

Group Dynamics in Entrepreneurial Team Formation – a Case Study

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AIMS OF THE PAPER

In 2010 the innovative Finnish Higher Education model (Tiimiakatemia – Team Academy) was launched at the University of Debrecen. In this system, team entrepreneurs – that is, individuals who have to work together in teams - are developed. In this particular study the authors attempt to analyse how this model can be used in a Team Entrepreneur Education system to build high performing teams and also to determine which tools are best able to enhance its efficiency.

METHODOLOGY

The methods used were in-depth interviews together with a review of the authors' own experiences in the form of a case study. In total, 44 students and 10 team coaches were interviewed.

RESULTS

The respondents recommended the adoption of a Personal Learning Contract (a coaching tool) in Higher Education and also in Team Formation. One-and-a-half years were not enough for the creation of high performance teams, and so for this form of education the study period must be longer.

RECOMMENDATIONS

The use of the Personal Learning Contract may be an answer to the challenges outlined in the literature, and the efficient and effective support of the team coach is necessary if the teams are to be able to complete each phase successfully.

Keywords: high performing teams, Team Academy, Higher Education, learning by doing, team coaching.

INTRODUCTION

The authors invariably work with multiform, smaller or larger teams in the educational process of the university. In this the quality of the nexus between the members of these teams is unimportant in respect of teaching in a traditional way, and consequently, it is irrelevant whether there is interpersonal harmony or disharmony in the group during the lectures. The authors have experienced during their work that personal relationships among students has changed greatly over the last 20 years. They have become rather more detached or isolated, and they prefer organizing themselves only into smaller groups or even cliques. This grouping phenomenon also influences the social life of the students.

These changes developed when the educational system, and especially Higher Education (HE), became mass education. In our opinion, the consequences of this process have been negative in terms of quality standards. Students are weakly motivated and individual performances merely generate data which have no effect on the team. The flexibility of the HE credit system gives the opportunity to graduate from university with a relatively low level of achievement. Due to the high number of students, not only have lectures and seminars become impersonal, but exams also. Most exams are now written and based on knowledge derived simply from reading, rather than generated by creativity, innovative thinking and individuality.

LITERATURE REVIEW

The factors mentioned in the above Introduction were faced when the authors tried in 2010 to launch a new education method at the Faculty of Economics and Business at the University of Debrecen

(now called Team Academy Debrecen). Originally, this was a Finnish method (Tiimiakatemia, established by Johannes Partanen, in Jyväskylä, Finland, in 1993). Its foundations are quite similar to those, detailing the forming and functioning of learning organisations in 'The Fifth Discipline' by Peter Senge. In fact, Senge (1994) named five areas which would not be successful without each other and which: 'How do we create our own reality – and how can we change this?' The five areas are: System Thinking, Personal Direction, Mental Models, Joint Vision and Group Learning. Development of these areas is also a strong basis of Team Academy (Katonáné *et al.* 2017). About the innovative thinking, Professor Ikujiro Nonaka and his friend Hiroaka Takeuchi started a project in the 1970s, studying the innovation process of Japanese companies. Their conclusion was that the innovation process is not only handling information but grasping, creating, utilising, and maintaining knowledge (Nonaka & Takeuchi 1995).

Team Academy, a four-wheel-drive (4WD) learning model developed by Partanen (Toivanen 2014) includes theory (books), a learning contract, dialogue and practical activity with customers' projects (Partanen 2012). The main methods are learning by doing and team learning. Real business projects (Table 1.) offer opportunities to apply the theory studied directly into practice and also provide a platform for students to reflect on theory in the light of their own experiences whilst studying. Students read books which relate to their activity, but do not overload themselves with reading; they read what they need. Teams use dialogue as a tool to share knowledge and think together. 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. In dialogue, people become observers of their own thinking (Árváné *et al.* 2016).

Table 1. Main differences between the traditional education and Team Academy

Traditional education	Team Academy
students	team entrepreneurs
classrooms	an open plan office
teaching	learning
teachers	coaches
simulations	real business
control	self-organizing

Source: Partanen (2012)

Control and self-organization (Table 1.) are also examined in the study by Molnár (2009), where control means that a system adapts to the environment through feedback in accordance with the criteria and the goals, whilst in the case of self-organization the system can change – as also can the goal or the criteria. Hence self-organization already includes the concept of learning. Szilágyi (2017) suggests that self-organized learning is a conscious activity focusing on the learning project determined and prepared by the student. In this process students are the ones who decide the aim of learning, its direction, the information used, the tools for seeking information, the evaluation methods and indicators of learning. The student takes responsibility for his/her learning and manages the development of his/her knowledge either with or without help.

Forming and developing of the team has especially high significance in this educational system. The composition of the team has to be defined precisely, since it has to be totally clear to all members of the team, who is in and who is out of the team. The role of the team coach is decisive in this respect as he observes the team continuously, collects the relevant data and, after analysing the results, may intervene. It is important for the coach always to know where the team is, at which stage of the five they are (according to Tuckman) and how can the team be helped to reach the next level? What kind of environmental effects can influence the team altering its behaviour? How will these changes affect the performance of the team?

At Team Academy Debrecen, the authors would like to develop teams with active homing guidance abilities, in which outstanding individual performances can determine the results of the whole team through a synergic effect. Self-evaluation, regular feedbacks, and the Q47 quality-control method of the TA provide enough motivation for the team for self-development. We try to expand our evaluation system involving the EFQM model (researched and elaborated at our University by Gályász *et al.* (2016).

In this study the authors' aim is to examine the coaching tools suitable for introducing into HE through our specific educational system based on coaching methods. In an earlier study by the authors (Gál *et al.* 2016) four things to their focus in development. These groups are Personal Development (10 tools), Theory (4 tools), Learning by Doing (9 tools) and Cooperation (6 tools) – plus the groups (Table 2) were created from the 30 tools used in Team Academy – essentially related Rocket Model, which provides the basis of the methodology. Among the Personal Development tools, the Learning Contract, training diary, passport, portfolio and values-mission-vision are used as self-coaching tools and serve to improve the self-responsibility of students during their studies.

Table 2. Tools of Team Academy model

	Personal Development	Theory	Learning by Doing in team companies	Cooperation
Tools	Learning Contract; Training Diary; Q47; 360° evaluation; Individual's development discussion; Skill profile; Internal Leadership Program; Passport; Portfolio; Around the World Trip	Book of Books; Bookpoints; Essay Bank; WWW Theory (MOOCS, TED)	Values-Mission-Vision; Pre-Motorola; Post-Motorola; Customer Visit; Birth Giving; HIT Mr Leadership; Brand Envelope; Leading Thoughts; Network Day&Forums	Co-working office; Team coaching; Team learning; Rules of dialogue; Houston calling; Belbin test
	Rocket Model			

Source: Gál *et al.* 2016:3459

Among these tools, the Personal Learning Contract is a tool for self-organized learning, and students sign this contract with themselves. This contract provides space for students to determine their own learning path. The five main questions which they answer in the contract are those of Cunningham (1999) regarding the self-managed learning structure:

- Where have I been? – history
- Where am I now? – current reality
- Where am I going? – vision
- How do I get there? – strategy, actions
- How will I know that I am there?
– measurements, milestones

Group vs. team

It is important to clarify the difference between a group and a team (Popovics *et al.* 2017). Rudas (2016) defines the group as a kind of cooperation between members who perceive each other directly and interact with each other regularly. By contrast, the team consists of persons who have common tasks and aims and depend on each other in respect of information, resources and capabilities. They integrate their strengths to fulfil their common goals. The rules and roles are known and accepted by everyone. The composition of the team is clear for all the people in or out of the team (Horváth – Szabó 2017).

Berne (1996) emphasises some characteristic features of the team. It has main external and internal boundaries. The main external boundary determines who is in and out of the team. The members have regular interaction with each other, and also, of course, with those (e.g. stakeholders), who are outside the boundary. The main inner boundary defines the leadership. According to Berne (1996), a team without leadership is not able to function. It does not necessarily mean a formal position of manager, but an individual's role in the team which is accepted by everyone. This person can also be the team coach or facilitator. In such cases this person has to lead the team without any position. This situation can be more complicated if the members do not work in the same office, as the workspace is where interaction can most easily happen. It should be highlighted that there is a significant difference between team and group. In the team – in contrast to the group – the members work in mutual interdependence. This needs a highly responsible attitude from the members. There should be “we” instead of “I”, team goals instead of individual ambitions, and management of interpersonal relationships instead of self-

management. Working in a group or in a team needs different competences and the authority of the leader and/or coach will also be quite different. Berne said that the teams are characterised by how they can manage the boundaries of their team including the internal, external boundaries as well as the boundaries between the various members. What do these boundaries look like? Are they flexible, accessible or rigid and inflexible? Hence it is an important step in the development of a team that the managing of the boundaries should be adjusted to the goals of the team. If cohesion is to be strengthened, the external boundary should be closed – so avoiding coming-and-going, and the inner boundaries (between members and between membership and leadership also) should be made less tight in parallel, so as to create space for communication and linkage. If the team needs innovation, new, fresh energy should be let into the team; hence the external boundaries should be opened up. If the thinking of some of the members tends to be too one-sided, then those inner boundaries should be loosened which separate the members or department, as this would facilitate communication. Giving common subtasks or projects can also be useful.

Team coaching is the most complex intervention among the various coaching processes. The Team Academy offers excellent philosophy, tools, methods and models for us to undertake team coaching in our educational system. What is the mission of a team coach? According to the TA, the task is to help every member of the team: to get system-wide recognition of themselves, to be able to define themselves, to perceive the reality more consciously, to be able to locate themselves in the stakeholder's world, to be able to observe how they function together and what kind of constructive and destructive processes they have.

Basics of Team Coaching

Team coaching is mentioned with different attributes in the literature, such as Real Time Team Coaching (Mulec & Roth 2005), In-the-Moment team coaching (Anderson *et al.* 2008), Team Effectiveness coaching (Goldberg 2003), but the meaning was nearly in the same in all cases.

Team coaching was defined by numerous authors in recent years. According to Goldberg (2003), team coaching “serves and assists teams in enhancing their effectiveness through real time, practical action learning that generates immediate and cumulative results”.

Clutterback (2009) said that team coaching is such a kind of intervention, which aims learning with which we raise the capability and the performance of the group or the team. For this, team coaching uses the following concepts: supported reflexion, analysis, and motivation for changing (Horváth 2012).

Team coaching is a developmental strategy, with which we (the team coach and the members of the team together) work on the more effective operation of the team.

- First, we establish a diagnosis describing the current features of the team and define their strength and their requirements. We decide the topics to work on together to develop the team.
- The coaching appointments and training are to develop the team; we try to act together to facilitate communication between members and to find solutions to their problems. We verify the effective functional features of the team and determine clearly what the team know now and what their strengths are.
- During coaching, the participants are able to think about themselves as a team and acquire tools to handle following:
 - How to provide space for alternative thinking?
 - How to accept that others can perceive the same reality on differently?
 - How to generate fresh energy from inside?
 - How to distinguish between individual ambition and team needs?
 - How to pledge themselves to actions which serve team purposes? (Horváth – Szabó, 2017)

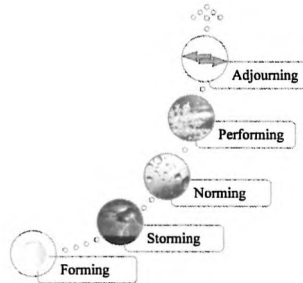
These thoughts show the importance of our study, in which we focus on the team, how it is formed, how it operates and how its dynamics appear.

Tuckman model: Group Development process

Tuckman (1985) named five stages of team formation: forming, storming, norming, performing and adjourning. The model is shown in Figure 1. A new team cannot be expected to perform outstandingly when it first comes together. It takes time to form a team, and they often go through recognizable stages as they change from being a collection of strangers to a united group with common goals. This must first be understood and only then can one help ones team to become effective more quickly. A team coach has to monitor the team and determine which

stage it has reached. It is also important to know that a team can retrogress to an earlier stage if the conditions are changed (e.g. a new member joins the group). The coach can manage these events by careful but conscious intervention.

Figure 1. Tuckman's model: the five stages



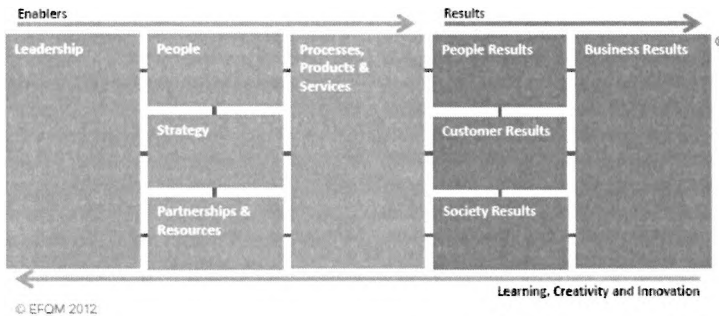
Source: Tuckman, 1985

The EFQM excellence model

People often talk about *excellence*, and in general they feel they are doing an *excellent* job, but what is excellence? *Excellence* is more than just doing well, or being good. Excellence is when people strive to be the best they can be and this applies to organisations as well. The EFQM Excellence Model allows people to understand the cause and effect relationships between what their organisation does and the results it achieves.

There are five 'enabler' criteria (those on the left in Figure 2) concerned with how an organisation does things, and four 'results' criteria concerned with what an organisation has achieved. It helps the teams to understand the role each part of their organisation needs to play in effectively implementing their strategy; whether in an SME, a school or a global company. In Figure 2, below, we can also see percentages, which show us the importance of each element (Integrating Performance 2012).

Figure 2: The EFQM model



Source: Integrating Performance, 2012

To survive in the global competitive market, organizations must understand how they connect with others in their operating environment. The fundamental concept is the values of the excellence model. There are many different ways of achieving excellence, but what is most important is continuous improvement.

Each enabler element of the model has its own focus. *Leadership* should focus on how they lead to deliver a better organization. In their *strategy*, they should decide the organization's long-term aims and how they can achieve them. Regarding *people* they should make the decision how to manage them. In connection with the *partnerships and resources* they should then consider how to make the best use of what they need. Regarding *processes, products and services* they should always improve what they do and they should ensure their customer focus before and after the delivery of products or services.

When considering 'result' elements they need loyal, satisfied *customers*, who use them more; satisfied *people*, who are engaged and want their company to succeed. As a *society result* they should check what is their effect on the outside world and what do they think of the company. And as a *business result* they need to achieve their strategy and long term aims.

METHODOLOGY

The study has two hypotheses. Firstly, in agreement with Aronica and Robinson (2016) that education has two roles – i.e., helping youth to discover the world and helping them to discover their own talent, and also that traditional education has a focus on the first role (discovering the world) the first hypothesis is that the Personal Learning Contract helps young people in exploring their talent, and it also helps them during the team formation phase. This means that the adoption of a Personal Learning Contract strengthens the role of education in helping students to discover themselves, whilst it can make team formation path much smoother.

The second objective of the study was to examine and analyse the team formation process based on Tuckman's model.

In-depth interviews were carried out to underline the two hypotheses. We also examined whether students and team coaches would offer to use Personal Learning Contract in Higher Education, a tool used by all Team Academies.

In the first round, team coaches and teampreneurs (students studying in Team Academy) from Team Academy Debrecen were asked. In the survey, carried out in the spring of 2016, students studying Commerce and Marketing, Tourism and Catering and Finance and Accountancy (but also joining Team Academy Debrecen) were interviewed. The coaches (4 in number) taking part in Team Academy Debrecen education and also the authors of this study gave answers to the questions

and collected their experiences with the use of Personal Learning Contracts in a focus group discussion. Teampreneurs gave the interviews personally. Most of them being part of the Team Academy program formed a closed group with the help of the social media. Of the 75 teampreneurs in the closed group 66 were contacted and 44 answered the questions. The interviews were analysed by content analysis (Lehota 2001).

In the second round of the primary research, teampreneurs and coaches from other parts of Europe applying Team Academy method were questioned. Answers were collected from three universities outside Hungary – Tampere University, Finland, Mondragon University, Spain and the West of England University, UK.

RESULTS AND DISCUSSION

Team formation

In the Team Academy program, team coaching is used alongside other methods such as mentoring, facilitating, coaching and training to develop excellent teams from group of strangers as they came to Team Academy system. That type of ‘hat’ which is needed in the process is used.

The question might arise of why team coaching was the most obvious tool for developing teams. In fact, the basic theoretical knowledge can be acquired from books. Learning the entrepreneurial skills is basically not a problem and can be learned. However, we believe that for someone to become a team entrepreneur it is necessary to have special skills and abilities which cannot be learnt in the traditional educational framework with frontal teaching. Our experience shows that small groups of 12-15 people proved to be the correct size, where appropriate skills and abilities can be developed through training using the dialogue circle. This is the size in which everyone’s knowledge and thoughts effectively can be on the table with respect to certain issues in the dialogues, and so it may have a kind of synergistic as expected to be. Since the implanted knowledge and skills are quite diverse, it allows a multilateral approach, and, given this size of group, progress can be monitored.

Traditionally, team coaching for a company or for a project team is expected to be a relatively short process. Whilst in business such a process may last 4-12 months, in our system each team spent 42 months. This time frame allows a slow but extremely deep learning process, since it is knowledge gained experientially. (We have witnessed

many changes or developments during this time, of course). In our system basically only one coach deals with each team, although we do have experience of different arrangements. We experienced that each member improved a great deal under our system, but their team’s growing maturity, as well as the actual level of excellence achieved was one of the most striking changes noted by the team coaches.

The authors’ aim is to create excellent team entrepreneurs, who are not only products of one special kind of learning organization, but who can also organize successful projects for themselves. In the previous Team Academy learning system (2010-2014), students started their learning process after the 4th semester of the Bachelor level course at university and this process lasted for 3.5 years until the end of the Master degree course. However, between 2014 and 2016 the system had to be changed because of changing regulation, and their learning journey was reduced to only 1,5 years. This short period was not enough for the teams to become high performers. In Team Academy Debrecen students start their process in September of each year.

If Tuckman’s model is taken into consideration, the first 3.5 months is the *forming period* for the groups. They get to know each other. This is the “polite” stage in which the team starts to form. All the team members are trying to figure out what the team concept is. Initially “silent” leaders may take the reins. The team is usually positive for the initial meetings, and no-one has offended anyone else at this point. They try to define the tasks and how they will be accomplished. Here comes the first successful small project. The feelings and behaviour of the members reflect excitement, anticipation and optimism, but they also have fears of the unknown. As a team coach, we have to deal with feelings and behaviour. We support them in terms of their sense of security by clarifying the frames - time frames, goals, roles. We should give them all shareable information and involve them in discovering their common goals.

At the beginning of the next semester they usually establish their own companies, and so the honeymoon is over. They move to the next stage, which is the *storming stage*. The silent leaders may now clash for control of the group. People disagree and may blame the team concept, saying that it doesn’t work. From our experience we can expect conflicts, struggles for authority, criticism, challenges, absenteeism, cliques, defensiveness, competition and choosing sides. There are sharp fluctuations in attitude about

the team and the project's chance of success. The members often argue even when they agree on real issues. The team coach should keep the focus on the positive results and intervene only if someone appears to dominate the others. The team coach should support the team to live and process their emotions. They are beginning to understand one another. This phase sometimes takes 3 or 4 meetings before the norming phase arrives

At the *norming phase* the team starts to work well together, and has turned around from the 'storming' phase. They may start to boast about the team concept to others who are not in the team and will be very positive about their role and team. Often, the team will bounce back and forth between "storming" and "norming" when issues arise. Regression will become rarer and the team will bounce back to "norming" more quickly as the team "matures". This team still takes management direction, but not as much as when storming. The team members have the ability to express criticism constructively. They also attempt to achieve harmony by avoiding conflict. There is more friendliness, confiding in each other, and more sharing of personal problems. The team coach's task is to consolidate the good routines and norms. He mainly operates as an observer and only intervenes if someone breaks the rules. He mainly encourages and supports the members.

The *performing phase* is the level where the team becomes a high-performance team. The team can build on the strengths of the members. They can be given new projects and tasks and accomplish them successfully, and very rarely do they fall back into the "storming" phase. They are a completely self-directed team and require little, if any management direction. The only task for the team coach is to support the team if needed and to help in processing individual questions. In our Team Academy system, it can take 1 year or longer to reach this stage, and this was a real problem to face within (Business Innovation Economist) was elaborated and in 2018 it will be launched for the new volunteers.

As we started our 3.5-year Team Academy system in Debrecen, so we reached the *adjourning phase* - which is the closing period. The teams conclude their common projects, but many relations formed within these teams still continue today. If the team was excellent and successful, this stage is their hardest. The team coach's task is to support the closure and to evaluate.

The application and utility value of the learning contract

The in-depth interviews with coaches strongly support the use of Personal Learning Contracts in Higher Education, and, in explaining their answers, they also emphasized the following points:

- SELF-KNOWLEDGE – A tool for self-knowledge.
- GOAL ORIENTATION, AWARENESS – the Personal Learning Contract is a living document. It helps to formulate individual goals, so students will be purposeful. Awareness merits serious attention; it helps in consciously building their future.
- EVALUATION, REFLECTION – students create an inventory, evaluate their path, what went well and what did not, what they would change, what they have done well, where they would have arrive when doing things differently.
- TEAM, TRUST - helps team-work by building trust. Discovering the Personal Learning Contract of others helps in accepting the others and in building trust between them. The individual, the coach and the team members can give open, honest feedback.

This study also revealed that this tool greatly assists the unique nature of the training which students are undergoing in teams. This is due not only to writing the answer for themselves, but also to sharing them with their peers and with their coaches. They present in front of each other, and so this becomes a clear reference point. It also means that the team will bear it in mind when finding tasks for the members during their projects, as they try to find tasks which are in line with the person's contract, from the field which he or she wishes to develop. It is important to keep personal goals in line with the team's goal, as this means that they will not lose anyone from the team. It was noted that this tool works well if entrepreneurs use it at the beginning of their Team Academy studies and thereafter in every semester. Coaches see added value in requesting the contract in visual form.

Teampreneurs also emphasized the points mentioned by the coaches. These they considered and ranked in terms of importance. The most often used expression in this field was TRACEABILITY. More underlined the importance of the written form, which enables them to refer to it repeatedly most easily. A contract carries more weight if it is in written form.

GOALS, CONSCIOUSNESS and SELF-AWARENESS reached second place. They used the words awareness, purposeful, conscious planning, responsibility, sense of responsibility. Here the appearance of responsibility has to be underlined. SELF-REALISATION was ranked next to self-knowledge, and the answers indicated the important point that a Personal Learning Contract has to take account of actual personal skills and has to build on these skills. TEAM, working in teams also featured in the answers of the teampreneurs, but with the exception of the Spanish teampreneurs (who considered this the most important role in building teams it received less attention than from the coaches).

A new perspective given by the teampreneurs was MOTIVATION: More of them asserted that the preparation of the contract motivated them.

The answers of those who are not in favour of Personal Learning Contract in HE make up 4 groups:

- its application depends on personality,
- it is difficult to find and plan goals,
- there are no consequences from the university side, if you do not succeed,
- rigidity and regulation of the traditional system.

One of the teampreneurs from the first year defined this as follows: *"The traditional system is very rigid; it is difficult to move there. There are rules in them which you have to follow. Personal Learning Contract worked in Team Academy, where the system has more freedom, and I can build my own path, I can develop what I have interest in and define my goals on the basis of these."*

There was only one Hungarian teampreneur who did not recommend a Personal Learning Contract in HE. The answer was as follows: *"The reason why I do not recommend, because this depends on personality whether or not a contract written on a paper helps personal development. For me for example it did not mean anything, it did not help my development, it was only compulsory to do. On the other hand it could be very difficult to build the contract in the frame of the traditional education, because this is not accountable and cannot be forced to the student to take it seriously. This has to be a decision of the student if he/she would like to have his/her goal in a written form like this, or this does not give any extra to him/her."*

Considering these results, we can see that the learning contract helps the students to be goal-oriented, conscious, motivated and increase their self-knowledge. Since in the Team Academy, the team members present their Personal Learning

Contract every semester in front of each other, it can help to foster the team's development as well. If the team members know each other's goals and motivations, it is much easier to fit it into the team's vision and mission. It was experienced many times that in this way the team can handle and go through the storming phase much faster. The authors think that the use of the learning contract is most important in the forming phase (when the teampreneurs get to know each other), and in the norming phase when they set new and more sophisticated rules and goals for their operation.

CONCLUSION

Based on the results, a Personal Learning Contract is a good example to help both personal and team development at Team Academy. Dobos (2013) also suggested the theoretical and practical development of coaching-oriented education opportunities. The results of our primary research show that Team Academy and its tool, the Personal Learning Contract can be a good answer to help coaching-oriented education. The questions of the Personal Learning Contract are also questions of different coaching models. One of these models is the GROW model, whose steps are: defining the goal, exploring the current situation, identifying options, planning the path of the road (Komócsin 2009). The application of a Personal Learning Contract in HE and also in the team formation is recommended by students and coaches alike. The use of the contract can be an answer to the challenges outlined in the literature (Scharmer & Kauffer 2013; Robinson & Aronica 2016), as to how a university can help students to discover their own talent.

Hausmann *et al.* (2011) argue that the secret of modern societies is not that each person holds much more productive knowledge than those in a more traditional society. The secret to modernity is that we collectively use large volumes of knowledge, whilst each of us actually holds only a few 'bits' of it. Society functions because its members form webs that allow them to specialise and share their knowledge with others. The more knowledge ('bits') one holds and the more colourful/diversified are the 'bits' owned by local people, the more they can share and use to build their region. By conferring importance on teams and team learning, the method introduced also helps this process, collectively using volumes of knowledge. The use of Personal Learning Contract with its role played in building both the team and trust creates a higher level in development.

The use of the Personal Learning Contract from entering the program and its continuous updating from semester to semester is important, since in many cases it helps the students to lead and control their own life and also to get to know each other's goals – all to be built into their joint team goals.

In the latest period, our experience shows that, for such skill development, 1.5 years were not sufficient. As could be seen from Tuckman's team development phases, the teams can only reach the "norming" stage, and so there is little chance for the teams to enjoy the benefits of the "performing phase". To be able to become a real team, the trust, the credibility and the permanence of a team coach are essential. The team coach's task is to design a secure environment for the participants in which the clarification of the frames can help. However, the team coach's efficient and effective support is necessary for the teams to be able to complete each phase.

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