

**The Impact of Collaborative Learning
on the Individual Learning Process**
The International Team Coach Development program

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Abstract <p>In the recent years, organizational structures have undergone major changes. Effective teamwork skills are needed more than ever before. However, the traditional education system has not been developing fast enough. Many organizations have started to rely on the private operators in order to educate their staff how to operate and how to learn in teams. The thesis examines a Team Coach Development program, that is a private educational program founded by Mikael Hirvi.</p> <p>The objective was to create deeper knowledge about the collaborative learning. The main research question was derived from the research problem: The main research question of the study was: Does the Collaborative Learning have an Impact on the Individual Learning process?</p> <p>The aim of the study was to create deeper understanding of a phenomenon, so that the qualitative research approach was used. The seven participants of the program were interviewed individually in order to obtain information about their experiences with open-ended questions. After gathering the data it was analysed. Literature review was conducted with the help of scientific articles, online publications and published books.</p> <p>The answer to the research question was derived from the individual interviews. According to the research results it was clear that all of the participants experienced that the collaborative learning had an impact on their individual learning. Every participant experienced the impacts in a different way and the learning outcomes of the participants differed from each other.</p>		
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<p>Tiivistelmä</p> <p>Viime vuosina organisaatorakenteet ovat olleet suuren muutoksen alla. Tehokkaita tiimityöskentelytaitoja tarvitaan enemmän kuin koskaan. Perinteinen koulutusjärjestelmä ei kuitenkaan ole muuttunut tarpeeksi nopeasti muuttuvan ympäristön haasteisiin. Useat organisaatiot ovat turvautuneet yksityisiin toimijoihin kouluttaakseen henkilökuntaa työskentelemään ja toimimaan tiimeissä. Opinnäytetyö tutki yhteisöllistä oppimista Team Coach Development-koulutusohjelmassa, jonka on perustanut Mikael Hirvi.</p> <p>Tutkimuksen toimenantajana toimi Mikael Hirvi. Tutkimuksella pyrittiin selittämään yhteisöllistä oppimista ja sen vaikutuksia, sekä luoda tutkimuspohjaista informaatiota ilmiöstä. Tutkimuskysymys johdettiin tutkimusongelmasta: Onko yhteisöllisellä oppimisella vaikutusta yksilön oppimisprosessiin?</p> <p>Tutkimus toteutettiin laadullisena tutkimuksena. Seitsemälle koulutusohjelmaan osallistuneelle toteutettiin yksilöhaastattelut, koska haluttiin saada tietoa yksilön henkilökohtaisesta oppimisprosessista ja ilmiön vaikutuksesta yksilön oppimiseen. Haastattelut litteroitiin, koodattiin ja tiivistettiin. Teoreettinen viitekehys luotiin tieteellisten artikkeleiden, verkkojulkaisujen sekä aiheeseen liittyvän kirjallisuuden avulla.</p> <p>Tutkimustulosten perusteella oli selvää, että kaikki tutkimukseen osallistuneet haastateltavat kokivat, että yhteisöllinen oppiminen koulutusohjelmassa vaikutti osallistujien yksilölliseen oppimisprosessiin. Tutkimustulosten perusteella okainen osallistuja koki yhteisöllisen oppimisen vaikutuksen eri tavoin. Vaikka oppimiseen vaikuttava tekijä oli sama, oppimistulokset poikkesivat toisistaan osallistujien kesken.</p>		
Avainsanat (asiasanat) yhteisöllinen oppiminen, aikuisoppiminen, heutagogia		
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1 Introduction

1.1 Motivation

In the recent years, organizational structures have undergone major changes. Effective teamwork skills are needed more than ever before. However, the traditional education system has not been developing fast enough.

Many organizations have started to rely on the private operators in order to educate their staff how to operate and how to learn in teams. The author was interested to study a phenomenon related to organizational learning. The thesis examines a Team Coach Development program, that is a private educational program founded by Mikael Hirvi.

1.2 Research question

The assignor of this study was Mikael Hirvi, the Head Coach of the Team Coach Development program. The author and the assignor, Mikael Hirvi, were interested to get deeper knowledge about the impacts of collaborative learning in the Team Coach Development program. The research question was derived from the research problem: The main research question of the study was: Does the Collaborative Learning have an Impact on the Individual Learning process?

The aim was to create independent and objective research-based information in order to develop the Team Coach Development program and create deeper understanding of the collaborative learning process in the program.

1.3 Structure of the thesis

The thesis consists of nine different chapters. The First chapter, Introduction, represents the background of the thesis, the research question and the structure of the thesis. The Second chapter, The Team Coach Development program, is designed to

describe the background, goals and the structure of the program. The Third chapter represents the theories behind the learning approaches of the program. The Fourth chapter is designed to represent the key learning concepts of the program.

The Fifth chapter represents the methodology used and the research process of the thesis. In the Chapter six the author has evaluated the reliability of the thesis. The Seventh chapter introduces the research findings from the individual interviews. In the Eighth chapter, Discussion, the author answers the research questions based on the research findings and represents the main research findings summarized. The Ninth chapter, Conclusions, the author highlights the key points of the research process and the results.

2 The Team Coach Development program

The chapter is designed to describe the background, goals and the structure of the Team Coach Development program. In order to understand the Team Coach Development program as a whole, one must understand the background, purpose and the structure of the program.

2.1 The Roots in Team Academy

Mikael Hirvi is the founder of the Team Coach Development program. Hirvi is also the assignor of this study. He is an alumnus of Team Academy, JAMK University of Applied Sciences. After graduation he has worked with the Team Academy learning methodology for over 12 years by applying the team entrepreneurship philosophy into educational institutions and companies around the world (Creating Learning Trough Team Entrepreneurship 2020).

He is well known in the Team Academy community internationally. Most of the participants in the Team Coach Development program were planning to launch a Team Academy in their own region or were already working within Team Academy community (Hirvi 2018).

2.1.1 Team Academy

Team Academy is the entrepreneurship unit of JAMK University of Applied Sciences founded by Johannes Partanen. Tiimiakatemia Global (2017) defines Team Academy as a coaching method that is used to educate teampreneurs. Moreover, the name Tiimiakatemia (Finnish) is commonly used internationally, but in the program Team Academy was term used so that it was chosen to be used in this thesis. The first Team Academy was founded in 1993 in Jyväskylä (Tiimiakatemia Global, 2017). The students are awarded a Bachelor's Degree in Business Administration when graduating.

According to Tiimiakatemia Global (2017), the Team Academy methodology has taken influences from innovation and management literature. The influences have been developed into practices and tools that have been tested both with university students and professionals from working life. Every year, the founder Johannes Partanen publishes a book that consists of book recommendations for teampreneurs. It guides the framework for the theoretical learning in the program (Tiimiyrittäjän ja valmentajan parhaat kirjat – Valintaopas/Teampreneurs and Team Coach’s Best Books – Election guide 2019/2020). The framework of the methodology consists of three learning processes: team learning, learning by doing and theory (Tiimiakatemia Method 2017).

2.1.2 Team Coaching

We have moved away from stable industrial production to global, ever-changing knowledge work. This poses a challenging question to educators, leaders and human resource experts: How do we educate and train students and our workers in the world of knowledge? The solution is team coaching (Tiimiakatemia Global 2017).

Rogers (2007) has defined that a coach works with clients in order to achieve speedy, increased and sustainable effectiveness in their lives and careers through focused learning. The goal of the coach is to work with one’s client in order to achieve the client’s full potential – as defined by the client (Rogers 2007, 176).

Tiimiakatemia Global (2017) has defined that a team coach is an expert who has the experience, knowledge, skills and the mindset to enhance the development of teams and communities in different contexts. A team coach is a learning development specialist who can build and guide teams both for work and learning purposes (ibid.).

A team coach is able work in multiple organizations. A team coach is seen as adult educator and facilitator in the Team Coach Development program. According to Connolly (2008) adult educators are described as experienced but not authoritarian and as a resource to the group, and they provide vast amount of skills, knowledge and experience to the learners (Connolly 2008, 41).

2.2 Aim of the Program

According to the Head Coach Mikael Hirvi (2018), the program was created for prospective team coaches who want to create team entrepreneurial culture into their organizations. The aim of the program is to create and educate team coaches and practice it in the official modules. According to Mikael Hirvi (2018), it is also important to practice the methodology between the modules.

Typically, the participants of the program are having challenges with establishing a Team Academy program in their local universities, or the participants are working in businesses where the challenges are to improve their organizational culture towards teams and efficient networking. The program will give the basics of the Team Academy methodology and tools and provide experiences in process learning with such a culture (Hirvi 2018, email material).

Aims of the Program (Hirvi 2018, email material):

1. *Gain personal experience of a range of 'learning by doing', process learning and group learning approaches as a leader, learner and coach.*
2. *Develop a personal team coach philosophy and an ongoing coach development plan.*
3. *Critically evaluate a range of Team Academy-inspired models and use the insights gained to develop team entrepreneurship programs around Europe.*
4. *Develop your organizational challenges together with peers and the support of coaches.*
5. *Contribute to building international networks and building personal relationships.*

2.3 Structure of the Program

The program consists of four modules which are arranged in different countries. The official modules of the program that was studied in the present study were in Switzerland, Slovenia, Italy, Austria and Mallorca in a specific order. The second module's first half was in Slovenia and the other half was in Italy.

The program is conducted in English, because the program is multi-cultural. This was because learning in different environments and with different cultures are part of the learning methodology of the program. Collaboration and team working with the other participants from a range of different environments and backgrounds are in the core of the learning process (Hirvi 2018, email material). Each module consists of working and learning in teams around certain themes.

The Themes of the Modules (Hirvi 2018, email material):

1. *Fundamental elements of coaching (November 2018)*
2. *Basics of team coaching – Building a team coach philosophy for each participant (March 2019)*
3. *How to coach customer relationships (June 2019)*
4. *Crystallizing a team coach's identity (October 2019)*

The participants of the program are expected to read books related to the program and practice their coaching skills between the official modules. It is also expected that the participants complete a number of assignments that the head coach has organized, including book reviews, coaching logs and a reflective essay drawing on what the participants have experienced in the program in order to create their personal coaching philosophy (Hirvi 2018, email material).

3 Learning Approach

In order to understand the learning approach of the Team Coach Development program the learning approaches of the program are explained in the chapter.

3.1 Heutagogy

The learning approach in the Team Coach Development program is heutagogic (Hirvi 2020, an interview). When comparing heutagogy to andragogy and pedagogy, andragogy is more student-centered or student-directed learning (Halupa 2015, 143). Heutagogy is more self-directed and transformative. Halupa (2015), has stated that pedagogy is defined as teaching children, and both andragogy and heutagogy are defined as an approach to adult learning (ibid.).

According to Blaschke (2012), Hase & Kenyon (2007, 112) have claimed that heutagogy applies a holistic approach to developing learner capabilities, with learning as an active and proactive process. The learners are serving as the major agent in their own learning, which occurs as a result of personal experiences (Blaschke 2012, 58-59). Hase (2009) has claimed that heutagogy is more learner-centred rather than teacher-centred learning (44).

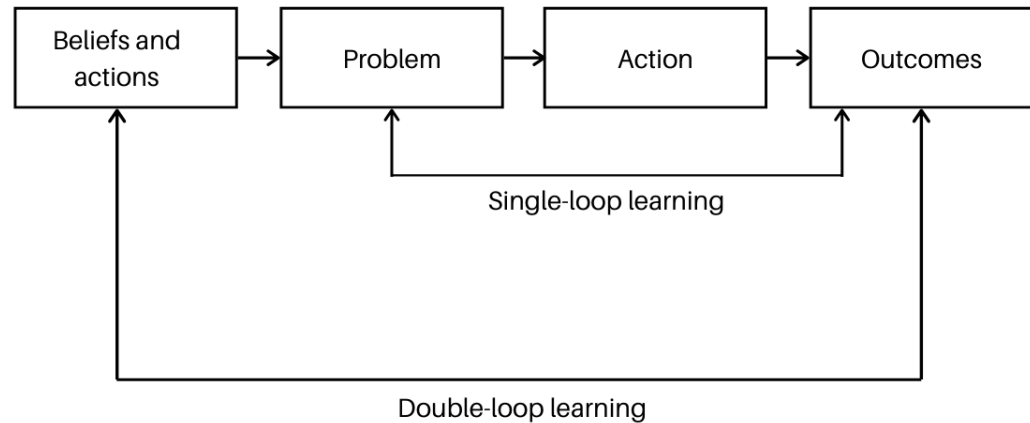


Figure 1. Double-loop Learning (Blaschke 2012, 59).

The key concept of heutagogy is double-loop learning (ibid.). According to Blaschke (2012) the learner reflects upon the problem-solving process and how it affects the learner's own beliefs and actions. In double-loop learning (See Figure 1.) the learner considers the problem and the resulting action and outcomes. (ibid.)

According to Hase (2009), Argyris and Schön (1978) has stated that double-loop learning occurs in heutagogy when the learners are testing and questioning one's personal values and assumptions as being central to enhancing learning how to learn (45-46). The learning process learning is valued in heutagogy.

Cunningham (1999), has stated that the content issues are less important from a learning point of view. Knowing how to solve problems (the process) is more important than knowing the solution to one particular problem (content) (Cunningham 1999, 38).

3.2 Adult Learning

The Team Coach Development program educates adults. The Government of Ireland (2000) has defined adult education as systematic learning undertaken by adults who return to learning having concluded initial education or training (12). The participants of the program are adult learners and the learning is self-directed and the participation in the program is voluntary and happens based on the participants' own will.

Connolly (2008, 41), has defined that adult learning is self-directed learning and a practice of adults working together towards their learning goals, with support, but not direction, from the facilitator.

Adult Learning in Groups

According to Connolly (2008), there are some key characteristics in adult learning in groups and communities. The goal of the learning group is to acquire new skills, knowledge and competences. Every person in the group knows that they are there for this purpose, and that everyone else is also on a learning journey (Connolly 2008, 72).

Groups are dynamic so that there is always interaction at some level. Connolly (2008) has stated that group members influence one another, even if the members try to avoid that influence. This interaction is a continuous series certain actions and reactions (ibid.). As claimed by Connolly dialectical progress of the group is a type of synthesis of each stage of reaction and action. Connolly stated that every member of the group has changed in some way, because of the influence of other members. (ibid.)

3.3 Team Learning

According to Hills (2001) Katzenbach and Smith (1993) have defined the concept of a team as having a set of performance goals and an approach in order to achieve those goals for which the team members hold themselves mutually accountable (ibid.).

One could also ask why team would want to learn? For teams to learn there must be motivation to learn, have feedback on what is learnt, a source of expertise and a sense of achievement (ibid.). According to Hills (2001), the main driver in many cases for the extrinsic motivation is the initial driver (ibid.).

Senge (2006) has claimed that team learning is vital because teams, not individuals, are the fundamental learning unit in modern organizations. If teams are unable to learn, the organization is unable to learn and develop (Senge 2006, 10). According to Hills (2001), teamwork provides a sense of community and collective self-worth and improves competition advantage (Hills 2001, 19).

Team learning develops the skills of groups of people to look for the larger picture beyond individual perspectives (Senge 2006, 12). Also building shared vision visions fosters a commitment to the long term (ibid.).

4 Key Learning Concepts

This chapter represents the key learning concepts of the Team Coach Development program: The Learning Contract, Dialogue, The Knowledge Spiral and Personal Mastery.

4.1 Learning Contract

A learning contract is one of the main individual learning tools used in the Team Coach Development program. The contract can also be made in teams. It is based on Ian Cunningham's learning contract model. It consists of five open questions that aim to carry out the objectives written on the contract (Cunningham 1999, 8).

The Learning Contract consists of the following questions (Cunningham 1999, *ibid.*):

1. **Where have I been?** (What have been my past experiences?)
2. **Where I am now?** (What kind of person/manager am I? What abilities do I possess? What are my strengths and weaknesses?)
3. **Where do I want to get to?** (What kind of person/manager do I want to become? What abilities do I want to develop? What learning goals shall I set?)
4. **How shall I get there?** (What programme of learning and development do I need to undertake? What resources do I need to do it? How shall I overcome obstacles to my learning?)
5. **How shall I know if I've arrived?** (How do I measure achievement of goals? Who will provide measures of learning?)

In the Team Coach Development program each participant creates their individual learning contract. Every learning contract is represented to the team coach and to the learning group. After the presentations of the learning contracts, the participants created a team learning contract as a team, based on their personal backgrounds and their learning goals (Hirvi 2020, an interview).

The Learning Contract helped the participants to set individual and collaborative learning goals. According to Cunningham (1999), it has been researched that the Learning Contract has the following benefits (179):

1. More effective intergration of theory and practice.
2. Greater sense of ownership of own learning.
3. Increased ability to define and set measurable goals.
4. Enhanced self-concept.
5. Greater motivation to learn, participate and achieve more realistic attitudes towards work and career.
6. Enlarged awareness of individual strengths and weaknesses.

4.2 Dialogue

Each module will include working with dialogue. The purpose of these dialogues is to allow every participant to hear and be heard; to contract for the session and make visible the process of learning as it is happening (Hirvi 2018, email material).

Dialogue is the most important working tool in the Team Coach Development program (Hirvi 2020, an interview). Senge (2006) has stated that the discipline of team learning starts with a "dialogue", the capacity of the members of a team to suspend assumptions and enter into a genuine "thinking together"(Senge 2006, 10). To the Greeks dia-logos meant a free-flowing of meaning trough a group, allowing the group to discover insights not attainable individually (ibid.).

According to Isaacs (2001), dialogue seeks to address the problem of fragmentation not by rearranging the physical components of a conversation, but by uncovering and shifting the organic underlying structures that produce it (40).

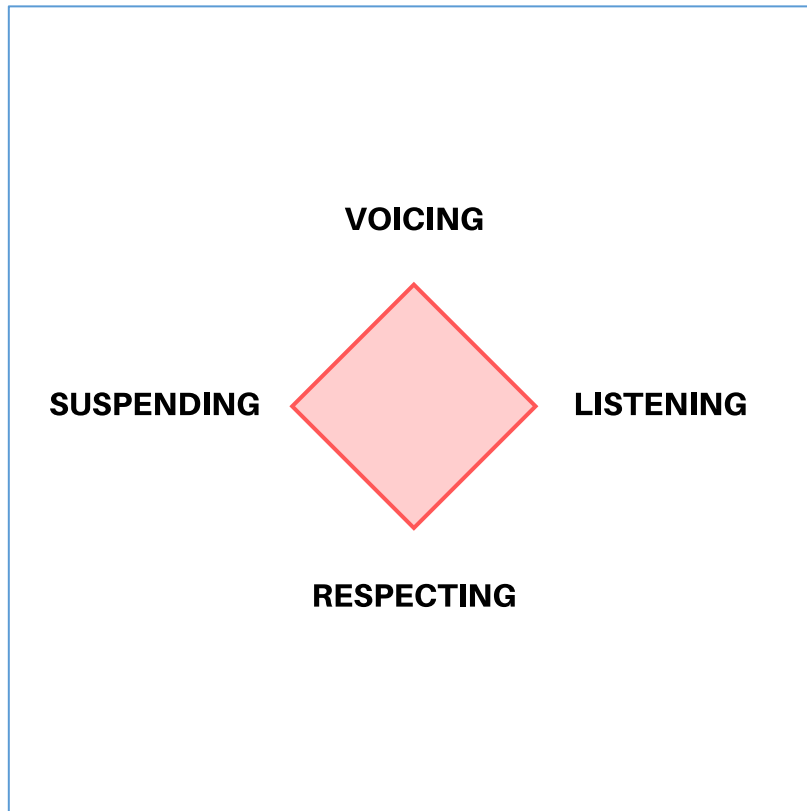


Figure 2. Dialogue, New Behavioral Models (Isaacs 2001, 376).

Voicing: Expressing oneself and one's feelings genuinely.

Listening: No resistance or forcing.

Respecting: Acknowledging other's position and the impossibility of understanding it totally.

Suspending: Suspending oneself from making conclusions, judgements or opinions.

4.3 The Knowledge Spiral

The knowledge creation process in the Team Coach Development program is based on The Knowledge Spiral Theory created by Nonaka and Takeuchi (Hirvi 2020, an interview). The knowledge Spiral is created to explain how explicit and tacit information is converted into organizational information (Nonaka and Takeuchi 1995, 71). It consists of four contents of knowledge that interact with each other: Socialization, externalization, combination and internalization (ibid.).

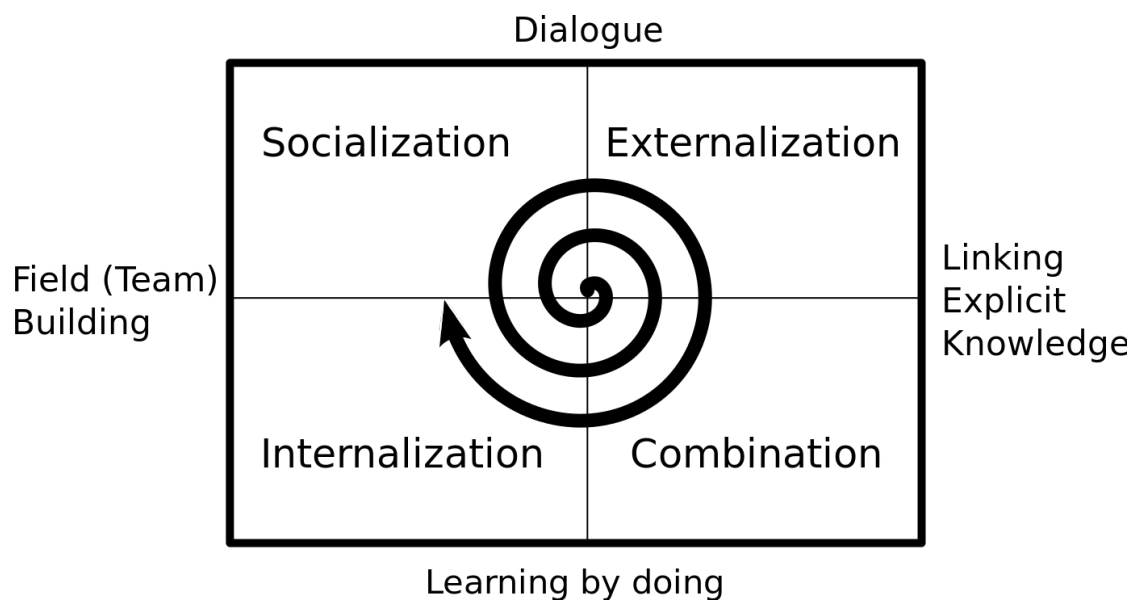


Figure 3. The Knowledge Spiral (Nonaka and Takeuchi, 1995, 71).

The Four Different Modes of Knowledge Conversion explained (Nonaka and Takeuchi 1995, 61):

1. Socialization: From tacit knowledge to tacit knowledge.
2. Externalization: From tacit knowledge to explicit knowledge.
3. Combination: From explicit knowledge to explicit knowledge.
4. Internalization: From explicit knowledge to tacit knowledge.

Nonaka and Takeuchi (1995) have stated that socialization (1.) is a process of sharing experiences and thereby creating tacit knowledge (62). Externalization (2.) is a

process of articulating the tacit knowledge into explicit concepts. Combination (3.) is a process of systemizing concepts into a knowledge system. Internalization (4.) is a process of embodying explicit knowledge into tacit knowledge (ibid.). The triggers that launch knowledge conversion in the knowledge spiral are dialogue, linking explicit knowledge, learning by doing and field building (ibid.).

According to Nonaka and Takeuchi (1995), when the learning experiences through socialization, externalization and combination are internalized into the learner's tacit knowledge bases, they become valuable assets in the form of technical know-how or shared mental models (1995, 69).

4.4 Personal Mastery

According to Senge (2006), Personal Mastery is defined as a special level of proficiency. It is the discipline of continually clarifying and deepening one's personal vision, of focusing one's energy, of developing patience, and of seeing reality objectively. (Senge 2006, 7). It fosters the personal motivation to continually learn how our actions affect our world (ibid.).

Personal Mastery was an important learning tool in order to create a shift of mindset. According to Hirvi (2020), the tool was an important part of the Team Coach Development program, because it enhances and sped up the individual's and the team's learning (Hirvi 2020, an interview).

As stated by Senge (2006), without personal mastery, people are steeped in the reactive mindset (someone or something else creating one's problems). The aim of personal mastery is to shift from seeing ourselves as a separate from the world to connected to the world, from seeing problems as caused by someone or something out there to seeing how our own actions create the problems we experience (ibid.).

5 Methodology

5.1 Research Problem

This study was assigned by Mikael Hirvi. Hirvi is the Head Coach of the Team Coach Development Program. The research problem was defined by the assignor and the author. As stated by Kananen (2011), research is about solving problems and a problem needs to be solved connected with the phenomenon that one examines - Solving a problem often aims for improvement (18).

The assignor and author of the thesis wanted to create independent and objective research-based information in order to develop the Team Coach Development program and create deeper understanding of collaborative learning.

The aim of the study culminates in the research problem: Does the Collaborative Learning in the Team Coach Development program have a role in the Individual Learning process? The aim of the research was to examine how the participants of this specific Team Coach program experienced collaborative learning as part of their individual learning process.

5.2 Research Approach

The research problem is solved by means of research methods (Kananen 2011, 142). The selection of the method is called research approach (ibid.). According to Kananen (2011) the two main research approaches are quantitative and qualitative research (ibid.). The aim of the study was to create deeper understanding of a phenomenon, so that the qualitative research approach was used.

According to Kananen (2008, 24), Strauss and Corbin (1990) have defined that any research that seeks findings without statistical or other quantitative methods is qualitative research. Kananen (2008) defines that the goal of the qualitative approach is to

describe, understand and give meaningful interpretation of a phenomenon and to create deeper understanding (ibid.).

Kananen (2008) has also stated that the qualitative research approach is mainly used when studying processes, which are basically impossible to study with the quantitative approach due the complex nature of the processes and to the phenomenas complex nature (ibid.). This thesis examined complex learning processes, so that the qualitative research approach was nessessary.

The author examined various scientific articles, websites and published books related to the topic in order to create the theoretical framework for the research. According to Kananen (2011), theoretical framework refers to the models, theories and previous research results related to the research problem under study (2011, 137). The theoretical framework was needed in order to understand the phenomenom as a whole. Also the Head Coach Mikael Hirvi was interviewed in order to get detailed information about the Team Coach Development program.

5.3 The Research Methods

Data collection

The term methodology, as defined by Taylor, Bogdan and DeVault (2016), refers to the way in which we approach problems and seek answers (14). The phrase qualitative methodology refers in the broadest sense to research that produces descriptive data – people’s own written or spoken words and observable behavior (ibid.).

In order to get deeper knowledge about the phenomenom, individual interviews were chosen as the data collection method.

The data collection method, individual interviewing, was chosen in order to support the aim of the study. The aim of the research was to create new research-based information about collaborative learning and to create deeper understanding of this

phenomenon. The participants of the program were interviewed individually in order to obtain information about their individual experiences with open-ended questions.

The Individual Interviews

Individual interviews were chosen as the main research method in order to gain information from various individuals about their personal learning experiences in the program. Seven participants of the program were interviewed. The chosen participants had attended every module of the program. This decision was made because of the reliability of the data collected: Every interviewee had to have experienced the same learning journey in order to understand the process as a whole when answering the research questions. The interviews were transcribed verbatim.

The participants and their answers were registered as letters from A to G, (see Table 1. The Interviewees), in order to stay anonymous, and to identify the answers from one another. The interviews were conducted in English, because it was the language used in the Team Coach Development program.

The research questions were the same for every interviewee. The questions were sent in advance to them, so that they could reflect on their learning experiences in advance.

Table 1. The Interviewees

The Interviewees
Participant A.
Participant B.
Participant C.
Participant D.
Participant E.
Participant F.
Participant G.

According to Kananen (2011), it is important that the research problem can be solved by asking the right research questions (18). The main research question of the study was: Does the Collaborative Learning have an Impact on the Individual Learning process? The supporting interview questions were created in order to get a bigger picture of the individual's learning process and to examine the impact of the collaborative learning.

The Supporting Interview Questions:

1. Describe your personal development in the program. What changed, how it changed and why it changed? What kind of impact did the program have in the development process?
2. What kind of impact did the group have in your personal development and in the learning process?
3. What learnings did you apply to your daily life? How did you apply the learnings and why?
4. What kind of support will you need in your daily life in the future?

Data Analysis

Kananen (2008) has defined data analysis as coding, indexing, sorting or editing the data in order to uncover the riddle or the phenomenon in the data (88).

The first step to analyze the data was to record and transcribe the interviews. The interviews were transcribed verbatim.

According to Kananen (2011), Syrjälä (1994, 164) has stated that theoretical interpretations are recommended in order to create a coding system that supports the phenomenon studied. The abstracts used in the analysis are derived from the theoretical framework (ibid). The author derived the abstracts and themes from the theoretical framework in order to analyze the data.

The goal of the analysis, as stated by Kananen (2011), was to derive certain structures, models, themes or regularities from the data in order to find a solution to the research problem (ibid.). The author printed the interviews and the data was coded and summarized by hand.

The abstracts and themes found in the data were categorized in order to analyze the findings and organize the information gathered in order to answer the research question.

6 Reliability of the Study

Scientific research must be objective, and the author of this study was very aware of this fact. As reported by Kananen (2008), objectivity arises from the awareness of subjectivity (121). Taylor, Bogdan and DeVault (2016) have stated that the researcher's own perspectives and taken-for-granted views of the world must be put aside when conducting a research (Taylor, Bogdan and DeVault 2016, 18).

The research questions were sent to the interviewees in advance, so that the chosen interviewees had enough time to internalize the questions properly. The chosen seven interviewees had attended every module of the program. The researcher chose to interview these specific individuals in order to ensure the reliability of the data collection. Every interviewee had experienced the same learning journey in the program in order to understand the learning process as a whole when answering the research questions.

The interviews were recorded and transcribed verbatim in order to document the research process, so that the research process wasn't depending on mere notes. The research process was constantly recorded and saved.

The interviews were conducted individually in order to maintain the privacy of the individuals. The participants and their answers are registered as letters from A to F in order to stay anonymous. The individual interviews were not impacted by other participants or the coaches of the program. By conducting individual interviews the group was unable to impact the individual's answers.

7 Results

The chapter introduces the findings from the individual interviews. The findings created deeper understanding of collaborative learning and answered the research question.

The following four themes emerged from the interviews and are represented in the chapter: The Meaning of the Learning Process, The Meaning of a Safe Environment, The Power of Community and The Impacts of Collaborative Learning.

7.1 The Meaning of the Learning Process

Almost every interviewee underlined the importance of understanding learning as a continuous process. According to the findings, the ability to see and experience learning as a continuous process seemed to have an impact on the participants. Learning in the program was experienced as a continuous cycle of learning how to solve problems, not just a matter of knowing a solution to one particular problem.

The focus on the process was experienced as the origin of the learning:

And in the end, it really brought together in a very simple way, what is the matrix of learning. The focus on process, I think understanding what that means and understanding what it involves. Focusing on process and bringing the process into a higher level (Participant A).

The process learning was experienced as practical, and according to the findings it created confidence in the participants. After experiencing the learning process as a whole in the program, the participants had learned how to organize and trust learning processes:

The most important thing that I learned was to use these ideas in my daily life. I learned more about how to organize a team coaching process. I feel confident in trusting the process and that the team will find the best solutions (Participant G).

Trusting the Team Academy process, I have learned how to turn frustration into opportunities. As a Team Coach I have crystallized to be responsible for the process and not for the team's results (Participant D).

7.2 The Meaning of a Safe Environment

The trust and support of the group seemed to create a safe environment that enabled deeper learning to happen. According to the findings, the encouragement and support of the group was the fountain of development.

Most of the participants had an experience of gaining confidence or courage:

For me, it was really meaningful that I could say and think in my own way. There were no right or wrong answers and nobody said, that I am totally wrong. -- When I started this program, I was afraid of saying something stupid or inappropriate, but during the modules this feeling somehow disappeared due to the respectful and encouraging attitude of other the team members (Participant B).:

The group was very supportive in the process of learning because of these personas were very motivated to learn new things. I felt safe and supportive environment for learning (Participant G).

The safe environment enabled to take the learning to a deeper lever. The trust within the group seemed to be the catalyst for the changes in the mindsets of the participants:

I could rely on the people I did this program with, I could rely on being listened and being respected. I could rely on them with taking risks in my thinking (Participant A).

7.3 The Power of Community

According to the findings, the feeling of belonging and being part of a community were valued among the participants. The feeling of belonging was a crucial part of the learning process:

I would say that I have been in Europe for almost 3 years and this is the first time and the most important instance of feeling community. I think this feeling of belonging is a very central one to anyone to wanting to trust other in a learning process (Participant A).

The support I will need in my daily life and in the future is to be a part of a community, not just a practice of empty members but co-humans who share the same values and are working with growth and emergence-of-self and the things we do in life (Participant E).

The participants experienced that the support of the group after the program would be something that would be practically useful and it was something that was valued among the participants:

I think for me the best support would be to keep in touch and to have a community of practice. If we could have a team that would be great. But I think I would be very happy with a community of practice which said, to learn from people that know so much and from different fields, and we could share knowledge and grow. You know, it's not the same thing to read 20 books that look interesting than to read a book from somebody that's thought you how they applied it or they thought it was good. I think you learn more (Participant F).

7.4 The Impacts of Collaborative Learning

According to the findings, every participant had experiences on how the collaborative learning in the program had an impact on their individual learning process. The collaborative learning was the factor that enabled the individual learning to happen.

However, every participant had different experiences on how the collaborative learning impacted one's individual learning:

So the team, in one way, helped me to learn a lot from other situations and also I learned not to be directive (Participant F).

My personal development in this program was that I became a better listener. One of my strengths has been able to see the whole picture, how things fit together. Becoming a better listener and taking in what they said in each group, made the possibility to learn more (Participant E).

The learning in team helps me to train myself and to practice trust, co-operation, co-creation and customer centricity (Participant D).

According to the findings, the group and collaboration was the catalyzer for the learning. The communication and constant dialogue enabled the participants to learn and reflect from each other:

The group of people has been a crucial ingredient to share in a safe environment, and to share dreams and learnings. It's like having a sort of dynamic mirrors in front of each other. It allowed me and each other to be as we are, with all our learnings assured (Participant C).

Trough group dynamics, people learn faster than alone. Also, teamwork gives support and encouragement (Participant G).

According to Participant D, the group was experienced as a platform to practice collaboration, co-operation and co-creation:

For me, learning in team is challenging but interesting at the same time. It trains and prepares us for any kind of collaboration, co-operation and co-creation. In private and working life (Participant D).

I learned a lot from the group, because of different cultures, personalities and different ways of thinking (Participant B).

8 Discussion

In the chapter the author answers the research questions based on the research findings and represents the main research findings summarized.

8.1 Answer to the Research Question

In order to answer the research question, the author conducted the individual interviews, and examined the methodologies used in the program in the form of published books, scientific articles and online publications. The individual interviews were the primary source in order to examine the phenomenon deeper and to derive deeper knowledge about the impacts of collaborative learning and its impacts on the participants of the program.

The answer to the research question was derived from the research findings. According to the findings, every participant had experienced that collaborative learning had an impact on their individual learning process. Based on the research findings, the collaborative learning process did have an impact on the individual's learning process. As a conclusion, the collaborative learning had an impact on every individual of the program.

8.2 The Impacts of Collaborative Learning

The Learning Outcomes

According to the findings, the collaborative learning had various different impacts and learning outcomes on the individual learners. It was found that the learning in teams sped up the individual learning process. It was also found that the practice in the program encouraged the individuals to develop new ways of thinking and operating outside the program.

In practice, the impacts of collaborative learning were different for every participant (See Table 2). The individual learning achievements varied from creating new behaviors and the change of mindsets to gaining experience and expertise. According to the research findings, the following impacts were experienced by the participants:

Table 2. The Impacts of Collaborative Learning

Participant A.	The ability to engage others and oneself in learning processes.
Participant B.	Self-confidence and courage to express oneself. Enhanced ability to trust oneself in order to use new methods and approaches in practice.
Participant C.	The ability to share knowledge and reflect learnings in a group.
Participant D.	The ability to trust the process. The shift of mindset to be responsible for the process and not for the (team's) results.
Participant E.	Becoming a better listener and enhanced communication skills.
Participant F.	Learning not to be too directive and not to block the process of learning.
Participant G.	Gained practical skills to organize learning processes and to implement theories in practice.

As a conclusion, each participant had a personal experience with collaborative learning that differed from one another. Even though the program and the cause of the impact was the same for every participant, the impact and the outcomes were experienced in various different ways.

The Learning Experiences

In the Table 2. The Impacts of Collaborative Learning (See page 26.), the impacts and the individual learning achievements were represented based on the research findings. The Impacts of Collaborative Learning were one of the themes that were derived from the findings.

To the author the themes were the key in order to figure out why the collaborative learning was experienced so effective among the participants. The following themes were experienced as the main factors that supported the collaborative learning in the program.

The themes derived from the research findings:

1. The Meaning of the Learning Process.
2. The Meaning of a Safe Environment.
3. The Power of Community.
4. The Impacts of Collaborative Learning.

The meaning of the learning process was underlined by most of the participants. The shift of mindset about learning was experienced as a crucial factor in order to develop oneself in the program. The process of learning together enabled the participants to learn how to solve problems instead of just knowing a solution to one particular problem.

The learning process together also sped up the individuals learning process. To focus on process when learning was also experienced as the origin of learning. By the process of learning, the participants gained confidence and learned how to organize learning processes.

A safe environment and the trust within the group was experienced as a catalyst for the learning. The trust and support of the group seemed to create a safe environment that enabled deeper learning to happen. According to the findings, the encouragement and support of the group was also the fountain of individual development. The participants experienced that they were able to take risks in their thinking and develop oneself even further.

The community was experienced as a valuable and practical way to keep on developing after the program. The feeling of belonging was experienced as empowering. According to the findings, the feeling of belonging was a crucial part of the learning

process. The community was a source of information and the experiences in the community enriched the learning process.

9 Conclusion

Lifelong learning has been an important factor of survival throughout human history. In order to adapt, one must learn and develop. In the recent years, organizational structures have undergone a major change and development is needed in the organizational fields. Effective teamwork skills are needed more than ever before. However, the traditional education system hasn't been developing fast enough, and organizations have started to rely on the private operators that educate workers on working and learning in teams.

The thesis was assigned by Mikael Hirvi, the founder of the Team Coach Development program. The program is a private educational program. The aim of the study was to create deeper knowledge about collaborative learning in the program in order to develop the program and organizational learning in general. The main research question was derived from the research problem: Does the Collaborative Learning have an Impact on the Individual Learning process?

The aim of the study was to create deeper understanding of a phenomenon, so that the qualitative research approach was used. The seven participants of the program were interviewed individually in order to obtain information about their experiences with open-ended questions. After gathering the data it was analysed. Literature review was conducted with the help of scientific articles, online publications and published books.

The answer to the research question was derived from the individual interviews. According to the research results it was clear that all of the participants experienced that the collaborative learning had an impact on their individual learning. On the other hand, the complexity of the phenomenon was surprising. Every participant experienced the impacts in a different way and the learning outcomes of the participants differed from each other.

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