

ROUTLEDGE FOCUS

Team Academy in Practice

EDITED BY
BERRBIZNE URZELAI
AND ELINOR VETTRAINO



Team Academy in Practice

Within entrepreneurship education, Team Academy is seen by some as an innovative pedagogical model that enhances social connectivity, as well as experiential, student-centred, and team-based learning. It also creates spaces for transformative learning to occur.

This second book of the Routledge Focus on Team Academy book series includes chapters from contributors working with the TA methodology in academic institutions around the world that discuss the challenges, benefits, and approaches to embedding the TA methodology in practice (around coaching, assessment, transformative learning, partnerships, programme evolution, etc.).

This book is aimed at academics, practitioners, and learners engaged in the Team Academy methodology, pedagogy, and model, as well as those interested in the area of entrepreneurial team learning. Readers will be inspired to innovate in their delivery methodologies and to explore learning-by-doing approaches to creating value. The book also aims to challenge the discourse around entrepreneurship and entrepreneurial activities, offering insights, research, stories, and experiences from those learning and working in the Team Academy approach.

Dr Berrbizne Urzelai is Team Coach and Senior Lecturer in areas of International Management and Entrepreneurship at the University of the West of England, UK.

Dr Elinor Vettraino is Head Coach and Programme Director of the Business Enterprise Development portfolio at Aston University, UK.

Routledge Focus on Team Academy

Series Editors – Berrbizne Urzelai and Elinor Vettrains

Higher Education organizations (HE) operate in an environment that continuously pushes towards innovation by educators. From this perspective, Team Academy is seen as an innovative pedagogical model that enhances social connectivity, as well as experiential, student-centred, and team-based learning. It also creates spaces for transformative learning to occur.

Since its creation in Finland in 1993, the number of institutions adopting this approach has been expanding in many parts of Europe and beyond, and it is increasingly attracting the interest of organizations that want to adopt a model that emphasizes the transversal competences and skills acquired by its entrepreneurial learners. The aim of this series is to compile the different research, experiences, and stories about the Team Academy phenomenon throughout its worldwide network.

The audience of the books is multidisciplinary, directed to academics and practitioners. Entrepreneurial education and research has traditionally been focused on the individual entrepreneur. However, in the current business scenario, entrepreneurs' teamwork efforts, social capital, and networking skills are essential to face the entrepreneurial issues and challenges that they currently face. The books adopt a Team Academy pedagogical approach that focuses on critical factors such as team and experiential learning, leadership, or entrepreneurial mindset, which makes this collection a key information source for those looking at new directions of entrepreneurship education and practice.

Team Academy and Entrepreneurship Education

Edited by Elinor Vettrains and Berrbizne Urzelai

Team Academy in Practice

Edited by Berrbizne Urzelai and Elinor Vettrains

Team Academy: Leadership and Teams

Edited by Elinor Vettrains and Berrbizne Urzelai

Team Academy in Diverse Settings

Edited by Berrbizne Urzelai and Elinor Vettrains

Team Academy in Practice

**Edited by Berrbizne Urzelai and
Elinor Vettrano**

First published 2022
by Routledge
605 Third Avenue, New York, NY 10158

and by Routledge
4 Park Square, Milton Park, Abingdon, Oxon, OX14 4RN

*Routledge is an imprint of the Taylor & Francis Group, an
informa business*

© 2022 selection and editorial matter, Berrbizne Urzelai and
Elinor Vettrains; individual chapters, the contributors

The right of Berrbizne Urzelai and Elinor Vettrains to be
identified as the authors of the editorial material, and of the
authors for their individual chapters, has been asserted in
accordance with sections 77 and 78 of the Copyright, Designs,
and Patents Act 1988.

All rights reserved. No part of this book may be reprinted or
reproduced or utilized in any form or by any electronic,
mechanical, or other means, now known or hereafter invented,
including photocopying and recording, or in any information
storage or retrieval system, without permission in writing from
the publishers.

Trademark notice: Product or corporate names may be
trademarks or registered trademarks, and are used only for
identification and explanation without intent to infringe.

Library of Congress Cataloguing-in-Publication Data
A catalogue record for this title has been requested

ISBN: 978-0-367-75595-9 (hbk)
ISBN: 978-0-367-75596-6 (pbk)
ISBN: 978-1-003-16311-4 (ebk)

DOI: 10.4324/9781003163114

Typeset in Times New Roman
by MPS Limited, Dehradun

*To my colleagues from Mondragon, Valencia, and UWE.
Thank you for stimulating my hunger for learning.*

- Dr Berrbizne Urzelai

*For the first pancake, I helped to cook - Dominique, Faye,
Sophie, Matthew, Jordan, and Raif. Thank you for the learning.*

- Dr Elinor Vettraino



Taylor & Francis

Taylor & Francis Group

<http://taylorandfrancis.com>

Contents

<i>List of Figures</i>	ix
<i>List of Tables</i>	x
<i>Acknowledgements</i>	xi
<i>List of Contributors</i>	xii
Introduction: Team Academy in Practice BERRBIZNE URZELAI AND ELINOR VETTRAINO	1
1 On the Matter of Evidencing Transformative Learning in Enterprise/Entrepreneurship Education ELINOR VETTRAINO AND COLIN JONES	6
2 Programme Evolution, Success Factors, and Key Challenges: The Case of Team Entrepreneurship at UWE, Bristol BERRBIZNE URZELAI AND LAUREN DAVIES	21
3 HES-SO Business Team Academy: How to Evaluate Without Exams? ANTOINE PERRUCHOUD AND LIONEL EMERY	42
4 Fostering Students' Motivation to Be and Stay in Action OLGA BOURACHNIKOVA AND CAROLINE MERDINGER- RUMPLER	61

5	Developing a Sister Programme—The First of its Kind	73
	POLLY WARDLE	
6	Exploring a Hybrid Approach of Team Academy Model in the Conventional Entrepreneurship Postgraduate Programme	86
	NAN JIANG	
7	How to Develop Team Coaches at Team Academy: Different Contexts, Multiple Paths	99
	GABRIEL FAERSTEIN	
8	Mondragon Team Academy and LEINN Degree: From an Educational Revolution to a Global Social Innovation Inter-cooperation Network	117
	JOSE MARIA LUZARRAGA MONASTERIO, MARKEL GIBERT, BERTA LAZARO, AITOR LIZARTZA, AND BERRBIZNE URZELAI	
	Concluding Thoughts: Contributors' Conversation	140
	BERRBIZNE URZELAI AND ELINOR VETTRAINO	
	<i>Index</i>	154

Figures

2.1	Curriculum design process	23
2.2	UWE team entrepreneurship strands	27
2.3	Theory-Practice matrix	29
3.1	Comparison between project hours to do and project hours completed (Andromeda)	45
3.2	Adapted from Kolb's learning cycle	45
3.3	21 competences targeted	46
3.4	Example of the <i>leadership</i> competence	47
3.5	Automated mapping of learning portfolios over 1 semester via our platform hazu.teamacademy.ch .	48
3.6	Level of satisfaction with the evaluation process	50
3.7	Level of usefulness of the parts of the evaluation	51
3.8	Level of satisfaction of the parts of the evaluation	53
7.1	Team coach success: Different contexts, multiple paths	100
7.2	Model for the learning journey towards Team Coach success	111
8.1	Framing MTA-LEINN core ingredients	122
8.2	MTA Falkon Model	129
8.3	MTA World Learning ecosystem	132

Tables

1.1	Meizrow's (1991) 10 stages of transformative learning	8
2.1	Student enrolment	22
2.2	Stages of self-directed learning	33
2.3	Method versus process	35
2.4	Success factors and challenges in the UWE TE programme evolution	38
3.1	Evaluation of the learning path module (1st year)	59
3.2	Evaluation of the portfolio of competences module (1st year)	60
6.1	Examples of institutional conflicts and resolution strategy from the case of EE	91
7.1	A framework of modes of awareness for team coaching practice	102
7.2	Functions of the coach concerning the content	104
7.3	Functions of the coach concerning the procedure	104
7.4	Functions of the coach concerning the interaction	105
7.5	Effective coaching on an emotional level	105
7.6	Highly relevant success factors at Team Academy	106
7.7	Sample initial training curriculum – To be further developed based on context	113
8.1	MTA-LEINN Labs worldwide	120
8.2	LEINN competency profile	131
8.3	The team coaches way	131

Acknowledgements

We would like to thank all of the contributors for their stories, and the learners, researchers, and practitioners for their commitment to exploration and learning-by-doing. Without them, this book wouldn't have been possible.

Dr Berrbizne Urzelai and Dr Elinor Vettraino

Contributors

Berrbizne Urzelai, Team Coach, and Senior Lecturer, University of West of England, UK: Dr. Berrbizne Urzelai is Team Coach and Senior Lecturer at the University of the West of England (UWE), Bristol (UK). Her teaching and research work is on Strategic Management, International Business, and Entrepreneurship. She holds an international PhD (Hons) in Economics and Business Management (University of Valencia), an MSc in East Asian Studies (University of Bristol), and an MBA (Mondragon University). She is also a Fellow of HEA. She has experience in working at different institutions applying for Team Academy programmes in different countries. Her research is related to international business, agglomeration economies, social capital, and knowledge management as well as TA-related country and model comparisons. Her research has received several awards (best paper 2017 XXVII ACEDE, best doctoral communication 2015 Torrecid, PhD. Scholarship, etc.). She is a member of different research groups, GESTOR (Organizational Geostrategy: Clusters and Competitiveness) at the University of Valencia and BLCC (Bristol Leadership and Change Centre) at UWE. Publications available here: <https://people.uwe.ac.uk/Person/Berrbizne2Urzelai>.

Elinor Vettraino, Programme Director and Head Coach, Aston University, UK: Dr. Elinor Vettraino is Head Coach and Programme Director of the Business Enterprise Development portfolio at Aston University, Birmingham, (UK). She also leads the Aston Business Clinic. She is the Founder and Director of Active Imagining, an organizational development, and leadership consultancy. She is also a Director of Akademia UK through which she runs training for academics, consultants, and practitioners who are developing a programme of learning based on the principles of

the Team Academy model. Elinor has a DEd Psychology (University of Dundee) and is a Senior Fellow of HEA, and a Chartered Fellow/Chartered Manager of CMI. Her research is currently based on understanding how the Team Academy model supports transformational learning for participants, and how the application of arts-based pedagogies might support the development of negative capability in team coaches and team entrepreneurs.

Colin Jones, Associate Professor, and Senior Academic Developer, University of Southern Queensland: Associate Professor Colin Jones is a Senior Academic Developer at the University of Southern Queensland (USQ). During the last 20 years, Colin has been a strong advocate for innovative approaches to enterprise and entrepreneurship education, and education more generally. The focus of Colin's research is on the development of student agency, transformative learning, signature pedagogies, the scholarship of teaching and learning (SoTL), firm survival, and ecological approaches to social phenomena. Colin currently is interested in exploring the limitations placed on learning by the actions of educators.

Lauren Davies, Lecturer, University of West of England, UK: Lauren (MSc, BA (Hons), FHEA, FIEEP) is a Director of Enterprise Educators UK and a Lecturer in Enterprise and Entrepreneurship/ Team Coach at the University of the West of England. Lauren's role involves coaching a team of undergraduate students on the Team Entrepreneurship programme, adopting the innovative Team Academy model of team-based, experiential, self-managed entrepreneurial learning. Lauren worked alongside the Programme Lead on the revalidation of the programme in 2019–20, launching a new programme design in 2020. Lauren also teaches on Enterprise and Entrepreneurship, a first-year undergraduate module within the Business Management pathways with circa 1000 students enrolled. Her experience thus ranges from delivering a specialist entrepreneurship education programme to large-scale entrepreneurship education delivery.

Antoine Perruchoud, Professor HES, Head of Team Academy HES-SO, HES-SO Valais-Wallis, Switzerland: Professor HES, Head of HES-SO Team Academy and Delegate professor of the faculty economy and services for the Master Innokick at HES-SO. Antoine Perruchoud is an academic and practitioner with years of interest and

experience in developing and teaching innovation, business models and entrepreneurship. He initially studied at the Swiss University of Fribourg (BA in Business Administration) and afterwards at the US Western Washington University (MSc in sustainable development). He moved on to become a scientific collaborator at the Swiss Federal Agency for the Environment. Following this Antoine started as a professor at the HES-SO Valais. Here he initiated a new entrepreneurship programme: Business Experience. In the Master of Advanced Studies “Quality & Strategy Management”, he has been responsible for the course in Innovation Management since 2008. Lastly, Antoine launched in 2017 the first Team Academy bachelor in Switzerland: a disruptive pedagogical model based on “learning by doing” and “team learning”. As co-founder of Keylemon.com and as a passionate snow sports instructor he always explores new business and “freeriding” opportunities.

Lionel Emery, Team Coach, and Academic collaborator: Lionel Emery obtained a Master in Business Administration (MSc, BA). In his master’s work, he was interested in management practices and project management methods in startups and thus developed an expertise in these fields. He completed his training with a diploma in team coaching (Team Mastery, UK) performed in an international context (England and Finland). In 2017, he actively participated in the launch of the first Team Academy in Switzerland and is currently a team coach and academic collaborator within this programme. Lionel is also involved as a team coach with the students of the “Business eXperience” entrepreneurship training programme.

Olga Bourachnikova, Associate professor, Strasbourg Business School, University of Strasbourg, France: Olga Bourachnikova joined the Strasbourg Business School as an associate professor in Finance. The discovery of Team Academy in Finland led her to transform her professional career. In 2011, she co-created the Team Entrepreneur Bachelor programme she coordinates and team-coaches ever since. Her research subjects are related to the learning by doing and the teftanam learning pedagogical issues. Focused on the individual, she questions to what extent the Team Academy approach helps the student to become more autonomous and competent.

Caroline Merdinger-Rumpler, Associate professor, Strasbourg Business School, University of Strasbourg, France: Caroline Merdinger-Rumpler is an associate professor in Management Science at the

Business School of the University of Strasbourg. She is the coordinator of the post-professional “Management of Health and Medico-Social Organizations” Master’s Degree. Her research interests mainly deal with strategic and organizational issues faced by Health Organizations (change management, marketing), with an extra focus on organizational human behaviours and patient/employee empowerment. Her recent involvement in the Team Entrepreneur Bachelor programme as a team coach has led her to investigate more deeply learning and pedagogical research questions.

Polly Wardle, Head of Education, Bristol City Robins Foundation, UK: Polly Wardle is Head of Education at Bristol City Robins Foundation. In this role, Polly manages a department of 20 staff, accountable for over 200 students ranging from level 2 to degree programmes. Using the power of sport, particularly football, these programmes inspire learners who might not have flourished in traditional educational settings. Polly programme leads the BA (Hons) Sports Business and Entrepreneurship degree based at Ashton Gate stadium and has been a team coach on the programme for 4 years using the Team Academy methodology.

Nan Jiang, Senior Lecturer in Entrepreneurship, Coventry University London Campus, UK: Dr Nan Jiang is an award-winning entrepreneurship educator supporting students in experiential learning. As a team entrepreneurship coach, she supports young aspiring entrepreneurs in their venture creation process. She researches entrepreneurship education, enterprise practice, entrepreneurial identity construction strategy and family business succession. She works closely with accelerators, entrepreneurs, and industry partners to deliver the best learning experience to students that also add value to her research. She has presented research in academic conferences worldwide, such as Babson College Conference, British Academy of Management, and Institute for Small Business and Entrepreneurship. Her recent publications include an article in the International Journal of Small Business and a book chapter on Women’s Involvement in Chinese family businesses.

Gabriel Faerstein, Team Coach, & Programme Manager, Team Academy Amsterdam, The Netherlands: Gabriel is passionate about Entrepreneurship, Education & Innovation. Since the beginning of his professional career, he has combined the three fields to contribute to a sustainable future. He has led my own ventures, consulted for corporates, scale-ups & governmental institutions, and finally team

coaching and education management. In 2014, Gabriel moved from Brazil to The Netherlands, to follow the Team Academy Amsterdam programme. After graduating, he was invited to continue on as a Team Coach and a Programme Manager – further contributing to the impact of this innovative educational model.

Jose Maria Luzarraga Monasterio, Co-founder and team coach, MTA-Mondragon Unibertsitatea, Basque Country (Spain): Dr. Jose Mari Luzarraga is the Co-founder & alma mater of Mondragon Team Academy (MTA World www.MTAworld.com) & LEINN degree. He is an ASHOKA Fellow since December 2015. Senior lecturer at Mondragon University since 2004 lecturing in MBA and masters specialized in Global Business, co-operatives, social entrepreneurship & CSR strategies. International researcher of MIK (Mondragon Innovation Knowledge) research centre. Visiting professor at NEWSCHOOL from New York. Speaker at several international conferences in India, Norway, Chile, Mexico, Colombia, USA (World Bank Youth Summit), Saudi Arabia, China & Brazil, he has collaborated in research projects with different universities as CEIBS (Shanghai), Tecnologico de Monterrey (Mexico) or Harvard Business School (Boston). Serial social entrepreneur having co-founded several social business startups such as “Viaje Solidario” a responsible tourism platform (2004), Empathya Consulting: CSR & leadership consulting (2005), “EusKalAsia” Basque Country & Asia platform (2006), Mondragon Team Academy – MTA (2008), TZBZ innovation consultancy (2012), MTA China (2014), Impact HUB Shanghai (2016), INNKUBO BlockChain Technologies (2018), ABORA Ltd (2018), MTA Afrika S.Coop (2019), OX Riders Ltd electric motorbikes (2019). Advisory Board member of TZBZ S.Coop, DOT S.Coop, OX Riders Ltd.

Markel Gibert, CEO, Travelling U- Tazebaez, Basque Country (Spain): Team entrepreneur in Mondragon Team Academy and the first generation of LEINN degree. He co-founded Tazebaez S.coop. a Social Innovation Consultancy in 2012, where nowadays employ more than 40 people in a cooperative manner. Within this consultancy, he founded Travelling U in 2016, a disrupting learning platform, that creates a world campus for human potential. They run social innovation and entrepreneurship programmes in more than 5 countries, with open innovation laboratories in Shanghai, Seoul, Berlin, and Bilbao. Collaborative and cooperative human beings focused on launching different projects and businesses to create positive impact.

Berta Lazaro, Co-founder of Teamlabs, Team Labs, Spain: Co-founder of Teamlabs, education company since 2010. Learning and Innovation Facilitation Master LIT 2021, Humanity and Education Faculty University of Mondragon. 2021. Team Mastery Jyvaskyla University Finland, 2012. Urban Design Master University of Berkeley 2008. Architect from Navarra University 2002. Designer of team learning laboratories, freedom contexts to learn in teams through social impact projects that will generate great value for society. Working on the perimeters of different disciplines to diversify learning processes for institutions, organizations, companies, and people. Researching about real-life learning experiences, creating the “Learning by billing” methodology.

Aitor Lizartza, Academic Coordinator in Entrepreneurship, Mondragon Unibertsitatea, Basque Country (Spain): Aitor Lizartza is Doctor by Mondragon Unibertsitatea in business management with the thesis of “Key factors for the creation of biotech companies in the Basque country” since February 2009. He has participated in several research projects in entrepreneurship and innovation. International Master in Jyväskylä Applied Sciences University (Tiimiakatemia Finland). Co-founder of Mondragon Team Academy entrepreneurship unit in Mondragon University and design of the degree in entrepreneurial leadership and innovation (LEINN), verified by ANECA (Spanish accreditation entity) in 2009 and first official title on entrepreneurship (accredited in March 2017). From 2016 Mondragon Team Academy-Entrepreneurship Coordinator in Mondragon University (Faculty of Business).



Taylor & Francis

Taylor & Francis Group

<http://taylorandfrancis.com>

Introduction

Team Academy in Practice

Berrbizne Urzelai and Elinor Vettraino

Team Academy: Philosophy, Pedagogy, and Process

Within Entrepreneurship Education, Team Academy (TA) is seen by some as an innovative pedagogical model that enhances social connectivity, as well as experiential (Kolb, 1984; Kayes, 2002), student-centred (Brandes & Ginnis, 1986), and team-based learning (Senge 1990). It also creates spaces for transformative learning to occur (Mezirow, 2008, 1991, 1998).

“If you really want to see the future of management education, you should see Team Academy,” commented Peter Senge (2008) over a decade ago about TA and since its inception in JAMK - the university of applied sciences, Jyväskylä, Finland in the early 1990s, educators and practitioners engaging in TA based programmes have continuously pushed at the innovation boundaries of more traditional teaching approaches to education.

TA is often referred to as a model of entrepreneurship education. There are certain tools, techniques, and approaches that are used within the delivery of a TA-based programme that would support the idea of this being a framework or model that can be applied in different contexts. However, TA is a complex concept appearing not just as a model of activity, but as a pedagogical approach to learning and as a process of self (personal and professional) development. As a pedagogical approach, TA draws on the concept of heutagogical learning (Hase & Kenyon, 2001; Blaschke & Hase, 2016) to develop learners’ capacity for self-determination in relation, not just to their academic work, but to their entrepreneurial ventures and their personal and professional development.

Since its creation, the number of institutions adopting this approach has been expanding in many parts of Europe and beyond, and it is increasingly attracting the interest of organizations that want to adopt

2 *Berrbizne Urzelai and Elinor Vettrains*

a model that emphasizes the transversal competences and skills acquired by its entrepreneurial learners.

Why This Book Series, and Why Now?

Berrbizne: The idea of publishing a Team Academy (TA) book for me started back in 2017 when I began working in the UK, because I could see that there were many differences between how TA was run in Mondragon (Basque Country) and at UWE (UK). In November that year, I met with an editor from Routledge and shared some of my ideas which he became excited about. However, it was not until March 2018 that I really started to put some ideas together for the project. I was already in touch with Elinor Vettrains, co-editor of this series, at that time as we were working on several cross-university projects and I remember a conversation I had with her over dinner in Finland in January 2018 (*Timmiakatemia's* 25th Anniversary). Essentially, we were discussing why it was that not many people knew about TA even within our institutions. How could it be possible that we were not using the amazing global network more effectively?

Elinor: In June 2018, the Team Academy UK community had their annual meeting event – the TAUK Gathering. During this connection, a number of team coaches met and reflected together about how research could actually inform our team coaching practice, programme design, pedagogical thinking, etc. I was keen to organise a Team Learning Conference where we could invite people from TA but also other EE practitioners and academics to present their work and share their knowledge. At this point, Berrbizne and I realised that we had an opportunity to pool our interests together and publish a book for dissemination as well as organise a conference to share knowledge and practice.

Berrbizne: I was about to go on maternity leave so I thought ... this is the moment! I need to do something during this time, so let's work on the book proposal. We created a call for chapters and started reaching out to people from our network to invite them to send us an abstract. The response was great and we ended up working on a proposal that had too many chapters so Routledge suggested a book series instead. We didn't want to leave people out of this so we thought *let's do it!*

The rest, as they say, is history!

The Aim of the Series

Surprisingly there is very little published research about the theory and practice behind the Team Academy model so this book series aims to change that position.

We have 4 main objectives through this project:

- Challenge the existing discourse around entrepreneurship, entrepreneurial activities, and enterprise education, and act as a provocation to generate new knowledge based on team learning and generating networks of teams.
- Collate research, narratives about practice, and the experiences of academics, team coaches, and team entrepreneurs who have worked with and through the Team Academy model of learning, and offer new insights to those engaged in developing entrepreneurial education.
- Inspire academics and practitioners to innovate in their delivery methodologies and to explore learning-by-doing approaches to creating value.
- Show the diversity of approaches that exist within the TA network (different institutions, countries, designs, etc.).

We wanted to compile the different research, experiences, and stories about the Team Academy phenomenon throughout its worldwide network. This included research but also narrative journeys, reflections, and student voices. This will allow us to get TA on the map when it comes to research as we wanted to show that because you work in TA doesn't mean you can't be a researcher.

There is not a single TA model as different institutions have applied this approach in different ways, so we wanted to celebrate the diversity within the model, and create an international network of practitioners and researchers that work around it. This will not only inform our practice but also offer it externally as something to be explored by other educators that is different from traditional learning and teaching models.

The Story of *Team Academy in Practice*

This second book of the *Routledge Focus on Team Academy* series collates research and stories about the experiences of academics and team coaches who have been driven by or worked with and through the Team Academy model of learning.

4 *Berrbizne Urzelai and Elinor Vettrains*

Programmes around the world implementing TA methods will explore how for instance, experiential learning, transformative learning, or competence-based learning is applied in their local contexts. Authors will discuss pedagogical designs in different settings, propose innovative assessment strategies, and reflect on how pedagogical factors influence, for instance, student motivation and engagement. The fact is that cooperative partnerships have made TA programmes grow and expand to different countries (i.e. China, India, Africa), disciplines (i.e. sport entrepreneurship), and levels (i.e. postgraduate degrees) but that expansion is not easy and often faces institutional barriers.

Throughout these war stories in this book, the readers will understand how that expansion was made possible, and which impact that had. The learnings from this book will also help the reader reflect on how the different TA programmes need to adapt to serve young team entrepreneurs that work in a *globally* interconnected world. This all will not be possible without the team coaches that support these learners throughout their journey of self-learning, real projects, and business. Thus, the book also includes a chapter around the training and development framework of team coaches that help comprehend the activity undertaken within this global TA system and leaves the opportunity for organizations to further build it based on their specific contexts.

References

- Blaschke, L. M. & Hase, S. (2016). Heutagogy: A holistic framework for creating 21st century self-determined learners. In B. Gros and M. Maina Kinshuk (eds). *The future of ubiquitous learning: Learning designs for emerging pedagogies*, NYC: Springer, pp. 25–40.
- Brandes, D. & Ginnis, P. (1986). *A guide to student centred learning*. Oxford: Blackwell.
- Hase, S. & Kenyon, C. (2001). Moving from andragogy to heutagogy: Implications for VET. Proceedings of Research to Reality: Putting VET Research to Work: Australian Vocational Education and Training Research Association (AVETRA), Adelaide, SA, 28-30 March, AVETRA, Crows Nest, NSW.
- Kayes, D. C. (2002). Experiential learning and its critics: Preserving the role of experience in management learning and education. *Academy of Management Learning & Education*, 1(2), pp. 137–149. 10.5465/amle.2002.8509336
- Kolb, D.A. (1984) *Experiential learning: Experience as the source of learning and development*. Englewood Cliffs, NJ: Prentice-Hall, Inc.
- Mezirow, J. (1991). *Transformative dimensions of adult learning*. San Francisco: Jossey-Bass.

- Mezirow, J. (1997). Transformative learning: Theory to practice. In P. Cranton (Ed.), *Transformative learning in action. Vol. 74: New directions for adult and continuing education* (pp. 5–12). San Francisco: Jossey-Bass.
- Mezirow, J. (2008). An overview on transformative learning. *Lifelong learning*, 40–54.
- Neck, H.M., Greene, P.G. & Brush, C.G. (2014). *Teaching entrepreneurship: A practice-based approach*. Edward Elgar, Cheltenham, UK.
- Senge, P. (2008). Peter Senge - Team Academy. Tiimiakatemia Global Ltd, YouTube channel.
- Senge, P. (1990). *Fifth discipline: The art and practice of the learning organization*. London: Century.

Introduction

- Blaschke, L. M. & Hase, S. (2016). Heutagogy: A holistic framework for creating 21st century self-determined learners. In B. Gros and M. Maina Kinshuk (eds). *The future of ubiquitous learning: Learning designs for emerging pedagogies*, NYC: Springer, pp. 25–40.
- Brandes, D. & Ginnis, P. (1986). *A guide to student centred learning*. Oxford: Blackwell.
- Hase, S. & Kenyon, C. (2001). Moving from andragogy to heutagogy: Implications for VET. *Proceedings of Research to Reality: Putting VET Research to Work: Australian Vocational Education and Training Research Association (AVETRA)*, Adelaide, SA, 28-30 March, AVETRA, Crows Nest, NSW.
- Kayes, D. C. (2002). Experiential learning and its critics: Preserving the role of experience in management learning and education. *Academy of Management Learning & Education*, 1(2), pp. 137–149. 10.5465/amle.2002.8509336
- Kolb, D.A. (1984) *Experiential learning: Experience as the source of learning and development*. Englewood Cliffs, NJ: Prentice-Hall, Inc.
- Mezirow, J. (1991). *Transformative dimensions of adult learning*. San Francisco: Jossey-Bass.
- Mezirow, J. (1997). Transformative learning: Theory to practice. In P. Cranton (Ed.), *Transformative learning in action*. Vol. 74: *New directions for adult and continuing education* (pp. 5–12). San Francisco: Jossey-Bass.
- Mezirow, J. (2008). An overview on transformative learning. *Lifelong learning*, 40–54.
- Neck, H.M. , Greene, P.G. & Brush, C.G. (2014). *Teaching entrepreneurship: A practice-based approach*. Edward Elgar, Cheltenham, UK.
- Senge, P. (2008). Peter Senge - Team Academy. Tiimikatemia Global Ltd, YouTube channel.
- Senge, P. (1990). *Fifth discipline: The art and practice of the learning organisation*. London: Century.

On the Matter of Evidencing Transformative Learning in Enterprise/Entrepreneurship Education

- Arpiainen, R. , Lackéus, M. , Täks, M. & Tynjälä, P. (2013). The sources and dynamics of emotions in entrepreneurship education learning process. *Trames*, 17(4), pp. 331–346. DOI: 10.3176/tr.2013.4.02
- Barnett, R. (2004). Learning for an unknown future. *Higher Education Research & Development*, 23(3), pp. 247–260. DOI: 10.1080/0729436042000235382
- Becker, K. & Renger, R. (2017). Suggested guidelines for writing reflective case narratives: Structure and indicators. *American Journal of Evaluation*, 38(1), pp. 138–150. DOI: 10.1177/1098214016664025
- Cagney, A. (2014). Transformative learning. In D. Coghlan and M. Brydon-Miller (Eds.), *The SAGE encyclopedia of action research*. California: Sage Publications.
- Corlett, S. (2012). Participant learning in and through research as reflexive dialogue: Being 'struck' and the effects of a recall. *Management Learning*, 44(5), pp. 453–469. DOI: 10.1177/1350507612453429
- Cranton, P. (2016). *Understanding and promoting transformative learning: A guide to theory and practice*. Virginia: Stylus Publishing.
- Cox, R. (2017). *Assessing Transformative Learning: Toward a Unified Framework*. Available at: https://trace.tennessee.edu/utk_graddiss/4616, (accessed on

20/8/2019).

- Cunliffe, A. (2002). Reflexive dialogical practice in management learning. *Management Learning*, 33(1), pp. 35–61. DOI: 10.1177/1350507602331002
- Cunliffe, A. (2004). On becoming a critically reflexive practitioner. *Journal of Management Education*, 28(4), pp. 407–426. DOI: 10.1177/1052562904264440
- Denzin, N. (1970). *The research act in sociology*. Chicago: Aldine.
- Freire, P. (1974). *Pedagogy of the oppressed*. New York: Seabury Press.
- Gibb, A. (1993). Enterprise culture and education: Understanding enterprise education and its links with small business, entrepreneurship and wider educational goals. *International Small Business Journal*, 11, pp. 11–34. DOI: 10.1177/026624269301100301
- Hägg, G. (2018). The reflective novice entrepreneur: From habitual action to intelligent action using experience-based pedagogy as a vehicle for change. In A. Fayolle (Ed.), *A research agenda for entrepreneurship education*, Cheltenham, UK and Northampton, MA, USA: Edward Elgar Publishing.
- Hannon, P. (2005). Philosophies of enterprise and entrepreneurship education and challenges for Higher Education in the UK. *International Journal of Entrepreneurship and Innovation*, 6(2), pp. 105–114. DOI: 10.5367/0000000053966876
- Jones, C. (2007). Creating the reasonable adventurer: The co-evolution of student and learning environment. *Journal of Small Business and Enterprise Development*, 14(2), pp. 228–240. DOI: 10.1108/14626000710746664
- Jones, C. (2019). *How to teach entrepreneurship*. Cheltenham, UK and Northampton, MA, USA: Edward Elgar Publishing.
- Kemp, M. (2001). Fictioning identities: A course on narrative and fictional approaches to educational practice. *Reflective Practice: International and Multidisciplinary Perspective*, 2(3), pp. 345–355. DOI: 10.1080/14623940120103077
- Levy, J. (2008). Case studies: Types, designs and logics of inference. *Conflict Management and Peace Science*, 25(1), pp. 1–18. DOI: 10.1080/07388940701860318
- Lourenço, F. & Jones, O. (2006). Developing entrepreneurship education: Comparing traditional and alternative teaching approaches. *International Journal of Entrepreneurship Education*, 4, pp. 111–140.
- Mezirow, J. (1978). Perspective transformation. *Adult Education*, 28(2), pp. 100–110. DOI: 10.1177/074171367802800202
- Mezirow, J. (1991). *Transformative dimensions in adult learning*. San Francisco: Jossey-Bass.
- Mezirow, J. (2000). *Learning as transformation: Critical perspectives on a theory in progress*. San Francisco: Jossey Bass.
- Mezirow, J. (2008). An overview of transformative learning. In J. Crowther and P. Sutherland (Eds.), *Lifelong learning: Concepts and Contexts*. London: Routledge.
- Mezirow, J. & Marsick, V. (1978). *Education for perspective transformation: Women's re-entry programs in community colleges*. New York: Columbia University Press.
- Neck, H. , Greene, P. & Brush, C. (2014). *Teaching entrepreneurship: A practice-based approach*, Cheltenham, UK and Northampton, MA, USA: Edward Elgar Publishing.
- Pittaway, L. & Cope, J. (2007). Stimulating entrepreneurial learning: Integrating experiential and collaborative approaches to learning. *Management Learning*, 38(2), pp. 211–233. DOI: 10.1177/1350507607075776
- QAA (2018). *Enterprise and entrepreneurship: Guidance for UK higher education providers*, available at: <http://www.qaa.ac.uk/en/Publications/Documents/Enterprise-and-entrepreneurship-education-2018.pdf> (accessed September 14 , 2019).

- Simons, H. (2014). Case study research: In depth understanding in context. In P. Leavy (Ed.), *The Oxford handbook of qualitative research*. New York: Oxford University Press.
- Taylor, E. W. (2007). An update of transformative learning theory: A critical review of the empirical research (1999-2005). *International Journal of Lifelong Education*, 26, pp. 173–191. DOI: 10.1080/02601370701219475
- Tosey, P. , Dhaliwal, S. , & Hassinen, J. (2015). The Finnish Team Academy model: Implications for management education. *Management Learning*, 46(2), pp. 175–194. DOI: 10.1177/1350507613498334
- Ulrich, T. & Cole, G. (1987). Toward more effective training of future entrepreneurs. *Journal of Small Business Management*, 25(4), pp. 32–37.
- Vettrano, E. (2015). Exploring the 6-part-story method as performative reflection: Reflections on embodied storytelling. In E. Vettrano and W. Linds (Eds.), *Playing in a house of mirrors: Applied theatre as reflective practice*. Rotterdam: Sense Publishing.

Programme Evolution, Success Factors, and Key Challenges

- Bacigalupo, M. , Kamylyis, P. , Punie, Y. & Van den Brande, L. (2016) *EntreComp: The entrepreneurship competence framework*. JRC Science for Policy Report. Luxembourg.
- Berglund, K. , & Verduijn, K. (2018). Introduction: Challenges for entrepreneurship education. In *Revitalizing Entrepreneurship Education* (pp. 3–24). Routledge. 10.4324/9781315447599.
- Blackwood, T. , Round, A. , Pugalis, L. , & Hatt, L. (2015). Making sense of learning: Insights from an experientially-based undergraduate entrepreneurship programme. *Industry and Higher Education*, 29(6), 445–457. 10.5367/ihe.2015.0278.
- Candy, P. C. (1991). *Self-direction for lifelong learning. A comprehensive guide to theory and practice*. San Francisco, CA: Jossey-Bass. 10.1177/074171369204200307.
- Chartered Institute of Personnel and Development (CIPD) , (2008). *Coaching and buying coaching services*. https://www.portfolio-info.co.uk/files/file/CIPD%20coaching_buying_services.pdf.
- Coghlan, D. & Brannick, T. (2005). *Doing action research in your own organization* (2nd edn). London: Sage. 10.1080/09650792.2019.1692053.
- Eden, C. & Huxham, C. (1996). Action research for management research. *British Journal of Management*, 7(1), pp. 75–86. 10.1111/j.1467-8551.1996.tb00107.x.
- Erkkilä, K. (2000). *Entrepreneurial education: Mapping the debates in the United States, the United Kingdom and Finland*. Abingdon, Taylor & Francis.
- Felder, R. M. , & Brent, R. (1996). Navigating the bumpy road to student-centered instruction. *College Teaching*, 44, pp. 43–47. 10.1080/87567555.1996.9933425
- Fowle, M. & Jussila, N. (2016). *The adoption of a Finnish learning model in the UK*. 11th European Conference on Innovation and Entrepreneurship: ECIE 2016.
- Gartner, W. B. (1990). What are we talking about when we talk about entrepreneurship? *Journal of Business Venturing*, 5(1), pp. 15–28. 10.1016/0883-9026(90)90023-M.
- Gibb, A. (2002). In pursuit of a new enterprise and entrepreneurship paradigm for learning: creative destruction, new values, new ways of doing things and new combinations of knowledge. *International Journal of Management Reviews*, 4(3), pp. 213–232. 10.1111/1468-2370.00086.

- Gibbs, G. (1995). *Assessing student centred courses*. Oxford: Oxford Centre for Staff Learning and Development.
- Grow, G. O. (1991). Teaching learners to be self-directed. *Adult Education Quarterly*, 41(3), pp. 125–149. 10.1177/0001848191041003001.
- Hannon, P. (2005). Philosophies of enterprise and entrepreneurship education and challenges for higher education in the UK. *The International Journal of Entrepreneurship and Innovation*, 6(2), pp. 105–114. 10.5367/0000000053966876.
- Jamieson I (1984) Schools and enterprise. In: Watts A.G. and Moran P. (eds). *Education for Enterprise*. Cambridge: CRAC, pp. 19–27.
- Jones, C. , Penaluna, K. , & Penaluna, A. (2019). The promise of andragogy, heutagogy and academagogy to enterprise and entrepreneurship education pedagogy. *Education+ Training*, 61(9), pp. 1170–1186.
- Knight, P.T. (2001). Complexity and curriculum: A process approach to curriculum making. *Teaching in Higher Education*, 6(3), pp. 369–381. 10.1080/13562510120061223.
- Knowles, M. S. , Holton, E. F. III , & Swanson, R. A. (2015). *The adult learner: The definitive classic in adult education and human resource development* (8th ed.). New York, NY: Routledge. 10.4324/9780080481913.
- Neck, H. , & Corbett, A. (2018). The scholarship of teaching and learning entrepreneurship. *Entrepreneurship Education and Pedagogy*, 1, pp. 8–41. 10.1177/2515127417737286.
- Neck, H.M. , Greene, P.G. & Brush, C.G. (2014). *Teaching entrepreneurship: a practice-based approach*, Cheltenham, UK: Edward Elgar.
- Nielsen, S. L. , & Gartner, W. B. (2017). Am I a student and/or entrepreneur? Multiple identities in student entrepreneurship. *Education+ Training*, 59(2), pp. 135–154. 10.1108/ET-09-2014-0122.
- Nonaka, I. , & Takeuchi H. (1995). *The knowledge creating company: How Japanese companies create the dynamics of innovation*. Oxford: Oxford University Press.
- O'Neill, G. (2015). *Curriculum design in higher education: Theory to practice*. Dublin: UCD Teaching & Learning. ISBN 9781905254989. <http://www.ucd.ie/t4cms/UCDTLP0068.pdf>.
- Partanen, J. (2012). *The Team Coach's Best Tools*. Jyväskylä: Kopijyvä Oy.
- Quality Assurance Agency (QAA) (2018) *Enterprise and entrepreneurship education: Guidance for UK higher education providers*. Gloucester, UK: The Quality Assurance Agency for Higher Education. https://www.qaa.ac.uk/docs/qaas/enhancement-and-development/enterprise-and-entrepreneurship-education-2018.pdf?sfvrsn=15f1f981_8.
- Senge, P. (1990). *Fifth Discipline: The art and practice of the learning organization*, Century.
- Tiimiakatemia (2013). *Tiimiakatemia in a nutshell*. [Online] Available from: <http://www.tiimiakatemia.fi/en/tiimiakatemia/tiimiakatemia-nutshell/> [Accessed 1st July 2017].
- Tiimiakatemia Global , (2016). *Leading thoughts*. [Online] Available from: <http://tiimiakatemia.com/en/company/leading-thoughts> [Accessed 01 July 2017]
- Tosey, D. , Robinson, D. , Biggs, N. & Dhaliwal, D. (2011) CHAPTER C4 *Exploration of the feasibility of the Finnish 'TA' approach as an innovation within a UK business education context*. Guildford: University of Surrey.
- Tosey, P. , Dhaliwal, S. , & Hassinen, J. (2015). The Finnish TA model: implications for management education. *Management Learning*, 46(2), pp. 175–194. 10.1177/1350507613498334.
- Tyler, R.W. (1949). *Basic principles of curriculum and instruction*. Chicago: University of Chicago Press. 10.7208/chicago/9780226820323.001.0001.

University of the West of England (UWE) (2020). Enterprise skills competency framework. <https://intranet.uwe.ac.uk/tasks-guides/Guide/embedding-enterprise-in-the-curriculum>.

HES-SO Business Team Academy

- Emery, L. (2020). Team academy teampreneurs' satisfaction survey 2017– 2020.
- Kolb, D.A. (2015). *Experiential learning*. Upper Saddle River, New Jersey: Pearson Education.
- Partanen, J. (2019). *The team coach's best tools*. Jyväskylä: Grano Oy.
- Perruchoud, A. , Emery, L. , Rey, J.-C. , & Cavin P. (2020a). *Team Academy Notebook 2020*.
- Perruchoud, A. , Emery, L. , Rey, J.-C. , & Cavin P. (2020b). *Hazu*
- Perruchoud, A. , & Emery, L. (2020). *Team Academy report 2017–2020*.

Fostering Students' Motivation to Be and Stay in Action

- Bourachnikova, O. & Merdinger-Rumpler, C. (2019). Quels enjeux pédagogiques pour une formation entrepreneuriale fondée sur l'apprentissage par l'action? *Entreprendre & Innover*, 3(42–43), pp. 61–71. 10.3917/entin.042.0061.
- Kolb, D. (1984). *Experiential Learning: Experience as a source of learning and development*. NJ: Prentice Hall.
- Robbins, S.P. & Judge, T.A. (2018). *Organizational Behavior*. 18th edition. Pearson.
- Ryan, R. M. & Deci, E. L. (2017). *Self-determination theory. Basic psychological needs in motivation, development and wellness*. NY: Guilford Press.

Developing a Sister Programme — The First of its Kind

- Berg, B.L. (2001). *Qualitative research methods: For the social sciences*. 4th ed. Boston: Pearson.
- Braaten, E. (2018) *Ethical issues in education*. London: Sage.
- Buhl, M. , Andreasen, L.B. , & Pushpanadham, K. (2018). Upscaling the number of learners, fragmenting the role of teachers: How do massive open online courses (MOOCs) form new conditions for learning design? *International Review of Education*, 64, pp. 179–195.
- Burger, Z. , & Van Coller-Peter, S. (2019). A guiding framework for multi-stakeholder contracting in executive coaching. *Journal of Human Resource Management*, 17(10), pp. 1–11. 10.4102/sajhrm.v17i0.1114.
- Clapp-Smith, R. , Vogelgesang, G.R. , & Avey, J.B. (2009). Authentic leadership and positive psychological capital: The mediating role of trust at the group level of analysis. *Journal of Leadership and Organisational Studies*, 15(3), pp. 227–240.
- Costley, C. , Elliot, G. , & Gibbs, P. (2010). *Doing Work Based Research*. London: Sage.
- De Haan, E. , Culpin, V. , & Curd, J. (2011). Executive coaching in practice: What determines helpfulness for clients of coaching? *Personnel Review*, 40(1), pp. 24–44. 10.1108/004834811111095500.

- Farmer, S. (2015). Making sense of team coaching. *The Coaching Psychologist*, 11(2), pp. 72–80.
- Gettman, H.J. , Edinger, S.K. , & Wouters, K. (2019). Assessing contracting and the coaching relationship: Necessary infrastructure? *International Journal of Evidence-Based Coaching and Mentoring*, 17(1), pp. 46–62.
- Gordon, K.H. (1991). Improving practice through illuminative evaluation. *Social Service Review*, 65(3), pp. 557–579. 10.1086/603853.
- Gregory, J.B. , Levy, P.E. , & Jeffers, M. (2008). Development of a model of the feedback process within executive coaching. *Consulting Psychology Journal: Practice and Research*, 60(1), pp. 42–56. 10.1037/1065-9293.60.1.42.
- Hargreaves, A. (2000). Mixed emotions: teachers' perceptions of their interactions with students. *Teaching and Teacher Education*, 16, pp. 811–826. 10.1016/s0742-051x(00)00028-7.
- Heikkinen, H. (2003). Team Academy: A story of a school that learns. *Development and Learning in Organizations: An International Journal*, 17(1), pp. 7–9. 10.1108/13697230310458495.
- Houman-Andersen, P. , & Kumar, R. (2006). Emotions, trust and relationship development in business relationships: A conceptual model for buyer–seller dyads. *Industrial Marketing Management*, 35(4), pp. 522–535. 10.1016/j.indmarman.2004.10.010.
- Isaacs, W.N. (1999). *Dialogue and the art of thinking together*. New York: Doubleday.
- Leinonen, N. , Partanen, J. , & Palviainen, P. (2004) *The Team Academy: A true story of a community that learns by doing*. Jyväskylä: PS-kustannus.
- Mercer, J. (2007). The challenges of insider research in educational institutions: Wielding a double-edged sword and resolving delicate dilemmas. *Oxford Review of Education*, 33(1), pp. 1–17. 10.1080/03054980601094651.
- Parlett, M. Hamilton, D. (1972) *Evaluation as illumination: A new approach to the study of innovatory programmes*. Occasional paper 9. Scotland: Centre for Research in the Educational Science, University of Edinburgh.
- Passmore, J. , Peterson, D. B. , & Freire, T. (2013). *The Wiley-Blackwell handbook of the psychology of coaching and mentoring*. London: Wiley-Blackwell.
- Popper, M. , & Lipshitz, R. (2000). Organisational learning: Mechanisms, culture, and feasibility. *Management Learning*, 31(2), pp. 181–196. 10.4135/9781446211571.n3.
- Rezania, D. , & Lingham, T. (2009). Coaching IT project teams: a design toolkit. *International Journal of Managing Projects in Business*, 2(4), pp. 577–590. 10.1108/17538370910991151.
- Rosser, E. (2018). The importance of relationships in international collaborations. *British Journal of Nursing*, 27(13), pp. 761. 10.12968/bjon.2018.27.13.761.
- Saidin, K. (2016). Insider researcher: Challenges and opportunities. *International Seminar on Generating Knowledge Through Research*, pp. 849–854. 10.21070/piccrs.v1i1.563
- Shamir, B. , & Eilam, G. (2005). "What's your story?" A life-stories approach to authentic leadership development. *The Leadership Quarterly*, 16(3), pp. 395–417. 10.1108/s1479-35712018000009017.
- Smith, D. & Fitzpatrick, M. (1995). Patient–therapist boundary issues: An integrative review of theory and research. *Professional Psychology: Research and Practice*, 26, pp. 499–506. 10.1037/0735-7028.26.5.499.
- Spies, L.A. , Gamer, S.L. , & Prater, L. (2015). Building global nurse capacity through relationships, education and collaboration. *Nurse Education Today*, 35(5), pp. 653–656. 10.1016/j.nedt.2015.01.014.

Taylor, P.C. , & Medina, M.N.D. (2013). Educational research paradigms: From positivism to multiparadigmatic. *Journal for Meaning-Centred Education*, 1, pp. 1–16.

Tosey, P. , Dhaliwal, S. , & Hassinen, J. (2015). The Finnish Team Academy model: Implications for management education. *Management Learning*, 46(2), pp. 175–194. 10.1177/1350507613498334.

Turner, E. , & Hawkins, P. (2016). Multi-stakeholder contracting in executive/business coaching: An analysis of practice and recommendations for gaining maximum value. *International Journal of Evidence-Based Coaching and Mentoring*, 14(2), pp. 48–65. 10.4324/9780429452031-5.

Exploring a Hybrid Approach of Team Academy Model in the Conventional Entrepreneurship Postgraduate Programme

Asangansi, I. (2012). Understanding HMIS implementation in a developing country ministry of health context-an institutional logics perspective. *Online Journal of Public Health Informatics*, 4(3). DOI: 10.5210/ojphi.v4i3.4302.

Blackwood, T. , Round, A. , Pugalis, L. , & Hatt, L. (2015). Making sense of learning: Insights from an experientially-based undergraduate entrepreneurship programme. *Industry and Higher Education*, 29(6), pp. 445–457. DOI:10.5367/ihe.2015.0278.

Donnellon, A. , Ollila, S. , & Middleton, K. W. (2014). Constructing entrepreneurial identity in entrepreneurship education. *The International Journal of Management Education*, 12(3), pp. 490–499. DOI: 10.1016/j.ijme.2014.05.004.

Halltunen, J. (2006). Team Academy–Award winning entrepreneurship education from Jyväskylä, Finland. In Presentation given at OECD/IMHE Conference, Copenhagen, Denmark. DOI: <http://www.oecd.org/education/imhe/37544053.pdf>.

Fayolle, A. (2018). Personal views on the future of entrepreneurship education. In *A research agenda for entrepreneurship education*. Edward Elgar Publishing. DOI: 10.4337/9781786432919.00013.

Latulipe, C. , Long, N. B. , & Seminario, C. E. (2015, February). Structuring flipped classes with lightweight teams and gamification. In *Proceedings of the 46th ACM Technical Symposium on Computer Science Education* (pp. 392–397). DOI: 10.1145/2676723.2677240.

Krueger, N. , & Welpel, I. (2014). Neuroentrepreneurship: what can entrepreneurship learn from neuroscience? In *Annals of Entrepreneurship Education and Pedagogy*, 2014. Edward Elgar Publishing.

Leinonen, N. , Partanen, J. , Palviainen, P. , & Gates, M. (2004). Team Academy: A true story of a community that learns by doing. PS-kustannus. DOI: <http://661112983.guireadjimuxyz/>.

Krueger, N. F. (2009). The microfoundations of entrepreneurial learning and... education: The experiential essence of entrepreneurial cognition. *Handbook of university-wide entrepreneurship education*, pp. 35–59.

Krueger, N. F. (2015). Part 1- The entrepreneurial mindset, entrepreneurial education in practice. *Entrepreneurship360 Thematic Paper is the Part of ODCD LEED's Work Programme on Skills for Entrepreneurship*. DOI: <http://www.oecd.org/cfe/leed/skills-for-entrepreneurship.htm>.

Neck, H. M. , & Corbett, A. C. (2018). The scholarship of teaching and learning entrepreneurship. *Entrepreneurship Education and Pedagogy*, 1(1), pp. 8–41. DOI: 10.1177/2515127417737286.

Tosey, P. , Dhaliwal, S. , & Hassinen, J. (2015). The Finnish Team Academy model: Implications for management education. *Management Learning*, 46(2), pp. 175–194.

DOI: 10.1177/1350507613498334.

QAA (2018). Enterprise and Entrepreneurship Education: Guidance for UK higher education providers. Higher Education.

How to Develop Team Coaches at Team Academy

Clutterbuck, D. (2013, August 27). The Competencies of an Effective Team Coach. Retrieved June 2018, from David Clutterbuck Partnership: <http://www.davidclutterbuckpartnership.com/the-competencies-of-an-effective-team-coach/>.

Clutterbuck, D. (2013). Time to focus coaching on the team. *Industrial and Commercial Training*, 45(1), pp. 18–22. 10.1108/00197851311296665.

Cushion, C. J. , Armour, K. M. , & Jones, R. L. (2003). Coach education and continuing professional development: Experience and learning to coach. *Quest*, 55, pp. 215–230. 10.1080/00336297.2003.10491800.

Gras, R. (1980). *Trainer en therapeut in de groep*. Baexem: Gamma.

James, J. (2017). Towards a metaphorical framework of team coaching: An autoethnography. Newcastle: Northumbria University.

James, J. , Mavin, S. and Corlett, S. (2020). A framework of modes of awareness for team coaching practice. *International Journal of Evidence-Based Coaching and Mentoring*, 18(2), pp. 4–18. 10.24384/t724-vm40.

Jussila, N. , & Fowle, M. (2016). The adoption of a Finnish learning model in the UK. *Proceedings of The 11th European Conference on Innovation and Entrepreneurship* (pp. 194–201). Jyväskylä: JAMK University of Applied Sciences.

Kolb, D. A. (1984). *Experiential Learning: Experience as the source of learning and development*. Upper Saddle River: Prentice Hall.

Lehtonen, T. (2013). *How to grow into a teampreneur*. Jyväskylä: JAMK University of Applied Sciences.

McLean, P. (2012). *The completely revised handbook of coaching*. San Francisco: John Wiley & Sons.

Miles, M. B. (1959). *Werken met groepen*. Alphen aan den Rijn/Brussels: Publishing House Kluwer Bv.

Nevalainen, T. , & Majjala, M. (2012). Creative management in TAMK Proacademy. *Development and Learning in Organizations: An International Journal*, 26(6), pp. 17–19. 10.1108/14777281211272279.

Nonaka, L. , Takeuchi, H. , & Umemoto, K. (1996). A theory of organizational knowledge creation. *International Journal of Technology Management*, 11(7-8), pp. 833–845. 10.1504/IJTM.1996.025472.

Partanen, J. , & Myyrä, A. (2012). *The team coachs best tools*. Jyväskylä, Finland: Partus. Jyväskylä, Finland: Partus.

Passmore, Brown, Csigas, & Al . (2017). *The state of play in european coaching & mentoring – executive report*. European Coaching and Mentoring Research Consortium. Henley: EMCC and Henley Business School.

Pliopas, A. , Kerr, A. , & Sosinski, M. (2014). *Team coaching project*. International Coach Federation.

Ruuska, J. , & Krawczyk, P. (2013). *Team academy as learning living lab*. In *European Phenomena of Entrepreneurship Education and Development*. University Industry Conference, Amsterdam.

Schwab, F. (2018). *Team coach success factors list*. Internal Schwab Training & Development report: unpublished.

Senge, P. (1990). *The fifth discipline, the art and practice of the learning organization*. New York: Double Day. 10.1002/pfi.4170300510.

Thornton, C. (2010). *Group and team coaching*. Hove: Routledge. 10.4324/9780203852385.

Tiimiakatemia Global (Partus Ltd) . (2016). *A few great slides on Tiimiakatemia Method - for progressive and change-minded educators and builders of learning organizations*. Jyväskylä: Tiimiakatemia Global.

Tiimiakatemia . (n.d.). *Team coach's profession*. Retrieved June 2018, from Tiimiakatemia - We Create Team Coaches: <https://tiimiakatemia.com/en/tiimiakatemia/team-coachs-profession/>.

Tosey, P. , Dhaliwal, S. , & Hassinen, J. (2013). *The Finnish Team Academy model: Implications for management education*. *Management Learning*, 46(2), pp. 175–194. 10.1177/1350507613498334.

Tuckman, B. W. (1965). *Developmental sequence in small groups*. *Psychological Bulletin*, 63(6), pp. 384–399. 10.1037/h0022100.

Vagias, W. M. (2006). *Likert-type scale response anchors*. *Clemson International Institute for Tourism & Research Development*. Clemson University, pp. 4–5.

Wasylyshyn, K. M. (2003). *Executive coaching: An outcome study*. *Consulting Psychology Journal: Practice and Research*, 55(2), pp. 94. 10.1037/1061-4087.55.2.94.

Mondragon Team Academy and LEINN Degree

Arizmendiarieta, J.M. (1999) (reprint 1983), *Pensamientos, Caja Laboral Popular, Mondragon*.

European Council, E . (2006). *Recommendation of the European Parliament and the Council of 18 December 2006 on key competencies for lifelong learning*. Brussels: Official Journal of the European Union, 30(12), 2006.

Hundred (2021). *Employability award*. <https://hundred.org/en/innovations/mta-world-mondragon-team-academy#f79b9292>.

Irizar, I. (2006). *Cooperativas, globalización y deslocalización*, Ed., Arrasate: Mondragon Unibertsitatea.

Karnani A. (2006). *Fortune at the bottom of the pyramid: A mirage*. Ross School of Business, wp 1035, Sep. 2006, University de Michigan.

Kumar, R. (2006). *When Gandhi's talisman no longer guides policy considerations: Market, deprivation and education in the age of globalisation*. *Social Change*, 36(3), pp. 1–46. 10.1177/004908570603600301.

Leinn International (2017). *PETER SENGE | MTA China graduation godfather #MTAworld*. YouTube [video]. 26 Oct. 2017. <https://www.youtube.com/watch?app=desktop&v=jS3ZxperBAs>.

Leinonen, N. , Partanen, J. , Palviainen, P. , & Gates, M. (2004). *Team Academy: A true story of a community that learns by doing*. PS-kustannu.

Luzarraga, J. M. , Lizartza, A. , Piironen, P. , Tuominiemi, K. , and Kolehmainen, I. (2010). *Emprender socialmente en equipo creando cooperativas. Estudio de dos casos paralelos: Partanen-Team Academy y Arizmendiarieta-MONDRAGON*. GAZE Conference 2010. Donostia.

Luzarraga, J.M. (2008). *Mondragon Multilocalisation strategy: Innovating a human centered globalization*, Arrasate: Mondragon Unibertsitatea.

Luzarraga, J.M. (2020, Apr. 24). *MTA FALKON model - LEINN - 2019-29*. [Power point slides]. SlideShare. <https://www.slideshare.net/jmluzarraga/new-mta-falkon-model-leinn-201929>.

- Malone, T. W. (2020). How can human-computer “superminds” develop business strategies?. In *The Future of Management in an AI World* (pp. 165–183) Cham: Palgrave Macmillan,.
- MTA (2014). MTA Culturecode: Little things about us. <https://es.slideshare.net/Mondragonteamacademy/little-thing-about-mta-january-2014>.
- MTA (2017). MTA world leading thoughts. <https://mtaworld.com/mtaworld/leading-thoughts>.
- MTA (2020). Internal meeting notes. Irun.
- MTA (2020). Teaching guide Degree in Leadership, Entrepreneurship and Innovation 2020-21 (2015 study plan). <https://www.mondragon.edu/documents/20182/84315/LEINN+Guia+Docente+en.pdf/e32f1578-a758-4fe2-a142-cb420f83ab82>.
- OpenLeinn (2020). MTA Falkon Book/ MTA world framework/ MTA Team coaching. <http://www.OpenLEINN.org/>.
- Partanen, J. (2012) *The team coach's best tools*. Jyväskylä, Finland: Partus.
- Partanen, T. (2004), *Team Academy the book*. Jyväskylä.
- Pine II, B. J. , & Korn, K. C. (2010). *Infinite possibility: Creating customer value on the digital frontier*. Berrett-Koehler Publishers.
- Ractliffe, S. (2017). *Oxford essential quotations* (5th Ed.). Oxford University Press. DOI: 10.1093/acref/9780191843730.001.000.
- Robinson, K. (2009). *The element: How finding your passion changes everything*. Penguin.
- Schwartz, B. (2012). *Rippling: How social entrepreneurs spread innovation throughout the world*. John Wiley & Sons.
- Wise (2020). *Everyone a Changemaker Ecosystems: A new framework for the growing up years*. Special Focus: Designing Vibrant and Purposeful Learning Communities. <https://www.wise-qatar.org/everyone-a-changemaker-ecosystems-a-new-framework-for-the-growing-up-years/>.