



Teamworking: A Practical Approach

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ABSTRACT

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Teamworking has been one of the essential soft skills in the future workplace. Virtually all higher education universities or even high schools try to implement teamwork as part of coursework, with the aim of preparing students with the needed skills to be able to work collaboratively within a team. Lack of collaboration is one of the biggest challenges of teamworking, especially when there is a difference of skillset or levels of knowledge among members (Harris & Sherblom 2011).

The objective is to prove that in order to boost collaboration among members of different backgrounds, certain teambuilding practices in the beginning phase of team development process are highly in need, and some teambuilding practices suggestions are also made. Qualitative research method is used, and to be specific, unstructured interviews were carried out to get the pool of data. The pool of respondents includes 7 experts and 11 students. The participants come from different backgrounds and experiences, which ensure the characteristics of interdisciplinary teams.

It is found out that collaboration factor is affected by other sub-factors, such as motivational level of members, goal setting process, cultural diversity, conflict management strategy, cohesiveness. It is important to acknowledge the model of team phase development, and to be able to select the appropriate teambuilding strategy fostering the mentioned subfactors constructively at the right phase of developing teams. Certain teambuilding practices help building collaboration better among members, which can act as extrinsic motivation factors for members. Activities outside project work or certain rewards system can help with building and maintaining motivation. When the team is newly formed, members should

agree on mutual clear goals, objectives and expectations by possibly implementing learning contract method. Also, there is a need of a leader for many reasons, which are stated throughout the entire thesis.

We conclude that teambuilding activities play a vital role in giving significant support towards boosting collaboration among interdisciplinary team members, especially during the first forming phase of team development process. By implementing the right teambuilding practices at the right time within team development process, there can possibly be an indirect impact on the collaboration levels among members, either constructively or destructively, especially in teams with diversity in backgrounds.

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1. INTRODUCTION

Teamwork is a worldwide used method of work not only in academic environments but also in business, corporate settings. It can be said that teamwork is more than just a method of work, taking in mind that most employers pay close attention to the teamwork skills when examining the profiles of their prospective employees. Therefore, teamwork is a set of skills. (Target Jobs n.d.). Because of this, most of the tasks or projects during school years are carried out in teams, so that students will be well prepared for the future.

It cannot be denied that teamwork brings many benefits to students, but it will be of great help to find practices to lessen the “pains” commonly experienced working in teams. There should be a way to still take advantage of the teamwork experience but with smaller or easier “pains”.

The topic “Teamworking: A practical approach” came from the Bachelor’s Degree thesis “Value proposition design for digitalized gamified social learning”, written by Christine Kangaslampi in 2018. (Kangaslampi 2018). From that paper, it came the big issue of how the main difficulties in team work settings may be tackled.

Through qualitative research, this research aims to identify in what aspects the teamworking practices at the Learning Lab may be improved and to provide them with recommendations about those conditions. While Kangaslampi proposed digitalization and gamification to solve the main problems in teamwork (Kangaslampi 2018), this paper aims to find other alternatives to conquer the challenges in teamwork settings and enhance collaboration.

About Learning Lab

Learning Lab (former Smart Campus Innovation Lab - SCIL) is “a very special learning and development environment, where learning and value creation to real customers happens by working in interdisciplinary project teams. At Learning Lab, students and other professionals work together to develop prototypes or fully finished products or services”. (Learning Lab Homepage n.d.).

Learning Lab offers students and university community staff an opportunity to not only develop the community but also to learn from different fields of expertise and expand their network.

2. THESIS PLAN

Thesis topic

The topic “Teamworking: A practical approach” came from the Bachelor’s Degree thesis “Value proposition design for digitalized gamified social learning”, written by Christine Kangaslampi in 2018 and the report “Teamworking: Pains and Gains”, written by one of the authors of this thesis as part of her internship at Learning Lab, former Smart Campus Innovation Lab (SCIL).

Learning Lab (former Smart Campus Innovation Lab - SCIL) is “a very special learning and development environment, where learning and value creation to real customers happens by working in interdisciplinary project teams. At Learning Lab, students and other professionals work together to develop prototypes or fully finished products or services”. (Learning Lab Homepage n.d.).

Learning Lab offers students and university community staff an opportunity to not only develop the community but also to learn from different fields of expertise and expand their network.

Working in interdisciplinary teams may pose more challenges than those found in teams formed by people from the same academic backgrounds. It requires more effort in the sense that the team members should find or set enough time to learn how to speak to one another without confusion. (The Compendium of Interdisciplinarity, 2019).

When writing the report “Team working: Pains and gains”, the problems mentioned by Christine Kangaslampi in her thesis were confirmed. Seven students from International Business and Environmental Engineering were interviewed. It was noticed that most of the conflicts and problems had lack of communication, trust, empathy and collaboration as their common origin.

Thesis objective, purpose and possible research questions

Objective:

The objective is to find a solid understanding of challenges caused during team-working with proper research. From which, suitable solutions or practices can be

formed and applied with the common aim of lessening current problems in teamworking.

Purpose:

The first purpose is to have a deeper understanding of teamworking failures in different contexts and scales. The contexts are ranging from academic to professional environment. To be specific, in professional settings, teamworking appears in various corporate structures and scales, which is from start-ups, small-medium enterprises to large corporations. The second purpose is to develop tools or methods for advancing collaboration, which is vital in terms of teamworking, and how Learning Lab can apply those methods to elevate teamworking, especially in interdisciplinary teams.

Questions:

Some of our possible research questions are written below, which might change.

- What are the best practices for better teamworking experiences?
- How to foster collaboration?
- How to face conflicts in a professional way?
- How to not take it to the personal level (for conflicts)?

Concepts and theory

The theories chosen for this thesis are closely related to factors making an impact on collaboration, which includes goal setting, conflict management strategy, team cohesiveness, and motivation. Team Development Process is taken into consideration, with Thomas-Kilmann Conflict Modes for conflict management, S.M.A.R.T goals for goal setting. Because of the diverse backgrounds, experiences, and cultures within the team, Hofstede Insights is also implemented to make clear of the culture differences.

Working methods and data

Data acquisition:

The data acquisition methods to be utilized are individual, unstructured, face-to-face interviews, in order to ensure neutrality and accuracy of the information gotten from the respondents / participants.

Data analysis:

For analysing the data, there are 2 approaches: qualitative and quantitative data analysis. Due to the background of the topic, more focus is to be put on qualitative analysis in order to gain better results.

For qualitative data analysis, narrative analysis seems to be the most suitable since the context revolves in interviews of students or possibly employees in different corporations. This method includes reforming of stories presented by respondents in accordance with the context of certain cases, and different experiences of each respondent. In other words, narrative analysis is considered to be the most primary qualitative data analysis method by the researcher. In order to perform qualitative data analysis, it is necessary to develop and apply codes for categorizing the data. Then, identifying themes, patterns and relationships is the next step. Afterwards, the data needs to be summarized for research findings. Lastly, the research findings are to be linked to hypotheses or research aims and objectives (Research Methodology, 2019).

Thesis process

For the thesis process, the table of contents is drafted as below. However, the content may change during the writing process of the thesis.

Intro:

About Learning Lab

Interdisciplinary teams: Definition & explain its importance

Challenges with interdisciplinary teams

Factors affecting collaboration

Factors affecting motivation

Effective teambuilding

Problem analysis:

- Research Process
- Forming questionnaires, interview questions
- Data collection
- Data Analysis
- Conclusion

Recommendations

- Categorization of problem types
- Recommendations for each type
- Explanation for the recommendations
- How can the Learning Lab apply?

3. THEORETICAL FRAMEWORK

3.1. TEAM DEFINITION

3.1.1 Teams

Teams all present common features as shared goals in relation to their work and team members should interact with each other - face to face or online - in order to achieve those goals or objectives. Teams are mainly formed to perform tasks and achieve goals that are too complex for only one person. (West & Borrill 2005, 137.)

The author Lesley Partridge points out that in teams in which the members have different but complementary skills, team members should work cooperatively. By bringing different skills and putting different knowledge and expertise together through collaboration, the work is done optimally. (Partridge 2007).

3.1.2 Differences between groups and teams

People may use the terms “teams” and “groups” interchangeably. However, there are some differences between both terms. Jim Sisson, expert in Strategic Planning defines a group as a “collection of individuals who coordinate their individual efforts” and team as a “group of people who share a common team purpose and challenging goals”. The same expert explains that another important difference is that in teams, members are not only committed to the goals but also to each other. The motivation to perform is reinforced by this mutual commitment. (The Business Journals 2013).

Members of teams and groups share common goals and objectives, but the relationship between them is not similar, as in teams people have a better understanding about the other members. Also, groups are more individualistic, in the sense that people take responsibility only for their own part of the work, the specific tasks they were assigned to perform unlike in teams, in which everyone feels responsible for the outcome of the team. (ActiveCollab 2017).

Leadership is another aspect that makes a team different from a group. In groups there is only one leader, while in teams this is a role that can be shared easily between two or more members. (ActiveCollab 2017),

3.1.3 Benefits and disadvantages of working in a team

Teamwork is not a pleasant experience for everyone. For instance, people from artistic professions are often more individualistic and find it more difficult to fit in a team. However, the academic background is not the only reason to have more difficulties performing in this kind of setting; personality traits such as introversion are also a factor to not consider teamwork as an enjoyable method of work. Another drawback is that effective teamwork does not occur automatically. It takes time, effort and commitment from each individual or member to establish or build the team. (Partridge 2007).

Still, teamwork includes more benefits than disadvantages. Research has proven that typical teamwork values such as mutual cooperation and support are important factors in productivity boost. This occurs because the workload is shared and distributed according to the different skills and expertise. At the same time, a trust environment fostered by teamwork plays an important role in job satisfaction. (Calin 2018).

Teamwork also provides its members with a great learning opportunity. The teams include different sets of skills, abilities and expertise. This means that teamwork makes attainable certain kinds of tasks that would not be otherwise possible being them performed individually. Additionally, sharing different knowledge makes their members learn new things that later on they will be able to apply in future projects. (Calin 2018).

3.2 COLLABORATION

The ability to function well in the team of employees can define the success of the business. Thus, there is an increasing importance in teamworking in today's

workplace. Teamworking can boost the working process of employees, in contrast with when people work on their own. Collaborating is known to make employees more responsible, and help maintain the appropriate motivation levels, either in virtual or physical teams. Nowadays, some characteristics of teams are different from those in the past. Teams are becoming more diverse, digital, dispersed and dynamic, with more usual change in membership. However, certain core essentials for group collaboration ensure success in teams remains unchanged.

J. Richard Hackman, who is a pioneer in studying behaviours in organizations, or teams specifically since the 1970s, discovered the fundamentals of team effectiveness. According to his more than 40-year research, he found out that personalities, behaviour ways of team members are no means what matters most to collaboration. What matters to team success nowadays are some specific Hackman's conditions, which include strong direction, clear structure, and supportive environment, and a shared mindset (Haas & Mortensen 2016).

Unless members in a team know in what directions their work is heading towards or have specific goals, there will be no inspiration in teams. There should be neutrality in the difficulty level of the goals set. The goals should neither be too hard nor too easy, as the motivation level of the members can be affected. Moreover, there should be certain triggering factors that can help the members care more about achieving the goals. Either extrinsic rewards, such as payment, recognition or intrinsic rewards, like a sense of meaning or satisfaction level can help alleviate the motivation level among team members. Since the team is becoming more diverse, digital, dispersed and dynamic nowadays, it is more common for members from not similar backgrounds to have various points of view of the mutual purpose of the team (Haas & Mortensen 2016).

In order to boost collaboration, a team also needs to build a strong structure, which includes a right mix and number of members, well-designed tasks, and norms that help promote positive group dynamics. In order to build high-performing teams, there should be a balance of skills among members, in terms of technical and social skills. There is no need for the best or the most optimum technical or social skill to make a good team. A balance of both would go a long way. To

avoid the tendency of groupthink, having various members in knowledge or backgrounds, as well as in age, gender and race can help the team boost creativity. However, in terms of diversity in team, increase in team size can come with certain drawbacks. Weaker communications and fragmentation are some of the common problems of large diverse teams. Team dynamics is emphasized to have quite an impact on the collaboration among members. Efforts made to boost and maintain collaboration can be destroyed with destructive team dynamics, as can be seen with team members avoiding responsibility, casting blame, being passive-aggressive, or pushing others too much to abide by. Thus, establishing clear rules or norms on the things that members should always and never do, can help prevent dysfunction in teamwork, especially in diverse teams (Haas & Mortensen 2016).

Receiving sufficient support is also a third factor contributing to team efficiency. With the appropriate techniques in performance management and appraisals, team members can get the amount of motivation needed. The support includes preserving a reward system that nurtures good performance, an information system that provides data for the work, training programs, and so on (Haas & Mortensen 2016).

It is highlighted there could potentially be a difference in the interpretation of group goals and purposes among members, especially the ones from different backgrounds. Inner members of a group are prone to division unless the team leader can nurture a mutual team identity and understanding among members. It is listed that distance, variety of backgrounds, communications through digital platforms lead the team to problems of incomplete information and miscommunications, including differences in comprehending communications style or hints. Digital platforms support global communications, but it still places certain dangers to the information exchange process. Compared with face to face communications, there are less nonverbal or circumstantial hints to get enough in-depth insights on digital platforms. Certain effects of incomplete process of transferring information can possibly make teams to be prone to conflicts (Haas & Mortensen 2016).

Teamwork is getting more complicated in recent years, and it has not been easy. However, there are still certain ways to keep the team on track with the 4 above-mentioned team effectiveness enabling factors. Teams should be checked frequently in order to find out if there are any hidden problems within the team on time, which reduces the risks of serious team conflicts in the long run (Haas & Mortensen 2016).

On the other hand, it is found that the more strangers in the team and the more diverse in backgrounds and experience of the members, the less likely team members are to be collaborative and willing to share knowledge. Moreover, if the members happen to have a high educational level, they are also less likely to collaborate and more likely to lead to inefficient conflict. However, collaborative teams display strong points in these categories, which include enough support from upper level, or executive support, strength of the team leader, and team structure (Gratton & Erickson 2007).

The upper level of one team or executives can mentor, coach and make sure the teams implement their own routines. The mentoring process should be well integrated into the daily routines of the team. Daily support from coaches can help create a collaborative “gift culture”, which can help guide the team to go into the directions that are beneficial to the team itself in the long run (Gratton & Erickson 2007).

It is stated that in groups with strong collaboration, team leaders do make a big difference. One factor of such a type of leader is the flexibility to be both task and relationship-oriented style of leading teams, and the ability to know which and when is appropriate to implement either one of such leading styles. Task orientation leading style includes the ability to make clear team objectives, shape the mutual direction for the entire team, and provide feedback. Relationship-oriented leading style focuses more on developing trust and good behaviours among members (Gratton & Erickson 2007).

Lastly, the structure of the team itself has a significant impact on team collaboration level. Trust is considered one of the main factors building up collaboration. With research shown that the bigger portion of strangers at the beginning phase

of team development, the harder it is for members to collaborate due to lack of trust. It is recommended that newly formed teams need to put more time and effort in building trust in relationships with certain teambuilding practices. Furthermore, to increase collaboration, there should be a well and clearly- defined way or method in reaching goals or objectives, creating clear team directions, and assigning clear roles for members in a team. Vagueness, especially in team goals, and directions, can hinder team process and efficiency, waste time and effort for inefficient negotiations. Focus can be taken away from carrying out the task effectively (Gratton & Erickson 2007).

3.3 FACTORS AFFECTING TEAMWORK'S COLLABORATION

3.3.1 Trust

The most concrete definition of trust for the context of this research was given by Cambridge Dictionary: "To have confidence in something, or to believe in someone". (Cambridge Dictionary, 2019).

Nowadays, trust is more needed than ever. Trust is a foundation of effective relationships, especially in those ones in which collaboration is involved. Being not only a merely human need but also a business need, a high-trust environment comes to reality only when people know that their teammates, for instance, will do their share of work, stick to deadlines, share their expertise and knowledge and also will be able to communicate about problems. (Reina D. & Reina M. 2006).

Research has proven that people perform better when working in high-trust environments. A climate of trust makes team members feel attached to the team and make them develop a sense of belonging. This way, they are more productive and feel more enthusiastic to achieve common goals. (Reina, D., Reina, M. & Hudnut, D. 2006).

The authors Dennis and Michelle Reina in their book "Trust and Betrayal in the Workplace" (2015) established that trust can be identified in three different dimensions: Trust of Capability, Trust of Character and Trust of Communication.

Trust of character

Trust of character is the foundation of most interactions in the workplace. It refers to the reciprocal understanding that fellow team members will do what they had promised to do. Trust of character between team members and/or between team

members and leaders gives them freedom to do their tasks and are able to manage that freedom in an appropriate fashion. However, this requires for instance, healthy, realistic and explicit expectations on what goals each member should achieve. This is probably the most difficult type of trust to accomplish. (Reina M. & Reina D. 2015).

Trust of communication:

Trust of communication refers to the determination to share information, tell the truth, give and receive constructive feedback and preserve confidentiality. When somebody achieves this type of trust, is seen as a person who would be able to share the information only with them when it is ethical and appropriate to do so. Thus, somebody holding trust of communication is a thoughtful individual who is able to talk about issues and concerns straight to the people involved in those. (Reina M. & Reina D. 2015).

Trust of communication also is fostered when team members take responsibility and admit their own mistakes. A work environment with no margin error does not enhance trust; on the contrary, people will start covering mistakes and troubles, which in the end may end up in disastrous events. (Reina M.& Reina D. 2015).

Trust of capability:

This is about recognizing one's own skills, capabilities and weaknesses. When team members are aware of their skills and what they need to learn or improve, fellow team members know what tasks do assign or delegate according to the various sets of abilities and skills. Moreover, trust of capability also consists of trusting the other team members' set of skills and willingness to learn the abilities needed for the tasks or project. (Reina M. & Reina D. 2015).

3.3.2 Commitment

According to Blyton and Jenkins (2007, 139), commitment can be defined as “the degree of attachment that employees show towards their work organization”. The same authors continue explaining that while motivation is more focused on the individual, commitment is more related to how strongly a team member feels attached to the team and how identified the team member in question is with the team goals and objectives. This way, commitment is “the organizational face of motivation”. (Blyton & Jenkins 2007, 139).

3.3.3 Motivation

3.3.3.1 Definition

Motivation is widely defined as the process that includes actions of initiating (or starting), guiding, and preserving goal-oriented behaviours. It is the factor causing you to act, whether it is towards a goal, or part of your decisions to carry out certain activities. Another definition for motivation is the internal state that causes us to take actions, makes us move in certain directions, and keeps us engaged in certain activities (Cherry 2019a).

3.3.3.2 Types of Motivation (intrinsic & extrinsic)

Two main frequently defined types of motivation include intrinsic and extrinsic motivation (Cherry 2019a).

Extrinsic Motivation

Definition

Extrinsic motivations describe behaviours influenced or driven by outside (external) rewards, for example, money, fame, praise, or grades in an academic setting. This type of motivation stems from outside factors, as opposed to motivation generated within an individual (Cherry 2019b).

The external rewards can be tangible or psychological. Tangible rewards are often money or trophies. People engaging in activities that they might not usually find enjoyable to earn something, for instance, a wage.

Psychological form of external rewards has praise and public acclaim. Students participating in competition projects wanting to win trophies also aim to gain praise from their peers, which can also be seen as an extrinsic non-physical motivational factor, alongside with money as extrinsic physical motivational factor.

For example, when a student participates in a project relating to their studies, their extrinsic motivations can include building a more professional CV or getting credits at school. Also, the prize offer or fame & praise are extrinsic motivational factors. Specific examples include Demola project and Innoevent.

Effects

Considering all examples of how effective extrinsic motivation can be in one's life. Some tasks at work can be intimidating and utterly not enjoyable, but to keep up

with the tasks to gain steady paycheck. However, while offering rewards can increase motivation, researchers have also found out that this is not always applicable. As a matter of fact, excessive rewards can backfire, which leads to a decrease in intrinsic motivation. The state is commonly known as the overjustification effect. It refers to the condition of significant decrease in intrinsic motivated behaviours after an individual receives external rewards, and there is subsequent discontinuation in reinforcement.

Extrinsic motivation is advised to favourably applied in cases when people have difficulties or interests to initiate the given tasks or when basic skills are lacking. Nevertheless, the rewards should be kept small and be directly tied to carrying out specific actions or behaviours. And, the rewards should be slowly terminated once there are certain signs of intrinsic motivation created and vital basic skills have been developed.

Cherry (2019b) also explained the reasons behind the fact that rewarding a developed intrinsically motivated behaviour can lead to immediate indifference. The reason is that there is a tendency for humans to look into one's own motivation for performing certain activities. Humans tend to attach a great deal of importance to the role of reinforcement in their behaviour when they have been externally rewarded for doing tasks. The author also points out another reason is due to the transformation of once feel-like-play and fun activities into work with obligations and responsibilities when tied to an external reward.

External rewards can be wonderful tools for motivation, only with cautious and moderate usage. Otherwise, it can work as backfire as mentioned (Cherry 2019b).

Intrinsic Motivation

Definition

Intrinsic behaviour describes behaviours influenced inside or internal rewards, which is satisfying for your own self. This type of motivation stems from within individuals, opposite with extrinsic behaviours (Cherry 2019c). When an individual is carrying out an activity for the enjoyment of the work itself, it is the internal

motivation. The rewards include generating positive emotions within the individual, rather than desire to gain external rewards, such as prizes, money, or reputation.

When people are given a sense of meaning like doing volunteering work, positive emotions within individuals can be created. The same process applies to cases when people work is gaining nice results or feeling of competence gained when some new skills are developed or something new is learned (Cherry 2019c).

Effects

As discussed before, the overjustification effect has been found to take place when external rewards are offered to an already internally rewarding activity that can cause the activity to be less intrinsically rewarding.

People are suggested to be more creative when they are intrinsically motivated. In the workplace, rewards can be used as extrinsic motivation to improve productivity. However, the real quality of the work is influenced by intrinsic motivation. It is stated by the author that if people are doing work that they find rewarding, challenging, or interesting, it is more likely for people to come up with creative ideas, as well as solutions (Cherry 2019c).

In the education environment, intrinsic motivation is rated as being highly important. Thus, there is high demand for designing and developing learning environments that are intrinsically rewarding although most students find out that they must be extrinsically motivated in education activities as they find traditional learning not interesting. Activities that are intrinsically motivating often are described as enjoyable, interesting, fun, captivating (Cherry 2019c).

3.3.3.3 Increasing Motivation

Motivation is so important in gaining success. Researchers are always looking out for ways to develop better motivation in individuals. There are many tips and theories to help people be motivated. However, inappropriate usage of the tips can cause some problems. Cherry (2019d) has listed 5 methods to enhance motivation. Firstly, usage of incentives should be with careful manners. As mentioned above, extrinsic rewards for already intrinsically motivated behaviours can cause an overjustification effect, working against the creation of inner motivation.

Thus, rewards work well if the individuals have virtually any intrinsic interest in the task. Moreover, rewards come in handy during the beginning of the learning period, but it is vital to cut down on certain rewards when learning individuals seem to increasingly develop his/her interest or competency in the project. Secondly, the author points out that challenges help create motivation. Individuals tend to be more motivated to complete challenging tasks rather than mundane or easy-to-carry-out ones. Also, adding challenges can help improve skills or expertise more quickly. Thirdly, research suggests that visualizing success can hinder motivation. The problem stems from the fact that people tend to visualize themselves already reaching the objectives, but not realizing how much effort needed to be put into the project so as to be successful. Cherry (2019d) suggests some adjustments to the visualization game. Instead of imagining the outcomes, try to imagine all essential steps to be successful as well as the common challenges during the process. From which, individuals can plan out strategies to overcome difficulties in the most effective manner. The fourth way to feel more motivated is to gain the feeling of being able to control the situation. This can be clearly seen in team settings. People dislike group work because they lose their own sense of control and contribution. It is important for team leaders to find ways to make each individual feel that their contribution does add values to the shared outcomes. Also, each individual should be given control of how their ideas are utilized. Lastly, the process is more important than the outcome. Focusing too much on the outcome can seriously damage the motivation, as it can potentially create a fixed mindset in individuals. In order to avoid creating fixed mindset, praising efforts rather than traits, shifting focus to process, lessons learned from the process, and adjusting actions for better future outcomes (Cherry K. 2019d).

3.3.3.4 Motivation in Management

In a team setting or future workplace, besides the fact that an individual 's needs to motivate him/herself; team leaders or managers need to encourage the motivating process by creating suitable environments. The article by Mind Tools content team (n.d.) suggest following steps in creating motivating environment for team as team leaders or managers:

Step 1: Check team leader's management style

By applying the core values of team motivation concept: Theory X and Theory Y

Theory X: authoritarian managers. They believe that they need to motivate people extrinsically to produce results

Theory Y: team leaders or managers believe that their team members want more responsibility and assist in the decision-making process.

Step 2: Create satisfaction and minimize dissatisfaction

Psychologist Fredrick Herzberg claimed that it is possible to motivate teams by eliminating job dissatisfaction and focus on creating chances for job satisfaction. His Motivation-Hygiene Theory, he points out, causes of dissatisfaction comes from irritating policies, intrusive supervision. Sources of job satisfaction include clear chances for advancements or promotion in career path, stronger sense of responsibility, ongoing training and development programs, or being able to work with purposes.

Step 3: Personalize Motivation Strategy

Teams are made of people coming from different backgrounds, culturally or academically, with different sources of motivation. The following are theory or model for motivation:

Sirota's Three-Factor Theory: states that there are 3 factors that motivates people, including Equity/Fairness, Achievement, and Camaraderie. Being able to include each of the 3 factors can increase people's satisfaction in work.

McClelland's Human Motivation Theory states that we have 3 various drivers: Achievement, Affiliation, and Power, with one of them being the most dominant. People will become more motivated if the motivators can form a personalized way of motivating according to the team member's dominant driver.

Maslow's Hierarchy of Needs: there are 5 needs we have: physical, safety, belongings, self-esteem and self-actualization. Addressing all the elements in the pyramid can help motivate team members better.

Amabile and Kramer's Progress Theory: by addressing the importance of making progress, and gaining 's small achievements can increase motivation. As a leader, one can provide: clear goals and objectives, autonomy, resources, time, support and the ability to learn from failure.

Pygmalion Effect: leaders can motivate members to do a better job by addressing high expectations of them through communications.

Expectancy Theory: the connection between effort and outcome is made clear in order to create an efficient-working environment. The theory can be applied to adjust motivational rewards to each member.

Step 4: Becoming transformational leader

By the willingness to understand each team member and applying appropriate motivational methods, one can take steps to become an inspiring leader. Transformational leaders can motivate and lift a team to new levels, also expect great things from team members, and create feelings of trust and commitment in returning. An inspiring vision is needed. Leaders should be capable of encouraging members to share and deliver this vision, and maintaining to strengthen trusting relationships with team members. It is advised that leaders should spend a certain amount of time developing their own leadership styles, focusing on personal development in order to become a role model for the rest team members (Mind Tools Content Team n.d.).

3.3.4 Cohesiveness

Cohesiveness can be defined as the level of how much team members can maintain the amount of unity in the process of reaching a mutual goal or objective. Cohesiveness is regarded as one of the most common characteristics of high-performing teams. Members in highly cohesive teams are more collaborative when reaching certain target goals. Teams which lack cohesiveness are prone to stress, tension, and unwanted conflicts. Thus, cohesiveness can determine the outcome of the team project (Molnau n.d.).

Certain characteristics can signify the level of cohesiveness in teamwork. Team with a high level of cohesiveness places a significant amount of emphasis on the process, not on the results. Every member is treated with a fair amount of respect, and each member is fully committed to team decision and strategies even though there could potentially be differences in ideas and opinions. High cohesiveness

in teamwork can lead to better communications among members, pleasant team atmosphere, and minimize conflicts or unnecessary tensions. Members in highly cohesive teams show more commitment to team goals, objectives and courses of action, feel content with the entire team success, and feel inclusive or part of the team (Molnau n.d.).

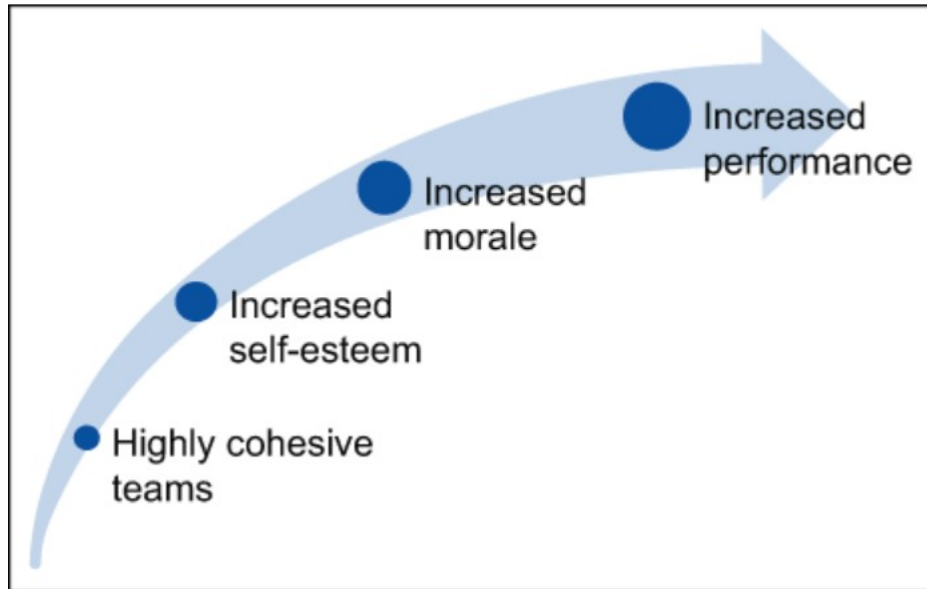


FIGURE 1 Cohesiveness to Performance

High performance teams are one of the important components deciding the success of a company. The ideal team is a combination of the variety of skills and specializations of the members, which surpass the capabilities of an individual member, even with the most talented one, in terms of carrying out tasks or projects. Synergy is often used to describe such cooperation among members towards a common goal (Martushev C. n.d.). In order to attain higher participation and collaboration level of members, which are direct factors of team cohesiveness, members need to gain a certain amount of trust, a shared perspective of mutual goals as well as team's characteristics (Molnau n.d.).

It is not easy for talented employees to be able to work together because there is not only the difference in ideas and communications style, but the willingness to compromise with other members within a team also matters. If the team is not reaching a certain amount of cohesiveness, potential conflicts can be unavoidable during the building phase of team development. In order to increase the collaboration level among talented employees or try to seek synergy in teamwork,

there should be certain teambuilding practices that supports clear communications, empowerment and commitment among members (Martushev n.d.).

Before teammates could cooperate well with each other or have the motivation to carry out tasks given, it is essential for each person in a team to clearly comprehend what the team's shared objective is. There could be various functions depending on each person's strengths and weaknesses. But the variety of functions in a team should serve one and only one shared goal or objective of the entire team. Otherwise, chaos can be created if there is a variety of objectives. If there is no unity in the objectives, confusion or even conflicts can be formed, and team members could be demotivated when there is a high level of uncertainty or loss of direction of the team. If all members are not on the same page, it is hard to utilize all power of which a team is supposed to be capable of delivering (Martushev n.d.).

Empowerment is described as the action of providing team members with appropriate amounts of confidence, motivation through compliments, appreciation, or act of encouragement, which can help members to use their skills or talents in an effective way. If members could show trust in each other's abilities and believe that their other members are capable of doing the job well, the team is more likely to succeed. And, the most important job for the leader is to encourage such attitudes and try to maintain such a team atmosphere (Martushev n.d.).

A member needs to show commitment to the success of the team. The trust among members is the important factor that decides the commitment level of a specific member in the team. Each member should be able to maintain the confidence in other members, their team leader, and their coach that the others are there committed to help and offer support during the process, and not throw them under the bus. Dedication leads to success, but commitment has a significant effect on the dedication level of each member (Martushev n.d.).

3.3.5 Phases of Team Development

Many models illustrating the process of group development have been put together over the years. Group development is commonly known as the process of

learning to work together effectively. Teams normally go through the definitive stages during the development. Bruce Tuckman, who is an educational psychologist, introduced a development process comprising five stages that teams follow to perform more effectively. Five stages include forming, storming, norming, performing, and adjourning. The diagram below illustrates the team development process through all stages (ER Services n.d.).

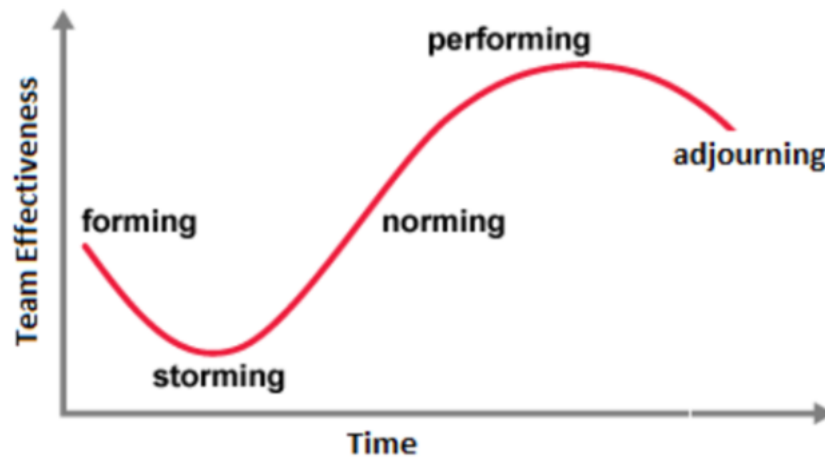


FIGURE 2. Five Stages of Team Development

Forming illustrates the initial part of the process of getting to know other group members. Storming illustrates the conflict phase often happening after when group members have known each other at a certain level and find it easy enough to share ideas and thoughts in an open and honest way. Norming can be understood as the process in which mutual understanding within the group is formed, rules and norms assigned to tasks are formed as well. Performing illustrates the phase of actually carrying out the tasks. Adjourning is the final phase of group development process.

Forming

Forming is the very first stage of the group development process. During this process, the team decides its identity, for example, defining themselves as a group, team's purpose, who are the members and how the places and roles are

assigned in the group. At the first stage, there is a lot of uncertainty about members, about the group process in general. Each member tends to observe others, be observed by others, and tries to make a good first impression. During the initial group meeting, members have not known each other well enough, and have not yet to create group norms and rules. Primary tension is a term used to describe the level of uncertainty and uneasiness during this first phase of group development process. The supporting proof includes small talks, moments of awkward silences, and search for agreeable faces. Humour can be utilized to alleviate the tensions during this initial process. When the primary tension has somehow been relieved, the group starts devoting itself to the task, agreeing on the mutual purpose, creating some agenda or group calendar, working regulations, and starting the group process. Most communications are provisional. There are certain characteristics of communications during the forming phase. It is recommended to create clear group norms, roles, group structure. During this stage, members can still be strangers towards each other, which hinder them from sharing knowledge or any piece of information at this point. However, if there is sign of one member being supportive, or if the team leader can trigger the supportive atmosphere among members, trust can be developed better and the members can be more collaborative in the future. Certain team building practices to break the ice among members are crucial, which could also potentially help avoid silent members being too silent in the long run (Harris & Sherblom 2011).

Storming

On the path towards fulfilling goals, members realize that the team cannot meet up with all expectations and excitement as before. Certain members might show concerns about the inability to reach the team's initial goals, which could lead to a transformation from focus on tasks to frustration or anger with the general process of the team. Less polite behaviours can be expected during the Storming phase than in the Forming phase. Disagreements about goals, objectives, roles as well as responsibilities from members may be shown towards other members, team leaders or team's coach. There can be some arguments among team members or the fact that members turn out to be critical of the team's initial mission or goals. (Stein n.d.)

The Storming phase of Team Development urges to team to refocus on initial goals, seeking solutions to existing problems during the process. The team might be inclined to break large goals into small, achievable steps. Also, teams should make sure the goals that are set, meet up with standards of being S.M.A.R.T goals. Also, certain skills needed to accomplish the task, group process tracking methods, and conflict management skills should all be developed. With the help of redefining and reminding members of a team's goals, roles and tasks, members may overcome the confusion or demotivation that they are facing during this Storming phase. (Stein n.d.)

Being the most complex phase in the development process, the Storming phase can present members with power issues and competition causing conflicts in a group setting. Various points of view are expressed. Some are accepted, some are dismissed. People might take sides, and break into various groups. As much complex the Storming phase is, it is an important phase for a group to redefine and handle problems. Moreover, conflicts happen because members are now comfortable enough with each other when expressing opposing ideas or beliefs. Various theorists suggested that this phase of group conflict is vital to encouraging successive group's cohesion and collaboration, which assists effective decision-making processes. However, some groups are bothered so much by the conflicts that they try to avoid conflicts instead. Such avoidance subsequently builds up a secondary tension that represses the group cohesion in the long run as well as an efficient group's decision-making and problem-solving process (Harris & Sherblom 2011).

When the group continues meeting and primary tension decreases, members tend to share and associate better, which helps shape group identity and cohesion. Only when members start feeling part of the group do they start responding to positive development, including a strong sense of purpose, clear and realistic goals in regards to members' abilities, effective leadership, and an atmosphere of being valued and inclusive. On the other hand, there are several factors threatening group cohesion, such as lack of purpose, few to little interactions, poor leadership or unsupportive group atmosphere. Moreover, unstable membership or group members not following group norms that stick more to their own needs than the common needs of the group, and members who do not display interests

in being committed to group success goals can also potentially damage cohesion. Certain communications behaviours can create problems during this stage. Disruptive behaviours, interactions conflict, weak interpersonal skills such as poor active listening skills, poor feedback provision, and lack of supportiveness are listed as trouble causing factors in this conflicting stage (Harris & Sherblom 2011).

Norming

At this stage, differences are acknowledged among members and there is a decrease in conflicts. There is more openness, trust and stronger level of cohesion among team members, which leads to clear and open communications and negotiation of goals, roles, expectations, structure of the group and labour division. Groups still tend to be in the middle of conflict and emerging cohesiveness, although members have managed to gain deeper insights of their own positions as well as others. Groups should function through phase two (Storming) before tackling phase three (Norming) as an ideal circumstance. However, human characteristics gravitate towards messing up the process. Silence is common during this stage, which is a result of previous tension. Some members are prone to becoming more withdrawn due to the fear of any possible judgements by other members. This is also a good time for reflection. There should be someone who helps define what type of silence is currently and helps draw out solutions for the entire team, who is normally the team's leader. This is when the entire group's performance is set, so it plays an important role in the group process (Harris & Sherblom 2011).

Performing

Performing stage marks the increase in task-oriented approach of the team and more open exchange of information and feedback. The tension tends to decrease in this stage as the team now focuses more on how to get the results and actually work on the process towards achieving them. This is the problem-solving stage requiring the same amount of effort put out by both team leader and team members (Harris & Sherblom 2011).

Adjourning

This is the last part, which puts an end to the entire teamworking experience. When the tasks are completed, the members stop meeting. In case the group has been interdependent on each other, it is hard to say goodbyes, which signifies the high cohesiveness among members. Goodbyes, feeling of task accomplishments, and self-reflection are all vital parts of the group process (Harris & Sherblom 2011).

3.3.6 Goal Setting

Goal is basically any aim or purpose that should be achieved. (Cambridge Dictionary 2020). However, it can be also defined as “a specific and measurable accomplishment to be achieved within specified time, resource, and cost constraints”. (Rouillard 2009, 12). From this last definition, it is implied that the goal always requires the following: it should be specific or explicit, measurable, achieved within a certain deadline, and also requires that resources and costs are calculated.

Larrie Rouillard, author of “Goals and Goal Settings: Achieve Measurable Results” (2009), also stated that the employees – or team members – should participate in the goal setting process in order to get everyone committed to the goal’s achievement. It is of vital importance to involve every team member in all the stages of the goal setting process, as this will ensure personal motivation from each individual in the team. Then, individual motivation will be a vehicle for goal commitment. (Rouillard 2009, 25 - 29). A similar approach is shared by the authors Karen Moustafa and Fatma Pakdil in their work “Performance Leadership” (2016), in which is mentioned that if team members (employees) set the goals together with the manager (leader or coordinator), commitment and motivation are enhanced as a result of being given control and ownership over their work. (Moustafa & Pakdil 2016, 70 - 73).

Goals should be challenging, but those should not be so high to be achieved. Impossible, unattainable goals only will make employees unmotivated, which also will lead to a loss of commitment. The same occurs with the skills needed to reach the project’s goals; if the level of skills or abilities required by the project are too

high in comparison with the current level held by the majority in the team, this will produce a general feeling of incompetence, instead of challenging the team members to increase their skills, abilities or knowledge. At the same time, this will make it impossible for the more skilful or experienced team members to train or orientate the others. Thus, the gap between those levels (current level held by the majority of team members and the level required to achieve the project's goals - should not be too high. (Moustafa & Pakdil 2016, 72).

SMART GOALS

Goals are essential parts of every facet of business and life in general and they provide a clearer sense of direction, motivation and focus. (Corporate Finance Institute n.d.). The most known strategy used in the goal setting process is SMART goals, which was written in 1981 in Washington, United States, by George T. Doran, who at that time was consultant and Director of Corporate Planning for Washington Water Company. The acronym SMART does not have any inflexible meaning, as the words within the acronym have changed over time and they continue varying. Nonetheless, currently the most accepted perspective is that SMART consists of the following words: Specific, Measurable, Assignable, Realistic and Time-related. (Hauguey 2014).

Marketing expert and coach at Hubspot Clifford Chi says that each written goal should contain all of those five characteristics and that the most common mistake during goal setting consists in using vague words. As a result, goals are not specific, which also harms all the other characteristics. It is also stated by that expert that if goals are not measurable, it will be impossible to keep track of the progress, if there is any. Another common mistake, which also matches with what had been exposed by Moustafa and Pakdil (2016), consists of setting unattainable goals in an attempt to challenge the team to reach a level of skills or knowledge. While improvement is a positive thing, setting goals too far to reach will only bring disorientation and discouragement towards the project or work. (Hubspot, 2019).

Time also is a commonly forgotten aspect, when for instance, deadlines are not stated in the plan, or if they are stated, they are put too far away. What it should

be done instead of writing a goal to accomplish within half a year, is to write smaller milestones that should be reached in one month. (Hubspot 2019).

3.3.7 Conflict Management

Conflict is defined as the state of unaligned goals and values between two or more parties, in combination with asserting control on each other or displaying dislike feelings towards each other. Conflict happens among individuals in all sorts of human relationships and in any kind of social setting. Due to the variety of potential differences among people, the existence of conflict in human interactions indicates that the interactions remain meaningful. Thus, the nature of conflict is neither good nor bad. Nevertheless, whether conflict is constructive or destructive depends on how or in what manner the conflict is dealt with, which highlights the importance of conflict management (Fisher R. 1990).

As there are various types of conflicts, it is vital to classify types of conflicts so as to manage and resolve conflicts effectively. Thus, appropriate conflict resolving tools and strategies can be selected by team leaders (Lewinson 2010). Disagreements among team members can be classified as shown in the table below:

By functions	Functional conflicts
	Dysfunctional conflicts
By origins of conflicts	Values of team members
	Goals
	Roles and responsibilities
	Lack of resources
By behaviours	Constructive team conflicts
	Destructive team conflicts

Table 1.1 Classification of team members' conflicts

Disagreements among team members can be classified into three large categories: by functional factors, by origins of the conflicts, or by behaviours of team members.

When classified by functions, conflicts can be functional or dysfunctional. Functional conflicts can be defined as disagreements among team members that do not affect the entire team's performance vastly. To be specific, the team can still remain functioning properly and produce desired outcomes. Dysfunctional conflicts can be defined as disagreements among team members that disturb the team's collaboration and bar each team member from fulfilling the shared goals and objectives. Thus, no desired outcomes can be produced (Lewinson 2010).

When classified by origins of conflicts, the following sources are to be taken into consideration. First of all, diversity in values among team members can lead to conflicts in teams. Each individual has his/her own set of values. However, in order for the entire team to work harmoniously, each member is prone to sacrificing his/her own set of values to follow shared values of the team. Secondly, conflicts arise also when goals set by the team differ from the actual expectations set by each member. It is vital to properly set goals that bear a certain amount of similarity to the actual expectations by team members. Thus, at the starting phrase of teamwork, expectations of each team member are to be taken into account. Then, proper goals are to be set in accordance with members' expectations. Thirdly, if people with sufficient knowledge of expertise are not assigned with the appropriate team roles or responsibilities, demotivation and potential conflicts may occur. The last source is the lack of resources. In certain situations, teams need to work with limited resources, such as shortage of time or money. Working under such pressure boosts the risk of conflicts within the group (Lewinson 2010).

When classified by behaviours, there are 2 types of conflicts: constructive and destructive team conflicts. Constructive team conflicts can be defined as conflicts that happen to help members grow on a personal level and improve their own skills or experiences. As a result of constructive conflicts, problems tend to be solved, and more cohesiveness is created among members. On the other hand,

destructive conflicts happened as a consequence of unsolved problems among members. Destructive conflicts tend to shift members' energy away from the important tasks, which can possibly do harm to the entire group's effort in the long run (Lewinson 2010).

Patterns of conflict management

There are limited amounts of conflict handling styles to actually deal with conflicts. Normally, the conflict handling styles are selected based on both the need for preserving the relationships through collaborating with others and the importance of finishing the important tasks at hand (Harris & Sherblom 2011). The table below represents the Thomas Kilmann conflict mode Instrument (TKI® assessment), which is a two-dimensional conflict management style framework that demonstrates various levels of cooperativeness with others in contrast with performance of tasks.

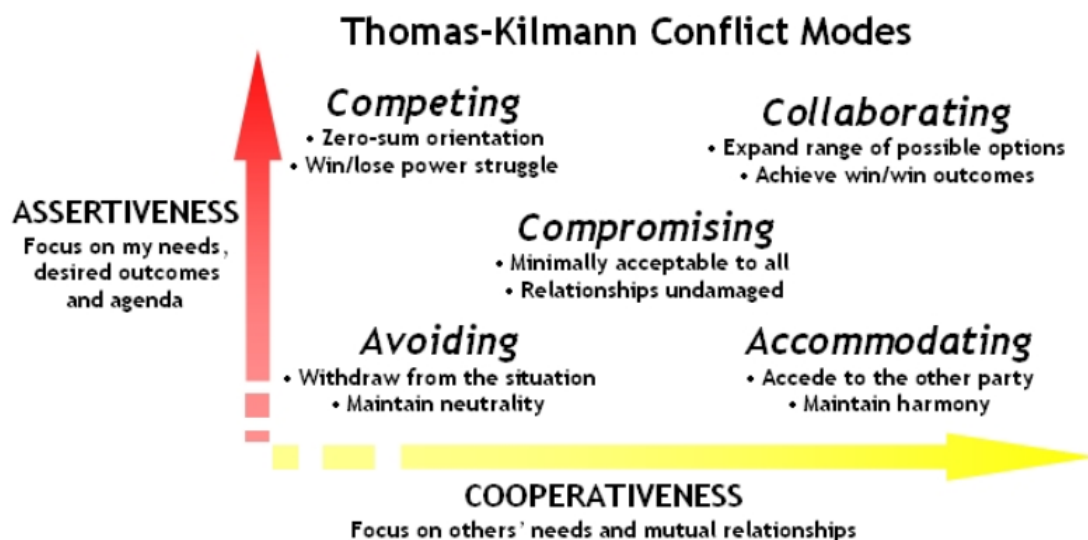


FIGURE 3 Thomas-Kilmann Conflict Modes

Competing

Competing involves a win-lose situation. It is characterized more by personal interest than mutual one, and by lack of resources as well as lack of opportunities for growth. However, competing can be seen as. In different scenarios, competing can either be constructive or destructive. If competition occurs with balanced

coordination of mutual respect and interdependence among members and with certain set limits as well as common rules, better distribution of time and resources can occur. If the member can rationalize conflicts without attacking other members personally, the tactic does more good than harm. Utilizing a competing method for selecting leadership or any other roles that require high competition, is one of the most effective ways to select. The destructive side of the competition is when members choose to disregard fair play rules, or may incorporate personal attacks towards other members, such as nit-picking other's errors, criticisms, humiliation, being hostile, giving orders inappropriately (Harris & Sherblom 2011).

Collaborating

Collaborating, or Problem Solving is regarded as an ideal conflict resolution method. It scores high both on member's relationships and task outcomes, and is considered a win-win situation. Collaborating takes a certain amount of commitment from members, as well as time and energy, which makes it suitable for solving the most important conflicts. Members need to communicate ideas from his or her perspectives in the clearest way possible, and to listen in an attentive manner to others. By combining most points of views from members, blending all perspectives and rebuilding the best part, a new and complete solution can be created and better applied than that of any individual. Such a final solution is most likely to satisfy all members, as each member feels like having been taken into consideration. Collaborating is not prone to dysfunctional conflict as long as it is carried out in the fairest way and when all participants feel validated throughout the process (Harris & Sherblom 2011).

Compromising

Compromise is a conflict management technique that lies between constructive and destructive methods, which is collaborative and competitive respectively. When there is not enough time or energy to reach mutual agreement or such effort is not even worth the time or energy spent. It is also used when members want to reach the mutual benefit for the entire team by sacrificing some of the personal benefit to push or support the group to move forward together. Certain tactics of utilizing power to force other members to give up on one's own point of

view is considered inappropriate usage of compromising technique. Members who are not willing enough to make their own choice might feel resentful. With compromise, members should feel equally empowered to reach the decision that is beneficial to all (Harris & Sherblom 2011).

Avoiding

Avoiding means becoming withdrawn from the conflict. Like other patterns, avoiding can be either constructive or destructive move. If an individual implements the avoidance strategy by skipping group meetings, declining to take part in a group's discussion, or hindering decision-making, it could cause anger among the rest members. On the other hand, if avoidance means moving to another subject of discussion when there are potential signs of conflicts, it helps the group to work on the differences and search for the solutions for the problems or conflicts. Only by working through the conflicts do the team can solve them. Conflicts cannot be solved by suppressing, ignoring or making them more serious than they should really be. If conflicts are not dealt with properly, it is a matter of time before they are going to explode and disrupt the entire group's outcomes (Harris & Sherblom 2011).

Accommodating

Accommodating means giving up everything for the others. On the constructive side, it is used to reduce tension with other members for the group task and for the entire group process. It helps to maintain the group's peaceful atmosphere for more important tasks. One carrying out accommodating chooses not to assert his/her point of view too much on other members and seeks to support the group effort and decision-making process. Thus, team effort and harmony can be maintained if accommodating tactic is implemented appropriately (Harris & Sherblom 2011).

3.3.8 Cultural Differences

At Learning Lab (former Smart Campus Innovation Lab) is very common to find multicultural teams. Most of our respondents who took part in Learning Lab projects were international students. Our pool of respondents is composed of seven experts and eleven students. From the pool of experts, five are Finnish, one from Ghana and one from Bangladesh. It should be taken notice of the fact that the non-Finnish experts have been living in Finland for over twenty-five years now, plus they have experience coaching multicultural teams. The Finnish experts also have vast experience coaching multicultural teams, as well as expertise working in multinational corporations.

The students who were interviewed for this research were from Australia (1), China (1), India (1), Finland (2), Mexico (1), Russia (1) and Vietnam (three).

It is important to pay attention to the cultures of origin of the respondents, taking in mind that the cultural background has influence in the way how people perceive teamwork, roles, trust, and also to understand how the respondents may talk about certain things, while others may prefer to communicate in a more indirect, subtle manner. (Wederspahn 2011).

To analyse these cultural differences further, it was chosen the Six Dimensions of National Culture, theory conducted by the Professor Geert Hofstede: Power Distance (PD), Individualism Versus Collectivism (IDV), Masculinity Versus Femininity (MAS), Uncertainty Avoidance Index (UAI), Long Term Orientation Versus Short Term Normative Orientation (LTO), Indulgence Versus Restraint (IDV). (Hofstede Insights n.d.).

Power distance

Power distance refers to the approach or attitude of people from a culture towards inequalities, and it is defined as “the extent to which the less powerful members of institutions and organisations within a country expect and accept the power is distributed unequally”. (Hofstede Insights n.d.).

Individualism Versus Collectivism

In individualistic cultures, people are concerned about themselves and close family members only. Totally the opposite, in collectivistic cultures people feel they belong to larger groups, in which care is exchanged for loyalty and vice versa. (Darwish, A. & Huber, G. 2003).

Masculinity

A high score on this dimension shows that a society is driven by competition and displays of status. Professional achievement and success are highly valued. On the other hand, a low score on this dimension means a society is more feminine. In feminine societies, people value more about their wellbeing and quality of life, and displaying wealth and standing out from the crowd are not admired attitudes. (Hofstede Insights n.d.).

Uncertainty Avoidance

Uncertainty avoidance has to do with the degree of tolerance a culture has towards ambiguity and change. Uncertainty avoidance cultures try to minimize unstructured situations as much as possible by dictating strict laws, rules and measures. On the philosophical aspect, people believe in the existence of only one absolute truth. (Clearly Cultural n.d.).

Long term orientation

This dimension describes how tight are the links of a society with its past, while dealing with the challenges of the present and future. Societies with a low score on this dimension are known as normative societies, and changes in those cultures are seen with scepticism. Instead, they prefer to stick to time-honoured traditions and norms. On the contrary, countries that score high on this dimension have a more practical approach and those prefer to put their efforts into change and evolution, preparing their people for the future. (Hofstede Insights n.d.).

Indulgence

This dimension refers to which extent the people from a certain culture are able to control their own impulses and desires. The ability to control the impulses are known as “Restraint”, while a weaker control is called “Indulgence”. (Hofstede Insights, n.d.).

Australia

Power distance

Australia scores 36 points on this dimension, which means it has a low score. This means that within Australian companies and organizations, hierarchy exists only for convenience. Superiors are easier to approach and the employees are relied on for their knowledge and expertise. The communication style is more practical and informal, and information is shared frequently. (Hofstede Insights n.d.).

Individualism

Australia scores 90 on this dimension, so it is a highly individualistic culture. People there are expected to only look after themselves and their immediate families. In the workplace, employees are expected to be proactive, and promotions are based on merit. (Hofstede Insights n.d.).

Masculinity

Australia scores 61 on this dimension, so it is considered a Masculine society. Behaviour in school, work, hobbies are driven by competition. According to the website Hofstede Insights, Australians are proud of their achievements in life, and the goal is always to win even in conflicts. (Hofstede Insights n.d.).

Uncertainty Avoidance

Australia scores 51 on this dimension, a very intermediate score, which it means is a society that takes unusual situations in a more neutral manner. (Hofstede Insights n.d.).

Long Term Orientation

Australia has a low score on this dimension, only 21 points, what it makes this country a normative society. Then, Australians are strongly attached to traditions and they see changes with reluctance. At the same time, they have a smaller tendency to save for the future and focus on short-term results. (Hofstede Insights n.d.).

Indulgence

With a score of 71, Australia is an indulgent country. People from indulgent are enthusiastic about enjoying life and having fun. They have a positive, optimistic mindset and give importance to hobbies. (Hofstede Insights n.d.).

China

Power distance

With 80 points, China has one of the highest scores in the higher rankings of Power Distance. China is a society that perceives inequalities as acceptable, and defense against power abuse from superiors is discouraged. (Hofstede Insights n.d.).

Individualism

China has a low score on this dimension, only 20 points, which makes it a highly collectivistic society. They act in interest of their groups and not necessarily of their individual interests. Group decisions are made also for hiring purposes, and family relations are given priority. This makes promotion and hiring decisions frequently based on family or personal relationships. (Hofstede Insights n.d.).

Masculinity

With a score of 66, China is a Masculine society, a success oriented and driven country. Chinese people are willing to sacrifice time with their families and leisure time to work. Hobbies are not considered so important by Chinese people. Chinese students are very concerned about their scores and grades, as this is a criterion to measure success. (Hofstede Insights n.d.).

Uncertainty Avoidance

China has a low score on Uncertainty Avoidance, 30 points. This makes Chinese people rather comfortable in front of ambiguity. According to Hofstede Insights, Chinese people are entrepreneurial and adapt to unfamiliar situations very easily. Besides, they are very pragmatic and their adherence to rules and laws is more flexible. (Hofstede Insights n.d.).

Long term orientation

China scores 87 on this dimension, which makes it a pragmatic culture. In these societies, people adapt to situations very easily and show a strong tendency to save for the future and invest, and also show perseverance towards their goals. (Hofstede Insights n.d.).

Indulgence

China has a low score on this dimension, only 24 points, so it is a restrained culture. In consequence, leisure time activities are not important for Chinese people, and also gratification of their desires is found pointless. Moreover, indulging themselves is perceived as somewhat wrong. (Hofstede Insights n.d.).

India

Power distance

India has a high score of 77. In India, hierarchy is appreciated, and the structure of the society and organizations is top-down. In the workplace, Indian people de-

pend on their bosses for instructions, and inequality of rights is accepted. Managers expect obedience from their subordinates and communication is formal. (Hofstede Insights n.d.).

Individualism

India has an intermediate score of 48, so it means it is a society that holds individualistic and collectivistic traits. On the collectivistic side, there is a preference to belong to larger groups, and the individuals are expected to behave in concordance with the rules of their in-groups. Collectivistic features are also observed in the workplace, where protection from the employer is exchanged for loyalty from the employee. Also, hiring and promotion decisions are based more on relationships than on professional merits.

The individualistic side of the Indian society comes from the predominant religion (Hinduism). According to Hindus, the manner how one lives now depends much on how that lived before in her or his preceding life. For this reason, every person is responsible for the way they live their lives and the consequences this will have in their future existence. (Hofstede Insights n.d.).

Masculinity

India scores 56 on this dimension, being considered a Masculine society. In India, ostentation and displays of success and power are practiced. Work is considered the most important aspect of life, and being successful in work is crucial. (Hofstede Insights n.d.).

Uncertainty Avoidance

India has an intermediate score of 40, and for Indian culture uncertainty is not dangerous. Indian people show high tolerance to unexpected situations and they do not count on strict plans. Changes are not seen as threats; instead, they are seen as a break from routine. (Hofstede Insights n.d.).

Long term orientation

With an intermediate score of 51, it is complicated to determine the preference of Indian culture. However, the concept of time is not strict, so a lack of punctuality is not a problem for Indian people. Also, they are very open to different views, religions and beliefs. (Hofstede Insights n.d.).

Indulgence

India has a low score on this dimension, 26 points, which it means that is a Restraint culture. Thus, they do not put much attention nor time to leisure time activities or hobbies and their actions are controlled by social norms. (Hofstede Insights n.d.).

Finland

Power distance

Finland has a low score on this dimension, 33 points. Equality of rights is expected, the bosses or superiors are easy to approach and they act as coaching leaders. Micromanagement is not accepted and employees are consulted. Communication is informal, direct and participative. (Hofstede Insights n.d.).

Individualism

Finland has a score of 63, therefore is an Individualist society. Individuals take care only of themselves and their immediate families. Hiring and promotion decisions are based on merit and not on personal relationships. (Hofstede Insights n.d.).

Masculinity

Finland scores 26 on this dimension and thus is considered a Feminine society. Finnish people value equality, and displays of wealth or status are not common nor well seen. Conflicts are solved by negotiation and not by competition. Also,

quality of life and wellbeing are appreciated, so people prefer to have enough time to dedicate to their families and hobbies. (Hofstede Insights n.d.).

Uncertainty Avoidance

Finland has a high score, 59, what it means the Finnish society is pretty intolerant towards unexpected situations, behaviour and ideas, what it may prevent innovation and openness to different cultures. Rules, plans and codes of conduct are strict. Precision is more valued than spontaneity. The concept of time also is very rigorous, so a lack of punctuality is not easily forgiven. (Hofstede Insights n.d.).

Long term orientation

With a low score of 38, Finland may be classified as normative. In normative cultures, people stick firmly to traditions and see changes in society with distrust. Also, quick results are considered more important than long term results, so saving for the future is not a usual or common behaviour. (Hofstede Insights n.d.).

Indulgence

Finland has a high score of 57, which means it is an indulgent country. In consequence, Finnish people act as they want and dedicate much time to their hobbies. Besides, they do not repress their desires to enjoy life and have fun. (Hofstede Insights n.d.).

Mexico

Power distance

With a high score of 81, Mexico is a stratified, hierarchical society. Inequalities are seen in organizations, and employees expect commands from their superiors. Also, it is very common to find authoritarian managers. (Hofstede Insights n.d.).

Individualism

Mexico has a low score of 30, thus is a collectivistic society. Loyalty to the groups they belong to, such as family, extended family, friends, is more important than the observance of rules. Therefore, it is possible to break some rules if that will help to keep or strengthen those relationships. Hiring and promotion decisions are frequently based on connections and relationships. (Hofstede Insights n.d.).

Masculinity

Mexico has a high score of 69 on this dimension and thus is a Masculine society. Mexican people dedicate most of their time to work, as this will bring them more success to their careers, which later on will elevate their wealth and thus, status. (Hofstede Insights n.d.).

Uncertainty Avoidance

Mexico has a high preference for avoiding uncertainty, with a high score of 82. Mexican people have a need for rules and work hard. Also, the time perception is strict, so a lack of punctuality is not accepted. (Hofstede Insights n.d.).

Long term orientation

Mexico has a low score of 24, so it means that is normative culture. Therefore, they are normative in their thinking and stick firmly to traditions. They focus more on attaining quick results, so this behaviour has to do with the reluctance to save for the future. (Hofstede Insights n.d.).

Indulgence

Mexico has a high score of 97 on this dimension. People in indulgent cultures are mostly optimistic and dedicate much time to their leisure time activities. On the other hand, they do not think so much about the future, which makes them also spend money more carelessly in an attempt to have a more joyful life. (Hofstede Insights n.d.).

Russia

Power distance

Russia has a high score of 93 on this dimension, so the differences in lifestyle and wealth are easily seen, with huge discrepancies between income levels. It can be said that Russian society is very stratified. Besides, power and wealth are synonyms of higher status. (Hofstede Insights n.d.).

Individualism

Russia has a score of 39, which means it is a collectivistic society. Their language also reflects collectivism, as Russians often speak in “we” terms in situations in which other cultures may say “I”. (Russian Research Marketing 2017).

For Russians, it is important to have good relations within the family, group of friends and even in the neighbourhood. The communication style is rather implicit. (Hofstede Insights n.d.).

Masculinity

Russia has a low score of 36 on this dimension, however, the nature of Russian society regarding this aspect represents the mixture of both Masculine and Feminine. For instance, there is a preference for status symbols and wealth, but on the other hand, Russian people talk very modestly about themselves and they do not feel very comfortable talking about their personal achievements. Dominant attitude or behaviour is accepted only when it comes from a boss. (Hofstede Insights n.d.).

Uncertainty Avoidance

With a score of 95, uncertainty is considered as a threat in Russia. Business presentations are very detailed and carefully planned. In workplaces, instructions are very specific. When interacting with strangers, Russian people appear more formal and reserved. In Russian society, formality is a sign of respect, being this

the reason why they prefer to keep this behaviour with strangers. (Hofstede Insights n.d.).

Long Term Orientation

With a very high score of 81, Russia is a pragmatic society. Thus, they adapt very easily to different situations or conditions. In addition, they are perseverant people with a preference to save for the future. (Hofstede Insights n.d.).

Indulgence

Russia has a low score of 20, so it is a Restrained culture. In fact, Russian people show a tendency to pessimism. Moreover, they do not dedicate time to leisure activities. Their actions are restrained by norms and doing things to enjoy life is considered somewhat wrong. (Hofstede Insights n.d.).

Vietnam

Power distance

Vietnam scores 70 on this dimension, so is a hierarchical society. A doubtful attitude towards the leadership is not accepted, the management should never be challenged. (Hofstede Insights n.d.).

Individualism

Vietnam has a low score on this dimension, therefore is a collectivistic society. Loyalty and commitment to their groups such as family, extended family, friends, etc. is the norm. Loyalty in Vietnamese culture is stronger than rules or regulations. In the workplace, employees are expected to be loyal to their superiors. Vietnamese people take responsibility for the fellow members of their groups. As in other collectivistic societies, hiring and promotion decisions are based on relationships and connections. (Hofstede Insights n.d.).

Masculinity

Vietnam has a score of 40, meaning that is a Feminine society. In Vietnamese society, values like equality and solidarity are highly appreciated. Also, Vietnamese people focus on wellbeing, and displays of status are not accepted. (Hofstede Insights n.d.).

Uncertainty Avoidance

Vietnam has a low score of 30 on this dimension, and thus has a relaxed attitude towards uncertainty. If there are too many rules or if those are not clear, Vietnamese people decide to modify or remove them. The concept of time is rather flexible, and there is no negative attitude towards innovation. (Hofstede Insights n.d.).

Long Term Orientation

With a score of 57, Vietnam is a pragmatic culture. Vietnamese people are perseverant and adapt to unusual conditions very easily. In addition, they have a tendency to save for the future. (Hofstede Insights n.d.).

Indulgence

A low score of 35 on this dimension means that Vietnam is a Restrained culture. Thus, Vietnamese people do not dedicate time to leisure time activities and hobbies, which are considered as vain and pointless. Moreover, indulgence is not accepted and brings guilt. (Hofstede Insights n.d.).

3.3.9 Zone of Proximal Development or Scaffolding

The zone of proximal development is defined as “the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem-solving under adult guidance, or in collaboration with more capable peers”. (Vygotsky & Cole 1978, 86).

This theory, developed by the psychologist and social constructivist Lev Vygotsky, establishes that if a student is already in the zone of proximal development for a certain task, and if this student is guided by a more capable peer, later on this student will be able to perform more difficult or advanced tasks. (McLeod 2019).

Lin Li, author of the book “Investigating Chinese HE EFL Classrooms: Using Collaborative Learning to Enhance Learning” (2015) differentiates two levels of knowledge: the actual level, with which the student can solve problems or perform tasks without help or assistance, and the potential level of knowledge or development. Once the potential level is achieved, the student will be capable of operating more complicated tasks or functions on his or her own. (Lin 2015, 2).

In this research, the “adult” would be the more capable, skilled or experienced team member, and the student the person receiving support and assistance from the more skilled teammate.

3.4 TEAMBUILDING PRACTICES

3.4.1 Introduction

A group is an assemblage of individuals coordinating each one of their own efforts. Whereas, a team does not only stop at merely a collection of individuals, but is attached to sharing mutual team purposes, alongside shared commitment to a set of challenging goals. Members within a team are attached to shared goals and to each other, by which joint responsibility is created alongside motivation to perform and to achieve mentioned specific goals. It is not possible to build a team without purpose nor clear goals. The purpose must be constructive, creating an atmosphere of carrying out important tasks together. The goal must be challenging and specific enough so that members can understand and contribute at best (Sisson J. 2013). As the mentioned significant difference between group and teamwork, there is a need for a transformation process from a group of working individuals to effective teams. The process requires appropriate applications of team building practices.

3.4.2 Definition

Teambuilding can be defined as the process of transforming a collection of working individuals into a cohesive team, which contains people working together interdependently and cooperatively towards accomplishing overall team's goals and purposes (Heathfield S. 2019).

3.4.3 Importance

Team building is considered as the most important tool for building trust, alleviating conflicts or misunderstandings, boosting effective communications, encouraging as well as maintaining sufficient collaboration within team members during the working process with well-defined purpose and towards clear goals (Scudamore B. 2016).

Teams require a solid foundation of mutual trust and collaboration. Thus, identifying and applying the appropriate team building strategies will not only enhance the organizational effectiveness but will also impact positively on the quality of working life for team members, whether virtually or physically (Holton J., 2001).

Nowadays, with the rapid development of modern communications technology, it is easy and increasingly popular to work in a global virtual environment. There is an increase in importance of developing effective teambuilding practices, not only in physical teams but also in the emerging trend of virtual teams. However, there is an existing challenge of team building in virtual context: creating avenues and opportunities for team members to have essential mutual level and depth of the conversation to develop shared vision (Holton J. 2001).

3.4.4 Component of team building

There has been discussion on four current models of team building: Goal setting, interpersonal relations, problem solving, and role clarification. Accordingly, goal setting places emphasis on setting general objectives and developing both individual as well as team goals. With the goal setting teambuilding section, team

members are supposed to be involved in making plans on specific step actions towards reaching goals. Interpersonal relations relate to increasing team working skills, including mutual supportiveness, collaboration, and emotion sharing. With the interpersonal relations teambuilding section, team members are supposed to develop mutual trust and team confidence towards goal accomplishment. Problem solving stresses the importance of detecting major problems within the team. With the problem-solving section, team members are exposed to coming up with an action plan to solve the problem, as well as the implementation & evaluation of the planned solutions. Lastly, role clarification is to work on improved & increased communications among team members in regards to their respective roles in the team. With role clarification processes in teambuilding, team members have to achieve better understanding of their and others' roles and duties, so as to avoid future miscommunications within the team (Salas E., Rozell D., Mullen & Driskell J., 1999).

3.4.5 Effective teambuilding practices

Beside the definition of team as mentioned above, teams that are regarded as high performing stand out by their ability to function well with the most effective manner possible. Effective teams tend to outperform people working individually, especially in high pressure situations or when diversity in skillsets or backgrounds is needed. Most organizations realize the irreplaceable role of teambuilding, which requires more than mere abstract commitment to teamwork. If team building practices can be fostered by managers or team leaders, the whole team can be united to reach common goals, which helps increase productivity. In general, as a team leader, there are five steps to building a productive team.

The first step is to establish leadership, which does not merely mean asserting authority, but to foster trust through honest and transparent communications style. Building relationships with each employee is the next essential step. It is vital to learn more about each team member, their skill sets, their own source of motivation: how they become motivated, their likes or dislikes. Understanding each team member can allow leaders to match each employee's expertise and competencies to solving specific problems and increasing productivity as well as

team member's work satisfaction. In order to encourage team members to collaborate and increase problem solving skills, it is essential for team leaders to incorporate team members as much in the decision-making process, instead of just delegating tasks. Giving team's open-ended projects and allowing them to find and determine solutions.

The next step is to boost collaboration and cooperation, by establishing relationships between employees. Since the team is starting to work mutually more, team leaders need to examine the way they work together and take further actions on maintaining effective communication, collaboration, and trust among team members.

In case of conflicts, it should not be avoided, but to urgently try to resolve them. It is highly important for leaders to listen to both sides of the arguments and be the mediator of the team. Brainstorming solutions can boost or empower team member's mentality and possibly lead to new solutions to existing problems.

The fourth step is to foster teamwork by motivating team members to share information, not only amongst themselves but also within wider organization. More communications with the team are needed, which does not limit to holding meetings. Preferably, leaders are to be more open to suggestions and concerns from team members, asking about each member's work and offering help if needed with clear and honest communication style with the team.

The final step is to set shared rules for the entire team. It can be carried out through creating team values and goals, as well as team performance evaluation alongside with individual performance. Entire team needs to be incorporated in the process, so clear guidelines and rules set become acknowledged and mutually agreed on.

Teambuilding requires effort from not only team leaders, but also from the entire team in the long run. It should not only be carried out in a short time and then forgotten. Instead, it is an ongoing organic process that team leaders have to stick with and guide. During the process, team members will then begin to trust and support each other more, and share their diverse skill sets and efforts in order

to work collaboratively towards shared objectives and goals of the team (Cardinal R., 2015).

4. DESCRIPTION OF THE RESEARCH

The idea for this research comes from the Bachelor's Thesis "Value Proposition Design for Digitized Gamified Social Learning: Positioning a Gamified Project Management Application to Potential Users" written by Christine Kangaslampi in 2018 (Kangaslampi 2018) and the report "Teamwork: Pains and Gains", written by one of the authors of this thesis as a project work for the Learning Lab. From both papers, it came the big issue of how the main dilemmas in team work settings may be solved. While Kangaslampi proposed digitalization and gamification to tackle the main problems in teamwork, this paper aims to find other alternatives to tackle the challenges in teamwork settings and enhance collaboration.

This research started by reading books and articles to get familiarised with the different topics related to teamwork and interdisciplinary teams. After that, a set of questions was written. The interview questions cover the following aspects: benefits and advantages of interdisciplinary teams, motivation, team building, trust and collaboration.

Qualitative research

Qualitative research offers a deeper insight into the reasons why people engage in certain actions or practices. (Rosenthal 2016, 509). That deeper understanding of human behaviour is gained through interactions with the informants. (Simply Psychology 2019). Those features make this approach more suitable for the purposes of this paper.

Unstructured interviews

The information was gathered through face-to-face, unstructured interviews. A set of questions was prepared beforehand. However, those were intended to provide the interviewer with some direction and structure, a guide on what questions should be asked. The interviewer was not limited to asking only the questions that had been prepared. (History Learning Site 2015). Therefore, a strict order of questions was not followed. The unstructured type of interview was chosen as

new topics or questions may surface from previous answers given by the respondent. This enabled the authors of this study to find many issues that had not been even taken into account by them at the beginning of this research.

Groups interviewed: students participating in Learning Lab projects and experts.

Our pool of respondents is composed of 7 experts and 11 students. The students had participated in Learning Lab projects and the experts who had been interviewed count with a vast experience working in team settings in corporations or as coaches or teachers at TAMK and Proakatemia.

International as well as Finnish students had been invited to participate in the interviews. However, only 2 Finnish students accepted the invitation. Therefore, the students are from Australia (1), China (1), India (1), Finland (2), Mexico (1), Russia (1) and Vietnam (4).

All the interviews were transcribed, and all the information leading to the identification of the respondents was removed. Nonetheless, information regarding professional or academic background and current work position were kept in the transcriptions.

The analysis was carried out after all the transcriptions were ready. The writers of the present paper had face-to-face as well as WhatsApp brainstorming and mind mapping meetings, and each writer was in charge of the analysis of different sections or subtopics.

The writers had some freedom to put their own thoughts and perspectives only in the Discussion. In that section, information gotten from the analysis and theoretical framework were utilised.

5. ANALYSIS

BENEFITS & DRAWBACKS OF TEAMWORK

Participants in the individual interviews were asked about both benefits and drawbacks of teamworking in accordance with their own experiences. As written below is an in-depth understanding of when and how teamwork can benefit one individual. The same approach applies to when and how teamworking can hinder oneself from completing tasks given.

Benefits

Teamwork is normally carried out through school projects, extracurricular activities, and so on. When interviewees were asked about the benefits of teamworking, there are a variety of answers that highlight the importance of teamwork. There are in total 18 interviewees.

Knowledge gain

Nearly 80 percent of the interviewees (12 out of 18 interviewees) agree on the fact that from his/her own experiences in teamworking, members can be aware and learn many things through working in teams. To be specific, it is reported that team members learn about different methods, strategies, new ideas, various points of view from other members. One respondent is reported to gain certain knowledge from other fields, or other majors of studies. Additionally, another student admitted that when he/she worked with people of different skills, he/she would like to reach their level and do things he/she had not personally carried out before. Another respondent added that by working in multicultural teams, his/her vocabulary had improved a lot, and he/she managed to always learn something new.

About 27 percent of interviewees admitted that teamworking had helped them develop certain personal skills. To be clear, one respondent is reported to gain and learn more about developing trust in teamwork, of which he/she considered it as a group effort. Experts claimed that by enjoying or having fun working in a team, relationships can be formed with other team members, and that was how

networking came into place. Another expert claimed to gain more confidence when being a part of a team, as in case he/she did not know an answer to some questions, his/her team members might know the answers. One respondent is reported to develop certain skills, which include being patient, and listening to others more.

Outside-the-box ideas

Another one is reported to develop a better sense of how different people think in different ways, especially in interdisciplinary teams. Ideas, different mindsets and cultures can be experienced and learned. Through teamworking, many good ideas popped up, which could not be carried out by yourself. By further discussion, more ideas were generated, evaluated, and it would be fun to work in a team. One expert claimed that the optimum number of team members is from 3 to 4 people to be efficient for projects. It is agreed that many people with different skills and coming from different backgrounds did not only increase the outcome of the project, but also helped to enhance the knowledge of individuals by being able to bring something new to the table.

During the learning process of teamworking, 5 out of 18 respondents, which accounts for approximately 27 percent of the interviewees pool, agreed that more ideas or solutions to problems were created as the discussion with other team members went further. To be more specific, it is claimed by expert that people from different cultural backgrounds have different experiences, points of view, and through teamworking, if team members were able to understand other members' points of view or way of thinking, teams would work smoothly with others and manage to creatively produce an outcome together as a team.

Moreover, 7 out of 18 respondents, which makes up for 39 percent of the interviewees pool, agreed that teamwork helped create an outcome or result for a project that not always an individual could always manage to carry out successfully.

The organization of the team could be the factor affecting the outcome of the teamwork. In addition, one expert explained how teamwork is one of the best

ways nowadays to solve a problem by stating that people shared ideas and with brainstorming, they managed to come up with the best solutions for the problem. Another expert also agreed that teamwork produced more output than individual work. The reason behind is that members can pull knowledge from other team members, and information can be brought from many different directions, which also leads to an increase in confidence levels of team members. It is also claimed by the experts that many tasks were more efficiently completed by a group of people compared to just one person or just one individual. Compared to one individual, teams were more creative, so that more solutions to problems could be found through teamwork, and there were more skills and competences in a team.

Management of complex projects

4 out of 18 respondents added that some projects were so complex that it could not be done for an individual and that it needed work from a team to carry out successfully, especially in corporate settings. One respondent agreed that through the unity of differences in teamworking, in terms of skills and knowledge backgrounds, the project outcomes would be enhanced. This highlighted the need for practical experiences with working in teams at universities to prepare one individual for the real working world after graduation. This point of view is also agreed upon by experts.

Drawbacks

Communication problems

Out of 15 respondents, which makes up about 83 percent of the pool of interviewees, agreed that one of the main drawbacks in teamworking is complicated communications. To be specific, the complicity of communications includes different styles of communications due to different educational backgrounds or style of working; different opinions; conflicts in interests as a result of different personalities.

About 27 percent of respondents agreed that different styles of communications are because of differences in educational backgrounds and style of working. It is

pointed out that incompatibility due to difference in backgrounds, hindered smooth communications in teamwork, for example, two or three people may not be compatible working together, from which the importance of team building activities is highlighted so members could get to know each other's strengths and weakness, communications styles, so that they could be utilized for the benefit of the entire group, and lessen the amount of conflicts as much as possible. Furthermore, from one expert's experiences, some members complained that other members did not have enough knowledge to contribute to the team, and some were not cooperative. And since there was no mutual cooperation and lack of commitment from members, the team broke up in the middle of the process. Thus, it is highlighted the importance of having certain rules in the beginning to ensure commitment and cooperation among members.

Personality clashes

3 out of 18 respondents agreed that different opinions and different styles of expression were included in the drawbacks, which could potentially lead to future conflicts. One respondent added that there were some members who might stick too much to his or her own opinions without considering others, which hindered the team growth process. Moreover, from the mentioned respondent's experiences, people with stronger opinions were more likely to lead the way and their opinions could easily become the team's opinion. Some members could be off topic. One respondent considered him or herself as an introvert and is reported to have difficulties voicing his or her own opinions in the group.

Conflicts were unavoidable, with experts explained that personality clashes can be one of the factors leading to conflicts. Therefore, it is highlighted by experts that there was a need for team rules to ensure commitment level among team members.

Another 4 respondents are reported to consider teamwork took more energy than individual work at some point. One individual had to be aware of oneself, and personal way of thinking. One expert claimed to have lack of freedom in terms of groupwork, and another respondent claimed to have difficulties in brainstorming ideas.

5 out of 18, which accounts for 28 percent of the respondents, were reported to relate misunderstandings due to the multicultural environment with difficulties in communications as one of the main drawbacks of teamworking. One respondent emphasized the importance of being able to understand other people's point of view for more effective communications. Another respondent is reported to have problems with his or her foreign language skills, which is English as a mutual means of communications, alongside with different cultures within the team, as well as different usage of language from different majors.

It was explained by the experts that multicultural teams had difficulties with communication also due to hierarchies or power distance based on Hofstede Insights. Also, the meaning and scope of certain concepts such as time and commitment vary between cultures, and because of this, not all the team members stick to the tasks equally. This was a very common source of conflicts within the teams.

Lack of mutual goals

In case there are no mutual goals within the team members, communications among members can be affected; with 6 out of 18 respondents, which accounts for 33 percent of the interviewees pool agreed on the mentioned viewpoint. One expert added that different levels of motivation or goals could be seen more obvious in the academic environment as each student in a group could have different goals or learning goals as well as expectations from each project. One respondent mentioned that some members might shift their focus on the final results only, but not the process. Not having the shared goal for the project leads to demotivated, irresponsible members, which creates bad final outcomes affecting the entire team. Different motivation levels as a difficulty in setting mutual goals in teamwork. So, it is implied that in the beginning it was very difficult to have the same direction because each member's goals were different, and more effort should be put on setting shared goals. The issue of commitment mentioned by experts as above is also causing difficulties in setting mutual goals for the entire team.

MOTIVATION ANALYSIS

Factors lowering motivation:

Lack of skills, lack of knowledge

Lack of skills was considered one of the factors demotivating team members. Respondents claimed that at times they found themselves not properly prepared to perform the tasks that they were assigned, being this scenario a demotivating factor.

It had been explained by the experts that team members lose motivation when they don't count with enough information regarding the project. It was reported that the sense of cluelessness makes team members less participative, as those perceive themselves as not having enough means to contribute to teamwork. A non-participative team member will cause the rest of the team to be less motivated.

Different skill levels in the team also was perceived as a demotivating factor. An expert expressed having been contacted by students claiming that it was too difficult to carry out the project because their teammates did not have the expected skills for the work. In consequence, the more skilled team members had to produce all the tasks on their own. In other cases, the teams were dismantled and the students had to form new teams.

Different expectations

Different expectations towards studies also were described as a factor lowering motivation. Many respondents told having encountered teammates who did not give importance to their academic performance, so those put only the minimum effort into teamwork. This created a sense of uneasiness in the team and frustration to those members who were more dedicated to their studies. Dedicated and committed team members saw the results of their efforts were unfruitful, as not all the team members shared the same level of commitment. In consequence, the team got a lower grade than what was expected, leaving the ambitious students discontented. It was also disclosed that this is a common reason behind the reluctance of some students to carry out projects in team settings.

Uncertainty

Respondents have described an atmosphere of uncertainty, especially when the projects were at the initial stage. The respondents explained that they did not know what to expect about the project, about the other team members and their attitudes towards studies and teamwork. Students had expressed that because of this, it was difficult for them to trust the project and the peer team members.

The lack of trust as a result of uncertainty made students anxious and unmotivated. However, it was reported that the situation began to improve as they started to get to know each other better.

Lack of communication

Respondents told of teammates arriving late to meetings and even worse, being absent without informing the team. That behaviour was described by the respondents as lack of transparency, and noted as a demotivating factor.

Students told that the team needs to know if somebody is going to be late and that, if somebody cannot come to the meetings, then the team should be informed about the absence and the reasons why the team member is late or absent.

Respondents also reported having suffered demotivation when other team members did not pay attention nor listen to their ideas, as they felt their contributions to the team were not taken into account. It was noted that after this, unheard team members preferred to just keep their ideas or thoughts to themselves, resulting in this way the team's performance affected in the long run.

Unsatisfactory feedback

Unsatisfactory, non-constructive feedback after hard work and dedication to teamwork was also reported. Non-constructive feedback was characterized as criticism without any intentions to orientate the receiver on how the task could have been performed better.

This kind of comments only afflicted the receiver, who felt doubtful about the value of his / her contribution to the team and also as a student. This occurred at the end of the project, so the respondent did not have any chance to show different results.

Unclear instructions and goals

Unclear goals and objectives, and lack of proper guidelines were revealed by the majority of the respondents as factors lowering motivation, both at individual and team levels. The respondents – students and experts –, highlighted the importance of providing teams with clear instructions and goals in order to avoid confusion and demotivation.

Cases of vague instructions and the absence of those were repeatedly reported. For instance, a teacher gave a team assignment without clarifying to the team members what they were supposed to do in order to complete the task. Also, a case of a summer project in which the commissioner was aware of the lack of expertise of the team on that subject. The commissioner only expressed to the team what they were expected to deliver, without giving any information regarding the process to create the product, damaging the team's motivation.

It should be pointed out that this aspect was brought up not only by students but also by the experts who were interviewed. The difference lies in the way they were described; as the experts already have so many years of work experience (some of them had been working for over thirty years when they joined the university community), they listed the different events or situations that made them demotivated. On the other hand, more detailed descriptions were provided by the students, taking in mind it was easier for those to remember.

8 out of 18, which accounts for approximately 45% of the pool of respondents exposed unclear goals and guidelines as a factor causing demotivation.

People not attending team meetings

The unexplained or uninformed absence from meetings has been exposed by the respondents as a demotivating experience in teamwork. While it has been explained that it is totally understandable to be absent or late at times, both students and experts shared that team members should inform their teams if they are going to be absent or late. Furthermore, if the team is not informed beforehand, that is taken as a lack of respect towards the team and a careless attitude about the project. Besides, it was said by respondents that if a team member does not participate enough, then the other team members had to do extra work in order to keep the team's performance.

Repeated absences and lateness - even when those are properly justified - also affect the team's motivation. Respondents said that, however, the team's spirit and motivation are not negatively affected if the team member who was absent compensates that action, for instance, by working from home or taking a bigger workload.

Students and experts gave examples of cases in which the team members compensated their absences as well about occasions in which those were not. For instance, it was described a case in which a team member did not attend many of the team meetings since her mother, who lived far away, was ill. Nonetheless, this did not prevent team members from contributing to teamwork, who found it possible to do remote work.

One of the experts gave details about a conflict that occurred because a team member did not attend meetings due to difficulties waking up early. This created a negative atmosphere, which led to general demotivation in the team, as the student did not give any reasons to the team nor compensated for his absenteeism. The team had no choice but to contact the coach to tell about the situation, so the coach had a meeting with the team member in question to hear his version. After this, the coach had a meeting with the whole team, to make the team members learn what the others were thinking and feeling due to his behaviour. The coach then asked the whole team how this could be fixed, and also asked that student what he could do to be a better team member. Finally, a solution was found after those conversations, so it was not needed to remove anyone from the team.

Personal reasons and problems

Personal reasons or problems consist of any negative, non-academic related events or situations. 5 out of 18 which accounts for nearly 28% of the pool of respondents expressed that personal problems have enough influence on team member's motivation. Students facing personal problems usually find it too difficult to comply with team's rules, as they find themselves unable to attend meetings, remember deadlines, keep attention to details, etc.

What makes this even more complicated is that a team member will not easily reveal to the others the difficulties he/she is going through. Then, that person may be seen by the rest of the team as unthoughtful, uncommitted, irresponsible or simply not motivated enough about the subject. This way, the discomfort starts to rise in the team, making the other team members reluctant to approach the unmotivated, unproductive team member to find out what is happening. In consequence, the team member starts to feel more anxious and isolated, which will lead him / her to struggle even more as a team member. All of these events greatly contribute to an endless loop of negativity.

From the respondents' experience, it has been observed that this was solved in different ways. For example, the team let the coach or teacher know about what was occurring, which was followed by an individual meeting with the unmotivated team member, and then with the whole team, including the team member considered unproductive. It should be taken in mind that this strategy was successful in long projects, unlike it was seen in short projects, in which the teams just preferred to go on their own.

One of the experts said that many times he had been informed by teams that one or two team members did not contribute, and that he was informed about this just after the project was submitted. The expert explained that this may happen in short projects or tasks, which last only one month.

Respondents who participated in Learning Lab projects as well as an expert from Proakatemia also told about cases of unmotivated team members due to personal reasons, but those were successfully solved. The teammates tried to first get closer to the unmotivated team member to find out what was happening. Only when this strategy did not help, then the team mates contacted the coaches to find a solution together.

It has been mentioned by respondents from Learning Lab that the team mates actively tried to help when noticing an unmotivated team member. Also, it was mentioned that coaches were helpful and provided orientation to unmotivated team members as soon as they became aware of what was happening with those students.

Conflicts, difficult personalities

Conflicts between team members were reported as potentially harmful to motivation, especially when those are not amended. Respondents described conflicts that occurred as a result of distress, cultural differences, misunderstandings and personality clashes.

Respondents disclosed having worked with people who did not accept to hear other opinions or suggestions in the team, teammates who have been described as “bossy” or “difficult”. A student who was taking part in SCIL projects, told that many times this had prevented her and her teammates from sharing ideas, so the rest just followed what the “bossy” team member indicated to them, even if that led the team to be less creative.

An expert explained that conflicts also take place very easily if there is not enough cultural awareness in the team. The respondent, expert in multiculturalism and currently taking charge of the Human Resource specialization module at Tampere University of Applied Sciences, revealed having witnessed many conflicts because of this issue. For instance, students may have different perceptions of time due to their cultures of origin, and also the concept of commitment is stricter in certain cultures. At the same time, students from cultures that are not monochronic (time-oriented) such as polychronic (Latin American, Asian, African,

Arab) and variably monochronic (Southern and Central Europe), are more social and extroverted, according to the expert.

The communication style, which is attached to the power-distance cultural dimension of Hofstede Insights, is also a common reason for misunderstandings and conflicts. Another expert said that this is a bigger challenge for virtual teams. The logic behind this, described by the expert, is that the team members are not familiarized with the Finnish culture. The respondent said that students who had been living in Finland for two years before the project started, were totally accustomed with the Finnish style of work and communication, therefore, they faced some difficulties and misunderstandings when working with people from bigger power-distance nations. For instance, it was disclosed that when working in virtual teams, German teammates were depicted as “bossy” by their Finnish peers.

Bearing in mind all the stories shared by the respondents (students and experts), it seems that conflicts are almost unavoidable, even in short projects. The difference is that in short projects, students did not want to express or make comments if they felt unfairly or disrespectfully treated. At the same time, if some teammates were not collaborative and failed to comply with the team’s rules, the team preferred to avoid any confrontation and, instead, other team members had to take bigger workloads. In this case, the teacher or coach was informed after the final report was submitted.

It has been noticed also of many students that had not informed of their conflicts to their teacher or coach; these students described themselves as too shy to talk about the problem with the team and coaches or teachers.

Unfair / unequal treatment or favouritism

Behaviours such as the inclination to recognize the work or contribution of only some of the team members, or when certain people receive preferential treatment, leaving this way the rest of the team at a disadvantage, as well as the favouritism from the team leader or project manager towards one or more members, were reported as highly demotivating. The inequality in the team was expressed mostly by the experts, and no specific details about cases of such events

were disclosed. However, it was inferred as something that occurred during their work life.

Too strict and unrealistic deadlines

Deadlines that are not adjusted to the magnitude or complexity of the projects were reported. Students did not provide any details of when or in what projects this had happened, but it was indicated that they had to work with unrealistic deadlines, which led to frustration and demotivation. On top of that, the impossibility to negotiate the deadlines made them feel their opinions or appreciations were worthless.

The experts also mentioned that working under impractical and non-negotiable timetables affects team members' motivation, which later leads to a decrease in the team's productivity. One of them recommended getting to know more about the team members, their strengths and weaknesses, their previous experiences, so this way it will be easier to assign or distribute the tasks and set reasonable deadlines.

COLLABORATION ANALYSIS

In terms of collaboration in teamworking, there are in total 3 open-ended questions about interviewee's teamworking experience, in which collaboration is involved. The questions revolve about what the interviewee has done, firstly when him/herself did not know how to perform a task, and secondly when other members in the team did not know how to handle the task given. Furthermore, the interviewees were asked if there happened to be any other factors involved that have effect on collaboration in teamworking, from his/her own experiences. Lastly, the interviewees were asked about their personal approach to the situation from their experiences to have a more in-depth look into factors affecting collaboration in teamworking. The total number of interviewees are 18 people.

The first question concerning collaboration in teamworking is what actions the respondent took when he/she did not know how to perform a task given. There

are various responses to this question in accordance with the experiences of the interviewees.

Only 2 over 18 respondents mentioned that they were hesitant to ask for help at first in front of the team, and preferred to observe how others do before asking, which only makes up for 11 percent of interviewees' pool. One respondent mentioned that it is better to try to learn by hearing and watching first, instead of asking other members for fear of bothering others. It is also mentioned that better responses were received when asking for help during one-to-one conversations, rather than during a team's meeting. The reason for this was provided by the respondents, and it was that they believed that their own problems or concerns did not belong to anybody else in the team.

Approximately 72 percent of respondents admitted that they chose to ask for help from other members, either in one-to-one conversation actively or in team meetings. One respondent mentioned that having been given tasks outside of his/her expertise before. When this respondent did not understand something, asked help from team members actively.

Feeling demotivated when facing a task that one did not know how to perform did occur in one respondent. However, the respondent still acknowledged that it is the responsibility to fulfil, and still tried to carry it out successfully by asking for help from teammates actively and asking for feedback.

Another interviewee viewed the difficult task as a challenge and mentioned that he/she would select the right task with his or her own expertise in the beginning. Despite being given the difficult task, he or she went to the person who already had knowledge in that field to ask for help.

Some respondents did mention that differences in cultures could have some effects on how the teams collaborated. To be specific, one respondent described that teammates were willing to help but in Finland, people didn't answer immediately if they were not absolutely sure about the answer that they were giving.

Another respondent noticed that people from the Engineering field are more friendly when asking for information, especially when the respondent did not understand a word in English and asked for further or better clarification. Also, it was mentioned that there were people that did not really like to work with people from different cultural backgrounds. The respondent also disclosed that there are problems related to personal attitudes.

One expert explained that it is very essential that the team members share information and teach others how to do things to get things done. Another expert preferred to give his/her students teamwork projects to prepare them for the future international business environments.

It was pointed out by experts that the commitment level among team members can be strengthened by actively asking questions to them. That way, team members are more participative and the team atmosphere is improved. In consequence, higher participation improves the team atmosphere.

About 3 out of 18 respondents reported that they had negotiated with teammates about choosing a more suitable task in accordance with one's expertise. It is mentioned that by acknowledging one's own strengths and weaknesses, one could try to negotiate with other members to select more appropriate tasks to accomplish. It is important to let the team know and negotiate with them.

One respondent mentioned that went straight to problem-solving, and let the skilled team handle the problems in accordance with their expertise. Another respondent claimed that not everyone had to do the same work, but the tasks were assigned in accordance with one's own expertise in order to boost motivation and collaboration among team members. Such issues had to be explained clearly with other members, and one had better ask another person who knew better about that particular matter.

The second question concerning collaboration in teamworking is what actions the respondent took when other members did not know how to perform a task given.

Around 50 percent of the respondents were reported to have let the team know about the situation. Other members would try to find solutions to the problems. It was explained by the experts that when the team is working well, it is natural that team members want to help each other. It was emphasized by them that those who are the more skilful ones, are very willing to help.

One of the experts explained that the human mind has been built in general in such a way that people are willing to help others if they have problems or to share their own expertise. Thus, it is important to have at least one team leader to motivate, and encourage collaboration among members, as recommended by experts.

It was also disclosed by the experts that it is vital to have a team leader to help team members to be aware of the responsibility they are having in teamwork, which means if one individual is falling behind in contribution, the entire team can be pulled back. According to them, team leaders can help members with clarification and boost members to share what they have known. Also, they can actively encourage teaching and collaboration among team members.

The importance of team building practices also was indicated as crucial to strengthen bonds among team members. Through team building practices or exercises, team members understand each other's strengths and weaknesses, styles of working better. Thus, a collaborative working atmosphere is assured in the long run.

Factors affecting collaboration

Communication and trust

One of the first and foremost factors affecting collaboration is communications. Miscommunications can have devastating effects on both the process and the final outcome of the project that a team is participating in. It can happen that one individual cannot understand the point of view that others are making, which is potentially a cause of misunderstandings and future conflicts.

6 out of 18 respondents, which accounts for 33 percent of the responses agreed that in terms of communications style, there is a high need for mutual trust and respect level, which could potentially avoid certain types of conflicts in the long run and lessen the tendency towards blaming issues. With trust, it is easier for members to work with each other. One of the experts shared that there is a need for team building activities so that members can easily share about oneself and listen to other people's sharing to gain better understanding through communications, especially about work life, life goals, and life directions. From which, trust can be built, and in case problems arise, members with certain levels of trust with each other might not be afraid to bring up and seek solutions together for the problems. When team members need help dealing with unknown tasks, it would become easier for them to bring up problems when a certain amount of trust has been reached among members.

According to the experts, it is important to make certain engagement rules in the beginning to ensure commitment level from team members. Taken into consideration some personal reasons leading to lack of collaboration, time consideration, or other cultural aspects, a rule of engagement will lessen cultural misunderstandings, which will minimize the amount of conflicts and cultural misunderstandings.

Goals and guidelines

Around 50 percent of the respondents agreed that clear communications of project goals and targets as well as clear guidelines in the beginning do have an impact on the collaboration level in teamwork. If the guidelines or what is expected in the outcome of the projects are communicated clearly and in an understandable way, it would have a positive effect on the motivation and commitment level of each member, which might have an indirect impact on the collaboration level among team members.

One respondent claimed having worked better when clear directions for the project have been formed. A topic of interest can boost the motivation level among team members, which can help the members become more eager to work and more collaborative in the working process.

Another respondent reported that lack of transparency in communication can have a negative effect on the motivation levels of team members. Things need to be clear, in terms of roles and tasks in the beginning. There is a need to understand why you did this project by setting clear goals and targets, from which members can communicate and encourage each other better based on the mutual goals and targets.

It was also expressed that there should be a project manager or team leader to try to create better bonds among members to gain more in-depth understanding of each other. One expert also agreed that having clear team goals can motivate members to collaborate better.

Proper distribution of tasks

Some respondents find out that assigning tasks in accordance with members from different backgrounds is probably one of the difficult tasks, and things would go faster in task assigning with clear team roles and through team building activities. One expert disclosed that diversity in cultures and backgrounds can bring in more creative ideas or solutions to occurring problems. But to make this possible, there is a need for cultural literacy or cultural awareness.

Through appropriate team building practices, better team dynamics can be created, in which members manage to acknowledge each other's strengths and weaknesses, differences in cultures and academic backgrounds, it would be easier to get a role in a team, plan what to do, and distribute the workload better.

Team dynamics

The second most important factor is the team's working atmosphere or the so-called team dynamics. Approximately 50 percent of the respondents agreed that team's working atmosphere or team dynamics was one of the contributing factors to collaboration level among members. A good sign of collaboration is when all members try to help unmotivated members to become more motivated, and when

everyone is willing to carry out tasks, to help others, understanding as a common mindset of the team.

One expert claimed that a good working environment fosters positive growth in a team. Another expert found that team dynamics can be strengthened with proper team building activities to understand each other better. Another respondent reported that attitude, mindset and background have also something to do with collaboration. People with narrow mindsets, if they don't know something, they will just leave it unchanged. Open-minded people are always trying to do their best to grow and learn more. Thus, open-minded people might help strengthen the collaboration. Moreover, some respondents are reported to feel more eager to work when being surrounded by helpful, collaborative, proactive or enthusiastic team members. Thus, one respondent pointed out that it is vital to be able to select members with the same level of motivation and commitment in the beginning in order to work with. Furthermore, some other respondents claimed that other members' motivation levels had a direct impact on the motivation level of the respondent, which could have either a good or bad effect on the collaboration level in general depending on each circumstance.

A qualified team leader

The third factor is the need for a qualified team leader. About 50 percent of the respondents stressed the importance of having a leader in a team. A team leader can play a vital role in assigning tasks to members, making sure all deadlines are met, and encouraging teaching and learning processes among team members. A thoughtful leader can be helpful as a leader needs to be aware and understand the possible effects that difference in cultures and backgrounds could cause during teamwork. It was claimed by one expert that there is a need for authoritative-ness in a leader as well to ensure that members are encouraged to share their knowledge as in the corporate settings, not everyone is willing to share what he/she has known to other people.

One expert also mentioned that a team leader is to notice certain early declining signs in the performance of a specific individual before it could have more devastating effects on the entire team's performance in the long run. Another respondent recalled a case in which the team leader did not get enough trust and respect from team members, which hindered the decision-making process of the entire group. This incident highlighted the importance of building enough trust and respect through team building practices.

Experts noted that leaders can help ensure the rules of engagement are carried out properly, empower members to unleash their potentials, and resolve uncertainties as well as rising conflicts to ensure members collaborate effectively during the process.

External factors

External factors including some sort of incentives: bonuses, money rewards can encourage collaboration to reach goals, as explained by one expert. It is also necessary to be taken into account that in academic settings, clear guidance or support from coaches or teachers can have an impact on the collaboration levels among students participating in the projects.

Teambuilding

Diversity in team members brings new ideas or possible breakthroughs but managing to make different people work in coordination with each other can still be challenging. However, by trying to understand each other better, as well as having clear communications, developing an adequate amount of trust, respect, and commitment, the team can alleviate itself to create satisfactory outcomes. Team building activities help create stronger bonds among members, from which better collaboration can be formed among members so as to fulfil the project goals or targets that have been set in the beginning.

TEAM BUILDING ACTIVITIES ANALYSIS

Learning contract

The learning contract was described by an expert from Proakatemia, who explained that this happened at the very beginning of the team forming process. Each team member wrote individually about their past, their reasons to study that programme and what motivates them. Half a year after that, the students write a new learning contract, in which they write about their dreams. The expert revealed that thanks to this contract everyone had better knowledge on everyone else's past, therefore it was easier to understand why people made certain decisions. This also prevented team members from taking personally certain actions or omissions by the peer team members.

A Proakatemia student also gave information about the learning contract. This respondent also reported having written the learning contract every 6 months with the teams. The first contract was when the team members wrote down background information: what had happened during work life and personal life. The second one was about what members wanted to accomplish and the directions that members would like to go.

Activities outside the campus

Respondents that participated in SCIL projects described many different activities outside the campus, such as having lunch together, going for sauna, practicing sports together, field trips not related to the subjects they were working on, etc. Also, they disclosed feeling closer to their teammates after talking to them outside the campus, which happened through the team building practices offered by SCIL.

Activities organized by the student union such as parties, volleyball evening, picnics and video game evening were also mentioned, but only by one respondent.

The experts who were interviewed remembered that during their years working for corporations participated in team building activities outside formal settings, such as sauna evenings, doing exercise outdoors, going to a pub, etc.

Kick-off meetings

Respondents mentioned kick-off meetings or team bonding activities as part of most of the projects they took part in. From their point of view, these activities built the trust in the team, but this was more difficult to achieve in bigger teams. For example, one of the respondents claimed to have worked in a team composed of twenty members, in which some of them had strong personalities.

The importance of face to face meetings was also highlighted by the experts, who said that they should be taken into practice, especially in the beginning of a project. On the other hand, remote work was recommended once that the team members know each other better.

The experts acknowledged that the natural team building starts from the personal aspect, trying to get to know more about the people who are part of the team, their hobbies, their previous experiences. One of the respondents, expert in global virtual teams, communicated that team building is about getting to know the other people, their strengths and weaknesses.

Environment to carry out team building activities

It was noticed that the majority of the students felt closer to their teammates after team building activities outside formal settings. For instance, a respondent expressed that she used to feel “more formal, distant” to her teammates before getting to know them better. Also, the other students shared that they started to feel more comfortable in the team after spending time outside with their teammates. Furthermore, it was observed that team members share their personal stories and obstacles more easily when the team building happens outside school.

The level of involvement also was different when the activities took place outside the formal environment. The respondents confessed having enjoyed those activities, which led them to open up more about themselves. 9 respondents, which accounts for 50% of the pool of respondents manifested their preference to participate in fun activities outside the campus, instead of utilizing the traditional team building exercises commonly utilized at schools.

It was unanimously acknowledged the preference to participate in fun activities outside the campus, instead of utilizing the traditional team building exercises commonly utilized at schools.

According to the experts, team building should take place outside of the academic environment. otherwise the team members will not share enough about themselves, making the team building exercise ineffective.

Reasons why people don't participate in team building sessions:

Lack of interest in team building activities

Getting to know more about the teammates was not a priority for some students, as the respondents disclosed having worked before with people who were not eager to join in activities organized for that effect. In those cases – according to the respondents - there was a need for micromanaging, as well as a need for a team leader to get close to such members and pull them as part of the team. Also, it was noticed scepticism from a small number of respondents, as those expressed having too many of those in the past without seeing any positive results.

The time was also a factor affecting the interest in team building activities. One of the respondents, who at the time of the interview was part of SCIL, shared that the people in her team don't spend as much time together as people from other teams. When consulted about the reasons behind this, this student explained that this happened because they preferred to finish the tasks as quickly as possible to get back to their homes early. However, they did have some activities together, for example, visiting different places. Another respondent mentioned a project in the past, in which the timeframe was very limited – only one month -, so the teams did not have time to strengthen the bonds. Despite the time issue, they tried their best possible to work as a team.

About 22% of the respondents expressed lack of interest towards team building activities and distrust towards the efficacy of those.

Personality traits

Personality traits such as introversion played a role in participation in team building activities. It was reported that sometimes this feature prevents team members from participating in those activities. One of the experts revealed that the only solution in cases like these, is to push those people to get the best out of them. However, to make this possible, it is essential to get to know what each individual can do, their strengths and weaknesses. The coach pointed out that after this, the work can be shared equally.

Personal reasons

Participation in team building activities turned less feasible for students who have long working days. Also, older students had difficulties with team building, as many of them have children and dedicate more time to home chores. Those team members participated in team building sessions held within formal or official settings. Moreover, there were also shared experiences of reluctance to work in teams at all, as some students thought that maybe they did not have enough time to dedicate to teamwork, reason why they expressed to their teachers their preference to work alone.

Non-solved conflicts, lack of proper collaboration and other negative experiences from past projects made students reluctant to join team building activities, as those meetings were perceived as pointless by those team members.

About 17% of the respondents referred to personal reasons as a motive preventing team members from participating in team building activities.

6. DISCUSSION

This research is about the teamwork practices at the Learning Lab, with a focus on collaboration and team building. The collaboration aspect especially is very ambitious and challenging, in the sense that teams are interdisciplinary. Communication problems are expected, because not only the professional backgrounds are different; most of the teams at the Learning Lab are composed of different cultural backgrounds. Therefore, misunderstandings are very common. But this does not mean that teams face only downsides.

When analysing all the information provided by the respondents, it became clear that interdisciplinary teams bring benefits not only to the organizations but also to individuals working in them. Students participating in interdisciplinary teams see those benefits mostly after the project ends. They learn new things from disciplines that they had never studied before and develop soft skills, so they will be more prepared for future projects and work life.

Benefits of teamworking

Nowadays, teamworking is one of the most essential skills, both in academic and corporate environments. The result of our qualitative research shows that teambuilding can benefit the members in many ways, with nearly 80 percent of the interviewees agreeing with the fact that members can be aware and learn many things by participating in team projects. The team can be more creative in problem solving as the discussion went further, agreed on by 27 percent of the interviewees. Moreover, some projects can be too complicated for an individual to handle, which requires the effort of a team, especially in corporate settings. Thus, the ability to work or collaborate well with other people is now widely recognized as a measure for success of an individual. About 27 percent of interviewees admitted that teamworking had helped them develop certain personal skills. The important components of teamworking include motivation, collaboration level and communication among members. To make up an efficient team, members need to collaborate well with each other. The factors affecting the ability to collaborate among members include the fact that each of the members is motivated.

Collaboration Add-up Factors

Importance of motivation

Motivation can be regarded as one of the most important components that have effects on collaboration level among members. When motivated, members are more likely to complete the tasks given, or more willing to strive for better project's results. Moreover, certain members can be influenced by the general motivation level of the entire team, which means that if the general team atmosphere is positive or motivational, members are more likely to be motivated as well, and thus, become more cooperative in teams.

How is motivation affected?

Factors affecting the motivation level negatively include lack of skills or knowledge, lack of communications, unclear instructions or goals, difference in expectations, unexplained absences from members, personal problems or reasons, unfair treatments and conflicts. It can be understood that not all members are on the same level of expertise as there could be a variety of academic or professional backgrounds among members. It is vital to understand one's background thoroughly enough to assign the task and communicate accordingly. 28 percent of the respondents had reported to relate misunderstandings due to the multicultural environment with difficulties in communications as one of the main drawbacks of teamworking.

Communications Cohesion & A need for Team Leader

It has been shown that communications could play a vital role in monitoring the collaboration level within a team. There can be many personalities in a team. Some members have strong personalities, others can work better off independently. Some members can work at their optimum rate when clear instructions or guidelines are given. Thus, transparency in communications is needed. At the beginning phase in the team development process, team building practices are essential to help members get to know each other better, and become more

aware of each person's strengths and weaknesses. Moreover, collaboration relies significantly on trust level among members. With certain teambuilding practices in the forming phase, it is easier for members to build trust required for further collaboration in the long run (Harris & Sherblom 2011). Thus, members can potentially show more empathy after acknowledging other member's personalities, which can also reduce the tendency of future conflicts and possibly boost the collaboration level among members. Furthermore, when clear goals and objectives are communicated clearly among members, each member's motivation level can be boosted, which could potentially have an impact on how collaborative team members could be. (Rouillard 2009, 25 - 29). Before the start of any project, there is always a risk of uncertainty in information flow, difference in expectations among members, which makes it very difficult for the entire team to steer on its own, especially when the differences among members are large in terms of both ideas, goals, and expectations. In case there are no mutual goals within the team members, communications among members can be affected; with 33 percent of the interviewees pool agreed on the mentioned viewpoint.

Therefore, there is a need for someone to stand out as a leader, who can help the entire team to agree on mutual goals, objectives, and certain expectations (Gratton & Erickson 2007). A leader could help the communication process go on smoothly and help confirm the essential information to members who seem to be lost. A leader can also help motivate members directly by giving pep talk, reminding members of the expectations as well as goals by participating in the project. A leader can help the team to bond better, simply by implementing the effective team building practices.

Goal setting

Special attention must be put to the goal setting process. This is another aspect that brought many problems to different teams and respondents (students and experts alike). Motivation and collaboration were negatively affected by unclear goals and guidelines, so the recommendation is that the goals should be written as simple and concise as possible, remembering that most of the teams are multicultural and interdisciplinary.

The absence of clear goals causes an increase in scepticism towards teamwork and project work, making students reluctant to participate in projects in the future. If people do not know what is expected or when those expectations are stated in a blurry manner, team members still do their best despite the feeling of disorientation. For this reason, team members experience frustration and other negative emotions when they are given feedback. Working hard despite the feeling of disorientation, with all the obstacles that come as inherent consequences, just to hear at the end of the project that the outcome delivered by the team was not as expected definitely does not match with an enriching experience.

The accomplishment of goals should not be verified only when the project ends. The goals of the project are written when the project starts, but smaller milestones must also be set. (Hubspot 2019). Those may be reached every week, and the achievement of those also should be confirmed by the whole team.

Challenges are healthy for the team in terms of performance. Goals then should challenge the team members to reach a new level of skills. However, if those get to the extreme of being unrealistic in terms of skills, time or any other resources and / or circumstances, the whole team will experience a drastic decrease in motivation. It is worth keeping in mind that demotivation brings lack of collaboration as a consequence, as team members will feel unable to help the others. (Moustafa & Pakdil 2016, 72). Thus, this mixture of demotivation and lack of collaboration for sure will sabotage any possibility of success.

Conflict management

On the other hand, conflicts can arise at any time during teamworking process. The types of conflicts can vary, as it can be either functional or dysfunctional. With functional conflict type, the team can still remain functioning properly and produce desired outcomes. Dysfunctional conflicts can be defined as disagreements among team members that disturb the team's collaboration and bar each team member from fulfilling the shared goals and objectives. Thus, no desired outcomes can be produced. It is important to recognize the type of conflict soon enough and seeking practical solutions to solve the conflicts rather than "sweeping it under the carpet", which would make the situation way worse than it should

be. When there is diversity in a team, whether it is age, gender, country of origins, study backgrounds or so on, conflicts are unavoidable. There are 5 common ways to react when there are conflicts in teamwork: competing, collaborating, compromising, avoiding, and accommodating. (Lewinson 2010). Depending on each circumstance, one way would work better than the other. Thus, there is a need for a leader who could stand out to be the mediator between two conflicting parties and advise the appropriate way to deal with conflicts. The approach could help reduce the hatred, which could possibly turn into personal during the conflicts among members. As mentioned, with appropriate team building methods at the forming phase of the team development process, members could understand each other better and show more empathy when conflict arises.

Teambuilding

To make an interdisciplinary team successful, the whole team is required to make an extra effort, but this is totally doable. When properly built, those teams achieve results and find solutions thanks to the key features of that type of teams: collaboration and innovative thinking. For this, team building is crucial.

Description

Learning Lab (former Smart Campus Innovation Lab or SCIL) has been carrying out laudable team building methods. Their strategy of arranging activities outside school premises to strengthen bonds between people has been proven as highly effective. Collaboration easily occurs when team members feel closer to the others.

When the students who participated in the projects described the team building activities organized by SCIL, it was not difficult to note that they had not felt obligated to participate. On the contrary, those exercises had been enjoyed and positively described by the respondents, which explains the high participation. But the activities were more than just enjoyable; most of the team building exercises neither interrupted nor interfered with the other activities that the respondents had.

Recommendation

There is however, an aspect concerning team building that may be improved, and it has to do with people that need extra stimulation to participate in team building activities. That slight lack of interest towards team building - often disguised as a need to save time to just finish the project earlier -, can be easily tackled. That will happen if people somehow feel they will be rewarded by being more active in the team.

Especially in short projects, students do not take team bonding so seriously, as their focus is only on the project topic itself, so then getting to know more about people and understand different personalities are commonly overlooked achievements. The suggested approach to deal with that, is to challenge the students. For instance, offering small prizes to the teams that submit or post more pictures of them practicing sports together, eating out, or doing any activity together as a team outside school premises. If the least eager students still do not show interest, the more competitive team members will push them to participate. Once that they start to be part of those practices, the engagement level will be spontaneously increased, as they will realise that their indifference regarding team building was based in misconceptions.

Another approach worth implementing is the Learning Contract, currently used by Proakatemia teams. As described in the analysis section, the learning contract is a document written individually by each team member at the beginning of the team forming process, and it contains information about the team members' past, their reasons to study that programme and what motivates them. Half a year after that, the team members write a new learning contract, in which they tell about their dreams and aspirations. The Learning Lab can benefit from this, as this will increase the tolerance and understanding between members. Nonetheless, this practice is advised only in projects that last more than one month.

During this research, it was proven the link between the inobservance of rules and a decrease of motivation within the team. At times, rules had not been followed due to different circumstances, and the cultural differences were a factor

behind this scenario. The word “cultural” is not merely related to the culture from the countries of origin, it means also the individual attitude towards work, life, studies, rules, norms and the extent of those norms. Thus, many individuals coming from the same country can still hold different beliefs, perceptions and behaviours. Because of this, clear rules also should be set at the very beginning of the project. Taking in mind that most of the teams are not only multidisciplinary but also multicultural, the rules should be easy to understand for everybody, free of slang words and concise. The consequences of non-observance or violation of rules should be clearly detailed, and it is advisable that all the team members participate in the creation of the code of conduct. In order to avoid future misunderstandings or allegations of ignorance on those rules, it is crucial that all the members are asked if they understand the rules or terms. After that, the document can be signed by all the members.

To sum it up, it is vital for teams to have team building methods to build bonds immediately at the forming phase of the team development process. And, during the beginning phase, the team should agree on mutual goals, objectives, and expectations. In order to be fair for all members, teams can also agree on certain team rules to implement in the future. There is also a need for a leader to make sure the team building is implemented, to lead the team to go into wanted direction quicker than the team itself, to make sure of the transparency in communications, and to be the mediator when conflicts arise. (Gratton & Erickson 2007).

Self-Reflection

A highly motivated team

The team started the thesis project highly motivated. The topic was very broad and interesting at the same time, considering that nowadays teamwork is more of a skill than a method of work itself. But, alongside the high motivation at the beginning, there also was a huge feeling of doubtfulness. There is an explanation behind this: none of the team members had previous knowledge on Human Resources Psychology or any related subjects. All that they knew about Human Resources was thanks to a couple of courses from that module at TAMK.

Getting to know more about people and to understand them better took one of the writers of this thesis to sign up for the Conflict Management course in 2019. The other team member read articles that made her feel more confident about the thesis topic and a book that can be considered interesting in teamwork settings or why not, also for life in general: “No! The Power of Disagreement in a World that Wants to Get Along” by Charlan Nemeth. So, both of the team members knew perfectly that it was not going to be enough just to read the different sources to be utilized in the thesis. Therefore, motivation was not exactly a problem. At least not in the beginning.

Difficulties

Confusion played against the team. It did not harm the team in the long run, but it lost much time because of it. To put it more clearly... both members were convinced that they were expected to find out new tools to make a team more collaborative. Those tools would be utilized by the Learning Lab teams in the near future. At this point, the team had as the main theory the Zone of Proximal Development or Scaffolding. As business bachelor's degree students, this posed a huge challenge.

The writers had experience working in teams, as this method of work was utilized for nearly all of the courses for their degree programme. But the proper understanding on why human beings react in certain manner before different situations, what can be done to make a team member more helpful to others... Those were totally new issues. They had encountered many situations in their teams, like conflicts, but those had not been properly solved. Pretty much the same as what many other students had experienced working in teamwork settings. Because of this, it was a tremendous burden to think about “bringing something new to the table”. After all, they are not experts. But the challenge was accepted. That meant reading many different sources about that theory, many times without success. Most of the academic sources were not so understandable for business students, pretty often those were perceived as “too philosophical”. The important thing is that the theory itself was understood, so the hard work done on researching paid off. So, the next big step was to... find out how to apply that theory in teams and what new tools or methods to offer to the commissioner. Many brainstorming

meetings were needed, but always they went back to the question: “but what suggestions then can be given to SCIL?”. The writers were very focused - almost obsessed -, on finding out new alternatives or methods for the Learning Lab (former SCIL). Something new that they can implement in their teams. They thought that after interviewing the students and experts, they would find out those methods. But no...

There is always light at the end of the tunnel...

The writers noticed that the Learning Lab teams were already collaborative. With problems, like all the other teams have, but the overall attitude towards teamwork was very positive. This was communicated to the commissioner; that things already seemed to work very well at the Learning Lab, and that because of that, the writers were struggling to find what new methods to suggest. After this, the commissioner offered a different approach for the thesis: instead of suggesting something new, the thesis would focus on, for instance, what the Learning Lab was doing right. That way, the team got a totally new direction, which meant a big relief.

After the commissioner’s recommendation, the team talked about this to the supervisor who quickly understood the situation and approved the change of focus of the thesis, and this way the research took a more practical approach.

As the Scaffolding Theory was discarded as the main theory, the team had to add more information to the theoretical framework, such as teambuilding, goal setting, cohesiveness and conflict management. From that point, the core of the thesis shifted to collaboration and teambuilding.

After this, the team had another big challenge: the analysis part. None of the writers had much expertise on qualitative research, so the team got “inspiration” from theses found on Theseus.fi and Tunilib (currently Andor Database). By reading other people’s papers, specifically those containing qualitative research, the team got a clearer picture on how to carry out the analysis.

The interviews were transcribed and analysed. To not miss any important details, it was considered better to do the analysis in two stages. In the first stage, the writers classified all the answers into different sections. This resulted in being very useful to write the second stage, in which a proper analysis and detailed descriptions of the different situations were provided. This “second stage” is the official analysis.

In the discussion, the writers felt more freedom in the sense that they were allowed to put their own thoughts and perceptions. However, this does not mean that the discussion contains only personal opinions; it is also based on the information supported by the analysis and theoretical framework.

Strengths

The strongest point of the team was the collaboration, which took place throughout the whole thesis process. One of the reasons for this is that both team members already knew each other very well, as they have been working together in many course projects. The level of trust was optimal, and this made it very easy for them to share things that would have been otherwise difficult to, for instance, when they had personal reasons that made them feel unmotivated, or when they felt unsure about their capabilities to carry out the research. When one of them felt unmotivated, then the other tried to cheer the other member up.

Weaknesses

Something that each one of them should improve, is to admit when someone is struggling with something. While it is true that the team members knew that focusing too much on the Scaffolding theory would not be that viable considering their academic formation, they should have spoken that out much before they did. That problem was dealt only inside the team, which it should not be something negative, but struggling for very long and not reaching out for help outside the team can be, considering that the team had the supervisor and commissioner to talk about those difficulties. It took much time for the team to realise it was a better idea to mention those inconveniences to the thesis supervisor or to the Learning Lab, as there was a fear of failure behind that. Also, the writers were worried

about possible prejudices or misjudgements from talking about such issues or suggesting a slight change in the theoretical framework.

An important lesson learned

The team learned that it is not bad to reach out for help in case of need. Also, recognizing that having problems with something should not be seen as a weakness, but an action that may prevent from wasting time and other resources. Thus, besides all the valuable knowledge gained from the thesis topic, the team members also got a very important lesson for their personal and professional growth.

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APPENDICES

Appendix 1. Interview Questions

QUESTIONS TO BE ASKED TO STUDENTS IN THE INTERVIEWS

1. What are your experiences with working in an interdisciplinary team / with people from different backgrounds (of studies)?
 - 1.1 Personal pains
 - 1.2 Gains concerning your interdisciplinary team-working experiences.
2. Name some of the teambuilding practices that you've experienced.
3. (If no teambuilding is done), then ask: Why do you think it is not carried out?
4. What do you think about team roles?
5. Describe your team dynamics / general atmosphere of your team?
6. What are the troubles caused by teamworking that you have witnessed during your experiences?
7. How did you solve those problems that you have had in teamworking?
8. How do you feel when you are given unfamiliarized tasks? What steps did you take when this happened?
9. What do you think: there must be a leader in the interdisciplinary settings OR the team goes well at its own pace?
10. Describe the importance of more skilled team members teaching others.
11. What thing can lower your motivation when working in a team?
12. What did you do, from your experience, when you started noticing you were not as motivated as before?
13. What did the team members do when they noticed one is not motivated?
14. Describe the reactions you observed the times you asked for guidance / help from your team members? (Are they helpful, or do they seem collaborative? - sub questions if needed)

QUESTIONS TO BE ASKED TO THE EXPERTS IN THE INTERVIEWS

1. In your opinion, what are the pains and gains in teamworking?
team rules
2. Name some of the teambuilding practices that you've experienced.

3. In your experience, why did people not want to attend teambuilding practices?
4. What do you think about team roles?
5. Please describe the best team dynamics or team atmosphere. From your coaching experience, what did you do to encourage optimum team atmosphere?
6. What are the troubles caused by teamworking that you have witnessed during your experiences?
7. How did you solve those problems?
8. Do you think there must be a leader or the team goes well at its own pace? Why?
9. Describe the importance of more skilled team members teaching the others. How do you think this can be achieved? Or how can this practice be encouraged?
10. What thing can lower motivation when working in a team?
discuss the whole team.
11. What did you do, from your experience, when you started noticing demotivated team members? How did you encourage the team as a coach?
have a discussion
12. What did the team members do when they noticed his/ her was not motivated from your observations?
13. How did you encourage the collaboration between team members?

