing diversity of viewpoints and as the number of participants was small, risk of losing control of facilitator's agenda and role was not significant.

The aim of the second workshop was to generate preliminary ideas for solutions. The plan was to first complement an empathy map, then to develop descriptions of the preliminary concepts, to elaborate them further with napkin pitch tool and rank them with impact - feasibility matrix where ideas get ranked on two dimensions into a matrix that can represent a portfolio of ideas (Stickdorn et al. 2017, 185). An option for doing implementation planning was also included in case the time allowed for it.

The challenge was taken to focus immediately and a preliminary solution was introduced. It was iterated with similar techniques as in the first session, producing rough solution ideas around the challenge in its own board and triggering more ideas with "how-might-we" questions. After this the affinity diagram technique was used to discover patterns (Gray et al. 2010, 56); post-it notes were clustered into groups by themes or by a relation in their content.

The output of the workshop was documented to portfolio tool; in its sections of ideas and concept shortlist. Portfolio is further described as a tool in chapter 3.7 and as a resulting development output in chapter 4. The ideas and challenge area were further processed and

built upon ideas gathered from the theoretical readings, often referred to as practical implications. This resulted in a suggestion of a team building concept to be embedded into other ongoing activities in the organisation, further described in the findings.

Mapping out challenges and ideas in workshop III in the context of an autonomous team

The role of workshop III on 14th of June was to examine challenges from team member's point of view in the context of an autonomous team with no prior role specifications for team members regarding leadership; hypothetically a cross-organisational team starting to work towards the shared goal. The original purpose was to ideate support solutions for these challenges.

The author of the thesis had been following discussions in the Facebook groups of TEAL Finland, Lean start-up Finland, #sparraajat, Ompeluseura and Tiimiälyn tekijät. The first workshop participant recruitment was targeted to Ompeluseura; but it was considered out of scope of the group's themes. A different approach was used next; the thesis author hand-picked persons assumed as interested in team-building due to their postings and approached them with a personal message either via Facebook or Linked-IN. Altogether 20 potential persons were found and 12 most suitable ones were contacted. 7 responded out of which for 4 the suggested timings of workshops were not suitable, 1 considered the topic to be out of her professional scope. One respondent offered another type of collaboration related to team experience survey. There seemed to be genuine interest for the study subject but contributing as a workshop participant was challenging as summer vacations were approaching. Finally, the workshop deformed into an interactive, semi-structured and co-creative interview with one network member familiar with Teal philosophy and practices.

In the interview, the previously prepared workshop materials were used to introduce the project and to arrive to shared understanding of the context. A preliminary visualization of leadership functions and crucial team outcomes, created by the thesis author and based to previous interviews, was introduced to the interviewee. See the visualization in figure 18:

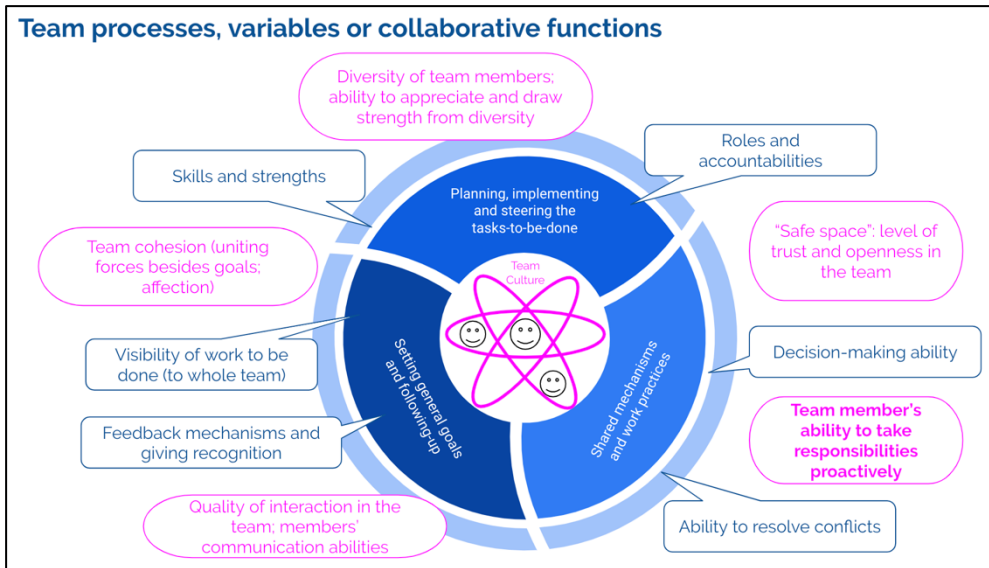


Figure 18: Preliminary draft of team leadership functions

During the interview a situational team member empathy map was ideated and completed together, based on distinguishing the cases of an introverted and extraverted person and focusing on team member's ability to take responsibilities proactively. Choosing this focus resulted from an earlier interview where this was seen as one of major challenges in autonomous teams.

See the picture below on completed empathy map:

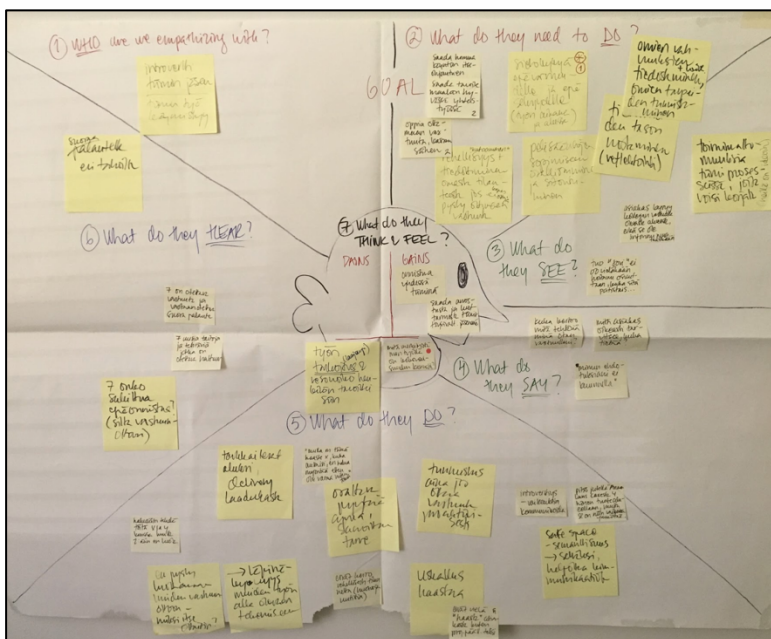


Figure 19: Completed empathy map in workshop III

The empathy map was the main result of the workshop III phase. It was used in mapping out the challenges of a team member in an autonomous team. Challenges identified in the empathy map were documented into the portfolio tool described later in this chapter. Later in the research the understanding about organizing into autonomous teams was completed with semi-structured interviews in conjunction with concept feedback interviews.

Mapping out challenges and ideas in workshop IV in the context of leading diversity successfully

In the last brainstorming workshop IV on 16th of June the focus was on team diversity; what are the challenges for a team member and what could be the solutions for selected challenges. The participants were recruited from thesis author's own networks representing diverse positions towards teamwork; leading a unit of communications professionals as a supervisor, leading development teams as a project manager and service designer, selling a community of marketing professionals and consulting organisations in personality evaluations.

There was an introductory warm-up as the participants did not know each other. As an additional briefing, the author of the thesis laid out the elements of well-functioning teams (appendix 12 picture 3) and the types of team in focus of the work.

The first ideation assignment was on empathy maps for two hypothesized team members; a leading extroverted person and a reflective introverted person (appendix 12 picture 4). Empathy maps were filled in two two-person teams by discussing the map through from question 1 to question 7 and then complementing each other's work in brain-writing technique which "allows ideas to emerge before being critiqued and creates a space for them to be co-created, with multiple owners" (Gray et al. 2010, 83).

After the first ideation session the thesis author talked briefly about diversity or multiplicity according to Ajanko's principles applicable for any successful team led with transformational leadership approach (appendix 12 picture 5), in order to tune the participants deeper into the subject. Then participants were asked to go back to empathy maps, to discuss together if there were common themes to be clustered and if there were challenges to be found concerning both team member types. Two challenges rose and became prioritized in the discussion; insufficient level of empathy and interaction in a team and diversity of rhythm or tempo of a person. Participants could choose which topic to join for the following brainstorming of preliminary solution ideas. Brainstorming was facilitated with brain-writing and me-we-us technique. As a result of this phase, 3 ideas were quickly selected to be worked on into concepts: 1) celebrating identified small successes and building team spirit through joy; 2) implementing digital tools to encourage different communication styles suiting also a more reflective tempo; 3) increasing understanding between persons of differing levels of extroversion.

In the final part of the workshop the concepts were further elaborated in pairs with the help of a napkin pitch tool which is described further in the next chapter. Below on the left see an illustration of the workshop result of an empathy map and on the right napkin pitch for the concept of a work pair composing of an extroverted and introverted person.

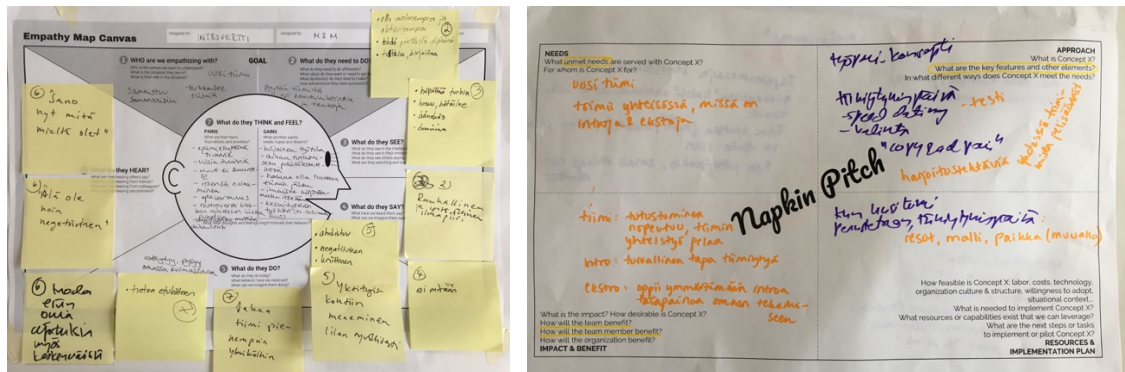


Figure 20: Empathy Map and Napkin Pitch examples from workshop IV

Both teams presented their concepts in a 2-minute pitch talk that was video-recorded. The output of this workshop, i.e. the challenges, preliminary ideas and concepts, were added to portfolio tool presented in the findings section and served also as an input for thesis author's ideation process. One of the concepts, Uplift Moment Concept, is further described in the findings section.

Literature review

As the theory base was rather extensive, it was composed into an applied literature review or publication research (Kumar 2013, 64-65) with a focus towards academic publications.

3.6 Develop phase: Exploring Concepts

This diverging phase was about elaborating the preliminary concepts a bit further in a co-creative manner and reflecting against viability.

Napkin Pitch to elaborate preliminary team building concepts further

Napkin Pitch has been introduced as a tool in the methodology literature by Liedtka, Ogilvie and Brozenske (2014, 94). It was adapted into a more detailed version for the purpose of facilitating generation of preliminary solution concepts in workshop IV (on diversity theme). See the original tool and the first modified version of it in appendix 13. The upper left corner was adapted according to a version by Maritato (2015); presenting the need and the user. The upper right-hand corner was also adapted from Maritato; but focusing only on the concept features. The left bottom corner was about the value; estimating impact and benefit for the team, its members and the entire organisation. The right bottom corner as the final section

was reserved for elaborating on how to implement the concept and how to leverage resources.

The tool was intended to also document the evaluation score of the preliminary concept, assessed either in the earlier phase of the workshop or while evaluating the value and implementation. This evaluation would have been visualised as a two-dimensional matrix of impact and feasibility between the Impact & Benefit and Resources & Implementation Plan quadrants. Stickdorn et al. (2017, 185) refer to this kind of two-axis ranking tool as Idea Portfolio; Gray et al. (2010, 241) as Impact & Effort Matrix. The former is more flexible in the sense that ideas can be evaluated against other preselected criteria.

However, this element of the tool was not used in the workshop due to time constraint.

Building a research wall to foster ideation of concepts and models

This method visualizes data and insights on a wall and is helpful for *sense making*. Research data is arranged visually to identify patterns; through clustering and spotting connections between materials. (Stickdorn et al. 2017, 127-128)

See below images of the research wall:

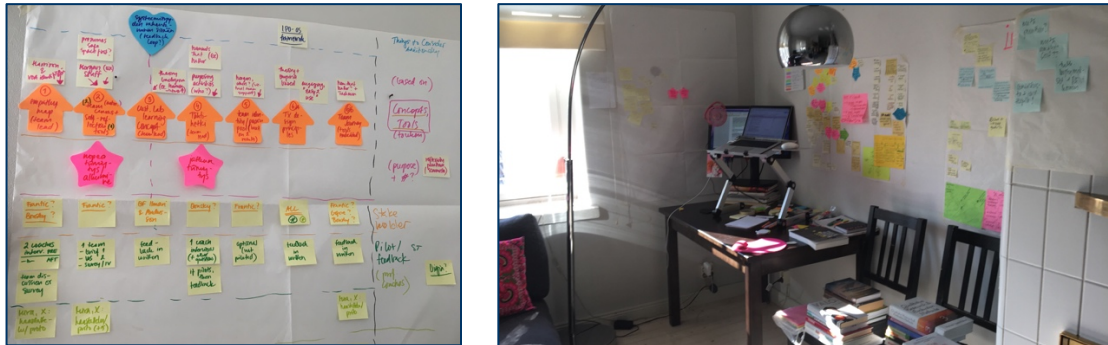


Figure 21: Research wall

In this research, the wall was particularly helpful in making associations, ideating concepts and planning activities of finalizing the research project.

3.7 Develop phase: Framing Solutions

This diverging phase was about recognizing, prototyping and iterating concepts that create value or which by complementing other concepts result in a holistic solution.

Concept Catalogue or Portfolio Tool for team building opportunities

A catalogue tool adapted from Kumar (2013, 244-245) is an interim output regarding the desired toolbox of team building; an organised repository for future needs. The preliminary concepts based on benchmarking, theory research material, workshop and interview analysis outputs were refined by the designer into same information structure and layout. First, a base was created for the catalogue (step 1); including a template for the concept and a file (in google drive as a sheets file) where to store them. Then concepts and their basic information were gathered (step 2) gradually during the analysis phase; tag words were generated for the concepts (step 3) according to the team development phase and the type of desired result.

The catalogue can be searched upon (step 4) and utilized when needed to further develop challenges or ideas into concepts.

The material gathered or created from various sources with various methods and related to innovation opportunities, preliminary ideas and concepts, were all listed into portfolio tool. The items in the portfolio were categorized with several dimensions; coding of the first dimension is presented in the table below and relates to Tuckman's team development model.

Phase description	Code 1	
Forming phase of team development / prephase or selection of team members or autonomous forming (adjusted from Tuckman model)	F-0	scoped out
Forming phase of team development / starting to work together (adjusted from Tuckman model)	F-1 or F	included
Storming phase of team development (Tuckman model)	S	included
Norming phase of team development (Tuckman model)	N	included
Performing phase of team development (Tuckman model)	P	included
During phases of teamwork - forming 1, storming, norming, performing (Tuckman model)	D	included
Adjourning phase of team development (Tuckman model) or after phase of teamwork	A	scoped out

Table 4: Coding of challenge and idea portfolio items with Tuckman's team development phases

The phases were elaborated regarding forming phase, to clarify that selection is out of scope.

The items were also categorized with theme names generated, based on the substance theory and literature material interpreted by the author of the thesis. The purpose is to indicate what type of desired result the item (whether challenge to be solved or an idea of a solution) can contribute in, with an overarching purpose of a well-functioning or performing team. See

table below for these variables and their meanings.

What desired state an activity/behavior/idea has the potential to result in	#variable
enhances trust between team members; intragroup trust	trust
enables and encourages participation of all team members to mechanisms directing or developing team's work (incl. decision making, conflict resolution)	inclusion
diversity tolerance evolved into level where team members are able to appreciate and draw upon other members' different capacities	appreciation
increases social team outcome; member satisfaction; team climate or spirit	cohesion
takes towards assuming responsibility actively, builds autonomy mindset	proactive
advances learning in the team level and supports learning orientation	learning
builds engagement in reflective practices both individually and as a team, to develop task execution and social processes	reflexivity
mutual goal orientation; developing collective wisdom or team intelligence	shared sense

Table 5: Variables of teamwork to categorize challenges, ideas and concepts

It was recognized that these hashtags could be formed with different ways, such as branding them to be more inspiring (for example #buildtrust #givevoice #collectivewisdom and so forth) or expressing functions such as communication, leadership.

The portfolio was divided into groups or sheets of item lists each item being labelled in the previously described manner. See appendix 14 screenshot 1 for an example of the portfolio tool's challenge section where items were grouped by area of interest; autonomy, diversity or integration. Ideas were shortlisted in their own group; see screenshot 2 in appendix 14. Concept Catalogue sheet lists the concepts that have been elaborated further, either into a napkin pitch or other type of concept description. For an example of the napkin pitch format, see appendix 13 or chapter 4.3.

Portfolio tool is an interim result on the path towards generating valuable, research-based concepts. It serves as a repository for further development of concepts.

Concept Evaluation

Semi-structured interviews described in chapter 3.4 were carried out in the last developing phase to gain feedback on concepts. Three informants represented an organisation operating in digitalization and consultancy business which is mature in leading project team work but is just starting its journey towards an autonomous organisation. One informant represented HR

development consultancy and coaching services. Research participant network introduced in chapter 3 as well as informant table 2 in chapter 3 were updated regarding these stakeholders. The received feedback is presented in findings in chapter 4.

Concept Iteration

New ideas or concept iteration followed as a result from feedback. The concepts developed further are described in findings in chapter 4.

3.8 Deliver phase: Realizing Offerings

This converging phase was about finalizing solutions; evaluating them in real use was not included in the research time frame.

Team Journey Toolkit

A major output of the deliver phase was a toolkit of preliminary team building services embedded into a hypothetical team journey. This is further described in findings in chapter 4.

Design Principles Generation

Design principles are research insights developed into actionable guiding principles of ideation (Kumar 2013, 188-189). The input is research and analysis data and outputs are an organised documentation including main insights and brief statement of key ideas. This output serves in bridging the needs with actual solutions. First the insights are gathered and similarities combined. Next step is to induce insights into actionable statements and then arrive to summarizing at maximum 10 key principles.

Previously described process for generating the portfolio tool and related key variables served also for grouping preliminary design principles together into their own listing. The more concrete concepts resulting from this interim result method is described in findings in chapter 4.

3.9 General techniques related to service design methods

As described in the previous chapters, the various techniques chosen involved visualizing data or facilitating co-creation events. Visualizing data brings the benefits of structure, gap identification, deeper understanding and ability to feel empathy for the person that the service is developed for (Stickdorn 2017, 111). Facilitation techniques such as using *how might we* questions and doing warm-ups create safe space for people from various disciplines to communicate openly and engage them into productive co-creational activities (Stickdorn 2017, 391-392).

3.10 Analyzing the research data

The illustration below (Figure 22) lays out all the elements of the research. Criteria for interpreting the findings was introduced in chapter 3.7; the desired results for the team or chosen effectivity-increasing variables serve as categorizing team experience design elements or concepts. In the left-hand side of the illustration are the theory inputs, iterated inputs generated from interviews and ideation workshops and interim analysis conducted by the thesis author.

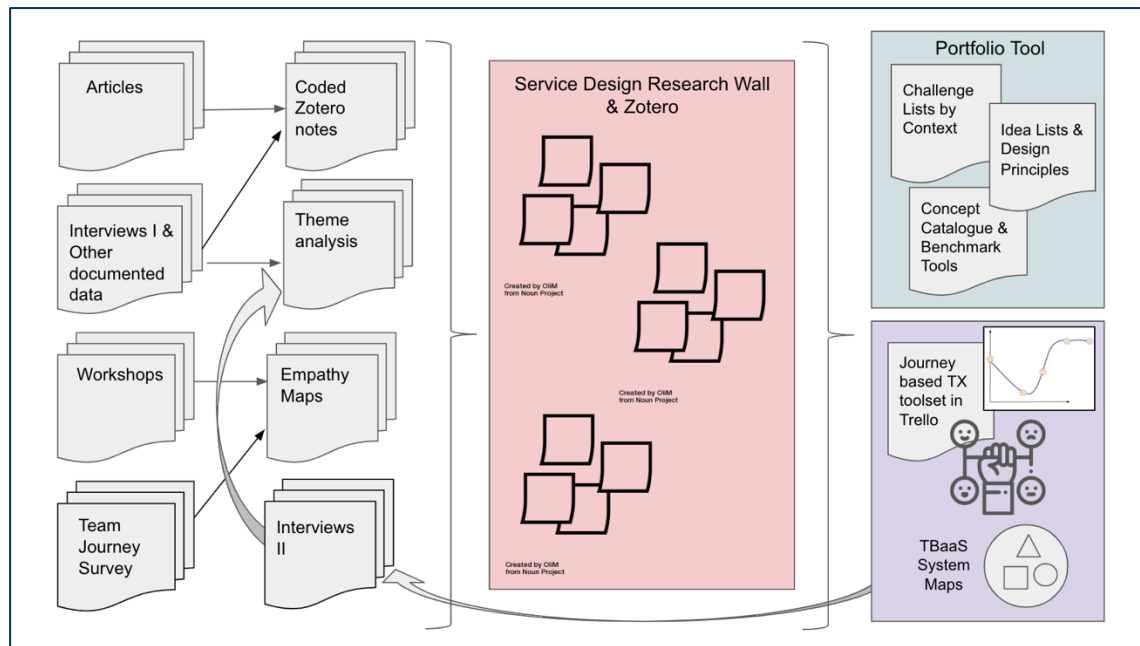


Figure 22: Illustration of main elements of research material analysis

In the right-hand side are the final outputs; results of analysis and ideation done by the thesis author or in co-creation with stakeholders. In the middle of the illustration is the tool of *service design research wall* which refers to visualizing diverse elements of the research into a single space to help associating and ideating. The role of theory in this study was descriptive (Yin 2003, 29-30); its purpose was to serve as an input and focus for ideation and development of solutions. Theory based elements are represented in the illustration's upper left-hand corner as *Articles* and *Coded Zotero notes*.

All the theory and background material were grouped in Zotero tool's folders. Material in Zotero was noted with codes during the second round of analysis, in order to generate design principles and the portfolio tool further described in chapters 3 and 4. See following table 6 on coding notes.

Description of category	Color	Output
-------------------------	-------	--------

Material (or text) interpreted into applicable design principle <ul style="list-style-type: none"> • dp = general design principle • dpl = design principle for integration context • dpA = design principle for autonomy context • dpD = design principle for diversity context 	yellow	Idea Material (excel)
Material (or text) interpreted into a challenge or opportunity for innovating solutions	purple	Portfolio Tool - Challenge Lists by Context (excel)
Material (or text) interpreted into a benchmark of practical implication; a preliminary idea or solution	pink	Portfolio Tool - Idea shortlist (excel)

Table 6: Coding of the text and notes regarding selected theory material in Zotero (for design principles' generation and portfolio tool purposes)

The empirical data was gathered as described earlier from informant interviews, stakeholder workshops and by using variable service design methods enabling gathering of data, co-creation, inspiring the research and also suited to the purpose at hand. Interview highlights and other gathered empirical data was analysed, elaborated into insights and further refined with collaborative methods. Stakeholder workshops intended to further refine and set mutually shared research goals validated the problem area and set the substance base for informant interviews.

This process of the design research aimed at generating design principles and preliminary concept(s) of services which could be evaluated through feedback and experimentation. The next chapter of findings will elaborate these further.

4 Findings

The question explored in this study is about how to catalyze collaboration of a diversified team in different phases of its journey and with different contextual set-ups regarding the team's autonomy level and its organisation. This chapter responds to the primary research question RQ1 by first introducing patterns and insights on what is inherent in team building, based on interview data (chapter 4.1). Secondly, discussing the drafted models of *team building as a service* provides ideas on how to approach team building support in order to build team autonomy (chapter 4.2). Thirdly, the more specific questions embedded in the main research question RQ1 and perceived as innovation opportunities briefed in the following list get answered by the previously mentioned discussion on patterns, by suggesting design principles and by describing the developed preliminary concepts for team building (chapter 4.3).

How to establish psychological safety? How to develop intragroup trust?
 How to nurture sense of belonging?
 How to empower team members into proactively taking responsibility?
 How to instill self-management skill and mutual accountability?
 How to support equality, inclusion and high social sensitivity?
 How to foster capacity to learn and stay task and problem-solving focused instead of losing focus to intrapersonal inertia?

The secondary research question (RQ2) about applicability of using service design as a development approach in the context of organisational design is dealt with in chapter 4.4. and other findings of the research will be briefly introduced in chapter 4.5.

4.1 Insights from informant interviews

This chapter discusses identified patterns or insights from the informant interviews related to team building and its challenges.

Autonomous teams in organisational and individual level

or how:

“strict borders just do not fit in to a modern organisation culture”

“courage is demanded from a team member to grow into proactively taking responsibilities”

The situational contexts vary and so do the challenges when aiming to implement or maintain autonomy. Start-ups can start from *scratch* and ensure with their recruitment that new team members share self-directness and other qualities supporting work in a team with distributed leadership. Their challenge is selection-related whereas existing hierarchy-driven organisations need to transform their employees’ mindsets into learning new skills and attitude;

“demand that supervisors let go from their power and status”

and that everyone is proactive in taking responsibility. The latter is a transformation process that needs to be led; individuals need to be supported and new structures given space to emerge. On the other hand,

“need to remain lightness and purposefulness in everything that is done”

is a good principle to avoid building

“structures that eliminate information sharing”.

The experiences interviewees had of autonomous teams in their organisations suggested organizing strong support for these teams. At the beginning the autonomy

“increased understanding of the whole picture... what the others (team members) do”

and in the longer term took individuals in a

“growth path, growing into taking responsibility”.

The survey results on fresh teams also indicated support is needed in the beginning as

“Initially, everyone was confused where to start and how to approach the solution”.

Once that team did task planning, defined roles and approached solution from multiple perspectives, the collaboration got better.

The free-rider problem related to autonomous teams in theory literature appeared both in interview and survey results. Its cause can be situational or of constant nature; inability to take responsibility proactively due to personality not enabling self-managing behavior, attitudinal reasons or challenging life-situation reasons. When situational barriers are overcome and

“When everyone pushes towards goal, it’s cool!”.

Team as a “living organism”

Due to increased complexity, the contexts in which teams operate seem unique and very situational. But is it so, can common denominators be found? Autonomous teams are

“taking in feedback constantly”

as there is no buffer between them and the customer or the environment. Adaptation becomes key and one of core capabilities to be considered in designing

“how to feed the team to grow”.

Paradigm of agility and transparency enabling efficiency in team and organisation level vs. meaningfulness craved in the individual level

Agile methods came about in the 1970’s but represent still a fresh way of structuring work for majority of fields. The paradigm is enabling transparency and at the core, utmost efficiency. The work and its advancement are very visible for the entire team and at best offering instant gratification:

“How nice it is to remove the task into completed.”

In the mean-time as lean is spreading across industries, Teal paradigm is evolving, emphasizing wholeness at individual level and meaningfulness extending from private domain to work domain. The core in this thinking is very humane.

These approaches exist in parallel but the core values differ radically. What brings them together is personal development, the thought of constant evolution. In lean the focus is on organisational level and efficiencies gained from development are partly based on being a member of a constant team. In TEAL the focus of development is in individual level which may bring desires of more varied work which decreases effectiveness as routines do not develop. How to balance externally set *well-oiled machine* purpose with individual development desires is a question that the author of the thesis anticipates to become more relevant if the predicted externalization of workforce happens and shorter development timespans prevail.

“Rapidly changing puzzle”

The situational factors such as temporal dimension affect the goals of team building and autonomy level. With a constant team, developing self-organisation gradually into the team is possible timeframe-wise. If the goal in itself is self-organised structure via autonomous teams, the more constant the team is temporally and in composition and the smaller it is in size (in order to not blur accountability), the faster the transformation into autonomy will probably yield higher performance. But as mentioned earlier, the thesis author believes that in the context of today’s constant movement, the need for growing efficiency into temporary and diverse teams is growing. As one of the interviewee stated of the attempts to build teams based not only on compatible skills but compatible cognitive styles and personalities,

“In our rapidly changing puzzle, it is a truly challenging equation”.

“Are strong silos being built?”

Teams as bridge-builders in integration situations

May 2018 article of Edith Onderick-Harvey in Harvard Business Review states how

“At best, mergers and acquisitions (M&A’s) have a 50/50 chance of reaching their intended results. Study after study puts the failure rate closer to 70-90%.”

and notes how human factor is the main reason for failure.

One interviewee noted how

“organizing (in organisations) occurs is experiencing major changes currently”.

Besides autonomous organisation structures, this relates to Onderick-Harvey’s claim for organisations to adopt change agility widely into core skill base as the organisational change rate will just continue accelerating. This is the opportunity for teams to serve as bridge-builders in integration situations. Onderick-Harvey suggests these formal and informal cross-organisational partnerships can replace organizational silos, paving way for efficient information exchange and decision-making centered around customers, products or regions.

Onderick-Harvey also brings forth the need for creating safe space in insecurity-evoking integration situations to find out dysfunctionalities. The earlier suggested additional purpose of a team as a safe-haven in this context might thus be a needed supportive role for it.

Who owns team’s processes and organisation?

The ownership over team processes may not be in the hands of the team or organisation entirely but is affected by situational factors; in customer-focused project work the customers may have their say in organizing the work. They may require centralized leadership and having project management on both sides while at other times the team members may join a team working autonomously. Research by Tiimiakatemia (2018) indicates that this has to be consciously decided upon so the team members know whether proactive approach is expected or someone is in charge of leading and steering the work.

In consultancy work it may still be easier or more customer-friendly to sell well-known process model-based approaches in project deliveries compared to self-organised team approach. Customers may also anticipate identical processes over deliveries though forerunners may also anticipate new ways of organizing. A parallel, growing trend to buying fixed project deliveries is to buy the resource of an entire team and use it adapting to changing needs.

Quality and quantity of communication

Lack of communication or its poor quality is at the core of many challenging developments. Quite common challenge is an inadequate, shared understanding on the basic constituents of teamwork such as goals in short and longer term and each one’s specific roles and accountabilities. In the aim to rise to the next level in employee satisfaction and team performance, teams often would need to substantially increase informal encounters with each other - to get to know each team member more profoundly as a person. This is easily overlooked in value and does also presuppose TEAL philosophy’s type of approach of daring to bring ourselves as whole persons to the workplace.

"As I am the way I am and you are the way you are, how does it affect our rhythmic, how could we develop our way of communicating so that it would be smoother..."

Team role or personality profile tools are not yet exploited that much in team building. They may be used in management level team building and their usage can be quite superficial. To realize their potential, they should be reflected upon instead of using them as one-time curiosity intervention or taking categorizations at total face value. Enneagram was mentioned as having been used as a concrete intervention that opened up possibilities to ameliorate everyday interaction.

"Coaching is of extreme importance if there are conflicts or other situations like that" "...people still need coaching, removing obstacles, to work in peace...(supported by) the role of a coach"

Coaching was a tool used in all the organisations adopting autonomous team approaches.

Research on a fresh team's experience when probing on collaboration improvement needs brought up in open answers the need for

"listening skills, having patience before expressing our thoughts".

This could be helped with coaching intervention in the beginning. On questions about conflict resolution capability, 2 out of 3 answers chosen were "We had conflicts and usually solved them" and one answer indicating that the team even had a pre-agreed mechanism to do this. About decision-making, 2/3 thought everyone was usually listened to and committed while one chose to answer "sometimes." These too are skills that could be strengthened with coaching or training once there is awareness of their impact.

As the team is in place, what is the effect of individual coaching if it is offered as a type of a fringe benefit related to autonomy support only for those team members that are in risk to leave? This may counter team building. On the other hand, what if a team member does not feel comfortable receiving 1-to-1 coaching? Group coaching may work better for some individuals as well as being more cost-effective. Nevertheless, it is a challenging form of coaching as multidimensional dynamics exist in the situation and thus it can be difficult to control and steer to desired direction. External, experienced coaches might be needed.

If coaching as a supporting service is taken seriously, then why not dedicate a certain time for it in relevant positions as done in one of referenced organisations in an interview. The efficiency of coaching has multifaceted perspectives to it; whether it is served internally or externally, whether it is targeted to individuals or the whole team or smaller groups. The

perception of an informant providing coaching services was that the combination in latter mentioned perspective would be ideal.

Aligned development goals in organisational, team and individual levels - is it possible?

An opportunity worth pursuing in the aim of superior employee experience or team experience is to try to bring together the goals from several dimensions; the purpose of the team (including customer focus), the goals of the organisations as part of the team's situational environment and goals arising from individual's needs (involving self-development, career aspirations, personal life situation).

When is it a real team - it needs to be before taking it to next level of an autonomous team

You need to have a team before making it autonomous. A team shares a goal, its work is interdependent in nature. Otherwise it is just a working group of individuals. Team members need to be present; physical and technological tool support is needed. Trying to bring autonomy in a context where team does not even yet exist will probably not succeed.

If team members cannot see the benefits of interacting and communicating with each other more (in order to pave way for autonomy), achieving the needed quantity and quality of communication has to be *built-in* structurally, culturally or facilitated with coaching. If needed, distant working practices should be changed. Maybe an alternative would be to recruit extroverted personalities to ensure communicating but this is not sustainable regarding innovative capability of the team as a whole. Quantity of communication also does not equal its quality.

4.2 TBaaS or “Team Building as a Service” model

One of the inspirational benchmarks for the research regarding team building in an autonomous team were experiments in Finnish software companies that have resulted in providing leadership for employees with *as a service* model. Various services are offered for the personnel in these companies or via a web catalogue solution in their client organisations, as internally or externally produced services and extending into services besides ones traditionally seen as leadership support (such as healthcare). Visit into two of these companies in networking events made the author of the thesis to think about internal and external service provisioning of need-based services for team building in different contexts and situations; such as building autonomy supporting mindset and practices in teams, enhancing inclusiveness or dealing with dysfunctions or changes during team's lifecycle. Consequently, the question was could this be modelled to facilitate the mapping of the service offering needed in specific contexts.

It has been observed of autonomous teams that leadership emerges from the team members during teamwork and that leadership is a manifestation of higher sense of responsibility. With informant's expression it is "a path of growth, growing into taking responsibility". Can it in essence even be catalyzed? Instead of settling with it taking undefinable time, it is worth experimenting ways of growing the awareness in the team of itself; its capabilities, the gaps in its capabilities related to leadership and collaboration supportive skills. Even though the team is destined to be temporary, its members take the new level of awareness with them to the next team they work with, smoothing its inertia phase from their part.

The following system map illustration depicts hypothetical organisation of the team and supporting leadership and coaching services. In the case of figure 23, no team lead is appointed, team members share same home-base (organisation) and team is organised around the customer (grey layer). Team receives the coaching and training support it needs from its home base (teal layer) either as internal or external (white layer) service. The team is not yet fully sustainable or high performing as an autonomous team but it is the goal in its development path as it a team of permanent duration.

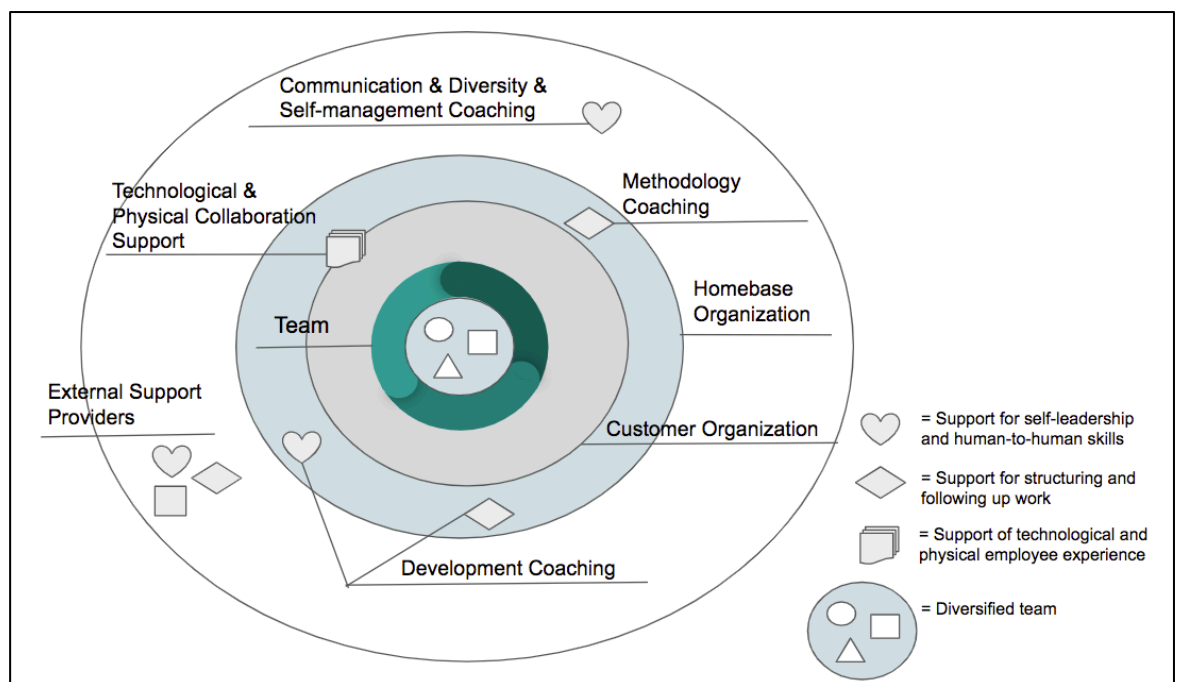


Figure 23: System map case 1 of a single home base organisation

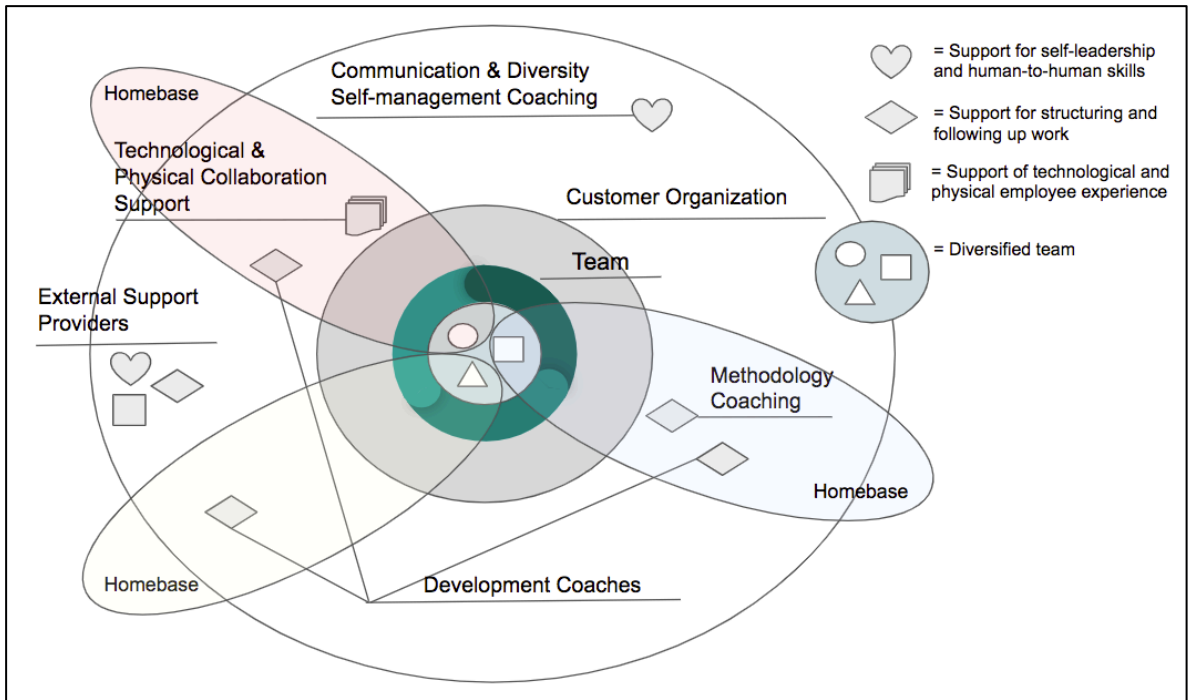


Figure 24: System map case 2 of multiple home base organisations

Whereas in the case above of figure 24, no team lead nor shared home bases exist, team members come from different organisations or are entrepreneurs. Team members or their home bases bring diverse coaching support to the team depending on the team’s needs. This is still a utopian type of scenario; interviews supported the view where one party has to firmly take the leadership instead of it being distributed or emerging and coaching skills are probably not yet exploited.

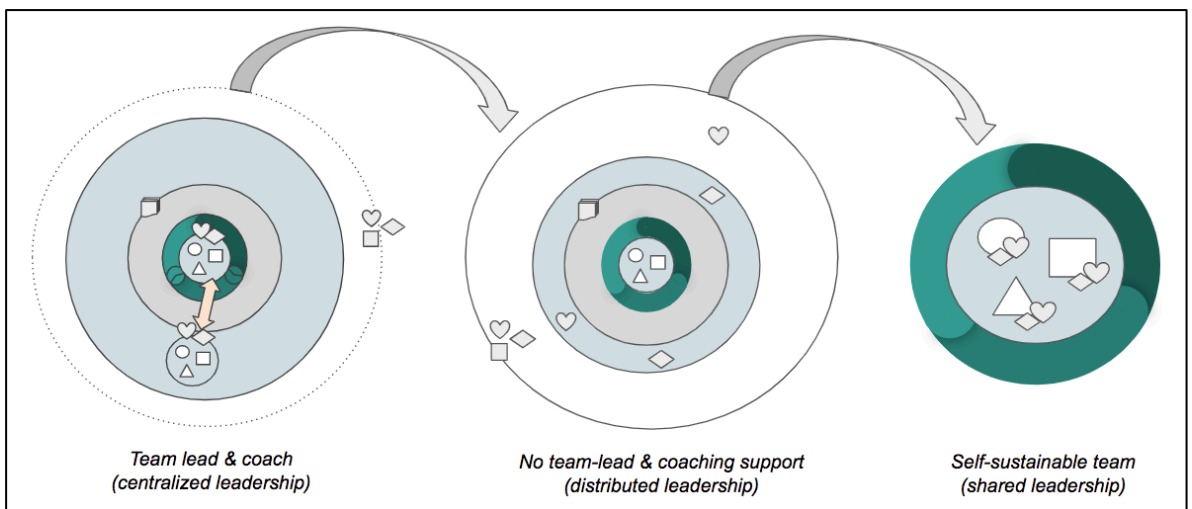


Figure 25: System map of path into an autonomous team

The last illustration in figure 25 attempts to capture a hypothetical development path into a self-sustainable autonomous team, via phase where team building can be offered as a service.

Borne as an idea in the early phases of this research when doing above mentioned benchmarking on forerunner organisations in autonomy and suggested also by Kostamo (2017, 109), organisations or parties considering the adoption of autonomy could analyze the diverse functions of administration and leadership needed, spotting out the ones critical for the success of the group in question and the actors of the group or network of actors who should put each functions into practice. What are the different services a team may need to lead itself? The following illustration lays out one possible context with a collection of services, drawn as conclusions from theory, interview and benchmark data.

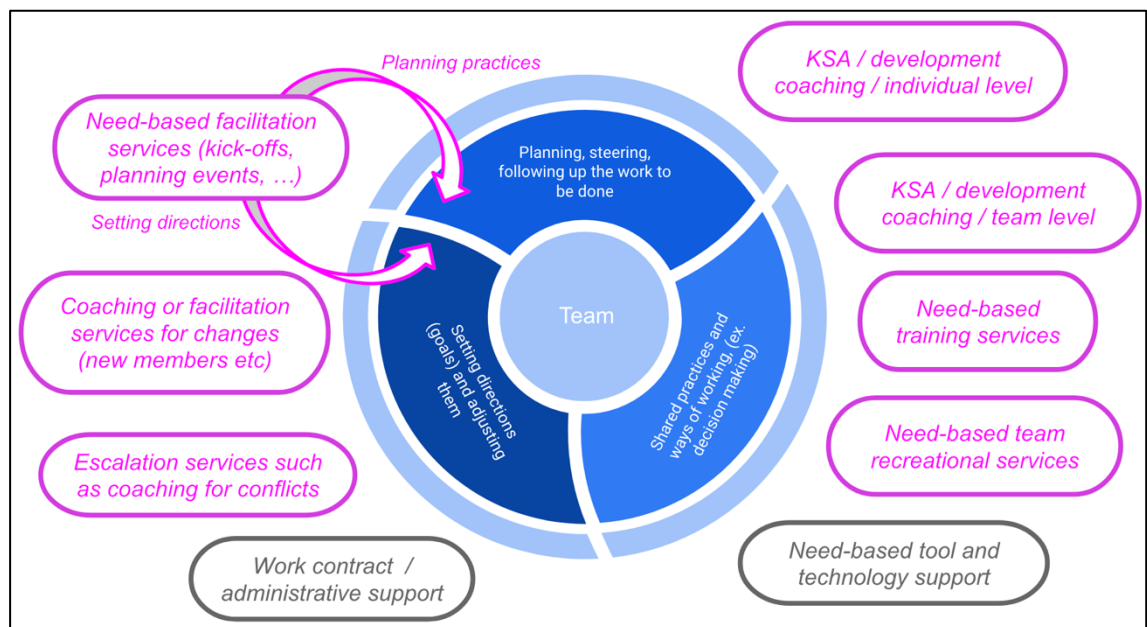


Figure 26: Team Building as a Service illustration

In this illustration, the presumption is that the team handles basic project management capabilities itself, such as planning, distributing and following up the work to be done or setting directions and making decisions. But those could be amongst the coaching or training based and externalized services as well in the case of non-autonomous team. The functions of management as not seen crucial for team building effect are with grey colour. The attempt in this illustration is to capture the essential capabilities for day-to-day team work in the middle as the team owned capabilities (to be grown if not yet possessed) and the ones representing occasional, intervention type of support or related to personal development in general to the outer sphere of externalized services. This is just an example to evoke thoughts, each case is unique and should be assessed against to the characteristics of the organisational setting and KSA (knowledge, skills, abilities) of individuals involved or available for support.

4.3 Preliminary concepts

Design Principles for Team Building

Design principles for team building can be induced from theory part of this research as general principles to feed the selection and elaboration of the actual practical tools. In itself the portfolio tool already is a collection of design principles. These design principles from theory together with insights from empirical part further guided the elaboration of the practical tools presented in next chapters. For example, the self-reflection canvas embodies questions that support guidance from Harrison (2016) in leading diversity successfully.

Another idea level concept for supporting autonomous teams would be to find guidelines from practical systemic intelligence knowledge, such as the book *Being Better Better* authored by Hämäläinen, Jones and Saarinen (2014). As an example; positive engagement is system intelligent behavior and “involves creating and sustaining connections within systems that are uplifting, open and mutually beneficial” (Hämäläinen et al. 2014, 103). How could positive engagement be supported at first to become aware of its value and then as reinforced behavior inside the team? Maybe with reflection assignments, maybe with group coaching, maybe with leading by example, or embedded into the design of team building support.

Originally the author of the thesis thought of the concrete output of design principles as a physical tool such as 365-day calendar (each day having its own action-oriented team building principle or example of a tool) or as a virtual app making reminders of the design principles and engaging receivers. This could be a slack bot or slack app. One idea was a video-series published in a blog with very short and concise videos introducing principles one by one. This was not implemented during thesis project.

Team Canvas and Self-Reflection Tool as a tool set for kick-off use

Team Canvas is an existing tool developed for team building purposes. Self-reflection tool is also a pre-existing tool for service design purposes (Kimbell 2014, 30-33). These tools were combined into a set for team kick-off purposes. Self-reflection tool was modified by grouping the questions a bit differently compared to the original tool and enriched in alignment with theory background on leading diversity successfully. The tool was created into a Trello Board, matching the idea of pre-existing Trello Board of Team Canvas facilitation board and making it easy to demonstrate it.

Feedback gained in the interviews favored simplicity and time efficiency. The investment needed timewise to fill the canvas and hold a workshop was perceived as a challenge in consulting business context. The value of team canvas was seen not just in kick-offs but also to serve as a checkpoint during a project in order to bring clarity to goals and roles as the objectives and team members may change.

A preliminary and complementing concept to canvas toolset was also borne during thesis author's own ideation sessions while pondering the items on the research wall. The self-reflection canvases filled by team members individually could be utilized in part into automatically forming the person's updateable team identity canvas and these team identity canvases could be pooled into one base for search purposes. For example, the questions related to VBA profile (values, beliefs, attitudes) could be grouped as one sub-pool to be searched from in cases where the goal would be to select members in order to form teams with strong shared value base. This concept was not further investigated in feedback discussions.

Team Learning Concept as part of Customer Lab

Based on the ground work described in chapter 3, the author of the thesis co-created with some research participants a complementary and rough level concept that supports the practical implications in theoretical readings on effective team building. The idea was about supporting learning together as a team and with the same effort, putting into practice the newly established values of the organisation. Idea was drafted into a concept description in the form of a slide-set (appendix 15) and delivered to persons in charge of developing further another major concept of which this concept would be part of. Later the sub-concept was iterated further together and implemented as part of a planning workshop for the organisation l unit.

Uplift Moment Concept as an example of diversity management or inclusiveness focused team building concepts

The Uplift Moment concept (Tähtihetki in Finnish) was one of the three concepts borne in the diversity or inclusiveness focused workshop, described in detail in section 3 on part of used methods. In the figure below the concept is visualized into napkin pitch format used in the workshop

NEEDS	APPROACH
<i>What unmet needs are served with Concept X?</i>	<i>What is Concept X?</i>
<i>For whom is Concept X for?</i>	<i>What are the key features and other elements?</i>
	<i>In what different ways does Concept X meet the needs?</i>
	A little pause to reflect on successes!
<p>Challenge is how to increase empathy and interaction in a team.</p> <p>How to tackle inertia during busy working days (caused by different tempo, different way of working).</p> <p>Applicable as a unifying moment in any small team where team members can relate to each other's achievements.</p>	<ul style="list-style-type: none"> - Making the moments of success visible to all the team by gracing them with an uninformal chatter - "small things can matter". - The team 'flags' (for good feedback etc.), members can announce moments of success, diverse triggers for identifying successes. - A virtual 'batch' in the team members' profile in skype - visible to others when a moment of success has been achieved.
<p>Team: Sense of belonging, feeling special "we are the best"</p> <p>Team member: joy and good humour.</p> <p>No expectations for behavior or agenda regarding the event, an easy and short break/event where the team enjoys its achievement.</p> <p>Increases feeling of being appreciated.</p>	Easy to arrange as an event, short break during working day.
<i>What is the impact? How desirable is Concept X?</i>	<i>How feasible is Concept X: costs, labor, technology, culture, context, easiness of adoption....</i>
<i>How will the Team benefit?</i>	<i>What is needed to implement Concept X?</i>
<i>How will the Team Member or Leader benefit?</i>	<i>What resources or capabilities can we leverage?</i>
<i>How will the organization benefit?</i>	<i>What are the next steps or tasks to implement or pilot Concept X?</i>
IMPACT & BENEFIT	RESOURCES & IMPLEMENTATION PLAN

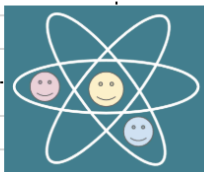


Figure 27: Uplift Moment concept as a napkin pitch

This concept is easily implemented, not requiring resources for extensive planning or other preparations. The effort related is more of rooting the tool into everyday practices. As the concept is fairly simple, it was not included to be evaluated in the feedback discussions which were targeted into opening up and discussing on the more complex tools. Nevertheless, a development idea occurred in one informant discussion about trying to find an existing structure where to fit in this tool in order to use time efficiently. Such as for example coffee break or lunch to be intentionally used as an uplift moment.

Iterated empathy map for team leaders as diversity management or inclusiveness focused team building concepts

Empathy map canvas was further iterated into a version focusing on creating empathy towards a team member from the point of view of leading diversity in the team. It is presented in appendix 17. It includes instructions which are presented in the following illustration.

Purpose of the map & how to use it in team building context?

Empathy and challenge mapping tool for team leaders with team members and team functionality in focus in the aim of leading diversity successfully.

Iterated version of XPlane's (Dave Gray) Empathy Map. Practical implications by Harrison (2016) on leading diversity are embedded in its guiding questions.

- 2, 5: questions probing potential disparity (bad diversity)
- 3, 5: questions probing VBA (separation) which represent more permanent diversifiers (bad diversity). Aim is to find shared VBA's of different team members and build on them.
- 6 and 7: situational issues and individual objectives. Aim is to align individual's development objectives with the team's goals.

Figure 28: Empathy map guideline

The iterated map is based on theory part of leading diversity introduced in chapter 2.4.2. This concept was not further investigated in feedback discussions.

Team Journey based Team Building Toolkit

The idea of team building toolkit started to develop around Tuckman's stage model at an early phase of the research. At first it looked like the next illustration;

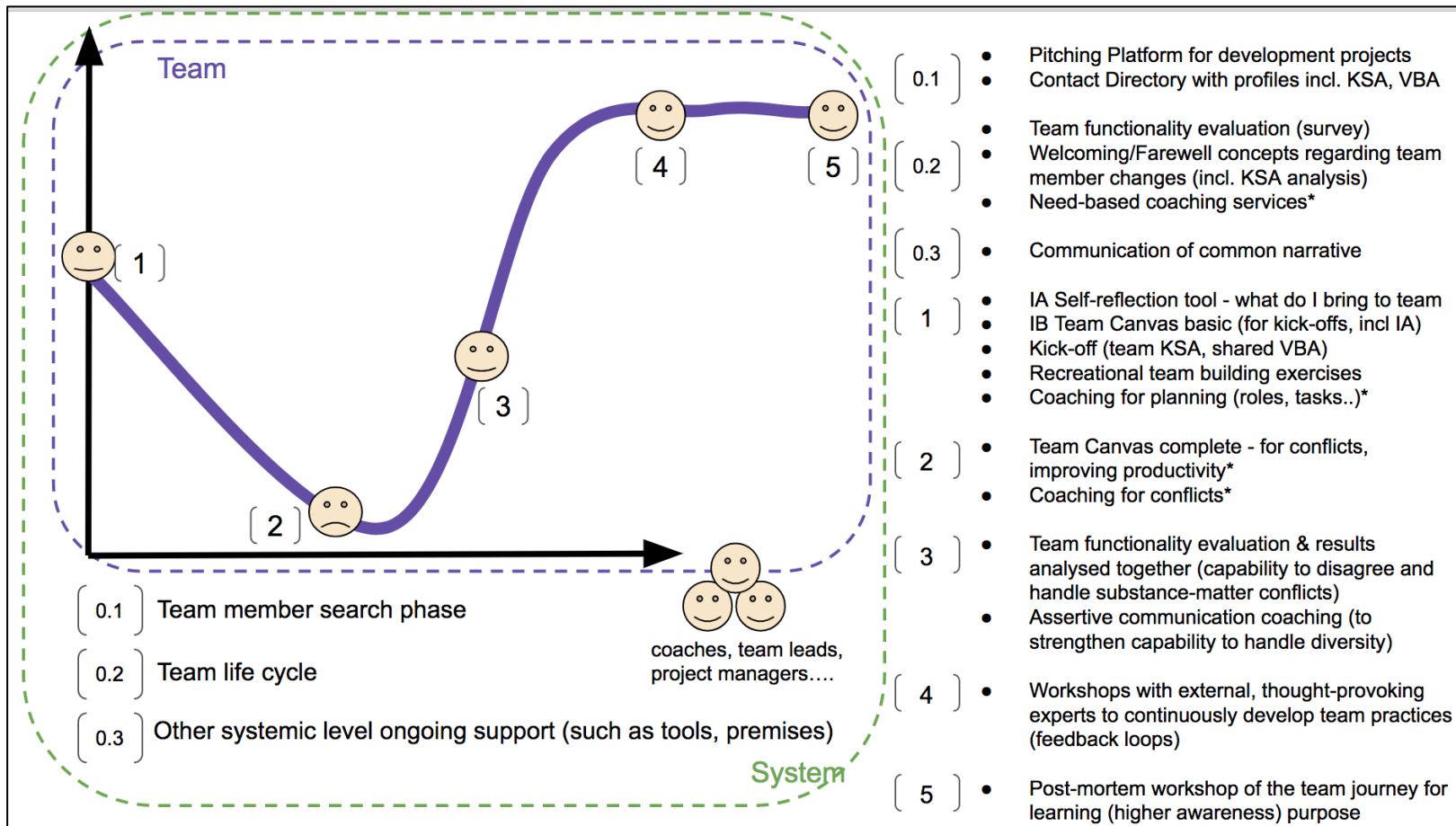


Figure 29: Team Journey Toolkit version 1

The idea is that the team building support tools are categorized by the hypothetical stage that the team is presupposed to be in. The tools of more continuant nature are below the stage model illustration while the ones attached to stages are on the right.

This idea evolved into a Trello tool which is captured in small size in figure 30 and in readable size in appendix 18. In addition to tools being categorized by the development stage, they are also categorized by the following:

- Color codes expressing the team building variables or desired states described earlier in chapter 3.7.
- With an icon of recyclability expressing if the tool is of constant nature
- With an icon of a star expressing if the tool relates to created moments that matter for an employee (Morgan, described in chapter 2.7)
- With an icon of a heart expressing if the tool relates to specific moments that matter for an employee (Morgan 2016, described in chapter 2.7)

The toolkit can be built into a comprehensive library suited to diversity of contexts or based on the situational and contextual needs.

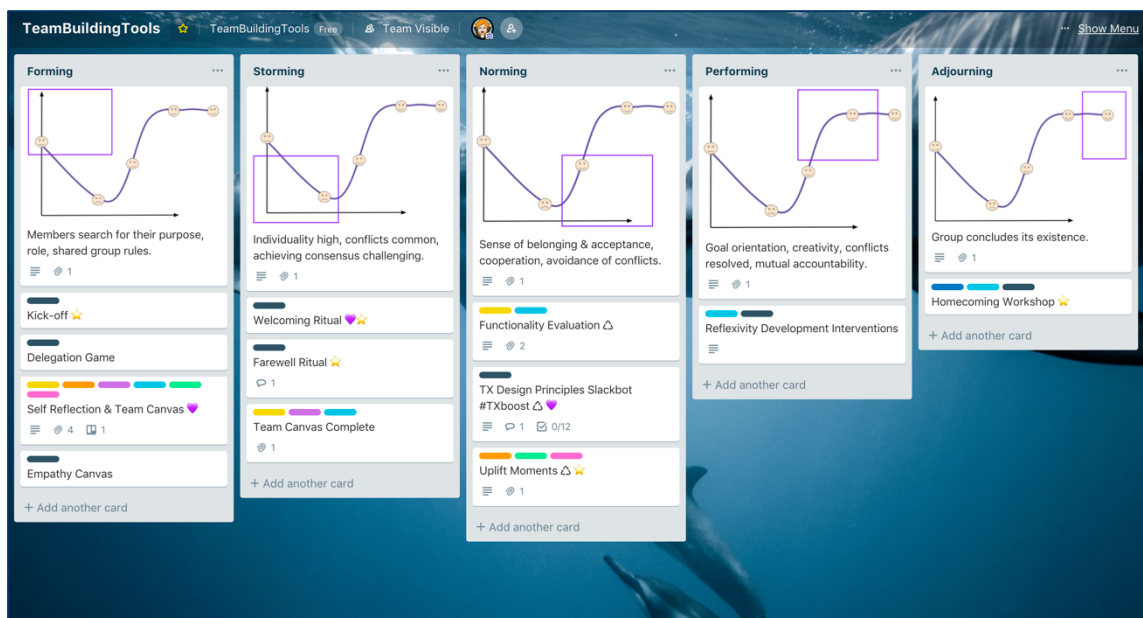


Figure 30: Team building toolkit as a Trello board

Feedback received from this tool brought up a point that being at first aware of the teams' situation is important. Consequently, team evaluation tools should be further researched,

developed and added to the kit. One this type of tool focusing on intragroup trust evaluation was already included. By evaluating the starting point the team KPI's (key performance indicators) can be set, the development needs spotted and the team building tools selected accordingly. In an organisation with project management office or project portfolio management, the KPI's can be evaluated and followed up across multiple teams in order to target team building development needs at scale. A further development idea for the toolset was support for choosing the right tool in different situations.

Major challenges identified in using the kind of tools that do not yet have *track record*, combined with consultancy context where support for experimentation mindset is thin due to expected cost consciousness, are credibility towards customers and internal change resistance. The improvement suggestions regarding customer interface were to use tools that already have proof of success or tools that lean into well-known frameworks. The attempt of the project though was to look into new ways of approaching team building but it is a valuable observation that for the experimentation phase the context should be well thought out as well as the willingness of the teams in question to try new ways of building the team. When experimenting internally and in a context of multiple teams, having a toolset might work and it was suggested that the tools needed in team building would be in alignment with the type of tools the employees normally use. For example, if employees are not accustomed to digital tools, then post-it notes work better when facilitating a workshop.

The feedback received led also to new insights. The mechanisms agreed for steering teamwork can also serve in the effect of building the team; thus, embedding some elements to them may cause less change resistance and be more cost efficient than purposeful team building actions. Another embedded *vehicle* for team building is facilitation skills of a project manager or team coach as in personality strength.

It was observed by one informant that toolset needs to have a situational link and be pragmatic in order to find its way to everyday usage.

Designing team experience with service design methods

Empathy Map as a tool for organisational design of employee or team experience

Empathy map was experimented with in its original form in all the cases. The challenge in two of the contexts, diversity and autonomy, was the requirement to base the empathy map on a hypothetical and very generic situation of introverts and extraverts instead of a reality-based situation. It demands imagination and creativity. Using the tool requires facilitation, guiding questions in the canvas do not suffice in themselves. Original empathy map is targeted to the design of consumer experience and needs to be modified for employee experience purposes. It could be further developed for example against Morgan's (2017) definitions

of the three employee experience dimensions (physical, technological and cultural), inducing *moments that matter* by using the finished map as an input. As an iteration result, the map was further developed into a diversity leadership tool described in the previous chapter 4.3.

The thesis author attempted also to use organisation culture study as input for empathy map but it was challenging as the data was numeric and very concise so the approach was rejected. This approach might still be worth of looking into but preferably with interpretation support regarding the input data.

User Journey Map with Moments that Matter for organisational design of employee or team experience

In this research context, user journey was adapted into theory-based, hypothetical journey of an entire team in order to distinguish what type of support or tools would serve the team in different situational contexts. It could be also used in a retrospective study of the team journey in the adjourning phase to learn for future teamwork purposes what constituted both positive and negative *moments that matter* (Morgan 2017) and aim at designing team building activities as the *created moments that matter* based on these past experiences.

TbaaS (Team building as a Service) Model

Another angle worth elaborating with the help of a journey tool would be to explore how does the growth journey of a team into autonomous one unfolds and could it be hypothesized into a general model? Or is it always unique and situational. Considering it is unique, evaluating what levels of autonomy should the organisation aim at in its teams and what is the set-up in maturity and available skills, empathy map and journey tool together could be used to map out the current pain points and desired growth path with team support services needed either to build the team's capacity with lacking (autonomy supportive) skills or to externally provide them to the team with services such as coaching or more traditional team leading. Team building services would be thus co-created with the organisation, responding to the exact contextual needs and goals.

4.4 Other findings

In this chapter the findings not in the defined scope of the study are briefly discussed.

Drivers and capabilities for setting up autonomous teams

Reasons why an organisation aspires transformation into a structure of autonomous teams and empowering individuals with decision-making power can be multifaceted. Resource-related drivers regarding cost reduction in the long term by downsizing middle management and

scarcity of time in the higher management to make informed decisions on vast scale of issues are generally up-brought reasons.

Employee experience and culture driven issues represent another angle; preserving or creating a motivating culture for employees was mentioned in the interviews conducted. It may have its roots in avoiding the creation of silos in moments of rapid growth and regarding software sector, in the overheated recruitment market for developers. Maybe autonomy is what they desire and in order to have a better employee traction, organisations must pursue journey of increasing autonomy. For working to be effective in autonomous teams, it does though require capability and motivation from team members to be self-directed and assessing this ability is of major importance in recruiting phase.

Team as a unit has more resilience and continuity as dependency on one single individual is lower. There is less loss of passing on information. Motivational driver in the individual level is being empowered regarding one's work in many dimensions.

In the case of a multi-actor team...experts who are not project managers have to take the leading role, to facilitate a group, to make it work with different individuals from here and there... who of the actors takes the lead if it has not been accorded to anyone from customer's side?

Since scrum has spread the spirit of autonomy, the role of project management has experienced major change. Project managers are no longer in the position to receive the information to be able to steer tasks. An agile project may have its development team scrum master on delivery organisations and product owners in client side but the *glue* that gets people to communicate with each other both inside client organisation and between multiple stakeholders might be missing. This leadership vacuum can be a transformation opportunity for project managers.

Yet another driver for developing autonomy capability is complexity experienced also by customers; they buy agile teams instead of projects as they to adapt quickly. Development scopes are no longer fixed but in constant re-evaluation.

Building autonomy capability

Best practice knowledge and coach mentors are brought from outside. Organically growing coaching skills into the organisation is supported with continuous mentoring and tailored training programs. Two parallel ways of organizing can co-exist; project manager led and autonomous teams. Or transitioning or maintaining autonomy in the level of the entire organisation. The way of organizing teams depends greatly also on what customer expectations are.

Adopting autonomy-based models and skills may even provide a new consultancy service opportunity.

Raise the level of awareness:

"You need to talk about it extensively"

"You are given free hands (to experiment), it is inefficient"

A team member needs to be aware of whether self-directness is expected of her or him or not and what does it mean in practice. Autonomy is a buzzword. It is helpful if the entire organisation discusses and is aware of what it is attempting to achieve with autonomy and how it is going to do it or start going towards it. One prerequisite of autonomous behavior is understanding the *big picture* in order to commit and be able to take actions and responsibility. It applies to being aware of the strategic approach of one's employer as well. So traditional change management with extensive communications is in place when making transformation into an autonomous organisation.

Team member selection is out of scope of this study. Nevertheless, in the case of autonomous teams it cannot be altogether bypassed; needed individual properties allow less flexibility than in the case of a non-autonomous team. An individual has to be capable of self-direction and in the case of transforming into a team coach they need to be truly motivated to serve as change agents and to step into discomfort zone. Developing into a coach that supports autonomy in the organisation has to be in itself based on development interests of an individual, not former position based.

Composing a *dream team*

A greater knowledge composition or "cognitive horsepower" that high diversity teams can possess according to Harrison (2016) equips them with very relevant capabilities in today's complex environment - namely those of adaptability due to their differentiated knowledge base (enabling sustainable quality in ideas) and access to larger external resources outside the team. Wang et al. (2016) having studied the liaison of creativity and team diversity respectively conclude that in order to foster creativity, organisations should form teams with diversity in cognitive attributes such as abilities, knowledge bases, beliefs, and values.

According to Kiffin-Petersen's review of team effectiveness research, the impact of demographic composition has been vastly researched with the outcome that only functional diversity or diversity in KSA (knowledge, skills, abilities) positively affects both team effectiveness and satisfaction (2014, 42). Earlier studies point out about personality traits that teams of

highly agreeable and conscientious persons would be more effective. Supposedly high agreeability here does not mean there are no conflicts, but that they are resolved in agreement.

Chi and Huang (2014, 318) recommend increasing TFL (transformational leadership) abilities via selection and training and claim that both extraversion and conscientiousness should be considered as benefits of character. According to them extraversion should be favoured in selection of team members, as well as low level of negative affectivity. On the other hand Kiffin-Petersen's review studies indicate extraversion diversity to be beneficial (2004, 42). DeOrtentiis et al. (2013) on their behalf suggest optimizing teams and the organisation by ensuring that teams consist of people who have a trusting relationship with each other whereas Martela emphasizes the role of recruiting (2017, 137) as observed in other sources too, in finding individuals that are highly committed in the context of absent control mechanisms.

5 Conclusions

The purpose of this research project was to generate insight into team building by answering the following primary research question (RQ1):

How to catalyze collaboration of a diversified team in different phases of its journey and with different contextual set-ups regarding the team's autonomy and organisation?

It was found from the theory base that manifold variables, team processes and context driven conditions exist affecting the team's dynamics and performance which were synthesized into a theory lens for the study (chapter 2.9). Nevertheless, common challenges exist for team building depending on how mature the team is, such as achieving an ambiance of mutual trust. Evaluating the team's situation and functionality in its unique context is important as well as offering need-based tools fitting the team's most pertinent growth challenge as a team.

As the main purpose of this research project was to develop teamwork catalysing tools, concrete results to answer the RQ1 are manifested as preliminary concepts of services described in chapter 4.3. They were developed mainly for hypothetical situations, one being tested in practice, and took into consideration the desired effect for team building. A model of an "as a service" system to build support for autonomous teams was drafted (in chapter 4.2) also as a concrete outcome and response to the design challenge posed by RQ1. A first version of a toolkit gathering the diverse tools and preliminary concepts was also produced as a major result as planned in the beginning of the research (chapter 4.3). The toolkit took the form of a hypothetical team journey to depict the changing dynamics and situations in a team's lifecycle.

As a secondary topic, the impact and applicability of using service design as a development approach in the context of organisational design and HR was explored to answer RQ2:

Can design thinking help in developing team collaboration and can service design methods be implemented when designing changes to organisation design?

The answer to this topic was examined in the end of chapter 4.3. To summarize it, service design methods facilitated the process and thinking forward by giving valuable insights on both the substance matter of teamwork itself, how to adapt the tools to serve the target area of organisational design and how to build on the insights to build actual team building concepts and toolbox.

To the knowledge of the thesis author, combining design thinking approach and service design methods into the development of a specific organisational or cross-organisational challenge such as team building is a novel perspective. Seeing team development in the light of a user journey and an experience of it for a singular team member as a team experience was borne as a concept during this research project. Composing team performance, team development, leadership and systemic thinking theories into a complete theory perspective offered a versatile and fruitful base for ideation of services.

Review of the research process and value of the research

This study is a limited case study with extensive review on theory, empirically based on a small number of interviews and involving small-scale workshops but representing rich perspectives due to the diverse professional roles of informants. The research process was iterative and the used research methods were varied and required application considering the general development context of organisational design and team work experience. Exploring the multifaceted research question involved also thesis author's interpretation through her own experiences. Consequently, the results are also multifaceted.

A challenge in the beginning phase of the research was constructing and validating the main research question. Equally important was to ensure that the area was worth exploring as the study was not commissioned by an organisation to address a specific development need. This was handled by getting exposed to diverse perspectives on the subject matter in sparring discussions when an opportunity was identified to do that. In the beginning phase, the author of the thesis also made considerable framing to focus the identification of innovation opportunities as the area of team development touches upon many research areas and dimensions to it are versatile. Autonomy as one dimension entered the research early in the process as it was perceived currently generating great general public interest, consequently affecting also the choice and recruitment of informants.

One major viewpoint identified also in the planning phase was the long timespan that teaming up as an event takes - it can be several months up to a year or two and it can also be seen as an ongoing process that lasts as long as the team is in existence. This made assuming specific outcomes of the research project difficult at first but was dealt with by excluding real experimentation as a research phase. Instead, feedback regarding preliminary concepts was discussed in the last round of interviews.

Researching the team experience and challenges was based mostly on the perspective of different team support roles or management such as a team lead or a supervisor. Researching a real team in a real situation requires investments into recruitment process and planning a longitudinal research. On the other hand, the research in that context can be considered as an intervention and might influence the team building in itself. Having a team context where to experiment with concepts is an important phase of service development for team building tools, too, and can proceed the thesis research project.

The research findings can be practically evaluated based on what is the readiness to adopt the suggested thinking and methods to practice or whether the research base created is valuable for further elaboration into other concrete implications. Feedback was explored on concept level in the informant interviews and described in relevant sections of the findings (chapter 4). Actual successfulness of concrete actions requires an extensive longitudinal research due to the timeframe and complexity involved. The findings of the research can be considered as transferable to the original and hypothetical research contexts of integration, autonomy and diversity. The resulting concepts of design principles and team journey toolkit are transferable as a starting point concept for team building support. *Design principles for team building* generally support the chosen contexts and *team journey toolkit as an applicable and refinable collection of tools* where to choose the situationally suitable ones from and which to complete with further developed concepts both serve the purpose of establishing support for team building. It should be acknowledged that the specific situation of the team(s) being built, organisational context and current support structures for team work have to be assessed first and considered as a whole. Otherwise adopting one random tool is just another short-lived intervention without sustainable effects.

Applying service design methods into designing complex interaction such as teamwork is a rather novel area which as such brings value to the research domain of design thinking in relation to organisation design, leadership and HR development. Designing job descriptions has existed for a long time and designing organisation culture has risen as a topic during the last decade but implementation of design tools in this context is not apparent. Adopting design thinking and user-centric methods into the process of designing services has been mainly about designing a consumer in mind. This is the backbone of majority of the methods and tools. Nevertheless, they can be applied in different contexts such as organisation design if

carefully selecting the most suitable ones and modifying them to better suit the needs, or maybe even inventing the tools as part of the development effort. The important value of design methods is the element of co-creation that they bring into the development process, signifying thus also the importance of the challenge being explored as diverse professionals are empowered to contribute to the matter.

Delimitations of the study

Teams take a lot of time to develop and to perform well; according to one expert informant interviewed the time span for the forming phase in minimum takes 4 months. It was recognised in the outset of the study that impact of the trial concepts could probably not be validated during the research project. At some point, hackathon events were considered as a research context which would have enabled measuring the impact. However, this type of team's lifecycle is very short and the context was seen not so relevant to deal with in terms of the ultimate purpose of a design project to target problems worth solving and producing larger impact.

The themes that were out-scoped at the beginning phase of the empirical part are illustrated in the figure below.

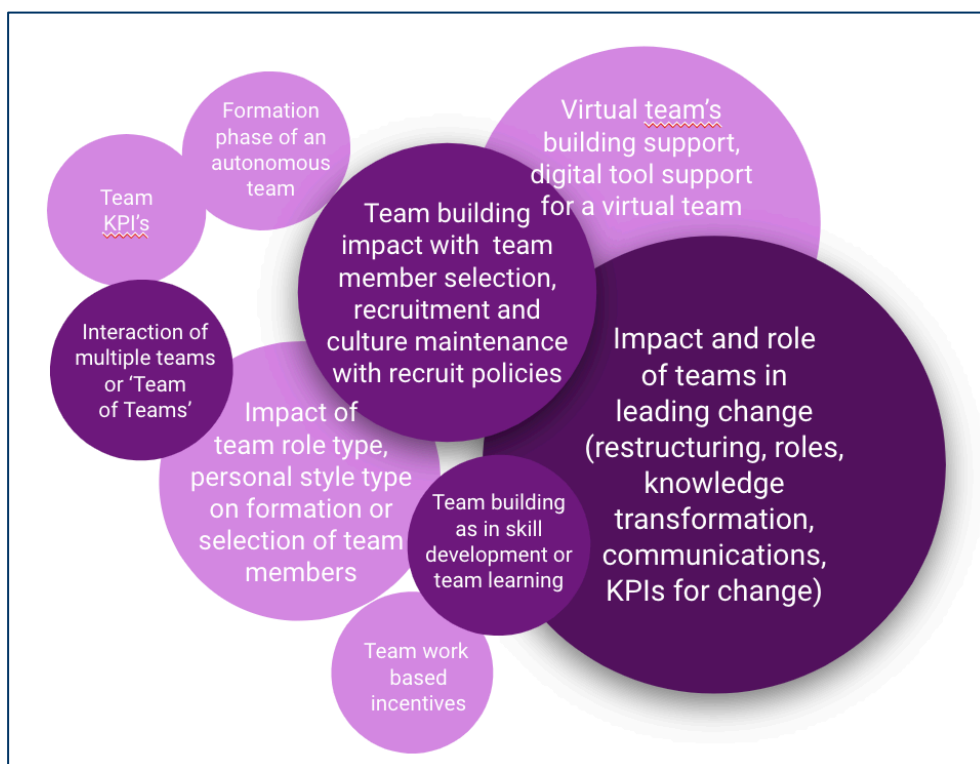


Figure 31: Out scoped themes of the research

One significant scope limitation decided in the empirical phase of the study is that of a virtual team. This research was not about what impact or not does working virtually have on the functioning of a team or its building phase. As collaborating virtually cannot be bypassed altogether due to its increased adoption, we can agree with Sinek (2014) that its true effects are yet to be seen. The existence of virtual trust is debatable and according to Kopakkala (2014, 112) virtualisation may alienate team members from each other. He points out (2011, 34) how narrow virtual communication can be, exposing people more to misunderstandings. They both see importance in face to face communications as part of the glue in working communities. Einola (2017) has compared successful virtual and culturally diverse project teams with a focus in their inner dynamics, finding that teams can differ significantly in their approach to similar problems. She found that the members in the most successful virtual teams adapt to the team, the other members and the situation; focusing not just to their individual tasks but the constant development of the team (2017, 225-234).

Situational dimensions have an impact for setting up the team and its support. For example, if the team is working on a short-period external customer assignment with very specific skill requirements, or in several years' long R&D project or in customer service where they essentially perform the same tasks but support each other for better result - these scenarios are very different and may deserve own consideration to what constitutes the most valuable approach to building teams in them. Is it the selection phase, building support structures outside the team or building autonomy inside it; situational context is of major importance. Regarding the lastly mentioned scenario of autonomy development, this study does not provide answers to whether autonomy should be built into the organisation or not. As Jarenko (2018) observed;

“the type of autonomy desirable for an organisation depends on the characteristics of the industry it represents, its strategy, its job descriptions and the members of its work community”.

Thus, the objectives of building autonomy are context driven. This study attempted nevertheless to find common ground in innovation opportunities and design principles for this particular context.

The presumption in the research was that the team's composition is cognitively diverse and that the team has been somewhat purposefully assembled in regards of needed skills. Consequently, the selection phase of team members nor the team's specific means to develop the missing substance skills was not the focus of attention.

This study did not explore the factors which make a team more creative, though it was assumed that diversity can affect the level of creativity in the team in a positive way if managed purposefully. This study did not either explore the criteria how to select the team

members in the aim of increasing its performance as high creativeness and solution quality. The theme of talent management is growing in importance too, but this study assumed the context of a given team to still be more prevalent as a case. On the issue of whether diversity adds to creativity, Chamorro-Premulzic (2017) introduced the idea of bringing different teams to phases of ideation and implementation as they require different abilities and mindset. This approach as well as trying to assemble a *dream team* was not considered as central to the focus of this study, as the aim was to produce valuable information for middle-sized, small organisations and cross-boundary networks involving shared work teams who supposedly have to resort to available resources. The presumption was that tomorrow's work calls for abilities to collaborate from almost everyone and thus growing that capability while working in teams has to be acknowledged as a necessity and supported by growing the awareness of individuals, teams and organisations; maybe even by systemic structures.

Recommendations for further studies

A big theme arising already in the beginning of the research was that of leading transformation into a more self-organised organisation where middle management's role as leaders is to support the change by coaching and empowering teams and subordinates. Change management is of crucial importance in organisational transformations; how to build support or mitigate risks arising from resistance and how to exploit the rising opportunities. Steering towards self-management is a big change that needs to be managed and led as a whole. There are interesting topics to be elaborated on in this area regarding leadership and communications; one observed was how to deal with the fact that some positions or jobs become redundant or transform into something else. It is perceived both as a threat and opportunity to learn new skills.

One minor theme that emerged was the role of material incentives; whether team-based rewarding has been established in self-organised organisations. Current HR related research relies on the idea of intrinsic motivation that is not primarily supported with material incentive systems. The incentive approach did not enjoy support from the informants as it was considered to result in biased optimizing (such as competing over *best* resources) but nevertheless might be an area worth to look at in order to enforce mutual accountability instead of individual performance-based appraisal or recognition.

Another more specific theme not studied but mentioned in discussions was the challenge of resourcing project teams in consultancy organisations. How to optimally share the work-load in the entire organisation level in the context of constant change and autonomously oriented team organisation? The answer may lie in the trend of selling a team as opposed to selling fixed project deliveries and allocating persons to home-base teams. Nevertheless, this is an interesting challenge for further research.

Regarding the context of quite homogenous Finnish culture both in society in general and in working environments related to digitalization or technical innovation development, latter being engineering skill dominated, it might be worth exploring how could a team composed of Finnish persons develop its ability to argue constructively, tolerate conflicts and to learn to deal with conflicts in a fruitful way; without becoming too unanimous too hastily. It could lead to a better quality of work results or innovations.

The research on teams and popular business books regarding teams have largely been generated in the US. This should not be forgotten as a cultural context; work life balance is still different from northern Europe. Consequently, exploring alternative ways how to support the team's mutual trust development via spending a lot of informal time together and how to systemize this might be of interest in our context where there still is a line between work and private life. Though it is changing gradually as freelance type of employment increases.

A technology development related theme on teams which would be interesting to pursue for further studies is that of people analytics. Morgan (2016, 45) foresees a future where we can ask AI (artificial intelligence) based smart assistants questions about our teams such as "*What are the top skills and weaknesses on my team?*" or "*What teams are the highest performing inside of our organisation?*". Nevertheless, people analytics and AI in HR area are still yet to come as there are challenging ethics to be considered.

In the purpose of deepening and diversifying the theoretical base chosen for the development of team building support in this study, it would be worth examining organisational, behavioral and system theories further.

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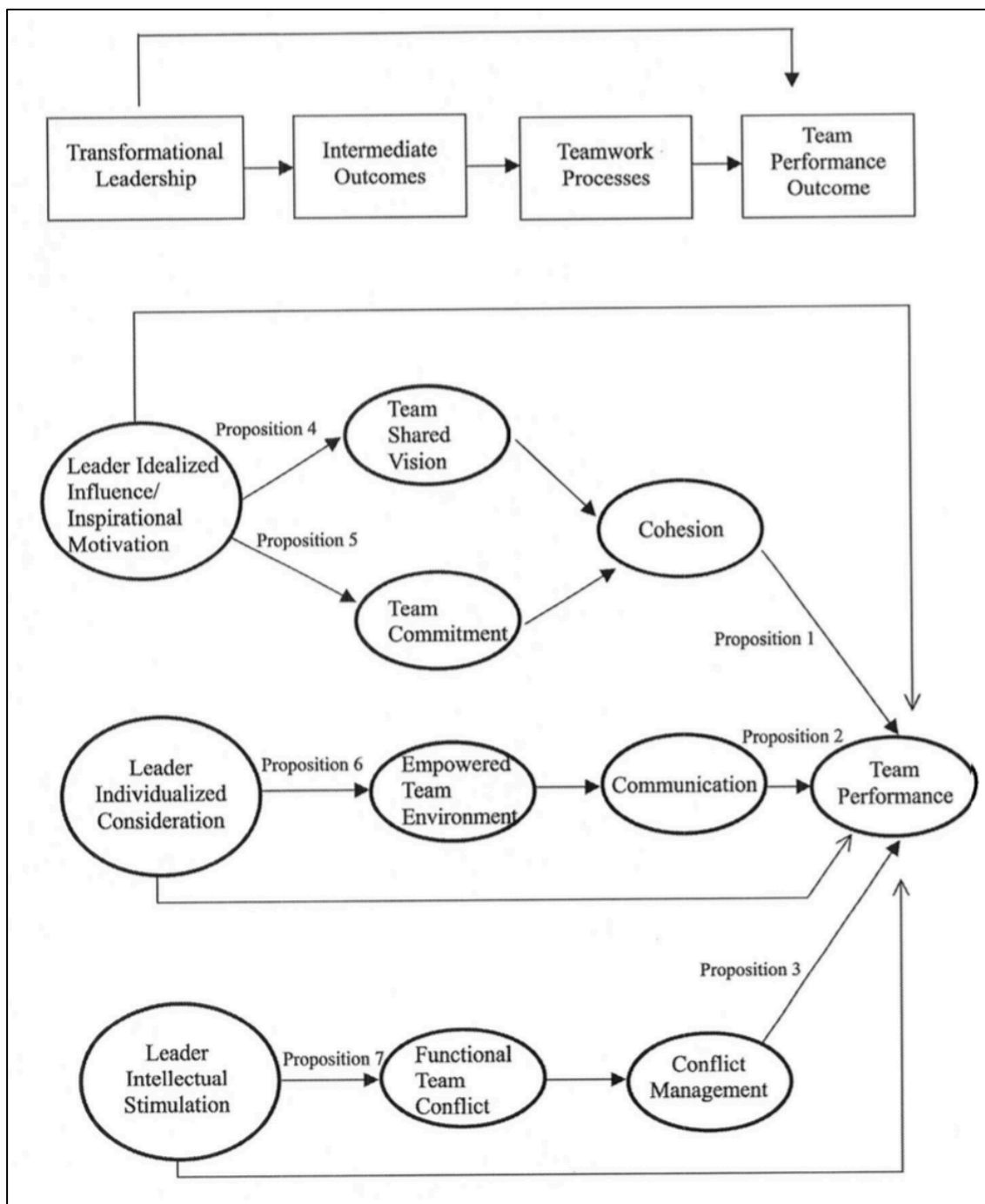
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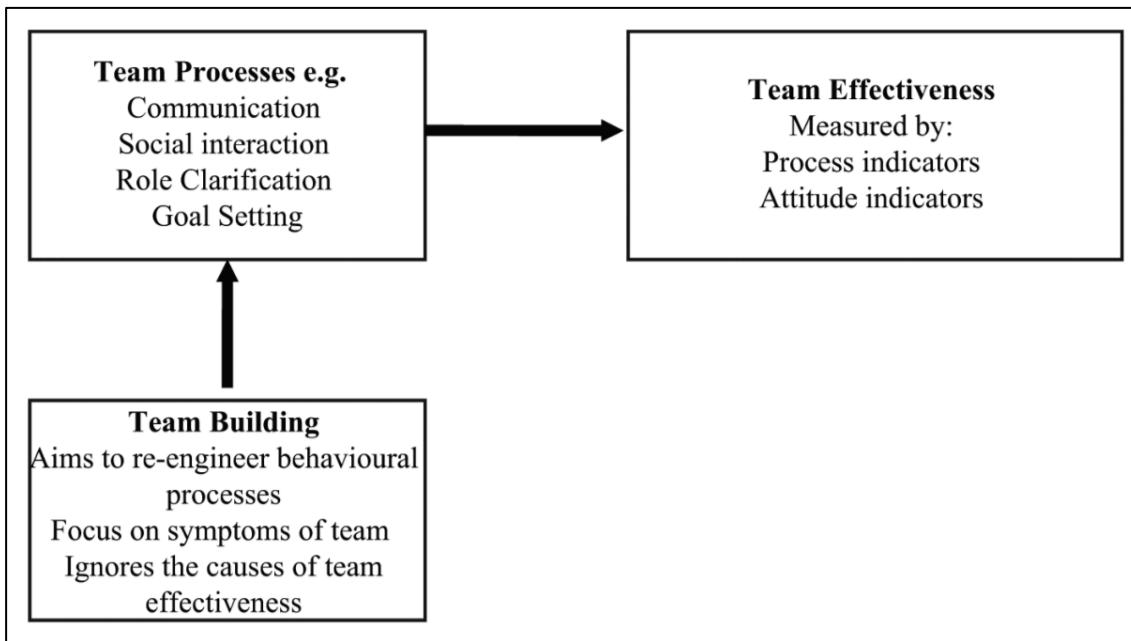
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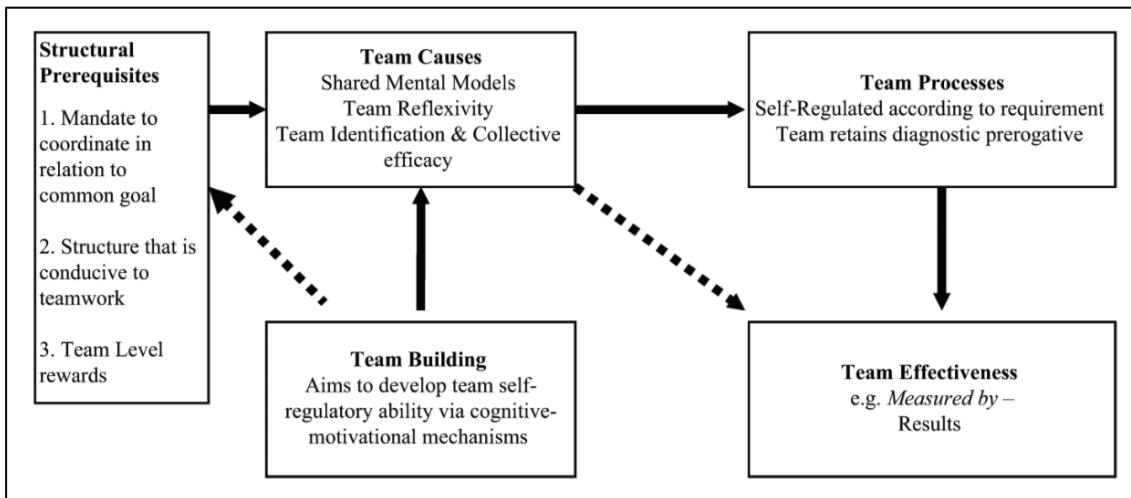
Appendix 1: Transformational leadership and team performance model (Dionne et al. 2014)



Appendix 2: Models of team development
 Millward et al. 2010



A process-oriented model of team development



A generative model for team development

Appendix 3: Coding of interviews and theory material

Example of transcribed, noted and coded interview:

asiantuntijaporukkaa ja he haluavat tehdä sen parhaan mahdollisen lopputuloksen. Insentiveihin liittyen, niin meillähän ei ole mitään sellaisia tulospalkkauksia, uskotaan siihen että ne pitkässä juoksussa johtaa vääränlaiseen ajatteluun, osaoptimointiin, oman edun vahtaamiseen ja muuhun. Enemmän uskotaan että jokainen tekee senhetkisen parhaansa ja siitä tulee lopputuloksesta semmoinen kuin tulee, yleensä hyvä. // rajaukset, jatkotutkimusaiheisiin //

KK: Eli yhteisvastuu on silleen niinku jalkaantunut....

NN: Tavallaan siinä on se, mä uskoisin että, kun me kasvetaan koko ajan niin se jokaisen oma rooli ja merkitys siinä yhteisessä menestymisessä, niin sehän niin kuin tietyllä tavalla niin kuin laimenee, ettei nähdä sitä oman työn merkitystä samalla tavalla ehkä kuin pienemmässä kokoluokassa. Se on varmaan semmoinen mihin pitää jatkossa kiinnittää myös huomiota, että jokainen ymmärtää että jokaisen omalla tekemisellä ja suoriutumisella, sillä on iso merkitys yrityksen menestymiselle. // merkityksen rakentaminen – organisaation tasolla, tiimityttämisen avulla //

Example of coded theory notes in Zotero:

SAGE PDF Full Text

<http://journals.sagepub.com/doi/pdf/10.1177/1046496412470725>

Filename: Hentschel et al. - 2013 - Perceived Diversity and Team Functioning Th...

Accessed: 14/04/2018, 12.01.35

Pages: 29

Modified: 14/04/2018, 12.01.35

Indexed: Yes

Related: [click here]

Tags: [click here]

B *I* U ~~S~~ | x_2 x^2 | A ▾ **A** ▾ | *I*_x | “ ” |

Paragraph ▾ | |

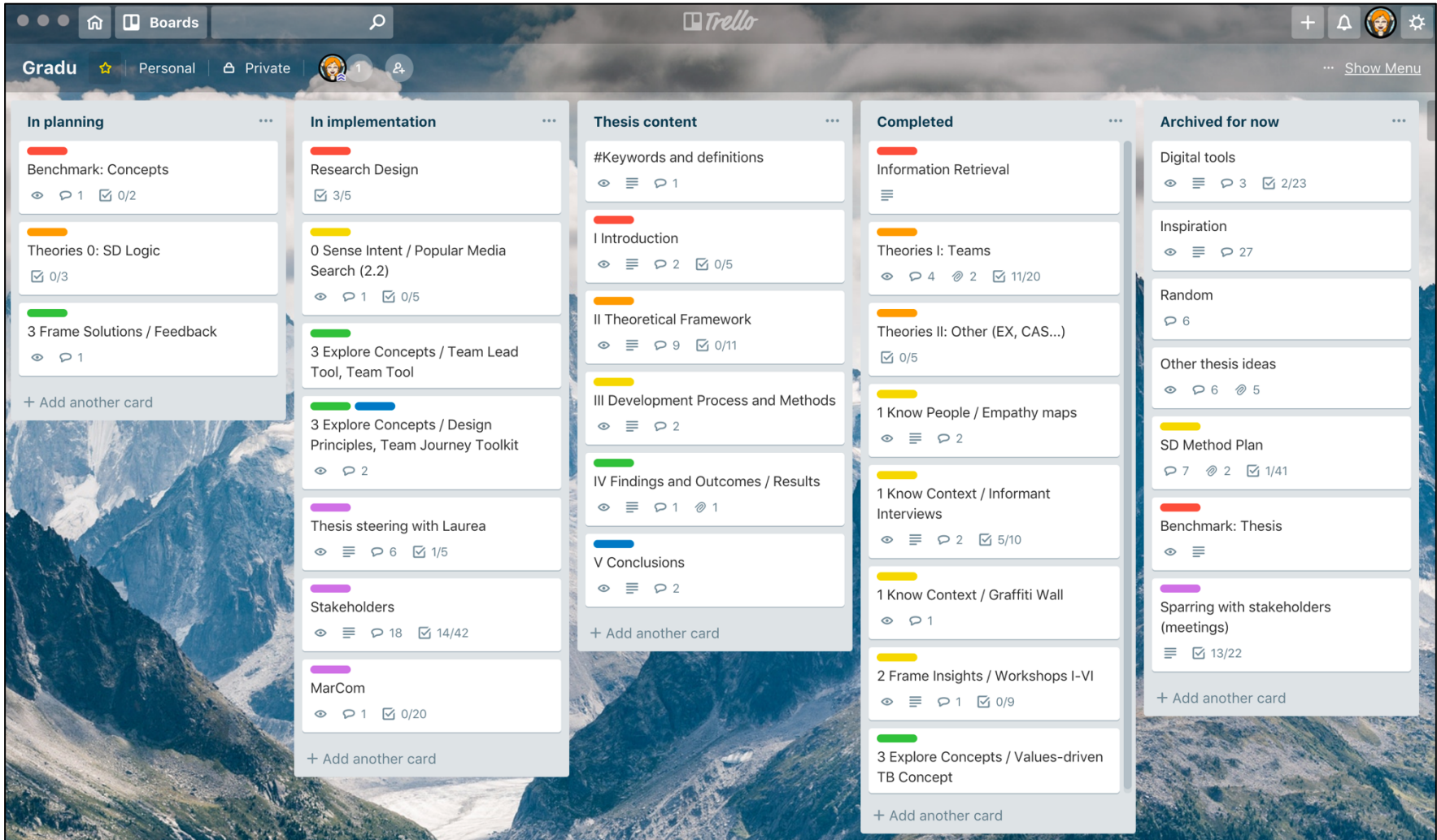
Fostering in-group identity, rewarding cooperation and open communication decrease focus on differences. They suggest team leader to model the desired behavior and sanction inappropriate behaviors. They too found diversity training improve attitudes towards diversity. Negative work

Example of coded theory material:

650 Small Group Research 46(6)

measuring actual diversity through a more direct method. However, like proxy measures, there is the potential for perceptual measures to make a unique contribution to understanding the effects of cognitive diversity on teams. Harrison and Klein (2007) acknowledge that subjective perceptions may have stronger power to explain team dynamics than do more objective

Appendix 4: Project plan boards in Trello



Appendix 5: Slack for communication and popular media search

TXdesign | Katja K | All threads

#literaturereviews | 8 | 0 | Add a topic

Monday, April 30th

...s. 119 Jälkikirjoitus maalaa kuvaa, missä vuorovaikutus ei ole sen enempää kuin vuorovaikutus, arvo luodaan keskenään riippuvuussuhteessa olevien yksilöiden vuorovaikutuksessa, mutta syntyvät suhdeverkostot ovat epälineaarisia ja kompleksisia. Oppiminen nousee tuottavuuden merkittäväksi tekijäksi. Siinäkin lienee tiimissä tapahtuvalla oppimisella iso merkityksensä sekä yksilöiden kehittymistavoitteiden yhteensovittamisella! (edited)

Saturday, June 9th

Katja K 1:27 PM

Kirja-arvostelu Laloux'n kirjaan Reinventing Organizations, jossa uuden aikakauden organisaatioissa itseohjautuvuus on olennainen periaate. Ns. TEAL-movement on rantautunut jo Suomeenkin, tälle on oma facebook -ryhmänsä nimeltä Teal Suomi - räjäytetään yhdessä työelämä ihanaksi!
<https://medium.com/@funficient/reinventing-organizations-a0babc967488> (edited)

Medium

Reinventing Organizations - Karin Dames - Medium

Book review
 Reading time
 6 min read
 May 28th, 2017 (165 kB)

Reinventing organizations
 A Guide to Creating Organizations
 Inspired by the Next Stage of Human Consciousness

Created by Paint X

Appendix 6: Trend Observation & Infographic



Appendix 7: Field guide for semi structured interviews I

Field-guide structure

I Warm-up questions

(briefing on the project, interviewee's background information, practical issues / audio-recording consent)

II Experiences on team-building

(definitions, types of teams, experiences on team-building and facilitation, support needs of teams, dysfunctionality phases during team lifecycle, developing trust, leading diversity)

III Views on the future

(future of teamwork / role of teams in organizations, future of autonomous teams, drivers of autonomy)

IV Closing

(inspiring thinkers or sources on the theme, briefing on the continuation of the research)

Appendix 8: Empathy Map Canvas 1 (source: <http://gamestorming.com/empathy-map/>)

Empathy Map Canvas

Designed for:
Designed by:
Date:
Version:

1 WHO are we empathizing with?
 Who is the person we want to understand?
 What is the situation they are in?
 What is their role in the situation?

GOAL

2 What do they need to DO?
 What do they need to do differently?
 What job(s) do they want or need to get done?
 What decision(s) do they need to make?
 How will we know they were successful?

6 What do they HEAR?
 What are they hearing others say?
 What are they hearing from friends?
 What are they hearing from colleagues?
 What are they hearing second-hand?

7 What do they THINK and FEEL?

<p>PAINS What are their fears, frustrations, and anxieties?</p>	<p>GAINS What are their wants, needs, hopes and dreams?</p>
---	---

What other thoughts and feelings might motivate their behavior?


3 What do they SEE?
 What do they see in the marketplace?
 What do they see in their immediate environment?
 What do they see others saying and doing?
 What are they watching and reading?

5 What do they DO?
 What do they do today?
 What behavior have we observed?
 What can we imagine them doing?

4 What do they SAY?
 What have we heard them say?
 What can we imagine them saying?

Last updated on 16 July 2017. Download a copy of this canvas at <http://gamestorming.com/empathy-map/>
© 2017 Dave Gray, xplane.com

Appendix 9: Team Experience Survey (Poster and Survey Results)




Scan this QR-code

(don't let 5sec add bother you - free version...)
and join a design research project
on team building by **filling up a
short anonymous survey!**

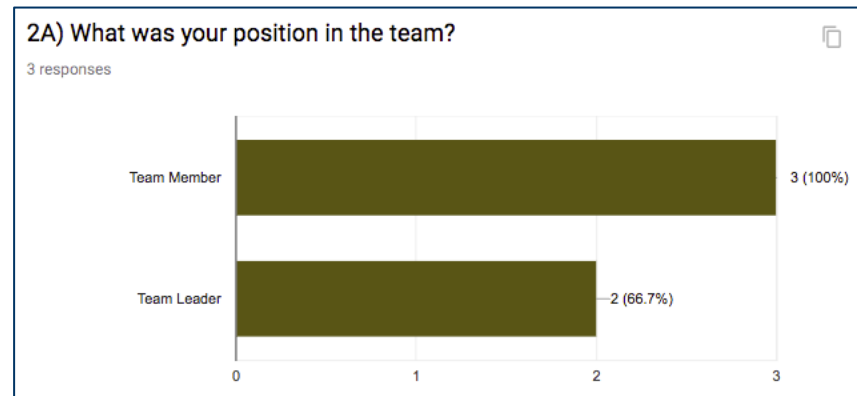
#teamflow
#teambuilding
#team_experience_design
or #TX !

Contact info (or qr-code):
www.linkedin.com/in/katjakahua

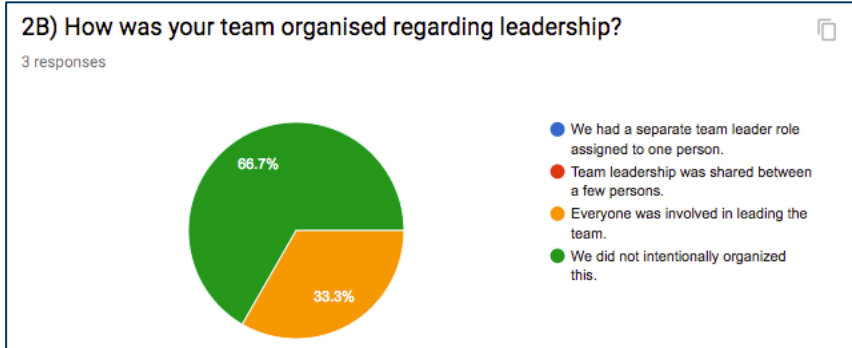


Survey is anonymous (no contact info is registered unless you want to register for lottery of a movie ticket). Results are used in a service design thesis project and not shared to other parties.

BACKGROUND - QUESTION RESULTS



TEAM ORGANISATION - QUESTION RESULTS

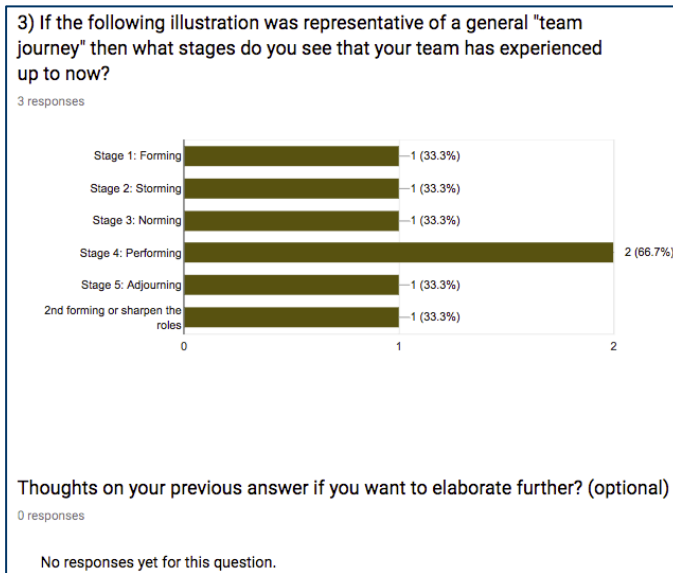


Thoughts on your previous answer if you want to elaborate further? (optional)

1 response

We started like self-organized team first.

TEAM JOURNEY - QUESTION RESULTS



4) What were the main challenges that your team had in collaborating and how did you tackle them? (Regarding your internal collaboration as a team with a shared objective; not the product or service solutions you invented.)

2 responses

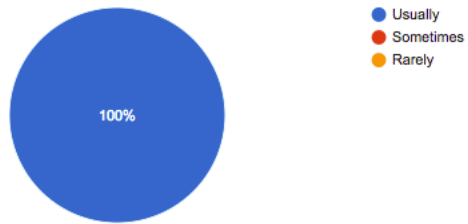
Challenges in skills and activity to participate to work for the goal.

Initially, everyone was confused where to start and how to approach the solution. Then, we divided the tasks into marketing, engineering, prototype, etc and discussing parallelly with roles like the survey results from marketing people to engineer to come up new approach for better services and then to prototype guys to make even more friendly user experience. Overall, we had better team cooperation.

TEAM'S APPROACH - QUESTION RESULTS

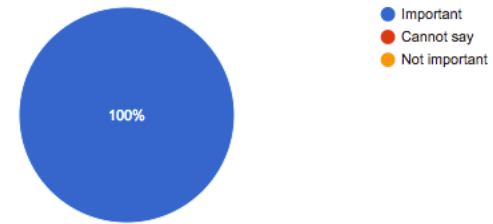
5A) Was the whole team able to express ideas and communicate openly (without fear of criticism by others)?

3 responses



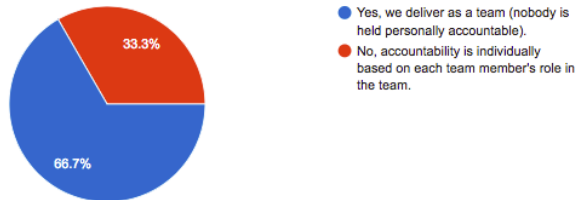
5B) How important do you consider the previous ability was for your team to succeed in its goal?

3 responses



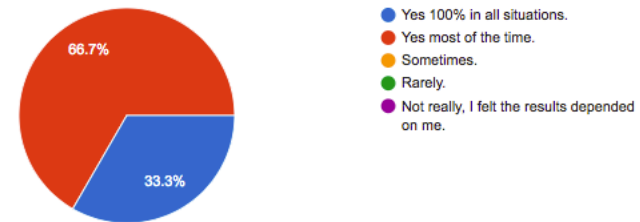
6) Did you consider your team to be mutually accountable for results or achieving its goal?

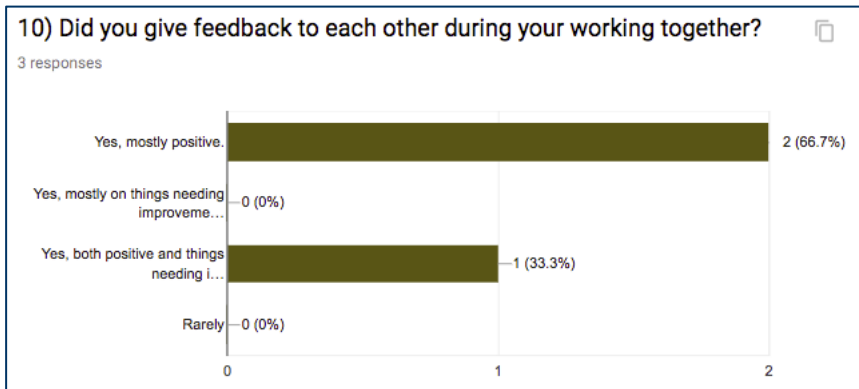
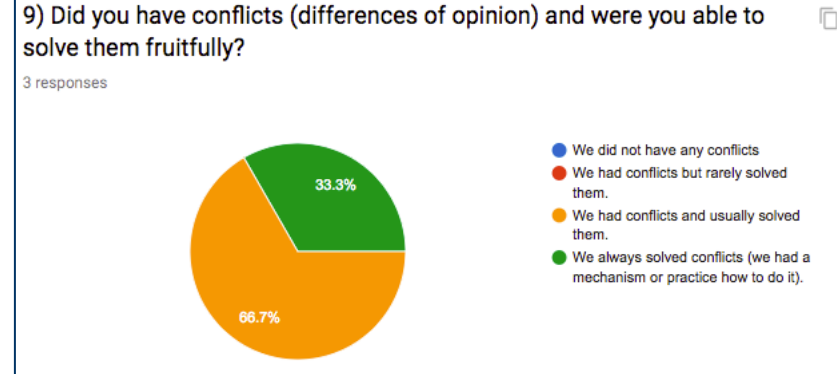
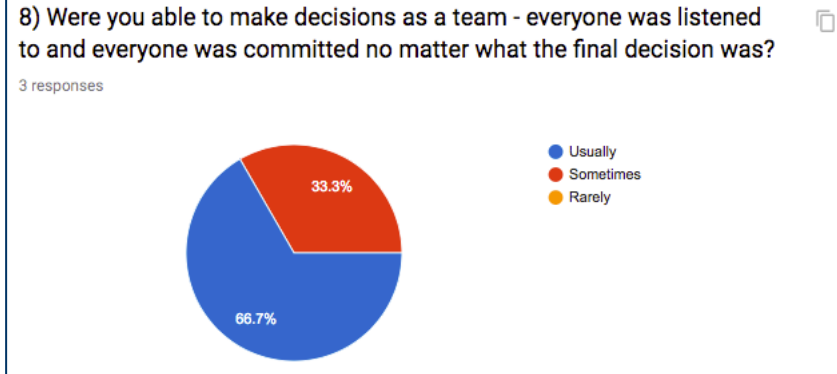
3 responses



7) Did you trust other members of your team?

3 responses





Any thoughts on questions 5-10; what needs attention to improve? Did you receive facilitation regarding team collaboration or did you have own internal interventions - experiences on that; what worked, what did not?

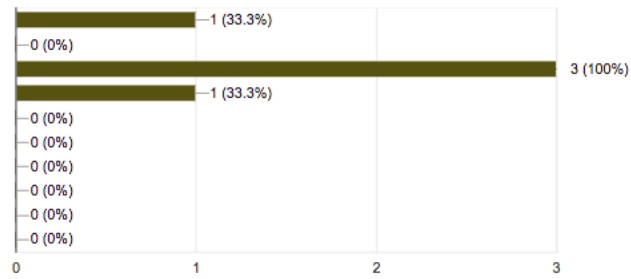
2 responses

- Based by own experience
- Listening skills, having patience before expressing our thoughts.

TEAM WORK VS. SOLO WORK - QUESTION RESULTS

Choose emoticon(s) to express your experience of working in a team interdependently (versus working alone independently)?

3 responses



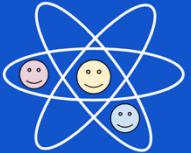
And/or express it in words

1 response

When everyone pushes towards goal, it's cool!

Appendix 10: Agenda and relevant briefing material in workshops I and II

Catalyzing Teams WS I

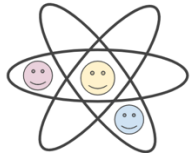


Agenda



- Intro (10min)
- Brainstorming I: Challenges (45min)
 - Brief
 - Ideation
 - Evaluation
- Brainstorming II: Solution ideas (45min)
 - Ideation
 - Evaluation
- Wrap-up (10min)

Terminology



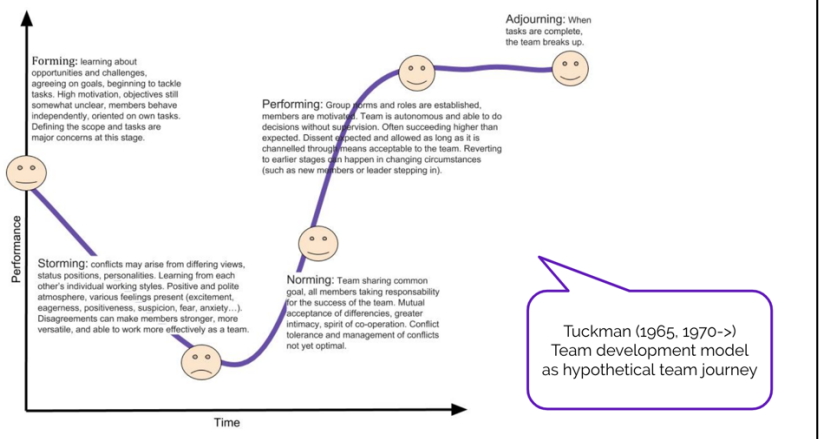
“Team is a small number of people with complementary skills who are committed to a common purpose, performance goals, and approach for which they hold themselves mutually accountable.” (Katzenbach 1993)

TEAM

- vs. working group
- vs. units, client projects, product development...

Team building

- vs. team development models
- vs. level of autonomy: distributed leadership, self-organization...



Forming: learning about opportunities and challenges, agreeing on goals, beginning to tackle tasks. High motivation, objectives still somewhat unclear, members behave independently, oriented on own tasks. Defining the scope and tasks are major concerns at this stage.

Storming: conflicts may arise from differing views, status positions, personalities. Learning from each other's individual working styles. Positive and polite atmosphere, various feelings present (excitement, eagerness, positiveness, suspicion, fear, anxiety...). Disagreements can make members stronger, more versatile, and able to work more effectively as a team.

Norming: Team sharing common goal, all members taking responsibility for the success of the team. Mutual acceptance of differences, greater intimacy, spirit of co-operation. Conflict tolerance and management of conflicts not yet optimal.

Performing: Group norms and roles are established, members are motivated. Team is autonomous and able to do decisions without supervision. Often succeeding higher than expected. Dissent is expected and allowed as long as it is channelled through means acceptable to the team. Reverting to earlier stages can happen in changing circumstances (such as new members or leader stepping in).

Adjourning: When tasks are complete, the team breaks up.

Tuckman (1965, 1970->)
Team development model as hypothetical team journey

Ideation Principles

Yes, and... Build on the ideas of others by saying yes! and adding onto their ideas. Listen actively for opportunities to build and elaborate.

More is more In the first stage, it's all about quantity. Focus on getting down as many ideas as possible rather than striving to come up with really "good" ideas. Get it all out.

Postpone judgment Suspend your inner critic and resist the urge to evaluate the ideas as they flow out. Anything goes and the time for judgement is later.

Reflecting assignments



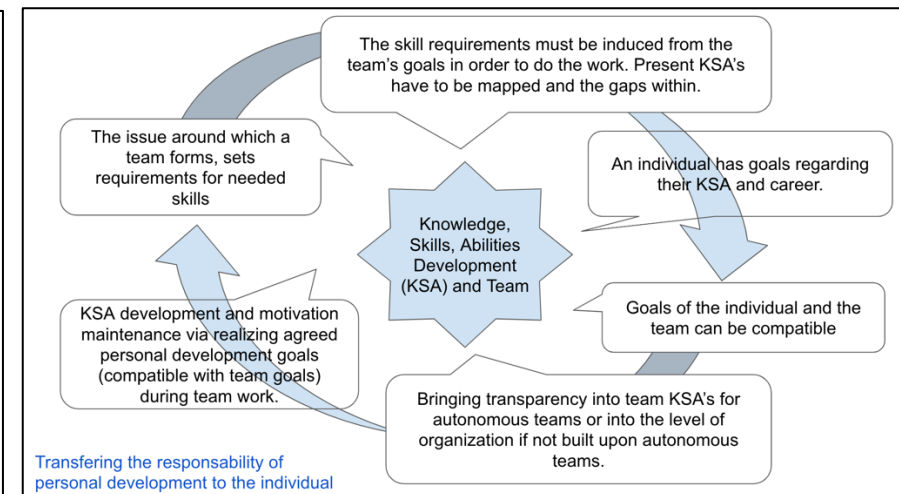
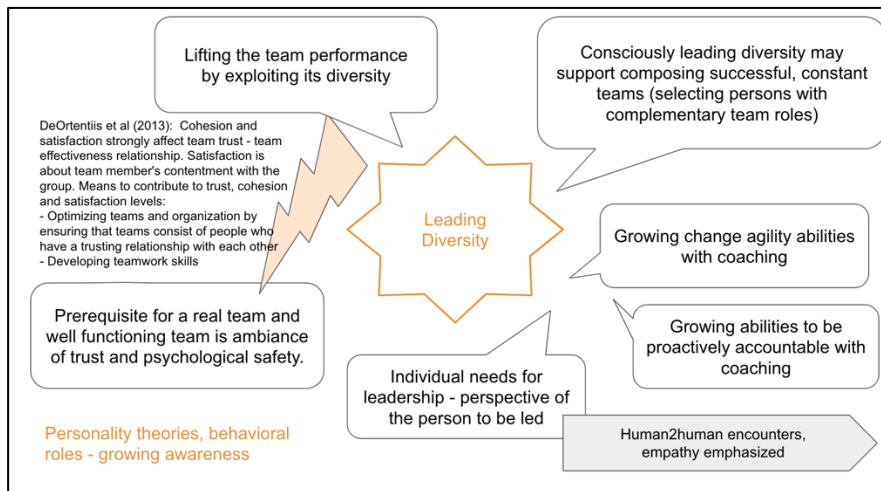
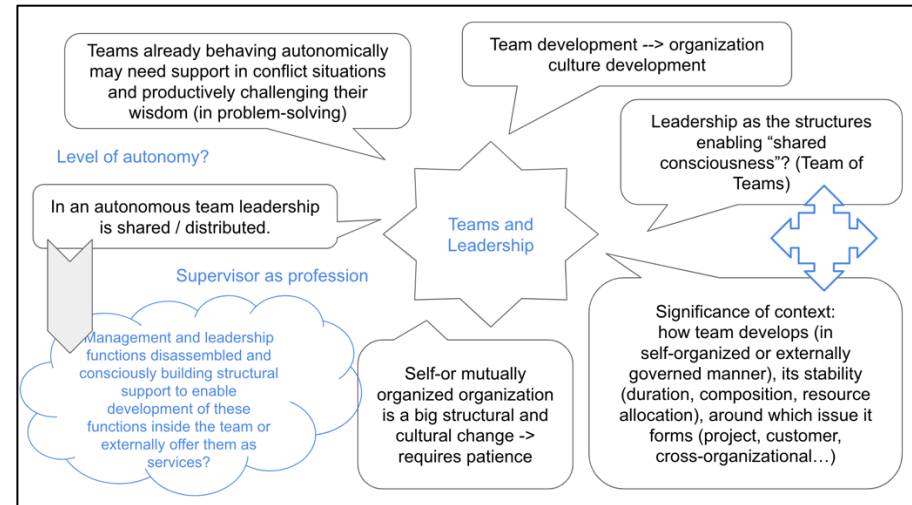
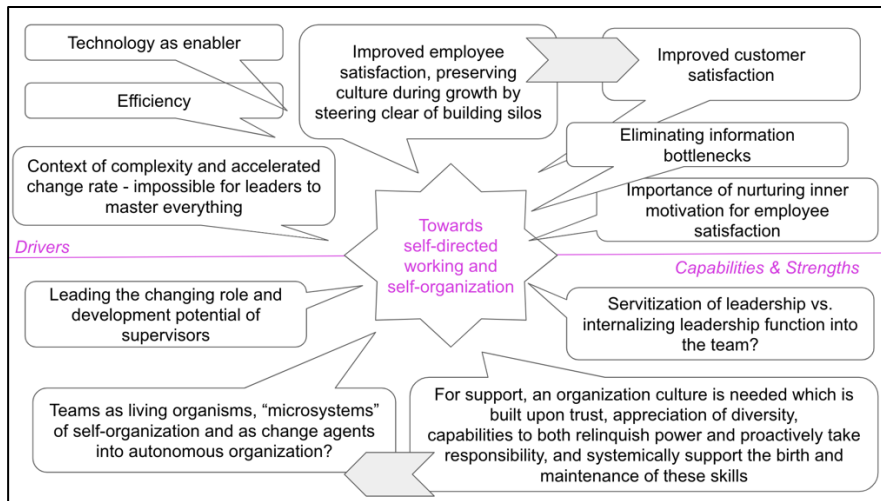
Individual reflection on challenges
(5-10min) -> post-it notes

Reflection in pairs
(10min) -> post-it notes

- How might we...
- Yes, and...

Associating together -> post-it notes,
clustering the notes (10min)

Appendix 11: Interim analysis results from interviews I



Appendix 12: Agenda and relevant briefing material in workshop IV


Catalysing Teams

WS IV

Context of temporary team and diversity



Agenda



Intro and warm-up (15min)

Challenge / Empathy map (15min+15min+10min)


Ideation (25min)

Concept building / Napkin Pitch (40min)

- Ideation x 2 concepts (20min)
- Evaluation and implementation x 3 concepts (20min)

Picnic II

Functional team elements

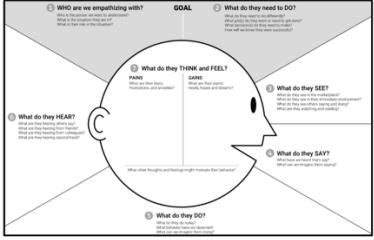


1. Shared direction and vision - aiming forward
2. Shared values, commonly agreed practices and rules
3. Building team identity and being concerned of other team-members' wellbeing
4. Shared goal setting and follow-up
5. Appreciating and using diversity as a resource
6. Strengthening individual capabilities and exploiting synergies
7. Mutual trust, accountability and collaboration
8. Exploring possibilities and new perspectives, change capability and agility
9. Encouraging individual thinking and "shared sense"
10. Courage to intervene, give feedback and challenge

design from Elaticon

Sari Ajanko: Moninaisuuden johtaminen - ytimessä johtajan itsetuntemus (2016)

Team member empathy map



Let's consider the situational context briefed and choose 2 hypothetical team members:

- ❖ Ekstrovert, leading type
- ❖ Introvert, reflecting type

15 min / group / draft the map going through sections 2-7; audio signs when time to move on to the next!

In case getting stuck, move forward to the next section!

"In the team, shared understanding and plenty of genuine appreciation is needed. Team needs to acknowledge and be aware of the quality and quantity of interaction. Teamwork demands discussion, which necessitates ability to express oneself and listen to others... However, team should not strive for excessive harmony and unanimity. Diverging points of view, questioning and challenging is also needed."

Creating good dialogue and maintaining it

Enabling team flow: team identifies factors progressing individual and shared thinking and practice principles including deep appreciation for multiple approaches/views.

Skills of intervening and giving feedback

"The team core is its mind and its reciprocal relations."

"In order for the team to develop into a high-performing one, an extreme level of trust is needed. Team members must show utmost honesty and openness and be able to expose their vulnerability."

Sari Ajanko: Moninaisuuden johtaminen - ytimessä johtajan itsetuntemus (2016)

Team member empathy map

Let's get back to empathy maps and get inspired by challenges - which challenge do you choose?

Can we identify common challenge themes in the cases of extroverted and introverted persons which would be worthy of solutions, in order to easeen collaboration?

Appendix 13: Concept Format - Napkin Pitch

Napkin Pitch (Liedtka et al. 2014, 94)

Napkin Pitch	
CONCEPT NAME:	
The Big Idea	Needs/Benefits
Execution	Business Rationale

Iterated version of Napkin Pitch for workshop purposes

<p>NEEDS What unmet needs are served with Concept X? For whom is Concept X for?</p>	<p>APPROACH What is Concept X? What are the key features and other elements? In what different ways does Concept X meet the needs?</p>
<p>What is the impact? How desirable is Concept X? How will the team benefit? How will the team member benefit? How will the organization benefit?</p> <p>IMPACT & BENEFIT</p>	<p>How feasible is Concept X; labor, costs, technology, organization culture & structure, willingness to adopt, situational context...</p> <p>What is needed to implement Concept X? What resources or capabilities exist that we can leverage? What are the next steps or tasks to implement or pilot Concept X?</p> <p>RESOURCES & IMPLEMENTATION PLAN</p>

Napkin Pitch

Screenshot 2: Ideas sheet as part of portfolio tool

Ideas					
Id	Idea Description	Team Journey Phase	#effectivenessfactors	K	Notes
CI 2, 4'	Osaamisen näkyväksi tekeminen eri puolilla; roolit ja kompetenssit näkyville intraan		rooliselkiyttäminen, osaamisen tunnistaminen	<input type="checkbox"/>	(vähän ohi - liittyy enemmän tiimijäsenten selektointiin. Uusi HR-järjestelmä taklaa.)
CI 2, 4'	Työparit (eri puolilta) asiakascaseihin; ks. seuraava jatkumona.		tiimityöhön kannustaminen	<input type="checkbox"/>	ks. seuraava
CI 2, 4'	Rakennetaan tietoisesti yhteisiä projekteja ja niille tiimi ympärille.		tiimityöhön kannustaminen	<input type="checkbox"/>	luottamus yhdessä tekemisen kautta
CI 2, 4'	Konkreettisille tiimionnistumisille näkyvyyttä & keuhataan ja kiitetään & Short-term wins käytetään hyväksi.		tiimityöhön kannustaminen	<input type="checkbox"/>	success story-tarinankerronta viestinnän tuella; esimiehet tunnistavat tarinan aiheita ja hyödyntävät sisältöjä
CI 2, 4'	Epäformaali tiimitys - tiimi valitsee miten 'tykyillään'; kukin jäsen vuoron perään halutessaan.		tiimityöhön kannustaminen	<input type="checkbox"/>	
CI 2, 4'	Tiimien väliset epäformaalit meet-upit. Esim. pikkujouluuikaan? Tai positiivinen / leikkimielinen kilpaileminen tiimien kesken.		ulkoiset suhteet, koheesio->Luottamus	<input type="checkbox"/>	
CI 2, 4'	Tiimityö osaksi tavoitteita; tiimityön onnistumisen mittaaminen		tiimityöhön kannustaminen	<input type="checkbox"/>	
CI 2, 4'	Tiimityön aikajänteen tekeminen näkyväksi - tietoisuuden nostaminen		tiimityöhön kannustaminen	<input type="checkbox"/>	
CI 2, 4'	Oman tiimin työn merkityksellisyys esille: konkretiaa, tiedon jakamista, mitä käytännössä tehdään ja miten		tiimityöhön kannustaminen	<input type="checkbox"/>	
CI 2, 4'	Avoin agenda tiimin täytettäväksi		tiimiagenda	<input type="checkbox"/>	MS OneNote, ActionPoint-käytännöt
CI 2, 4'	Kehittävä tiimipalaute käydään yhdessä läpi		tiimiagenda	<input type="checkbox"/>	
CI 2, 4'	Haasteiden tuominen tiimin käsittelyyn, ratkaisujen fasilointi		tiimiagenda	<input type="checkbox"/>	
CI 2, 4'	Tiimityön kytkeminen arvoihin. Jokaisen työnkuvan kytkeminen visioon.		tiimiagenda, merkityksellisyys, arvostus	<input type="checkbox"/>	
CI 2, 4'	Uudistuksen perimmäisen syyn toistaminen; roolien brändääminen		tiimiagenda, merkityksellisyys	<input type="checkbox"/>	
CI 2, 4'	WAR room asiakkuus- ja tiimimäisen työskentelyn johtamisen välineeksi; tiimipalaverien ja yhdessä oppimisen pitopaikaksi, asiakasyhteistyön koestamisen 'customer lab'. Luodaan työkalut casejen läpikäymiseksi.		learning->cohesion->trust	<input checked="" type="checkbox"/>	Funktiot: asiakkuuksiin perehtyminen (tilannekuva?). Rakennetaan yhdessä customer journey. Työkalut esim: tunnistetaan stakeholderit ekosysteemihankkeessa? Hyödynnetään inputina success storyihin.
CI 2, 4'	Otetaan asiakas mukaan asiakastyön kehittämiseen? cocreation. Lähdetään yhteistyön kehittämisessä asiakkaan tarpeesta käsin.		learning->cohesion->trust	<input checked="" type="checkbox"/>	Lähdetään yhteistyön kehittämisessä asiakkaan tarpeesta käsin.
CI 2, 4'	Delegation gamen käyttöönotto stakeholderien tunnistamiseksi, sparrauspartnerien löytämiseksi asioitten ympärille		rooliselkiyttäminen, ulkoiset suhteet	<input type="checkbox"/>	synnyttää proaktiivisuutta uusien henkilöiden välillä?
	Tutustutaan muihin tiimeihin ja heidän tavoitteisiinsa; esittelyt				



Challenges_Autonomy ▾

Challenges_Diversity ▾

Challenges_Integration ▾

Ideas ▾

ConceptCatalogue ▾

Concept1 ▾

Concept2 ▾

Concept3 ▾

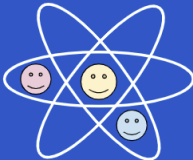
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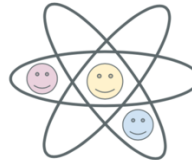
Appendix 15: Team Learning Journey

Catalyzing Teams

*Team Building
Preliminary concept
(embedded in Customer Lab concept)*



Contents



- Design Principles for Team building
- What is the concept?
- To whom is it?
- What is needed next?
- What happened before this?

Design Principles for Team Building

Practical implications from team building research & theoretical base

- Create and support psychological safety
#inclusion #trust. Harrison 2016, Mello & Delise 2015
- Invest into behavioral integration
(information exchange, collaborative behavior, joint decision making). Karaca et al. 2016
- Support interaction - give voice equally, do not allow to silence variety. *#inclusiveness #cohesion #trust*
Harrison 2016, Dasgpt et al. 2013
- Invest in communication behaviors and information sharing with different means, especially in the beginning. *Interviews*
- Use storytelling - reclaim the power of shared narratives! *#community #trust. Laloux 2014*
- Create a meaningful team identity in relation to other groups. *#cohesion #trust*
Harrison 2016, Millward et al. 2009, Hentschel et al 2013, Hoch 2014
- Target multiple dimensions of teamwork when training the team. Include experiential activities; group activity on goals, purpose; working on case studies; simulations (on interpersonal communications); team reviews in-situ. *#learning #sharedsense #cohesion #trust*
McEwan et al. 2016

Promote team focus and orientation with knowledge of team function and how it contributes to wider goals, benefits of teamwork. #inclusion #trust #proactivity Millward et al. 2009

Engage in open discussion of team performance and team members' expectations. #reflexivity #sharedsense Lyubovskova et al. 2017

Use external coach to establish team-oriented behaviors and to influence group norms towards openness. #sharedsense #inclusion #trust Gibson et al. 2016, Dimas et al. 2016, interviews

Promote team focus and orientation with establishing co-operative interdependence (task interdependence between team members). #inclusion #trust Millward et al. 2009, Harrison 2016, Hentschel et al. 2013, Kilff-Petersen 2004

Promote communication among team members through behavioral imperatives such as team incentives (or sanctioning inappropriate behaviors). #inclusion #proactivity #trust Millward et al. 2009, Harrison 2016, Hentschel et al. 2013, Kilff-Petersen 2004

Enable recognizing variety in the team via accumulating knowledge of team's resources (KSA) with acquaintance-building and safety-enabling practices. #appreciation #communication #trust Harrison 2016

(hashtags refer to desired effect enhancing team building)

What is the concept?

#ThinkBig #CollaborateInclusively #WorkwithPassion #SISU

★ A working group (unit, project team, ecosystem team) learns together as a team how to solve or build and manage customer cases. Teams learn from different cases from other teams. Teams get recognition for skills or areas where they perform outstandingly.

★ Elements:

- Experiential, gamified & rewarding, incentivized
- Physical space "customer lab", Teams virtual spaces
- Data as input:
 - Customer data (CRM)
 - Customer case or assignment
 - QDA customer management model
- Simulations, facilitation
- Team presentations as outputs
- Storytelling (shared narrative aligned with BF values) as outputs
- Recognitions as outputs

#ThinkBig #CollaborateInclusively #WorkwithPassion #SISU

Teams build different customer cases as assignments. Team is facilitated in its assignment journey by lab hosts / hostesses. The assignment journey has a predetermined script (yet unknown!)

Teams either knowingly or as a surprise element compete against each other but in a rewarding and entertaining way - without compromising organization level spirit. A jury for assessment is composed of supervisors, process owners and customers. Results are announced in common development workshop which serves also as a training event to learn the work of other teams and to enforce knowledge of the new processes.

#ThinkBig #CollaborateInclusively #WorkwithPassion #SISU

Categories for assignment nominations - examples:

- ❑ Quality of Team Collaboration (Value: Inclusiveness)
- ❑ Ability to take in Feedback - from opponent team (Value: Inclusiveness, Passion)
- ❑ Substance or Quality of Solution proposed (Value: Think Big)
- ❑ Alignment with QDA process (Value: Sisu?)
- ❑ Creativity or Engaging Presentation of Solution (Value: Passion)

Nomination categories can have different evaluation criteria. Quality of collaboration can be evaluated with a survey answered by team members and observation done by the facilitators. Ability to take in feedback (from an opponent team) can be assessed by the facilitator or jury. Quality of solution can be assessed by the jury. Alignment with processes can be evaluated by process owners sitting in the jury. Solution Presentation can be evaluated with an intranet voting engaging all employees.

Teams can decide themselves on their ways of working and technique, viscosity of their presentation. Supervisors do not participate on evaluating their own teams.

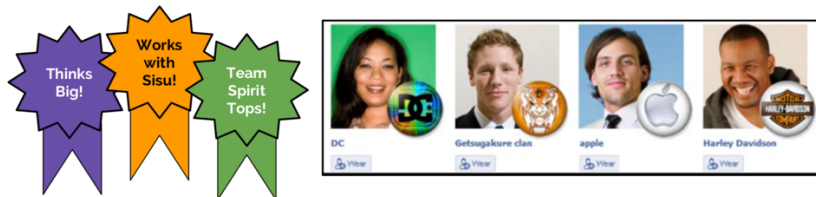
Example of evaluation: Quality of Collaboration

Facilitator evaluates each team based on a check-list

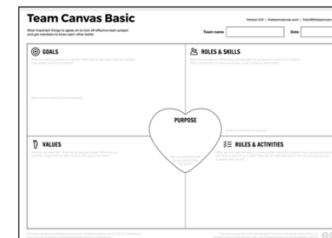
- ❑ Team members have equal voice during workshops or facilitated team events.
- ❑ No eye-rolling or inappropriate body language.
- ❑ Team makes contributing easy for all of its members.
- ❑ Facilitator's perception of "safe space level" assessed from 1-5
- ❑ ...and so forth....

#ThinkBig #CollaborateInclusively #WorkwithPassion #SISU

- ★ Storytelling is an important output that contributes to the narrative of "BF as a team of teams". The mediums can be for example vlogging, blogging, visualization in intranet and Teams spaces.
- ★ As the assessment is over and winner teams have been announced in each category, those team members are rewarded with a special badge to their intranet photo - representing the value that the nomination in question represents the most. The badges are created in alignment with new visual outlook. These persons become value ambassadors!



Example of a tool for building team before customer case work: Team Canvas



Customer lab hosts/hostesses facilitate a kick-off session for each team where:

- Team Canvas is one element: going through basics for the team (its knowledge and skillset, goal, ways of working together).
 - Instructions on: <http://theteamcanvas.com/use/>
 - Canvas can be modified to suit the purpose.
- Other elements of the kick-off workshop depend on how the assignment cases are built up.

To whom is it?

All units or units doing customer work? Project teams? Ecosystem teams? Mixed teams? Entire organization? This needs to be specified.

What is needed next?

Further defining the concept with owners.

Appendix 16: Field-guides for semi-structured interviews II

Field-guide structure / Team coaches

I Warm-up questions

(briefing on the project, interviewee's background information, practical issues / audio-recording consent)

II Experiences on team-building

(experiences on team-building, facilitation and dysfunctionality phases during team lifecycle, challenges and needs of autonomous teams in individual and team level, challenges and needs in transforming from a project manager into a coach/autonomous team's support)

III Preliminary concepts and feedback

(Team Journey Toolkit, canvas tools, Uplift Moment concept, TX Design Principles idea)

IV Views on the future

(future of teamwork / role of teams in organizations, future of autonomous teams, drivers of autonomy)

V Closing

(inspiring thinkers or sources on the theme, briefing on the continuation of the research)

Field-guide structure / Management

I Warm-up questions

(briefing on the project, interviewee's background information, practical issues / audio-recording consent)

II Experiences of transforming into an autonomous organization

(experiences on the process and leading it, challenges and needs of team coaches, challenges and needs of autonomous teams in individual and team level)

III Preliminary concepts and feedback

(Team Journey Toolkit, canvas tools, Uplift Moment, TX Design Principles idea)

IV Views on the future

(future of teamwork / role of teams in organizations, future of autonomous teams, drivers of autonomy)

V Closing

(inspiring thinkers or sources on the theme, briefing on the continuation of the research)

Field-guide structure / HR coach & developer

I Warm-up questions

(briefing on the project, interviewee's background information, practical issues / audio-recording consent)

II Experiences on team-building

(experiences on team-building, facilitation and dysfunctions, challenges of autonomous teams)

III Preliminary concepts and feedback

(Team Journey Toolkit and concepts, TX Design Principles idea)

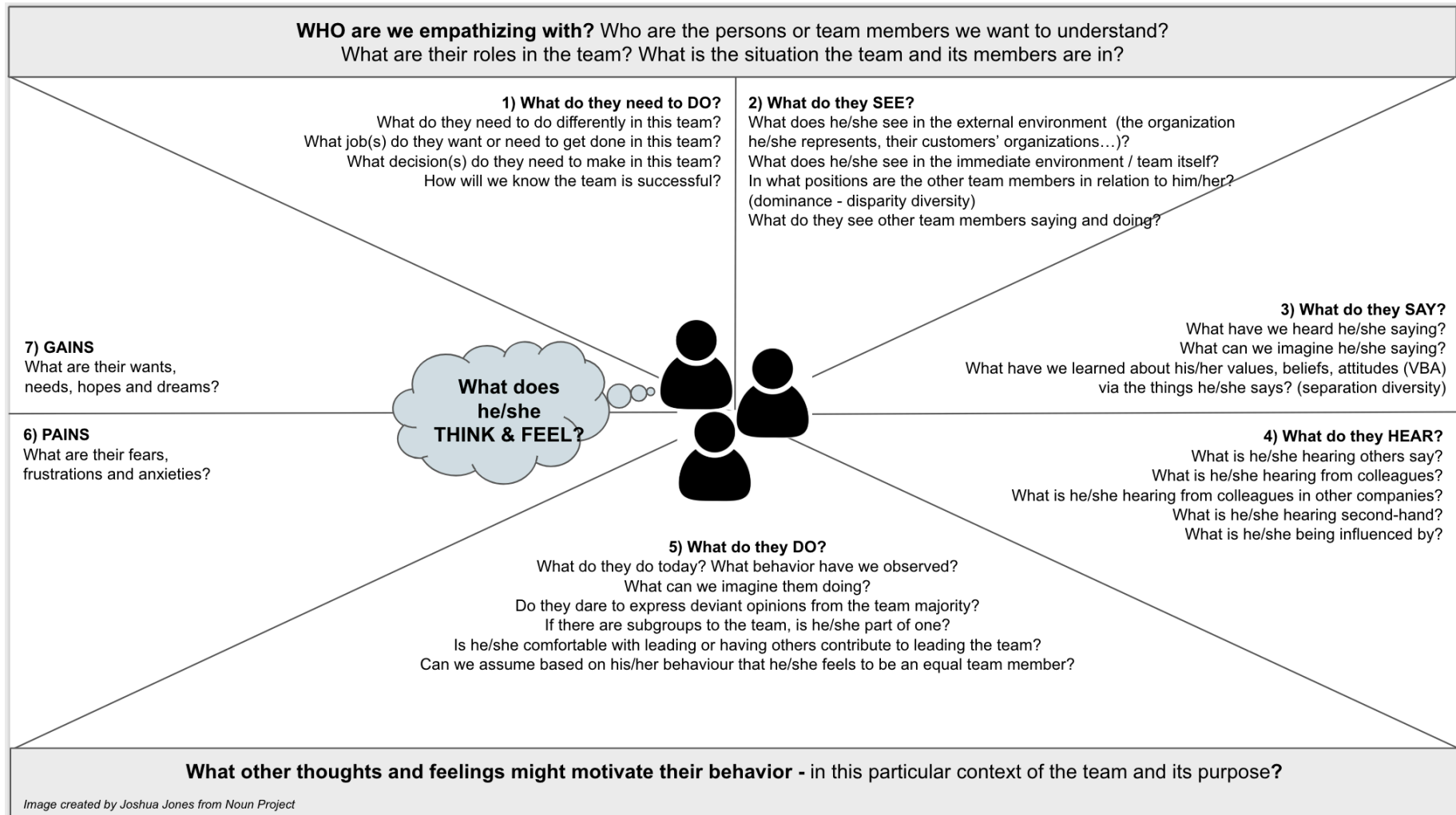
IV Views on the future

(future of teamwork / role of teams in organizations, future of autonomous teams)

V Closing

(inspiring thinkers or sources on the theme, briefing on the continuation of the research)

Appendix 17: Iterated Empathy Map Canvas with diversity management support



Appendix 18: Team building toolkit as a Trello board

TeamBuildingTools ☆ TeamBuildingTools Free Team Visible Show Menu

Forming ...

Members search for their purpose, role, shared group rules.

- Kick-off ☆
- Delegation Game
- Self Reflection & Team Canvas ♡
- Empathy Canvas

+ Add another card

Storming ...

Individuality high, conflicts common, achieving consensus challenging.

- Welcoming Ritual ♡☆
- Farewell Ritual ☆
- Team Canvas Complete

+ Add another card

Norming ...

Sense of belonging & acceptance, cooperation, avoidance of conflicts.

- Functionality Evaluation △
- TX Design Principles Slackbot #TXboost △ ♡
- Uplift Moments △ ☆

+ Add another card

Performing ...

Goal orientation, creativity, conflicts resolved, mutual accountability.

- Reflexivity Development Interventions

+ Add another card

Adjourning ...

Group concludes its existence.

- Homecoming Workshop ☆

+ Add another card