



Coaching guidelines for a successful learning by creating pedagogy

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Introduction

This guide has been written as part of the international TEAMIT+ project. The aim of the coaching program is to increase participants' skills to influence teamwork for greener and sustainable economic growth. The participants of the program are young people aged 18-30 from vocational schools or universities, as well as young immigrants, refugees, and unemployed individuals.

This guide describes the principles of coaching from the perspective of team coaching. The description is practical so that the reader gains an understanding of the principles, expertise, and work approach on which team coaching in the TEAMIT+ expert course is based. It is essential to understand that the TEAMIT+ expert course is carried out using the learning by creating learning method, and its core areas of expertise are climate change, impactful innovations, multicultural teampreneurship and co-operative values. We believe that this book will provide ideas for teachers, trainers, and coaches to reflect on their role as learning facilitators from the perspectives of teamwork and team learning.

The guide has been written in collaboration between Tiimiakatemia's and Mondragon Team Academy's team coaches. The authors of the guide, Tapu Holttinen and Anu Manner, work as team coaches at Tiimiakatemia by JAMK (University of Applied Sciences) and as developers of the Tiimiakatemia learning community. The authors have strong expertise in coaching individuals, teams, projects and team driven companies at Tiimiakatemia. Coaching creates responsible team entrepreneurship, employment, and the expertise needed in the Finnish working life. From Mondragon Team Academy (MTA) the co-authors of the document are Maria Jane Grey and Lander Jiménez Ocio. Additionally, to their roles as team coaches in the LEINN degree (Leadership in Entrepreneurship and Innovation) of MTA MU Enpresagintza, both have expertise in business sustainability and green entrepreneurship.

Coaching in practice

Coaching has emerged as a key method for developing individuals and organizations in today's modern workplace. It offers the opportunity to maximize the potential of

individuals and teams, as well as support personal and team growth. Coaching emphasizes individual strengths, encourages self-improvement, and helps achieve set goals effectively and sustainably. Coaching is also a tool to make teams develop further, become more innovative and productive. Coaching can be categorized into two types of coaching: individual and team coaching.

Today, where change is constant and flexibility and adaptability are required in the workplace, the role of coaching is increasingly significant. In a rapidly changing environment, coaching provides tools for individuals, teams and organizations to thrive amidst changes. Also, coaching promotes an open and learning culture within teams and organizations, which fosters innovation and development.

Why coaching?

Coaching is considered more efficient than teaching in certain contexts. Coaching is highly personalized to the individual needs, goals, and challenges of the coachee. Coaches tailor their approach to the specific circumstances and learning styles of each person, which can lead to more targeted and effective support compared to a one-size-fits-all teaching approach. Coaching also empowers individuals to take ownership of their own growth and development. Instead of passively receiving information from a teacher, coachees actively engage in the coaching process, setting their own goals, exploring solutions, and making decisions, which fosters a sense of autonomy and accountability.

Coaching emphasizes action and implementation. Coaches work with coachees to develop actionable plans and strategies for achieving their goals, providing support and accountability along the way. This focus on concrete actions and outcomes can lead to more tangible and sustainable results compared to traditional teaching methods that may focus more on theory and knowledge transfer. Coaching encourages continuous learning and improvement. Coaches facilitate for coachees to identify areas for growth, develop new skills, and overcome obstacles, fostering a growth mindset and a culture of lifelong learning. This ongoing support and feedback loop can lead to sustained improvement over time.

Also coaching is often characterized by a supportive and collaborative relationship between the coach and the coachee. Coaches provide encouragement, guidance,

and feedback, creating a safe space for coachees to explore ideas, experiment with new approaches, and overcome challenges. This supportive environment can foster trust, motivation, and resilience, which are essential for effective learning and growth. This was well documented by Steiner and Montessori, two of the most referenced authors in modern education methodologies.

What is coaching?

Coaching is a relationship formed between a coach and the coachee for the purpose of attaining valued professional or personal outcomes. Hence, coaching is a goal-driven activity. This is true whether the coaching is focused on instilling skills, improving performance, or developmental growth. In most coaching engagements, the coaching process facilitates goal attainment and enhances well-being by helping individuals to identify desired outcomes, establish specific goals, enhance motivation by identifying strengths and building self-efficacy, identify resources and formulate action plans, monitor and evaluate progress, and modify action plans. (Grant & Cavanagh 2011)

Key aspects of coaching include active listening, asking powerful questions, providing constructive feedback, and fostering self-awareness and responsibility in the coachee. The goal is to empower individuals and teams to unlock their full potential, achieve their goals, and lead more fulfilling lives.

In coaching, the coach manages the coaching process, and the coachee provides the content. Coach's main tasks are widening individuals or teams thinking, challenge learnt mindsets, encourage experimentation and helping to find one's or teams full potential. The important aspect is that coaching is a process that needs time. The coaching process is based on trust, open interaction and goal orientation.

The coaching spectrum (Downey 2003) refers to a linear scale of coaching styles, ranging from directive coaching at one end to non-directive coaching at the other. In non-directive coaching, the coach takes a passive but supportive role. The focus is on allowing the learner to work out answers, solve problems, and make decisions with minimal guidance from the coach. Non-directive coaching empowers learners to take full control and responsibility for their ideas, plans, and decision-making. It is particularly helpful when learners are on the right track but need encouragement

or support to rethink things or gain a different perspective. Self-directed, autonomous learning is promoted through this coaching style, making it a powerful tool for personal growth.

In directive coaching, the coach takes a direct role in the learner's personal growth and development. The coach actively guides the learner toward specific outcomes. Directive coaching is essential when learners get stuck and need more structured support. It involves providing clear instructions, advice, and specific strategies to help learners achieve their goals. Coaching exists on a spectrum, and coaches can adapt their approach based on the learner's needs and context. Both styles have their place, and skilled coaches know when to use each approach effectively (Downey 2003).



Image 1: Coaching spectrum (Downey 2003)

Different forms of coaching

The authors of this guidebook acknowledge that there are many forms of coaching. This guide focuses on team coaching, because it is a primary form in entrepreneurial educational programs at the authors' organizations, Tiimiakatemia and Mondragon

Team Academy. Also, in the TEAMIT+ expert course, the primary focus of coaching is on team coaching, and its outcomes can be enhanced through individual coaching.

Individual coaching

Individual coaching focuses on one person at a time. This method involves one-on-one sessions between the coach and the coachee, where the coach provides guidance, personalized support, and feedback to help the coachee achieve their goals. One to one coaching process can be tailored to meet the individual's needs, strengths, weaknesses and learning styles. The coach works closely with the individual to help them achieve their own goals and develop in their own desired way. There is space for deep discussions and self-reflection in individual coaching. The coach helps the learner identify their strengths and weaknesses, set realistic goals, and develop necessary skills. Progress in individual coaching is monitored and evaluated individually. The coach provides continuous feedback and support to the individual to track their progress and make necessary changes.

Team coaching

Team coaching focuses on the team and its development. Team coaching's main task is to improve the team's performance and dynamics. The common objectives of team coaching include improving team cohesion, enhancing productivity, fostering innovation, and achieving better results collectively. Team coach helps the team to create their values and rules of the game, common goals and ways to achieve them. Team coaching process involves facilitating team discussions, identifying areas for improvement, and implementing strategies to enhance teamwork and collaboration. In team coaching, the process is built on the needs of a team, not its members. Progress in team coaching is monitored and evaluated using metrics created by the team. The coach provides continuous feedback and support to the team to track its progress and make necessary changes.

Aspect	Individual Coaching	Team Coaching
Focus	Development of a single individual	Improvement of team dynamics and performance
Customization		

	Highly customized to individual's needs and goals	Tailored to address team dynamics and objectives
Confidentiality	Sessions are typically confidential	Team discussions may involve shared confidentiality
Personal accountability	Coachee is solely responsible for progress	Team members hold each other accountable
Depth of exploration	Allows for deep exploration of personal beliefs, values, and motivations	Focuses on improving interpersonal relationships and communication
Collective goals	Focuses on individual goals and aspirations	Aims to align team around shared objectives
Interpersonal dynamics	Focuses on individual's growth and development	Emphasizes collaboration and trust among team members
Collaborative problem-solving	Coachee works on personal challenges	Involves collective problem-solving and decision-making
Feedback mechanism	Feedback is primarily between coach and coachee	Encourages feedback and dialogue among team members
Outcome evaluation	Success measured by individual's progress	Success measured by team's performance and outcomes

Table 1: Differences between individual and team coaching (Tiimiakatemia by JAMK, 2023)

Coach's personal expertise in coaching

A coach's expertise consists of several different factors. The foundation of coaching is to recognize one's own attitudes towards learning and development. In the previously created guide *"D3.1. Definition of the scientific background of 'learning by creating' methodology and its evaluation tools,"* it was stated that it's important for the coach to be aware of their own beliefs about people, knowledge, and

learning, and how they influence their everyday work. The coach's personal values also affect how they engage with learners and learning teams. Practical actions are guided by the coach's principles, which determine what actions are part of coaching.

Coach's mindset

Team coach's mindset is open, curious, learning, and future oriented. It's essential to see the good and highlight positive aspects. Positive thinking emphasizes opportunities while also acknowledging healthy criticism and recognizing facts. It's important for a coach to be able to celebrate successes, both their own and others'. Team coaches are also learners themselves. A mindset of continuous learning emphasizes the development and reflection skills of one's own competence and work. A coach should be curious and open to new things. It's crucial for the coach to be aware of the direction the world and working life are heading. Even though the world is transforming, and all development is not considered desirable, the vision for the future and the working life should remain positive.

Team coach mindset can be described in Carol Dweck's (2006) theory of growth mindset. A good coach aims to have a growth mindset. Of course, it's important to understand that no one has a growth mindset all the time. Even a good coach can sometimes have a fixed mindset.

Aspect	Growth Mindset	Fixed Mindset
Belief about abilities	Abilities can be developed and improved with effort	Abilities are innate and unchangeable
Response to challenges	Embraces challenges as opportunities for growth	Avoids challenges or gives up easily when faced with them
Effort and perseverance	Views effort as necessary for mastery and success	Views effort as fruitless or sees it as a sign of weakness

Feedback	Welcomes feedback and sees it as constructive criticism	Takes feedback personally and may ignore or reject it
Success and failure	Views failures as opportunities to learn and grow	Views failures as setbacks or evidence of lack of ability
Comparison with others	Is inspired by the success of others and sees them as models for growth	Feels threatened by the success of others and may resent or envy them
Response to setbacks	Persists in the face of setbacks and sees them as temporary obstacles	Is discouraged by setbacks and may give up easily

Table 2: Differences between growth and fixed mindset (Dweck, 2006)

Coach's values

Another important factor influencing coaching is the coach's personal values. Values are principles or beliefs that guide people's daily actions and decision-making. They are deeply ingrained beliefs about what is important and valuable. In practice, living according to one's values means that people strive to live and act accordingly and make decisions that are consistent with these values. It is important for the coaches to recognize their own values and consider how they affect their coaching practice. When working in a team of coaches, it's also vital to realize what kind of values the team shares and in which the values differ. It is important to have a dialogue on what kind of values coaches see appropriate for the job. And how the values are being seen in practice.

TEAMIT+ values create the core of coaching in TEAMIT+ expert course. In addition, general coaching values need to be identified. Specifically, in TEAMIT+ it is important to recognize the vital connection to United Nation's Agenda 2030

(<https://www.un.org/sustainabledevelopment/>) Sustainable Development Goals. Particularly as the course aims to bring positive change in climate conscience and social inclusion by tackling the need for female and greater diversity in entrepreneurship (SDG 13 and 5 respectively). These objectives are activated by trans-European partnerships in cooperation, by innovative methodology that aims to improve quality education and team entrepreneurship for decent work and economic growth by aiming for impact entrepreneurship (SDG 4, 17 and 8). This combination of values and goals guides the team coaching in TEAMIT+ expert course.



Image 2: Values and sustainable development goals' combination

TEAMIT + values

DIVERSE PEOPLE THAT DO TEAMIT+ HAVE AN ENVIRONMENTAL AND SOCIAL AWAKENING WITH SKILLS TO CO-CREATE A GREENER ECONOMY IN EUROPE

- ⊕ Multicultural teamwork - Diversity, Equity and Inclusion
- ⊕ Climate crises awareness - Sustainability - Green entrepreneurship
- ⊕ Cooperation - co-creation - Teampreneurship
- ⊕ Change makers - Impact entrepreneurship

HEREAFTERS ARE SOME OTHER VALUES THAT BOTH TA AND MTA VOW FOR WITH THEIR TEAM COACHING

- ⊕ Collaboration
- ⊕ Courage
- ⊕ Diversity
- ⊕ Equality
- ⊕ Fairness
- ⊕ Honesty
- ⊕ Humanity
- ⊕ Learning
- ⊕ Positivity
- ⊕ Responsibility

Both Tiimiakatemia and Mondragon Team Academy are led by leading thoughts (vision, mission and values). They are common and shared with the whole learning community. They guideline the work of team coachees as well as teampreneurs. In Image 3 can be seen the MTA's leading thoughts.

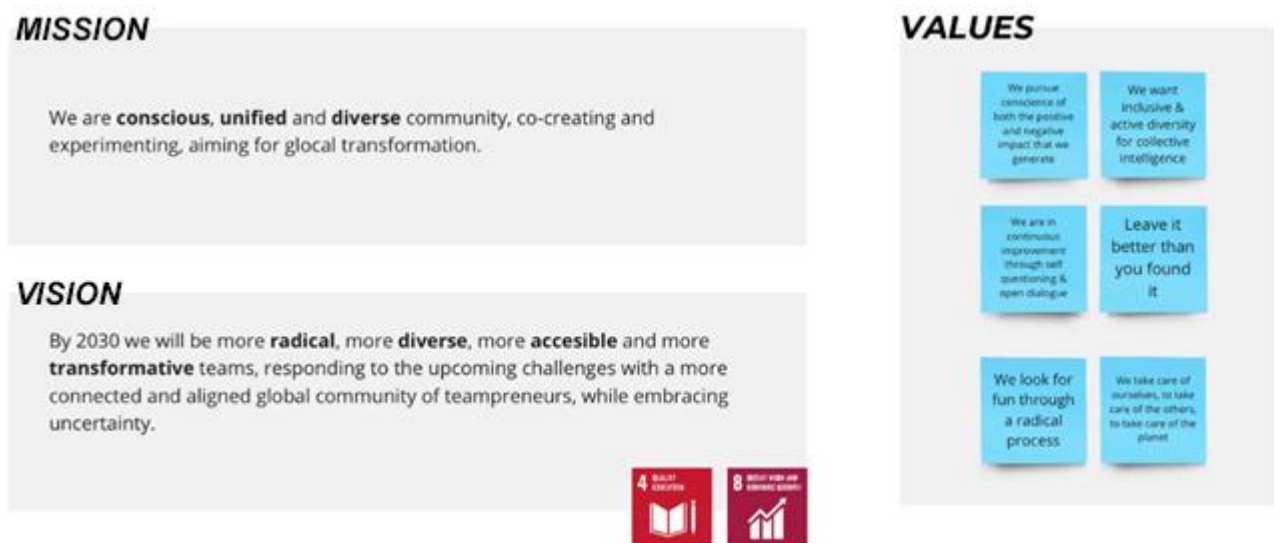


Image 3: Mondragon TeamAcademy's leading thoughts

Specifically for The MTA team entrepreneurship ecosystem the the SDG 4 and 8 are the key transversal elements that focus the learning experience to aiming to be more radical, more diverse, more accessible and more transformative teams, responding to the upcoming challenges with a more connected and aligned global community of teampreneurs, while

embracing uncertainty. This vision aimed for 2030 is embedded in why MTA is part of TEAMIT+. The natural alignment is done by the following values:

- ⊕ Leave it better than you found it
- ⊕ We are in continuous improvement through self-questioning and open dialogue
- ⊕ We pursue conscience of both positive and negative impact that we generate
- ⊕ We look for fun through a radical process
- ⊕ We want inclusive and active diversity for collective intelligence
- ⊕ We take care of ourselves to take care of others to take care of the planet

Coach's main tasks

In this chapter we explain further some of the tasks that the team coach must perform to keep the harmony of the learning process with healthy tension for growth in a safe enabling space that avoids trespassing into psychological unsafety.

The coach's work is about practical actions. It is generally known the importance of being present and interested in the daily lives of team members. A coach should be approachable and available. A good coach is an encourager, enabler, and supporter, not a doer on behalf of others. A coach has a positive view of humanity and fundamentally believes in the goodness of others. Providing positive feedback and highlighting achievements are ways for a coach to strengthen individuals' self-concept and self-awareness. Leading with positive speech, strengthening the team's belief in the future, and creating a positive atmosphere are also part of a coach's work.

A coach's task is to challenge the team's thinking. Bringing up perspectives or opinions not commonly heard in discussions, expanding views on issues, and addressing narrow or stereotypical assumptions are essential. It's important for a coach to ask good questions. Questions arouse curiosity to explore and learn new things, and they enable the joy of self-discovery. Another important task is to ignite enthusiasm through storytelling. Stories can relate to personal experiences, actions of previous team members, or community legends. One of the strongest stories at Tiimiakatemia is its creation story: "Do you want to go on a trip around the world and learn a bit of marketing along the way?"

More generally, a coach's competence can be described from the perspective of pedagogical expertise. The ability to encounter different learners helps in treating individuals equally

and respecting diversity. Coaching involves interaction between the coach and the individual or team, hence the coach needs to have good interpersonal and social skills. In this regard, it is important that the team coach reads the team dynamics and encourages an environment where everybody takes part and feels heard and each person being able to be the team's protagonist. The team coach can act to ensure that the team cultivates empathy by creating a safe space to make themselves vulnerable to ensure social and interpersonal skills are fostered. When everybody participates more equally there is greater collective intelligence than when one or two members dominate the dialogue. MIT has identified the importance of interpersonal skills to create greater collective intelligence. In fact, their studies show that social perceptiveness and empathy have a greater correlation to collective intelligence than individual IQ (Wooley et.al 2015).

Additionally, it's beneficial for the coach to have expertise in addressing learning difficulties, challenging situations, and conflict resolution. Especially as guarantors of the teams' safe space so that the team generates psychological safety and promotes interpersonal skills. The coach's task includes planning the individual's and team's learning process and guiding it throughout. It's also important to articulate the acquired skills since learners may not always recognize their own development.

This harmony is better explained by the Harvard Adaptive leadership lab where the team coach's role is to encourage a productive zone of learning that is shown in the following image.

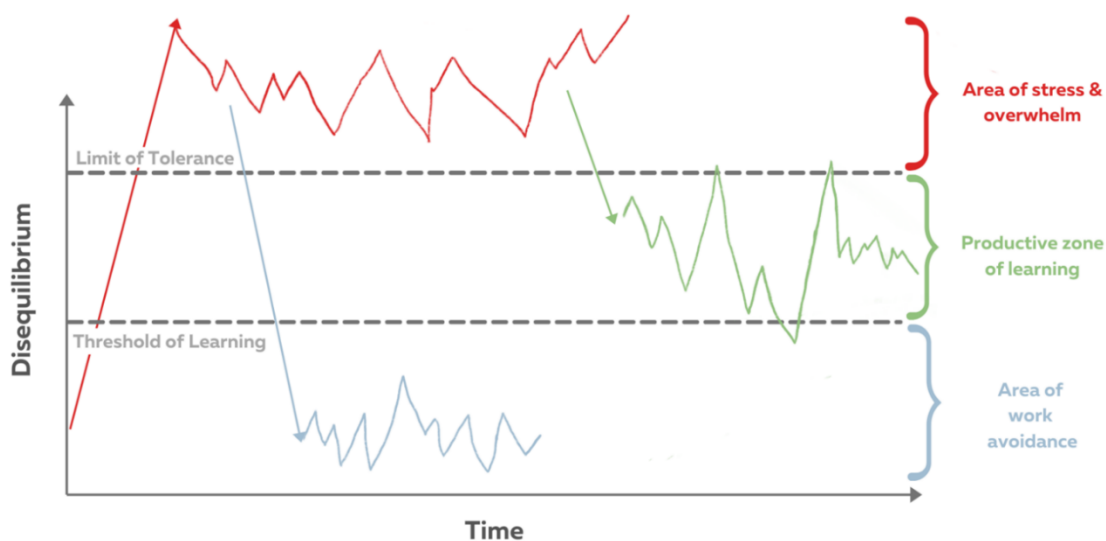


Image 4: The productive zone of disequilibrium (Heifetz et.al 2009)

At the bottom of the graph, is seen an area of Low heat = comfort zone. Here, the conflict is not productive because it is being avoided, denied, or ignored. The team coach can visualize this and act to pull the team into a productive zone of learning. However, on the top part of the graph is an area of psychological unsafety, an area of High heat = panic zone. Here too, the conflict is not productive because it is overwhelming the stakeholders involved. In between these zones = learning zone. This is the range of conflict in which engagement, learning and progress is possible and the area that the Team coach must encourage the team to foster and cherish.

Team coaching expertise in the TEAMIT+

As a team coach, tasks also focus on advancing the team process and accelerating team cohesion. Especially in the beginning, it's important for the coach to help team members understand the significance of the team, its various growth stages, different team roles, and the elements of a functioning team. An important task in the beginning is also creating a sense of security through appropriate structure and system. As the team evolves, the

coach's role recedes but remains relevant. During different developmental stages of the team, there may be a need for the coach to react and accelerate the team's activities and results. The coach's goal is to guide the team into becoming a benevolent team that knows how to utilize the knowledge and skills of its members.

The stages are well described by Tuckman's (1965) team development model, as seen below.

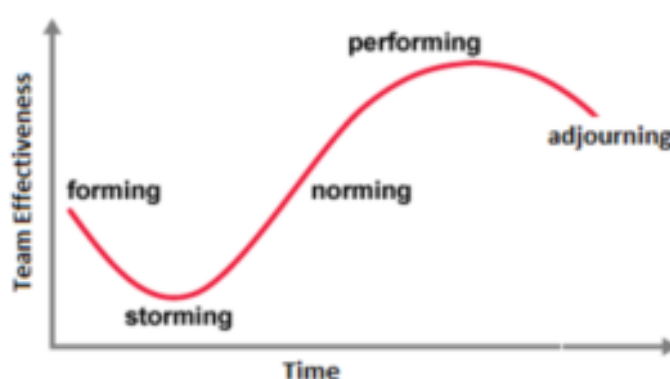


Image 5: Tuckman's team & group development model

A good coach demands actions and results, not making things too easy for team members. Direct but gentle speech provides understandable and constructive feedback. However, the coach must also recognize when to demand more and when to give space. One of the more challenging actions in coaching is intervening or refraining from intervening.

An important thing to remember is that a team coach is not a member of the team. The coach helps in establishing the foundation for team learning, such as creating common learning objectives and selecting indicators of learning. The coach participates in supporting the emergence of team discipline. Team discipline refers to the ability of team members to act disciplined and maintain discipline within the team. It may involve adhering to rules, managing schedules and tasks, setting and achieving common goals, and taking responsibility for one's actions for the benefit of the team. Team discipline ensures that the team operates effectively and achieves its set objectives.

Enable growth into a high-performance team

In the world of team dynamics and organizational leadership, Patric Lencioni's (2002) model of the five dysfunctions of a team has become a cornerstone for understanding and addressing common challenges teams face. As a coach, understanding these dysfunctions and your role in mitigating them is essential for fostering high-performing teams.

Absence of Trust

Trust forms the foundation of any successful team. Without trust, team members hesitate to be vulnerable, share ideas openly, and collaborate effectively. As a coach, your role is to cultivate trust within the team. This involves facilitating team-building activities, encouraging open and honest communication, and leading by example through transparency and reliability.

Fear of Conflict

Healthy conflict is crucial for innovation and growth within a team. However, the fear of conflict can lead to artificial harmony, where important issues go unaddressed. As a coach, you must create a safe space for constructive conflict resolution. This includes teaching conflict resolution skills, encouraging healthy debate, and establishing norms for respectful communication.

Lack of Commitment

When team members don't fully commit to decisions, initiatives often stall, and progress is hindered. A coach plays a pivotal role in fostering commitment by ensuring alignment around goals and objectives. This involves facilitating discussions to clarify goals, encouraging buy-in from all team members, and holding individuals accountable for their commitments.

Avoidance of Accountability

In high-performing teams, accountability is non-negotiable. However, when individuals shy away from holding themselves and others accountable, it can lead to a culture of mediocrity. As a coach, you must establish clear expectations for performance and behavior. This

includes setting measurable goals, providing regular feedback, and addressing accountability lapses promptly and constructively.

Inattention to Results

Ultimately, the success of a team hinges on its ability to achieve results. When personal agendas or egos take precedence over collective success, the entire team suffers. As a coach, you must instill a results-driven mindset within the team. This involves aligning individual goals with organizational objectives, celebrating successes, and fostering a culture of continuous improvement.

The Five Dysfunctions of a Team - Patrick Lencioni



Image 6: The five dysfunctions of the team (Lencioni 2002)

Enable team's learning

The Team Coach's role is to accompany the team in their learning process. Inspired by the learning spiral (see image 4), the team is responsible for its continuous learning, constantly developing its knowledge together. Most tacit knowledge is found in people's brains, so the objective of the team is to socialize this knowledge sharing it between its members (through presentations, workshops, or tutoring-type sessions). To turn this knowledge into explicit knowledge requires the externalization process where the knowledge owners deepen their knowledge by deeper explanation and as a reply to their team's

questions and need to apply this knowledge. Therefore, turning this knowledge into a more practical and applicable format also leads to the consolidation of this knowledge, by making it more suitable for the whole team to access and apply. Finally, the application of this knowledge is the implementation of “learning by doing” within the whole team, at the same time acquiring new knowledge to begin the spiral again. (Nonaka & Takeuchi 1995.)

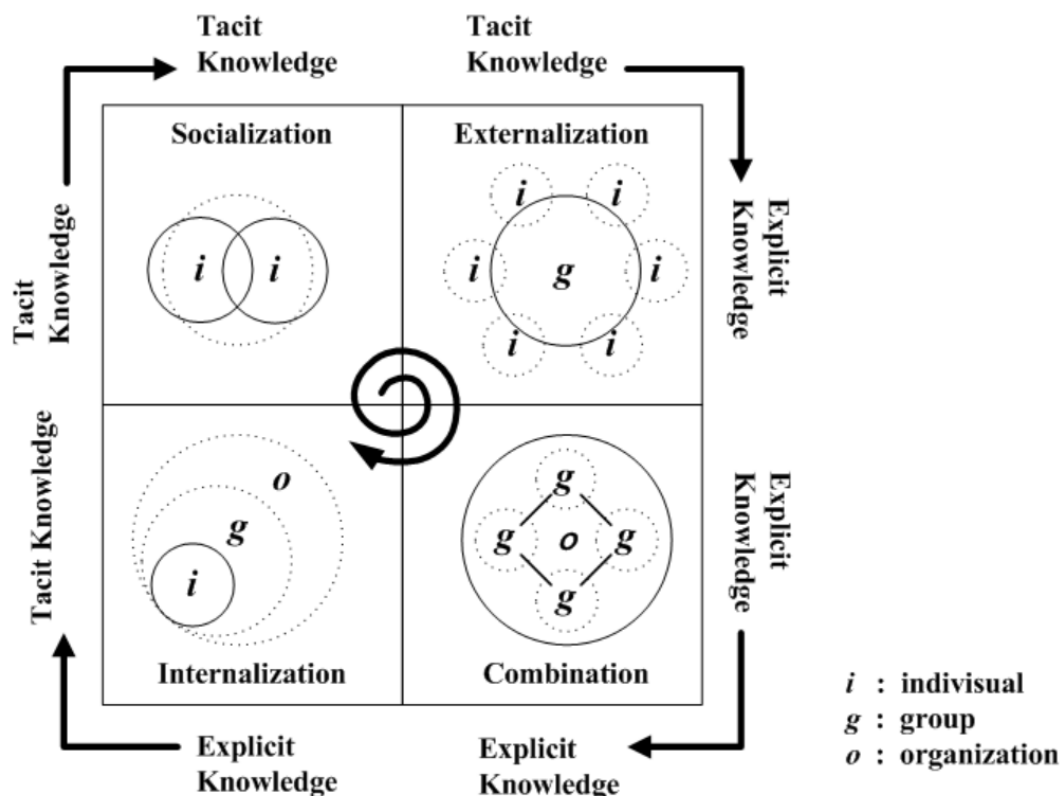


Image 7: The learning spiral (Nonaka & Takeuchi 1995)

The Team Coach’s role, therefore, is not so much to be an external source of knowledge, but to guide and push the team to convert tacit knowledge into explicit knowledge, offering feedback throughout the process and prompting and constantly questioning knowledge and actions for knowledge development.

Enable team's dialogue

The key tool to activate learning is dialogue. It is deep discussion with other learners with the principles of respect, open listening, waiting patiently and positive straightforwardness. This is the Socrates school of knowledge development. The team coach's role is to act as facilitator by using questions to guide the dialogue. This requires sensitivity and awareness of the team's current situation, dynamics and challenges. The purpose of dialogue is to go beyond one individual's understanding - the whole organizes the parts, rather than trying to pull the parts into a whole. Most human thought and thinking are collective and in team learning learners actively recognize that. In dialogue people become observers of their own thinking.

Dialogue container

Dialogue usually have some sort of main theme. It's role is to act as an "umbrella" for the various discussions. Theme can be seen also as a "dialogue container". The dialogue container's size can vary according to the theme's breadth.

Dialogue Container

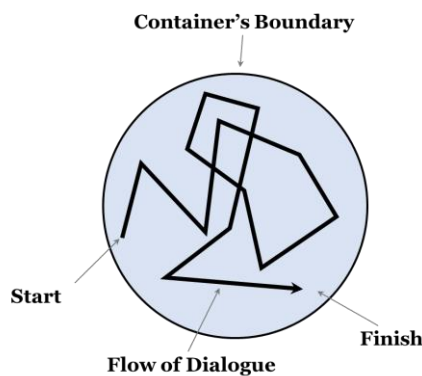


Image 8: The Dialogue Container (Bohm & Nichol 1996, Isaacs 1999)

The above diagram shows how the dialogue may vary within the dialogue container. Thus, the team coach oversees the dialogue and only intercedes if the dialogue comes out of the container and the team does not bring it back. The aim is to train the team to

normalize the start and finish of dialogues and to turn thought into action. Here are some examples that may serve as guide of the type of dialogues.

EXAMPLES:

- ⊕ Small / specific theme: How do we proceed in this project?
- ⊕ Medium / general theme: What could be our marketing idea in general?
- ⊕ Very comprehensive/global theme: How to promote co-operative companies in Europe?

Team coach's role is to enrich the dialogue by giving the team members new ideas to bring the dialogue back into the container. On the following picture can be seen the type of questions that may help you not only bring the conversation back into the container but to promote the most comprehensive and exhaustive range of dialogue about a certain subject.

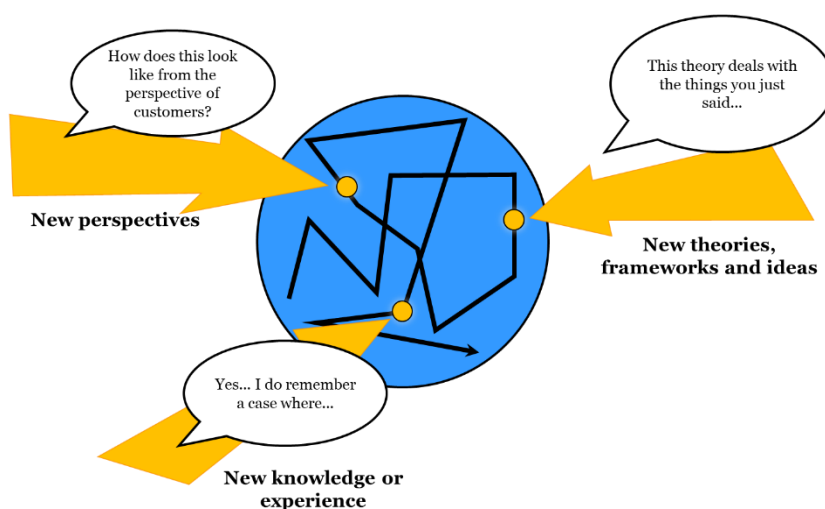


Image 9: Coaches role is to enrich the team dialogue (Bohm & Nichol 1996, Isaacs 1999)

Strive for Generative dialogue

It is important to combine all the previous concepts and interrelate them to the learning tool that is the generative dialogue. This happens when the team is in the productive

zone of learning. However, as the team is forming at their comfort zone, and they are talking politely. The team coach may see this as a sign of bringing tension in and as the team storms towards debate where every part is competing to win an argument the team coach may identify that the team is entering an area of stress and overwhelm. Therefore, the team coach may encourage the team to set norms to go into norming to ensure a safe space so that the dialogue can be collaborative in the productive learning zone to enable the jump into a high-performance team through its key sign the generative dialogue where the team is performing.

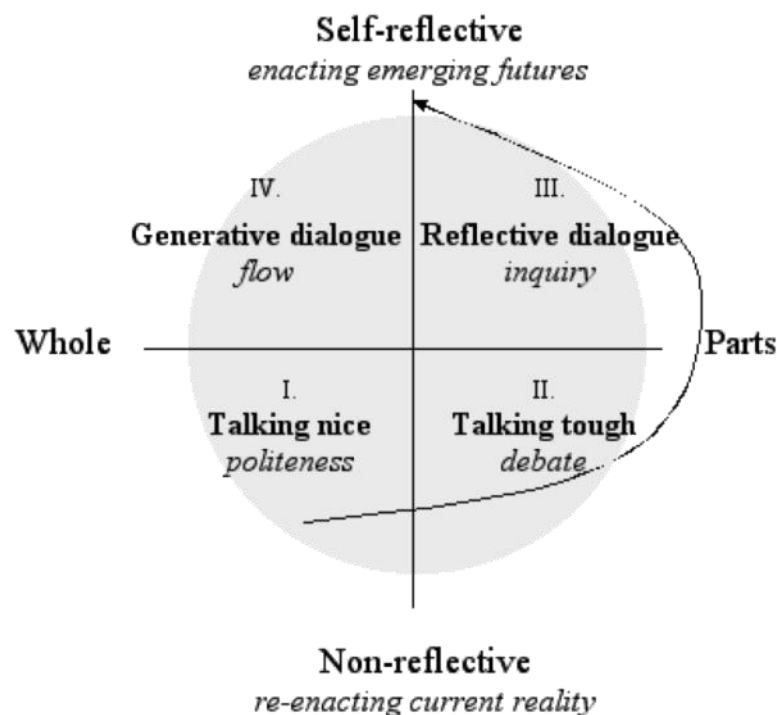


Image 10: The four fields of conversation (Isaacs 1999)

In the vertical axis the opposite vertices are:

- ⊕ Non-reflective (re-enacting current reality): this is a competitive zone where each member will not change the thoughts they came with and thus will not construct future
- ⊕ Self-reflective (enacting emerging futures): this is a cooperative zone where each argument is understood and there is empathy and is achieved through deep understanding

While in the horizontal axis the team coach may recognize the following:

- ⊕ Parts: Primacy of the parts means that whatever each part brought is what is taking priority. In debate the aim will be to convince each other on either of the parts.
- ⊕ Whole: Primacy of the whole means that the primacy of the conversation is to talk beyond the parts on the whole. However, while in polite conversation there is no tension in the comfort zone there is no learning. Therefore, at the generative dialogue safe tension is allowed to enter the learning zone without the area of stress and overwhelm and hence reaching the performing stage.

Enable the psychological safety in a team

Psychological safety, a concept developed by Amy Edmondson (2018), refers to the belief that one will not be punished or humiliated for speaking up with ideas, questions, concerns, or mistakes. It's about creating an environment where team members feel comfortable taking interpersonal risks, such as asking for help, admitting errors, or suggesting new approaches, without fearing negative consequences to their self-image, status, or career. In psychologically safe environments, team members trust that others won't embarrass or punish them for speaking their minds. These fosters open communication, collaboration, and innovation because individuals feel safe to contribute their unique perspectives and insights without the fear of being ridiculed or punished.

The team coaches' role is to enable and facilitate psychological safety. Team coaches can establish psychological safety from the outset by emphasizing its importance and creating ground rules that encourage open communication, respect, and non-judgmental interactions. They should work on building trust among team members by fostering personal connections, demonstrating empathy, and being transparent about their intentions and decisions. Team coaches can also create opportunities for all team members to participate and contribute by actively soliciting input, asking open-ended questions, and valuing diverse perspectives.

Team coaches lead by example by admitting mistakes, seeking feedback, and demonstrating a willingness to learn and grow. This shows team members that it's safe to take interpersonal risks and be authentic. They offer feedback in a constructive and supportive manner, focusing on specific behaviors or actions rather than criticizing individuals. This

helps team members feel comfortable receiving feedback and learning from their mistakes. They address conflicts and disagreements promptly and constructively, creating a safe space for team members to express their concerns and find mutually acceptable solutions.

One of team coaches' tool to create psychological safety in a team is to recognize and celebrate achievements, while also encouraging a culture of learning from failures and setbacks. This helps team members feel supported and motivated to take risks and innovate. Overall, team coaches play an important role in creating and maintaining a psychologically safe environment where team members feel empowered to speak up, take risks, and collaborate effectively. By fostering trust, encouraging participation, and providing support, coaches can help teams achieve higher levels of performance and innovation.

Enable experiments and action

Learning in real-life projects and with the customers gives a team and its members a lot wider skills and knowledge. That's why one of team coaches' task is to enable team to put theory into practice and learn from experiments. Deborah Ancona and Henrik Bresman (2023) have created the concept of x-teams. They realized that traditional team structures often struggle to adapt and innovate in rapidly changing business landscapes. X-teams are designed to overcome these challenges by emphasizing flexibility, agility, and external connectivity.

To coach an x-team, team coach can focus on leadership, structure, collaboration, teams focus and learning as follows:

EXTERNAL FOCUS: Unlike traditional teams that primarily focus on internal processes and goals, X-teams have a strong external orientation. They actively seek input and feedback from customers, stakeholders, and industry trends to inform their decision-making and innovation processes.

DYNAMIC LEADERSHIP: Ancona emphasizes the importance of dynamic leadership within X-teams. Instead of relying on a single leader, X-teams often exhibit distributed leadership, where different team members take the lead depending on the context and expertise required.

FLUID STRUCTURE: X-teams have a fluid and flexible structure that enables them to adapt to changing circumstances. Unlike traditional hierarchical structures, X-teams may form, and dissolve as needed, drawing on diverse expertise and resources from across the organization.

CROSS-FUNCTIONAL COLLABORATION: Ancona emphasizes the importance of bringing together individuals with diverse skills, backgrounds, and perspectives to foster creativity and innovation. By breaking down silos and encouraging cross-functional collaboration, X-teams can generate novel ideas and solutions that would not be possible within traditional team structures.

LEARNING ORIENTATION: X-teams have a strong learning orientation, continuously seeking opportunities for experimentation and reflection. Ancona advocates for a culture of psychological safety within X-teams, where team members feel empowered to take risks, share feedback, and learn from both successes and failures. This learning mindset allows X-teams to adapt and evolve over time, staying resilient in the face of uncertainty.

Coach's knowledge expertise in the TEAMIT+

Teamit+ is an expert course about climate change awareness, impactful innovations, multicultural teampreneurs and cooperative values. Being a coach in this TEAMIT+ expert course requires curiosity about these issues and a basic level understanding about these phenomena's in TEAMIT + expert course's coaching team. Of course, specific expertise can also be generated through partners that share their own knowledge and skills in the coaching process. Picture 7 shows the main content of the TEAMIT+ Expert course.

JOIN A 6 MONTHS EUROPEAN EXPERT COURSE

HOW ?

3 modules to empower yourself in entrepreneurial teams

UNDERSTAND

MODULE 1 - 1 DAY
10th OCTOBER 2024

Understand the climate crisis and solidarity issues. Be inspired by local initiatives that are leading changes.

Re-thinking our actions to tackle the climate crisis from cooperative values.

INNOVATE

MODULE 2 - 2 DAYS
DECEMBER 2024

Innovate through sustainable solutions with the organisations that are building our society.

CREATE

MODULE 3 - 3 MONTHS
JAN - APR 2025

Be selected as one of the 40 young teampreneurs. Get coached to create your collective and impactful project.

This module only requires 2 weeks of full-time face-to-face training, the rest will happen online.

Start to impact your future now !

Image 11: TEAMIT+ expertise course

Climate change awareness

Lander Jiménez Ocio, one of the authors of this report, is currently developing enrolled on a PhD, from his "Research on Climate crises and green entrepreneurship" the team has extracted the following paragraph to highlight the urgency to act and the importance to do it through green entrepreneurship.

There is an urgent need to tackle climate crises, as there is no scientific doubt on the direct impact human activity is currently having on the global climate (Mukherji et al., n.d. IPCC 2023). The urgency of this world crisis that threatens human existence in the planet has since escalated and the latest report from the Intergovernmental Panel on Climate Change states that

"There is a rapidly closing window of opportunity to secure a liveable and sustainable future for all" (IPCC. 2023). The BBC in March 2023¹ reported on UN chief Antonio Guterres saying that this major new report on climate change is a

¹ <https://www.bbc.com/news/science-environment-65000182>

"survival guide for humanity". Furthermore, the UN secretary said "that all countries should bring forward their net zero plans by a decade. These targets are supposed to rapidly cut the greenhouse gas emissions that warm our planet's atmosphere."

The current scientific consensus for a climate resilient future is one that best uses the synergies between government policies, civil society and private sector for sustainable development. Businesses are therefore one of the keys and the private sector needs to transform itself towards green entrepreneurship. This includes its startup ecosystems that feed the private sector with new businesses that are expected to escalate into consolidated future businesses. The startup ecosystem needs a framework to promote green startups in the most effective manner possible to address the urgency of the climate crises.

Impact entrepreneurship

When thinking of impact in terms of business activity there are different definitions that exist, but the most complete one is from European Venture Philanthropy Association (now Impact Europe)².

"The attribution of an organization's activities to broader, long-term outcomes, which are defined as the changes, benefits, learnings or other effects that may be positive or negative, short or long-term that result from an organization's activities."

As well as "impact" there are other well-used terminologies that we may, or may not, be familiar with, that different organizations use to identify, categorize and measure their impact. CR/CSR: Corporate (Social) Responsibility is a widely used and understood term which refers to how organizations take responsibility for their impact on society (and the environment). Within CSR the most commonly used format to measure impact is using the triple bottom line approach. The triple impact methodology's objective is to equally value the organization's social and environmental responsibilities alongside its economic performance (planet, people, profit).

² <https://www.impacteurope.net/>

Sir Ronald Cohen (2020) in his book “Impact: Reshaping Capitalism to Drive Real Change” states that all over the world, environmental challenges and economic inequality have continued to grow. It is more urgent than ever to transform our economic and social systems so that they reduce social gaps and address our environmental challenges. To achieve this, our economies must transition to impact economies that generate solutions through innovative enterprises and investments that simultaneously create profit and impact. Impact economies are vitally important to reduce widespread social and economic inequality. Governments have an important role to play in this transition, driving it through the introduction of regulations, supportive incentives, behaviors and investments with a soul aligned to this purpose. Social justice must dictate our policy responses, so that we restore the fabric of our torn societies.

Teampreneurship

Teampreneurship is entrepreneurship where the company is founded by individuals in equal positions. Their task is to build a common team driven business together from various backgrounds, passions, and skills. A team enterprise is a company with shared leading thoughts (vision, mission, and values), rules of the game, goals, and metrics. The development of a team enterprise is coached with the goal of creating a psychologically safe community that provides its members with top team experience.

A team coach needs to understand how a team company differs from a solo entrepreneur or a corporation. The main difference is that the business is developed and managed together. A team enterprise requires individuals' commitment to achieving common good. Individual challenges or growth are always viewed from the team's perspective. If an individual's actions slow down the team and the team company's development, action must be taken. Central to coaching a team is the coach's understanding of the team's growth process and coaching the team.

It's also important to understand that the team company is entity where individuals, team and the company create a system. In that system everything affects each other. So, team coaches need to understand how the system works and to be able to do that system thinking skills are needed.

System thinking (Senge 1994) recognizes that elements within a system are interconnected and that changes in one part of the system can have far-reaching effects on other parts. System thinking analyzes how different elements influence each other and the system. It pays attention to feedback loops, which are mechanisms through which changes in one part of the system are reinforced or balanced by changes in other parts. System thinking also identifies both reinforcing loops (positive feedback) and balancing loops (negative feedback) and understands their implications for system behavior. System thinking acknowledges that the effects of actions taken within a system may not be immediately apparent and that there can be time delays between cause and effect.

Co-operative values

Paraphrasing the International Cooperative Alliance (ICA) the Cooperative values can be described by first defining a cooperative then stating the values to finish with the guiding principles. For this purpose, this guidebook uses the current definitions used by the ICA Guidance Note

(<https://ica.coop/en/cooperatives/cooperative-identity>)

Definition of a Cooperative

A cooperative is an autonomous association of persons united voluntarily to meet their common economic, social and cultural needs and aspirations through a jointly owned and democratically controlled enterprise.

Cooperative values

Cooperatives are based on the values of self-help, self-responsibility, democracy, equality, equity, and solidarity. In the tradition of their founders, cooperative members believe in the ethical values of honesty, openness, social responsibility and caring for others.

Cooperative Principles

The cooperative principles are guidelines by which cooperatives put their values into practice.

1. VOLUNTARY AND OPEN MEMBERSHIP

Cooperatives are voluntary organizations, open to all persons able to use their services and willing to accept the responsibilities of membership, without gender, social, racial, political or religious discrimination.

2. DEMOCRATIC MEMBER CONTROL

Cooperatives are democratic organizations controlled by their members, who actively participate in setting their policies and making decisions. Men and women serving as elected representatives are accountable to the membership. In primary cooperatives, members have equal voting rights (one member, one vote) and cooperatives at other levels are also organized democratically.

3. MEMBER ECONOMIC PARTICIPATION

Members contribute equitably to, and democratically control, the capital of their cooperative. At least part of that capital is usually the common property of the cooperative. Members usually receive limited compensation, if any, on capital subscribed as a condition of membership. Members allocate surpluses for any or all the following purposes: developing their cooperative, possibly by setting up reserves, part of which at least would be indivisible; benefiting members in proportion to their transactions with the cooperative; and supporting other activities approved by the membership.

4. AUTONOMY AND INDEPENDENCE

Cooperatives are autonomous, self-help organizations controlled by their members. If they enter into agreements with other organizations, including governments, or raise capital from external sources, they do so on terms that ensure democratic control by their members and maintain their cooperative autonomy.

5. EDUCATION, TRAINING, AND INFORMATION

Cooperatives provide education and training for their members, elected representatives, managers, and employees so they can contribute effectively to the development of their co-operatives. They inform the general public - particularly young people and opinion leaders - about the nature and benefits of co-operation.

6. COOPERATION AMONG COOPERATIVES

Cooperatives serve their members most effectively and strengthen the cooperative movement by working together through local, national, regional and international structures.

7. CONCERN FOR COMMUNITY

Cooperatives work for the sustainable development of their communities through policies approved by their members.

TEAMIT+ Expert course's skills

TEAMIT+ is a training program applying an innovative teampreneurship pedagogical methodology based on the “learning by creating” approach. The course aims to help future entrepreneurs to acquire resilience, digital and green skills. Image 12 shows the skills that participants will gain while attending in TEAMIT+ expert course. TEAMIT+ team coaches must know something about these skills and especially how to learn them by using learning by creating and team learning pedagogy.

SKILLS YOU GAIN

DIPLOMAS & CERTIFICATION



EUROPEAN SKILLS (ESCO) VALIDATED WITH TEAMIT+ EXPERT COURSE :

GREEN SKILLS	DIGITAL SKILLS	RESILIENCE SKILLS
Evaluate environmental impact of personal behaviour	Creatively use technologies	Work in teams
Adopt ways to reduce negative impact on consumption	Browse, search and filter data, information and digital content	Promote ideas / products / services
Environmental policy Environmental legislation	Collaborate through digital technologies	Show entrepreneurial spirit
Environmental engineering	Develop digital content	Intercultural competence
Promote environmental awareness		Think innovately
Circular economy		
Measure companies' sustainability performances		

Re-thinking our actions to tackle the climate crisis from cooperative values.

Image 12: European skills (ESCO) validated with TEAMIT+ Expert Course

Coach's pedagogical expertise in the TEAMIT+

Learning in the TEAMIT+ expert course is carried out through the learning by creating method. This method is further described in the publication of the TEAMIT+ project titled "D3.1 Definition of the scientific background of 'learning by creating' methodology and its evaluation tools". For a coach operating in the TEAMIT+ expert course to succeed, it is important for them to understand the backgrounds and key perspectives of the learning method used. In this guide, we will discuss the critical points related to implementing the previously introduced learning by creating learning methods from the perspective of successful coaching.

Learner is the protagonist

In the learning by creating learning method, the learner must become the owner and leader of their own learning. This means that they learn for themselves and for their future. The learner takes responsibility for their own learning and results. The coach's task is to get to know the learner. Through knowing, they can inspire and support new learning. The coach's task is also to find tools to help the learner embark on their journey to becoming the owner of their own learning. The coach's role is to support, encourage, coach ideas and actions, rather than provide correct answers or ready-made solutions. A crucial way to guide the learner is through the feedback they receive.

Team accelerates learning

The learning by creating learning method believes that team learning is more effective and enjoyable. Therefore, learning takes place in teams with common learning and performance goals. A genuine team becomes a safe place for bold experiments and exceeding one's own competence. The coach's task is to be able to coach the team. To identify the process of becoming a team, its ups and downs. And to use various tools to enhance team learning. It is important for the coach to understand that the team is built from different personalities, roles, passions, and skills. Team learning and working within a team are strongly emotional processes.

Learning in practice through projects

In the learning by creating learning method, real customer projects effectively apply learned theory into practice. Projects have a clear life cycle, they are managed, they have an appropriate team as the implementer, and they involve money. Often, the customer actively participates in the project, bringing their own perspective to learning. The coach's task is to encourage learners to brainstorm or find projects. Another task is to coach projects to progress. The coach should understand project planning and management tools, as well as the project implementation process. It is also important that the theory related to the project is applied in practical work. The coach provides feedback on the projects and ensures that the lessons from the projects are discussed and shared within the team.

Innovation through bold experiments

Learning by creating learning methods challenges the learner and coach to do bold experiments. Impactful innovations do not arise from old ideas and operating models. Creative thinking, risk-taking skills, seeing failure as a learning experience, and bold experiments within the team enable new ideas to emerge and rapid learning. The coach's task is to open thinking, highlight possibilities, and encourage experimentation. An open culture of discussion should be fostered within the team, where mistakes are not feared, and where mistakes are learned from. The coach's task is to coach a psychologically safe environment where risks are taken, and various experiments are made. If necessary, the coach intervenes to prevent actions that would result in too large losses being realized. Successful experiments should be celebrated together.

Coaching the learning process

In the learning by creating learning method, the coach's key task is to enable individual and team learning, create space for dialogue, and coach genuine actions. The coach does not provide ready-made answers or projects but encourages curiosity and experimentation. The coach is not part of the learning team but operates at its interface. Close enough for team members to feel secure and, at the same time, far enough for team members to have freedom and power in their actions. To succeed in their work, the coach needs the ability to tolerate chaos, trust the process, and coaching skills. Coaching skills are focused

on coaching individuals, teams, and actions. Ideally, the coach has their own coaching team to coach their own expertise and role with peers.

Sufficient time deepens learning outcomes

Learning by creating learning methods is effectively implemented when sufficient time is allocated for learning. Sufficient time allows for process-oriented learning, and for the ownership of one's own learning, genuine action, and team learning to even take place. Developing thinking and reflecting on learned knowledge and skills also takes time. Coaching is based on interaction with individuals and the team. Open interaction requires trust, and building trust takes time. Longer time also allows for more experiments and broader learning from others' experiences. This increases understanding, skills, and courage to try more. It is important to remember that learning is a slow process. The coach must be patient and trust that the learning process will produce the desired learning outcomes when the time is right.

Learn more about team coaching

Growing into a coach is a learning journey that takes time. It requires deliberate development of coaching skills and reflection, and practical experiments to learn from. Also, receiving feedback from the coached individuals and teams helps in development. Being part of a community of coaches accelerates one's growth as a coach, where one can enhance one's skills together with peers. Inspiration for coaching can also be sought by visiting Tiimiakatemia or Mondragon Team Academy.

Videos

MILTON BENNETT: IMPORTANCE OF INTERCULTURAL INTELLIGENCE

<https://www.idrinstitute.org/resources/bennetts-developmental-model-intercultural-sensitivity-dmis/>

MILTON BENNETT: THE VALUE OF CULTURAL DIVERSITY: RHETORIC & REALITY

<https://www.youtube.com/watch?v=1rwQF0b2K4Q>

BRENE BROWN: VULNERABILITY

https://www.ted.com/talks/brene_brown_the_power_of_vulnerability?language=en



JULIA MIDDLETON: CULTURAL INTELLIGENCE: THE COMPETITIVE EDGE FOR LEADERS

<https://youtu.be/izeiRjUMau4>

MICHAEL PORTER: BUSINESS FOR SOCIAL VALUE

https://www.ted.com/talks/michael_porter_the_case_for_letting_business_solve_social_problems

OTTO SCHARMER: THEORY U - LEARNING FROM THE FUTURE AS IT EMERGES

<https://www.youtube.com/watch?v=GMJefS7s3lc&t=180s>

PETER SENGE: THE FIFTH DISCIPLINE

<https://www.youtube.com/watch?v=MQMRMAmT2gg>

PETER SENGE: SYSTEMS THINKING FOR A BETTER WORLD

<https://www.youtube.com/watch?v=0QtQqZ6Q5-o>

DAVID SIBBET-DEXLER AND SIBBET TEAM: TEAM PERFORMANCE SKETCHTALK

<https://www.youtube.com/watch?v=WA3VkPHp2z0>

SIMON SINEK: GREAT LEADERS INSPIRE

https://www.ted.com/talks/simon_sinek_how_great_leaders_inspire_action?language=en

10 DANGERS OF COLLECTIVE TEAMS

https://ssir.org/articles/entry/10_dangers_to_collective_impact

TEAM DETERMINATION

<https://www.dailymotion.com/video/x2nhkrl>

THE ULTIMATE LIST: 22 INVENTIONS THAT ARE SAVING THE EARTH

<https://www.youtube.com/watch?v=w96osGZaS74>

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TEAMIT+

[TEAMIT+ - Learning by Creating](#)

TIIMIAKATEMIA, FINLAND

<https://www.tiimiakatemia.fi/?lang=en>

Mondragon Team Academy, Spain

<https://www.mondragonteamacademy.com/>

International Cooperative Alliance

<https://ica.coop/en>



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TEAMIT+ : TEAMPRENEUR MULTICULTURAL IMPACT INNOVATION COOPERATIVES

About the TEAMIT+ project

TEAMIT+ aims to develop an innovative educational program applying a pedagogical methodology based on the “learning by creating” approach. The specific pedagogical methodology will be applied to vocational training students, to higher education students, as well as to young immigrants, refugees and the unemployed from different academic subjects. The aim is to enable them to become future teampreneurs who will influence society by understanding the importance of the transition to a greener economy, based on green, digital and climate skills.



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