

# Tiimiakatemia (Team Academy)

Jyväskylä, Finland

Team learning through starting a business at Tiimiakatemia

**WE CREATE TEAM ENTREPRENEURS**

TIIMIAKATEMIA IS THE ENTREPRENEURSHIP CENTRE OF EXCELLENCE OF THE  
JAMK UNIVERSITY OF APPLIED SCIENCES IN JYVÄSKYLÄ



# General Information

Title	Team Academy										
Pitch	Team learning through starting a business at Tiimiakatemia										
Organisation	Jyväskylä University of Applied Sciences										
Countries	Finland and global										
Author	Dr. Todd Davey (Science-to-Business Marketing Research Centre)										
Nature of interaction	<table><tr><td><input type="checkbox"/> Collaboration in R&amp;D</td><td><input checked="" type="checkbox"/> Lifelong learning</td></tr><tr><td><input type="checkbox"/> Commercialisation of R&amp;D results</td><td><input type="checkbox"/> Joint curriculum design and delivery</td></tr><tr><td><input type="checkbox"/> Mobility of staff</td><td><input type="checkbox"/> Mobility of students</td></tr><tr><td><input type="checkbox"/> Academic entrepreneurship</td><td><input checked="" type="checkbox"/> Student entrepreneurship</td></tr><tr><td><input type="checkbox"/> Governance</td><td><input type="checkbox"/> Shared resources</td></tr></table>	<input type="checkbox"/> Collaboration in R&D	<input checked="" type="checkbox"/> Lifelong learning	<input type="checkbox"/> Commercialisation of R&D results	<input type="checkbox"/> Joint curriculum design and delivery	<input type="checkbox"/> Mobility of staff	<input type="checkbox"/> Mobility of students	<input type="checkbox"/> Academic entrepreneurship	<input checked="" type="checkbox"/> Student entrepreneurship	<input type="checkbox"/> Governance	<input type="checkbox"/> Shared resources
<input type="checkbox"/> Collaboration in R&D	<input checked="" type="checkbox"/> Lifelong learning										
<input type="checkbox"/> Commercialisation of R&D results	<input type="checkbox"/> Joint curriculum design and delivery										
<input type="checkbox"/> Mobility of staff	<input type="checkbox"/> Mobility of students										
<input type="checkbox"/> Academic entrepreneurship	<input checked="" type="checkbox"/> Student entrepreneurship										
<input type="checkbox"/> Governance	<input type="checkbox"/> Shared resources										
Supporting mechanism	<table><tr><td><input type="checkbox"/> Strategic</td></tr><tr><td><input type="checkbox"/> Structural</td></tr><tr><td><input type="checkbox"/> Operational</td></tr><tr><td><input type="checkbox"/> Policy</td></tr></table>	<input type="checkbox"/> Strategic	<input type="checkbox"/> Structural	<input type="checkbox"/> Operational	<input type="checkbox"/> Policy						
<input type="checkbox"/> Strategic											
<input type="checkbox"/> Structural											
<input type="checkbox"/> Operational											
<input type="checkbox"/> Policy											
Summary	<p>Imagine an undergraduate learning environment where there are no exams, no classrooms, no teaching or teachers and no control over what students should learn. If this model seems somewhat futuristic, in fact this educational model already has a successful 23-year history: Tiimiakatemia (Team Academy). Located in Jyväskylä, Finland, students run their own cooperative businesses, supported by coaches, and learn with real money and real customers to earn their Bachelor of Business Administration (BBA). Students emerge with well-developed individual soft skills crucial for business administration as well as a well-developed network of potential customers, employers, mentors and investors. With high student employability and rates of entrepreneurship in graduates, Team Academy has justifiably attracted interest from educators across the world, leading to its adoption at over 30 locations in 15 countries.</p>										



# Introduction & Overview

## 1. BACKGROUND

The starting point for a small revolution in higher education began in 1993 with the note 'Do you want to go on a trip around the world and learn some marketing on the side?' being posted on the notice board of the Jyväskylä University of Applied Sciences (JAMK), in a small city in central Finland. The chief protagonist of the note was Johannes Partanen, a maverick marketing lecturer with a passion for making a difference, who was driven by the need for a new learning model to better engage students.

The model of education used then, and still being used today, turned the traditional bachelor model on its head. With no classrooms, no lectures or exams, the programme replaced classrooms with open offices, teachers with team coaches and has students start with practical work by managing real companies, which they then supplement by theory in an educational 'journey'.

The educational process itself entirely adopted an experiential learning model based upon Kolb's theory of experiential learning and combined the worlds of business and education. The model developed by Partanen was based upon the tenet that 'experiences obtained through practice and experimentation nourish our thoughts and concretise issues we read from books, resulting in more effective learning'<sup>1</sup>.

This was the basis for the creation of Team Academy, a three-and-a-half year bachelor programme of 210 ECTS in which 40 students per year (known as 'Teampreneurs') start and run their own cooperative businesses, learning about entrepreneurship and marketing using real money and customers.

By operating as a tertiary degree, Team Academy affords Teampreneurs the time to fully commit themselves to this specific study or work and allows them to build their business as they build their knowledge and understanding. Teampreneurs are between 19-32 years of age, with the average being 22<sup>2</sup>.

## 2. OBJECTIVES AND MOTIVATIONS

The concrete and visionary aim of Team Academy is for students to collect money for a round-the-world trip at the conclusion of their degree, by commencing their own enterprise and by supporting the students to learn the principles of entrepreneurship on their own learning path.

However, there are more substantive objectives underpinning the programme including to develop Teampreneurs capable of educating themselves for life, arming them with the skills, knowledge and personal qualities to create their own initiatives and enterprises as well as access to the business networks likely to sustain them in their business and through their career. All of this can be achieved, whilst also obtaining a university degree.

For the university, through Team Academy JAMK seeks to enhance its reputation within Finland and more globally, to increase student employability, get academia closer to practice and students closer to employers as well as to develop more entrepreneurial mind-sets.

On a regional level, Team Academy aims to develop a local entrepreneurship ecosystem whilst developing students capable of employing themselves and others. The capabilities developed by Teampreneurs are lifelong capabilities that serve them for lifetime.

### 3. STAKEHOLDERS

The primary stakeholders involved in Team Academy in Finland include:

- ▶ Jyväskylä University of Applied Sciences (JAMK) – Team Academy exists within the structure of JAMK, hosted within the university premises and supported by the university;
- ▶ Team Academy Jyväskylä – the original Team Academy location has around 180 Teampreneurs as well as five Teamcoaches. It is also responsible for training different parties in the *Team Academy Global Network* to use the Team Academy's methodology, running programmes aimed at teachers, managers and entrepreneurs. It also provides service support to Team Academies and develops Team Academy's methodology further;
- ▶ Teampreneurs – are selected and form Teamcompanies as part of the programme which is a central aspect of their individual learning path. They are the central focus of Team Academy;
- ▶ Team-coaches – are in place to support the learning of Teampreneurs and their Teamcompanies by coaching rather than teaching. They do this by ensuring that the dialogue in training sessions goes deep enough, that the topic is being handled from different angles and that the needs of the team company are being addressed; and
- ▶ Partus Ltd – is a unit that trains different parties to use the Team Academy's methodology, concentrating on transferring the team learning model to primary schools.

Furthermore, more recently Team Academy has been developed and expanded globally leading to the creation of a further stakeholder:

- ▶ The Team4Learning Association - is an association / platform organised by Team Academy Finland that connects the Team Academy Global Network: team-coaches and the organisations that build and run Team Academies and other similar learning centres where people learn Teampreneurship. All of the organisations are independent from each other and have different kinds of activities but all of them share various elements of Team Academy's practices and ways of doing things. Team4Learning is focussed on connecting members, sharing learnings and team work from the partner organisations. The association also arranges annual 'get togethers', with the Teampreneurs from different parts of Europe being in charge of arranging the event. In 2016 the event was held in Budapest with 200 international participants attending.



# Implementation

## 4. INPUTS

Key inputs propelling Team Academy include:

- ▶ *Funded students* – Team Academy receives government funding on a per capita basis (based upon the amount of students) with students generally applying for low interest student loans to fund their way through the programme;
- ▶ *Team coaches* – team coaches perform the role of mentors whom support student teams and individuals through their educational pathway as well as the practical concept development. the salary of whom is paid by the university. The coaches are either Team Academy graduates or have had previous entrepreneurship and business experience. There are five full time Team Academy coaches, with the programme operating on a teacher/student ratio of 1:40;
- ▶ *Spirit* – The Team Academy spirit is a much valued commodity and involves special characteristics built during the time spent in Team Academy. Characteristics such as a strong sense of community, appreciation for learning by doing and firm trust in the process in the midst of chaos. One could say that the spirit of Team Academy is a valued 'code' for 'Teampreneurs'. It is also a description of a positive, excited, and youthful atmosphere;
- ▶ *Open Office space* – a 1,000m<sup>2</sup> open space, over two floors is rented on the university premises in Jyväskylä from the university by Team Academy, and has allocated working/office spaces on the first floor and training rooms and silent spaces on the second floor; and
- ▶ *Facilities and equipment* – the provision of internal furniture, educational equipment and other materials is made available by JAMK.



## 5. ACTIVITIES

Team Academy is a three-and-a-half-year bachelor degree with graduating students emerging with a Bachelors of Business. The programme is a flipped classroom model run across an entire academic degree combining the worlds of business and education<sup>3</sup>. Like in the first iteration of the Team Academy in 1993, at the conclusion of the course, students still embark on a six to eight-week world-trip using the profits of their ventures.

The central component of Team Academy is the Teamcompany which is the most important learning tool. Students create their company on the first day of class and spend the rest of their time in the university working to make the company a success. Each Teamcompany has about 15 Teampreneurs and adopts a team learning attitude, in which ideas, thoughts, mistakes, experiences, and what you have learned are shared with teammates. Together the Teampreneurs practice team and interaction skills, which are vital in their professional future.

### **From enrolment to graduation**

To gain access to the programme prospective students apply to enter the course in much the same way that students apply for comparable bachelor programmes. As such, they submit their high school results as well as results from the national application test (a test for students to enter university). Team Academy make a selection from thousands of applicants, focusing on a specific profile of student with certain experiences, resulting in only 40 being selected for the programme intake each year.

Successful candidates then go through a team induction workshop whereby the team coaches divide the students into smaller teams. Afterwards the students themselves are responsible for creating the team company (co-op.).

Following this, within the first two weeks of enrolling on the programme, teams of students are formed and given the task of developing real businesses which will generate income. The Teamcompanies work on a variety of projects including anything from organising events to running retail outlets. During this process, the Teampreneurs learn finance, marketing, leadership and strategy. In Team Academy, Teampreneurs are expected to develop the capacity to work with others and use the creative power of the team to build value for customers<sup>4</sup>.

Physically, the newly inducted Teampreneurs and their Teamcompanies are allocated a working space at the Team Academy Finnish premises, surrounded by teams from their own as well as Teamcompanies from the previous year.

Teampreneurs start their business from scratch, typically starting by doing smaller projects, however step-by-step the size of the projects tends to become bigger. Teamcompanies have to earn money for the needed investments by themselves and in some cases the older team companies lend money to the younger ones. Teamcoaches coach the team companies but do not finance the team companies.

Teamcompanies are legal entities and they pay corporate taxes like all companies in Finland, however Teamcompanies are totally owned by the Teampreneurs and are independent from Team Academy Finland as juridical entity. Teamcompanies can also serve as incubators, as new product and service innovations created within Team Academy have frequently led to students continuing as independent entrepreneurs in new businesses after graduating.

Whilst each Teamcompany has their own aims and development paths, each individual Teampreneur has their own learning path during their studies, which is coordinated and supported by the Teamcoaches. More **individualised learning paths** are fostered through Team Academy, which fosters individual capabilities in a way that is suited to the learner but at the same time making them bound to a collective learning environment.

## Method

One of the most outstanding elements of the Team Academy case is the rigour that underpins the education process, with detailed processes and methodologies supporting the learning pathways of Teampreneurs.

Three mechanisms support the Teampreneurs along their 'learning path':

- ▶ Projects

This is where the Teampreneurs undertake work through their Teamcompanies by acquiring clients, negotiating project details and signing contracts followed by executing the project themselves. The proceeds from their projects can be utilised by Teamcompanies in a manner they see fit from reinvesting the income to paying out salaries.

This is where the Experiential Learning Cycle of Kolb is applied through (i) a concrete experience, (ii) a reflective observation, (iii) abstract conceptualisation which is reflection that promotes a new idea, or a modification of an existing abstract concept) and (iv) active experimentation whereby the learner applies the new knowledge<sup>5</sup>;

- ▶ Training sessions

Teampreneurs are required to participate in two four-hour discussion sessions per week which support the development of projects as well as team learning. A number of topics and formats emerge during sessions including brainstorming sessions to address current issues, discussions to reflect on past successes and failures, the creation of new plans or visions and to handle internal conflicts and disputes. The organisation of the sessions are the responsibility of the learners although the Teamcoach facilitates the dialogue and helps the learners to learn faster and better together. Learning is also supported with various kinds of 'learning tools'; and

- ▶ Theory programme

Both of the above mechanisms are supported by a theoretical programme. This component of the curriculum consists of reading between 40-60 books from a selection of a catalogue of over 1,000 books to choose from. Teampreneurs are then required to write a reflective essay on the book which is assessed by the Teampreneur.

Whilst practical execution is emphasised in the programme, a scientific approach still underpins the Teampreneurs learning because they are challenged to understand 'what is the model behind this' and 'how does this theory work in practice'.

## Process

With Nonaka and Takeuchi's Knowledge Creation model at its heart, the Teampreneur develops their knowledge from tacit (invisible knowledge such as 'gut instinct') to explicit (visible knowledge such as written knowledge) back to tacit knowledge in a circular process of (i) clarifying core ideas, (ii) formulating a plan, (iii) implementation and experimentation within the Teamcompany and finally (iv) through discussion and sharing of ideas<sup>6</sup>.

This process is then applied through three learning growth processes, which occur concurrently in the Teampreneurs learning pathway, with each contributing to the other:

- ▶ *Individual learning* – every six weeks, Teampreneurs meet with coaches to define their learning objectives and methods for the coming period and are written up in a Learning Contract. In this way, the Teampreneur is in control of their own learning pathway. They also assess their own skills development using the Skill Profile which is discussed once per year with Teamcoaches, team members and best customers. This is the primary focus in year one;
- ▶ *Team learning* – Team learning is said to be driven by individual learning brought into and shared with the team. Team learning is facilitated through the twice weekly training sessions, with the Teampreneurs and the Teamcoach responsible for bringing learning (both practical and theoretical) into operation and applied to the Teamcompany. This is the primary focus of the second year of the programme;
- ▶ *Internal and external core network learning* –The purpose of this form of learning is to identify the direction and purpose of the company through a process of experimentation. The level of learning is on the organisational level, which is acquired through customer interactions. Knowledge and skills can also be developed through external interactions and building of personal external networks. This is facilitated through Team Academy's growing local and international business network and their extensive customer network. This form of learning is a focus of the third year of the programme.

### **Features of the study programme**

Student knowledge and skill is driven by undertaking real-life projects within their Teamcompanies. Projects function both as learning environments (for studies and developing the individual's competence) and as ways of doing business (for team companies). Most projects have been rather small, on an average of €10,000-15,000, to keep the students' financial risk on a manageable level, however the largest have a turnover in excess of €400,000.

Teamcompanies are responsible for all elements of executing the project through their Teamcompanies including setting up the company, customer acquisition, visiting customers, managing projects, marketing and sales, human resource management, event organisation, financial management etc.

In this sense Teampreneurs apply the theoretical knowledge acquired directly into practice, which provides a platform for students to reflect on theory in light of their own experiences while studying. Teampreneurs can also practice programming, graphic design, coaching skills, or whatever else they want to learn as they are in control of their own learning.

Considering the tenet that is 'not what you know, but who you know', building a **personal network** for your future is a further key aspect of the programme. Through internal and external interactions, self-confidence and courage will be developed in the Teampreneurs as well as developing a genuine interest in areas of business.

**Leadership development** has many shades within Team Academy, with not only different styles of leadership encouraged, but also the leadership of different functions inside the Teamcompanies as well as in the other Teamcompanies within Team Academy. International operations and intercultural experience are also highly valuable skills for Teampreneurs.

Developing personal skills are an additional focus within Team Academy. The development of commitment and self-discipline are an essential ingredient in entrepreneurship as is the commitment to a process which places the student in control of their own learning and collectively in charge of a company. Through direct and constructive feedback Teampreneurs have the opportunity to develop both professionally and as a human being and learn to be comfortable with changing circumstances.

Independent initiative, innovation and ingenuity and the desire to challenge oneself are other attributes put to the test during the Team Academy experience. Facing one's own weaknesses and mistakes in the weekly sessions helps to build courage and resilience, whilst overcoming problems and developing solutions develops lateral thinking and a problem-solving mentality and the courage to try new things. In Team Academy, like in business, values such as honesty, transparency, respect and responsibility are part of daily life<sup>7</sup>. Finally, unlike many study programmes, all of this co-exists with student to follow their passions, becoming enthusiastic, take liberties, take responsibility, have fun and all with a hint of positive rebellion<sup>8</sup>.

### **Assessment**

The Team Academy method ensures that Teampreneurs encounter few theoretical sessions and many more practical training sessions with no end of year exams. Assessments are primarily based upon **the performance of the company** and the completion of set milestones, which is managed by the team and done on a biannual basis. A key point for consideration in the assessment is customer satisfaction, binding the end-consumer into the assessment.

There is a further assessment made on the **individual level** which has Teampreneurs reflect on their own learning journey and their own personal masteries. This process takes place between the Teampreneur and the Teamcoach each six months as is exercised through reflection on the Learning Contract, a Learning Log, a Literature Programme and 'Birth Givings' as well as a 'Skill Profile' (for further information please refer to the tools listed in the 'supporting mechanisms' section).

## **6. OUTPUTS**

Over 800 BBA's have graduated from Team Academy Jyväskylä throughout its history, whilst there have been around 70 student teams and over 40 new businesses have been started from 1993 to 2013<sup>9</sup>.

Moreover, coming from Team Academy Jyväskylä, 96% of the graduates are already active in the job market six months after they graduate, while 39% are entrepreneurs six months after they finish university and 42% become entrepreneurs within two years of graduating<sup>10</sup>.

Team Academy Jyväskylä Teamcompanies have an annual turnover of between €1.5m and €2m and contribute around €600,000 in tax back to the government. In 2009, 150 separate projects were completed by Teamcompanies with an average turnover per project of approximately €10,000<sup>11</sup>.

Further **endorsement for the programme** can be evidenced through a number of other indicators. The selection of students and the programme development has been successful, because only a few Team Academy students have gone back to conventional education. 85% of students commencing the Team Academy programme graduate<sup>12</sup>. Additionally, Team Academy has earned a positive reputation amongst high schools, with upper secondary school teachers reporting that many of their active students already knew about Team Academy and wanted to apply as soon as they graduated.

Through the expansion of Team Academy beyond Jyväskylä, the impact of Team Academy has spread dramatically in the last years. The current status is that across the entire **Team Academy Global Network**:

- ▶ over 6,000 students have been exposed to the Team Academy methodology;
- ▶ 600 teachers and business managers trained to work as team coaches in Team Mastery programme;
- ▶ 1,800 adult learners trained using Team Academy's methodology in long-term programmes; and
- ▶ the Team Academy methods are used in 15 countries.

## 7. IMPACTS

One of the key impact of Team Academy is the spirit of entrepreneurship that has been fostered through its graduates, which equips them with skills and networks for life. Students learn through practice and become the owners of their own businesses and consequently, their life plans.

Team Academy has a significant region footprint, specifically in Central Finland, but also more broadly across the country. Team Academy graduates are, through their own business, are active leaders in the community. As specific example of this is the Y4 process, which was to improve the conditions for entrepreneurship in Central Finland, one of the most significant regional development processes in Central Finland. Many former Team Academy Teampreneurs were active parties and leaders of the Y4 process, using the Team Academy's methods in developing the process.

Having exported Team Academy internationally, Jyväskylä has also become the focus of significant international interest with visits from several international expert groups. As a result, over 40 different locations worldwide in over 14 countries have partly or wholly adopted the 'Team Academy model' of education, for example, in France, The Netherlands, Hungary, and Spain. These Team Academy partners are independent units that are generally part of local HEIs or other education organisations. They operate in an active network relationship with Team Academy Jyväskylä through the Team4Learning Association.





# Support & Influencing factors

## 8. SUPPORTING MECHANISMS

In addition to the mechanisms mentioned in the inputs section, a number of other supporting mechanisms are in place to support the entire programme.

Given the very different model of learning and assessment, top-level commitment at JAMK is a crucial ingredient for the existence and success of Team Academy. Furthermore, Teampreneurs have access to university resources such as the library, IT support, events, networks and facilities as well as more specific mechanisms such as the maker-space. Something not usual is that every student has their own access key to the Tiimiakatemia premises for 24 hours a day, seven days a week access.

With the international expansion of the Team Academy model, comes opportunities for each location to act as a 'landing pad' for Team Academy ventures from other locations as well as providing an **international network** for Teamcompanies to expand into other markets, effectively acting like a market-expansion **incubator**.

The Team Academy model is reinforced with a number of tools, which create a structure for the constructive development of Teamcompanies as well as individual Teampreneurs. A selection of key tools used by Team Academy include<sup>13</sup>:

- ▶ A Learning Contract - a personal plan that aligns learning efforts;
- ▶ The Motorola Model - a framework for before and after-action briefings;
- ▶ The concept of 'Dialogue' - a way of sharing ideas and experiences in team settings;
- ▶ A Learning Log - a notebook for capturing things learnt;
- ▶ A Literature Programme (reading) and Learning Cell, which is a way of learning together in a small group of learners;
- ▶ 'Birth Givings' - a way of creating new knowledge and demonstrating one's level of competence;
- ▶ A 'Skill Profile' – a method for personal skill evaluation in a team-entrepreneurship context;
- ▶ The Idea Deck - an idea deck which contains the 50 most used tools in Team Academy; and
- ▶ A Learning Card – a tool that helps the team evaluate their learning progress.

On the organisational level Team Academy's use The Rocket Model as a guideline, which provides a detailed structure for Teampreneur's and Teamcompanies' learning pathways and a 'Quality 47' model to ensure quality development with a team's self-defined quality metrics.

As Team Academy has expanded outside Finland, the Team4Learning platform has become a vital tool for the sharing of knowledge between the members of the *Team Academy Global Network*.

## 9. BARRIERS AND DRIVERS

One of the major barriers for Team Academy-type experiential learning has been the resistance to change within the university environment, with systems and structures in a university set up based upon a traditional and long-standing bureaucratic model. This at times causes administrative and organisational issues for the programme. To counter this, Team Academy uses standard university mechanisms including curriculums, quality controls and other such mandatory practices to ensure that their operations are run according to the university's requirements.

The ability to work in with other faculties and undertake cross-disciplinary projects is also limited owing the different course structures and assessments that take place in other faculties. Without the influence of specific IT and engineering knowledge for example, key capabilities for developing new products, the extent to which the teams can develop the concepts for their companies is compromised. Resultantly, there is a tendency for the Teamcompanies to focus on service provision with companies focussed on consultancies, real estate, digital marketing and coaching.

Further barriers were experienced in finding the right type of educators and coaches for the course who were skilled and willing to adopt to a different model of education. For this reason, Team Academy generally prefers to recruit coaches from its own graduates, familiar with the method<sup>14</sup>. Resistance from other academics, who may have been threatened by the new model of education or who possess a desire to dominate the programme delivery, has at times also presented issues to Team Academy's development.

The benefits of the Team Academy programme are clear. Firstly, it provides students with a lower risk method of starting a new company than is the did so outside of such a programme, and one that is more likely to result in success.

A secondary benefit of the programme for students is that through the team and collective learning approach, students are brought into contact with an excellent network of entrepreneurial minded people and organisations providing opportunities to locate and get to know potential co-founders, meet potential lead clients or development partners, get to know potential employers as well as to acquire funding from investors.

A number of global trends have been increasingly powering the expansion of Team Academy. The rapid change in the global landscape means that the concept of work is also changing to a similar degree. According to Team Academy management, increasingly, workers require the ability to navigate their own employment path necessitating the development of entrepreneurial thinking and acting. The need to self-teach, adapt and thrive in rapidly changing circumstances, creating ideas and develop markets are becoming ubiquitous capabilities. Developing these forms of adaptability are at the centre of the educational methods and content of Team Academy.

## 10. CONTEXT

Jyväskylä is the largest city in Central Finland, with a population of over 130,000 and has been one of the fastest Finnish growing cities during the 20th century.

Educational services have been a major driver of the population growth, with the student city hosting over 25,000 HEI students at a time. The University of Jyväskylä is a 'traditional' university with nearly 16,000 students in bachelor, masters or PhD programmes. JAMK University of Applied Sciences has 8,000 students housed in four different 'faculties': School of Business and Services Management, School of Technology, Teacher Education College and School of Health and Social Studies. The third

HEI in Jyväskylä is HUMAK University of Applied Sciences, which has a specialisation in cultural management.

Outside the education sector, major industries in Jyväskylä include paper machinery production, IT, and renewable energy although the biggest employers are the City of Jyväskylä, the Central Finland Health Care District, the University of Jyväskylä, and the Air Force Academy.

Jyväskylä currently has a higher than the Finnish average unemployment rate with most workers working in the service sector (78% in 2010). Amongst businesses in Finland, Jyväskylä has an excellent reputation, having topped an image evaluation study among businesses because of its availability of skilled work force, on commercial services, on transport connections, and on geographical location<sup>15</sup>.

The region undertook an extensive study on university-business cooperation in 2014, reviewing the state of University-Business Cooperation in Central Finland. The project named, Operaatio Metsonpesä was funded by the European Commission and run by Business Arena, which outlined a region positively geared for cooperation between the two protagonists.

## **11. KEY SUCCESS FACTORS**

Having the top-level support of the university is one of the most crucial factors in not only Team Academy's founding, but also in their on-going operations. Given that Team Academy offers a bachelor degree and operates within the framework of the university, with the size of the reform in the educational model used by Team Academy, certain administrative freedoms and more flexible administrative process are required. Management of the university provide Team Academy with certain freedoms and relaxed conditions to ensure they can meet their objectives of developing entrepreneurial mind-sets through experiential learning.

A further success factor of Team Academy is the design of the curricula, which provides clear benefits for students. Compared to a traditional university curriculum which relies on lectures, teachers, control, standardised testing and theory-driven learning, the curricula developed by Team Academy offers open learning formats, freedom to follow individual learning paths, experiential / practice-based learning, coaches and outcomes as measurements of success.

This curriculum design is then supported and reinforced by new structures, methods and tools that have been created to support such a learning style. The results are that individual capabilities are fostered in a way that is better suited to the learner but at the same time making them bound to a collective learning environment and in developing entrepreneurial capabilities. Team Academy's complete commitment to this 'flipped-classroom, helps to ensures its success.

Being a three-and-a-half-year bachelor programme in a campus style environment, Team Academy provides the time and space for enduring capabilities, networks and impact to be built, as well as future career paths to be lain, which is a key factor of its success. The community learning model as well as the training sessions to resolve disputes, help to build high levels of trust and cohesion that last well beyond the life of the programme. The lifelong bonds which are created through Team Academy are not only relevant for those going through the programme together, but also for creating a network together with previous Team Academy alumni.



# Further Information

## 12. MONITORING AND EVALUATION

Yearly reviews are undertaken within Team Academy as well as in consultation with the university. The primary focus of the university is on the amount of graduates per year as well as the amount of ECTS per student per year.

The primary indicators monitored by Team Academy management relate to the numbers of applications received, the percentage of students successfully completing the programme, employability statistics of graduates as well as the percentage of Teampreneurs that go onto commence their own entrepreneurial ventures.

In addition, the programme management regularly discusses with students, both past and present, as well as their external network of companies how the programme can be further enhanced to benefit Jyväskylä. This is also can be described as a sustainability measure.

## 13. SUSTAINABILITY MEASURES

The **success of the programme** helps to ensure its sustainability. This is evidenced through high employment rates of student who have gone through Team Academy, high rates of Teampreneurs who go onto to create their own companies and the high international recognition and expansion of the Team Academy programme.

Furthermore, the **high level of documentation of Team Academy processes, systems and methods**, with dedicated training for Teamcoaches helps to ensure that the programme continues to deliver these results.

More recently, feedback and learnings taken from the **international network** applying Team Academy methods provide a further measure of sustainability as each has the autonomy to customise and develop the programme to suit their local needs. This also provides new methods and processes which can be cross-fertilised amongst the network to further ensure Team Academy's sustainability.

## 14. TRANSFERABILITY

The Team Academy model is highly transferable owing to its well-structured and documented approach, which can be adapted to the needs of the host institution. The transferability of this model is evidenced through the rapid expansion of the global network of Team Academy locations.

Whilst Team Academy methods have been originally in management education, they have also been transferred to vocational schools as well as an adult education setting (i.e. further education for adults in working life). It is foreseeable that the methods can be adapted to team building in business environments or to everyday management work where 'coaching approach' is needed.

## 15. AWARDS AND RECOGNITION

'Visit Team Academy and you will discover an amazing school for young entrepreneurs.' - Arie de Geus, Corporate Planning Director (ret.), Royal Dutch Shell & President and Co-Founder of Society for Organisational Learning United Kingdom.

Team Academy has won numerous national awards for its innovative learning methods and development of entrepreneurship. Some awards that have been received by Team Academy include:

- ▶ The Markkinaseppä ('Market Smith') Award (1994, for marketing excellence);
- ▶ Junior Chamber International Finland's Productive Idea Award (1997, in the community category);
- ▶ Young Peoples' Employment Promoter Award, European Union (1999);
- ▶ Education Centre of Excellence (2000, from the Finnish Ministry of Education);
- ▶ Central Chamber of Commerce Finland's cross medal (2000, to Johannes Partanen for developing learning methods that promote entrepreneurship);
- ▶ The Innofinland Prize (2000, for innovative practices);
- ▶ Entrepreneurial Europe Competition, First Prize (2006, for the Y4 ideology);
- ▶ The Chamber of Commerce of Central Finland's 1st Prize of Export (2007);
- ▶ Head Coach Johannes Partanen of Tiimiakatemia Jyväskylä and Rector Jussi Halttunen of JAMK Jyväskylä University of Applied Sciences receive the first Y4 Deed of Entrepreneurship award (5 September 2010);
- ▶ The President of Finland nominates Johannes Partanen, founder of Tiimiakatemia, with the honorary title of Counsellor of Education (26 November 2010); and
- ▶ The World CSR (Corporate Social Responsibility) Organisation nominated Head Coach Ulla Luukas as 'the 50 Most Innovative Leaders'.



## 16. PUBLICATIONS AND ARTICLES

Team Academy (2011). Team Academy Finland's Opening Paper on Exemplars, Opening Paper 1.1 The Academy for Systemic Change, retrieved on 17.11.2016 from <http://www.slideshare.net/Academy4Change/team-academy-finland-an-exemplar-in-education>.

## 17. LINKS

Team Academy

<http://www.tiimiakatemia.fi/en>

<http://tiimiakatemia.ecome.fi/>

<http://tiimiakatemia.com/en>

## 18. CONTACT PERSON



Ulla Luukas,  
Head Coach, Team Academy  
Ulla.Luukas@jamk.fi

## 19. REFERENCES

<sup>1</sup> [www.tiimiakatemia.fi/en/tiimiakatemia/hist/](http://www.tiimiakatemia.fi/en/tiimiakatemia/hist/)

<sup>2</sup> [www.wise-qatar.org/edhub/tiimiakatemia-teamentrepreneurship-unit](http://www.wise-qatar.org/edhub/tiimiakatemia-teamentrepreneurship-unit)

<sup>3</sup> [www.tiimiakatemia.fi/en/tiimiakatemia/tiimiakatemia-nutshell/](http://www.tiimiakatemia.fi/en/tiimiakatemia/tiimiakatemia-nutshell/)

<sup>4</sup> [www.akatemia.org.uk/what-is-team-academy](http://www.akatemia.org.uk/what-is-team-academy)

<sup>5</sup> [www.simplypsychology.org/learning-kolb.html](http://www.simplypsychology.org/learning-kolb.html)

<sup>6</sup> Partanen, J. (2013) The Team Coach's Best Tools, Partus, ISBN 978 952 67298 9 0.

<sup>7</sup> <http://innoveedu.org/en/team-academy>

<sup>8</sup> [http://www.taln.fi/wp-content/uploads/2013/03/Tiimiakatemia\\_Introduction\\_Feb2013c.pdf](http://www.taln.fi/wp-content/uploads/2013/03/Tiimiakatemia_Introduction_Feb2013c.pdf)

<sup>9</sup> Team Academy (2011). Team Academy Finland's Opening Paper on Exemplars, Opening Paper 1.1 The Academy for Systemic Change, retrieved on 17.11.2016 from <http://www.slideshare.net/Academy4Change/team-academy-finland-an-exemplar-in-education>

<sup>10</sup> Team Academy (2011)

<sup>11</sup> Team Academy (2011)

<sup>12</sup> *ibid*

<sup>13</sup> [www.tiimiakatemia.com/en/partus-ltd/tiimiakatemia-methods](http://www.tiimiakatemia.com/en/partus-ltd/tiimiakatemia-methods)

<sup>14</sup> In Finland the situation is different because University personnel needs to have a master degree and in that case we can't recruit Bachelor level graduates

<sup>15</sup> Anna Kivinen (2 December 2011). "Jyväskylän imago kestää edelleen". Keski-suomalainen. Retrieved 26 February 2012.