

Dream Teams

Bridging the learnings between management of
teams in business and sports

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Abstract <p>This research studied the process of building high-performance teams using JYP-Academy, an ice hockey team, as a practical example and reflecting the findings onto the business world. Companies are investing time and energy into making teams work but still a lot of them are under-performing business, this phenomenon can be also seen in sports. Turning under-performing teams into successful ones will not only make the investment worthwhile, it can also increase productivity and therefore possible additional revenue.</p> <p>The thesis was completed as a qualitative study through focused in-person interviews that took place in the Spring of 2015. The interviewees consisted of professionals in the field of ice hockey and a CEO of a media company Mainostoimisto Media M1 (M1). The interviews were transcribed and analyzed through tying together the key words and terms from each interview. JYP-Academy and M1 were chosen for the collection of primary data due to their recent success in sports and business.</p> <p>The results emphasize leadership, communication and goal setting when building a high-performance team. The results also suggest that high-performance can be maintained, under some restrictions, despite team-members changing during projects. The same key concept arose in both informant groups, sports and business, leading to assumption there is a common ground for teamwork development.</p> <p>This study is of value when looking into improving teamwork and building high-performance whether it is in sports or business. The thesis also sheds light on possible future studies that could be realized in order to make adaptation easier when new generations enter the workforce, for example.</p>		
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Tiivistelmä <p>Tässä opinnäytetyössä pyrittiin tutkimaan ja vertailemaan urheilun ja yritysmaailman tiimejä, jotka omaavat korkean suorituskyvyn, sekä etsimään mahdollisia käytäntöjä yritysmaailman hyödynnettäviksi. Jääkiekkjoukkue JYP-Akatemia toimi käytännön esimerkkinä. Yritykset investoivat resursseja tiimityöhön, mutta silti niissä voidaan havaita alisuoriutumista. Alisuoriutuvien tiimien kääntäminen menestyviksi ei ainoastaan tee investoinneista kannattavia vaan voi lisätä myös tuottavuutta.</p> <p>Tutkimus toteutettiin kvalitatiivisena tutkimuksena. Henkilöhaastattelut toteutettiin keväällä 2015. Haastateltavina oli jääkiekon ammattilaisia ja Mainostoimisto Media M1:n (M1) toimitusjohtaja. Haastattelut litteroitiin ja yhteenveto tehtiin haastatteluisissa esiin nousseiden avainsanojen ja termien avulla. JYP-Akatemia ja M1 valittiin primääriin tutkimusdatan kohteeksi molempien hiljattaisen menestyksen vuoksi.</p> <p>Tulokset painottavat johtajuuden, kommunikaation ja tavoitteiden asettamisen tärkeyttä korkean suorituskyvyn omaavissa tiimeissä. Tulokset osoittavat myös kuinka nämä voivat tietyin rajoituksin säilyttää suoritustasonsa tiiminjäsenten vaihtuessa projektin aikana. Samat avainkonseptit nousivat esille molemmissa ryhmissä, johtaen oletukseen urheilulla ja yrityksillä olevan yhteiset perusteet tiimityöskentelyn parantamiseksi.</p> <p>Tuloksia voidaan hyödyntää sekä tiimityötä parannettaessa että huipputiimejä rakennettaessa. Opinnäytetyö nostaa esiin myös mahdollisia jatkotutkimuksia, kuten uusien sukupolvien työelämään siirtyminen.</p> <p>.</p>		
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1 INTRODUCTION

Dream Team:

"A team of people perceived as the perfect combination for a particular purpose." – Oxford Dictionaries (N.d.a)

If it were up to you to determine the term *dream team*, would you say it is a team that has the best talent in the world but does not deliver, or a team that functions and communicates seamlessly but are not perceived to be the best in the world when individually evaluated? The dictionary definition could be revised or there could be another definition alongside with it. Perfect combination is sometimes perceived as the perfect combination of talent, which does not necessarily guarantee the success of a team.

Here are two very different teams to give a practical example of the previous statement:

In sports history there are two teams above all that are considered exceptional. One of them fitting the common perception of a dream team and is, in fact, thought of "the original dream team" (NBA n.d.a). The other team instead was an underdog turned into a 'Miracle' and beat a dynasty that was supposed to be impossible to do (IIHF n.d). Since those teams acted as part of the inspiration for this thesis, it feels natural to introduce both of them briefly.

The (Original) Dream Team refers to the United States first Olympic basketball team that was allowed to include active NBA (National Basketball Association) players. The team defeated its opponents on an average 44 points per game and is to this day considered the greatest sports team ever assembled in history. The dream team is said to have put basketball on the map in terms of sports and its popularity has since expanded all over the world. The team won gold at the 1992 Olympics in Barcelona and the roster

included players like Michael Jordan, Magic Johnson and Larry Bird just to name few. (NBA n.d.b.)

The next story known as '**Miracle on ice**' is also a story about an Olympic team of the United States. Only this dates back to the year 1980 and the team was not exactly set out to succeed on Olympic level. However, this game is considered the all-time greatest moment of international ice hockey. By the year 1980 the Soviet Union had created a dynasty, they practiced eleven months out of the year, studied their opponents and devoted themselves exclusively to hockey. The head coach Herb Brooks led 20 college players to victory from a dynasty, a team that practiced and played together all year round. After beating the Soviets, the USA team took home the Olympic gold medal in the final game against Finland. (IIHF n.d.)

These two stories are vastly different but they both could be said to possess the true essences of the term 'dream team' no matter how the dictionary defines it. In the latter example, leadership has a big and inspirational role, which should be noted as well.

A lot of times teams are put together in sports and corporate life and the individuals included in them may be considered as exceptional professionals who are the best at what they do. Problems arise when the teams do not deliver to what is expected of them and they do not really understand why.

The phenomenon of under-performing teams, which this research was inspired by, is tied into mere personal observations through different media throughout the years. The issue has been notably present also in the academic world through projects where groups should have performed as teams and either failed to do so or under-performed as a whole. Same obstacle can be seen in sports: a big number of teams under-perform but sometimes there is a black sheep present in the form of a team who was not supposed to do well but performs to their full potential (The IIHF n.d).

Organizations and companies make investments into players or employees who are supposedly good and when the team has been somewhat put together on paper, it may look like one has a dream team in front of him or

her. Reality is often vastly different and no matter how talented and awarded the players or employees are, it might be that the team or new employee simply does not deliver when it is show time (Hagger & Chatzisarantis 2005, 163). It may simply be because the new employee, for example, prefers individual work and effort and so the company uses resources on teams and the return on investment (ROI) is not exactly the desired. It may be that the players' and employees' characters do not suit well together with colleagues or even with the coach's or manager's coaching and management style. Also, a lot of times Human Resources (HR) focus on improving and recognizing individual talent rather than that of teams. (Coutu 2009; Hedges 2014.)

It was determined to emphasise more on a sports team as a practical example. This due to the fact that the comparison of the secondary data on teams and the first interview conducted made it evident that sports teams lean towards naturally possessing characteristics of high-performance teams.

As found in the primary data, sports possess a strong element from the business world in terms of player contracts for example. In turn, with companies now investing more and more time into improving teamwork and demanding more from it (Hedges 2014), this would be a fine time to look into sports for guidance on which of their strong points to bring across in order to build high-performance teams. Due to the previous, it felt appropriate to include a company in this research as a case to reflect on.

'Dream Team' will be examined as a concept and term later on. In practice, we can talk about high-performance teams and the relation of these two terms will be later explained as well.

All in all, this thesis is set out to shed light on to what businesses could learn from a sports team when building teams and how sports teams could be of benefit for businesses now and in the future in terms of learning about the future generations. **The research objectives** are to investigate what some of those characteristics are that enable a team to be a high-performance team and to learn what people involved in sports, in ice hockey to be exact, have to say and how they define a dream team.

The research questions are set out to examine two entities: First one is team building and the second one has to do with the effects of team-member changes. Companies rarely face team-member changes as rapidly and dramatically as a sports teams might but sick leaves, maternity leaves, employees resigning and layoffs are part of corporate world, it seems logical to see if high-performance could be maintained even with rapid changes.

The research questions are the following:

1. What are some of the factors that can help a team grow into a high-performance team?
2. Can a high-performance team remain on its performance level even if team-members change?

2 OBJECTS OF RESEARCH

There were two objects of the research from which practical examples and qualitative data were drawn. These include an ice hockey team from the second tier hockey league in Finland and a media company that has to put together teams for projects on regular basis.

Ice hockey is the most popular sport in Finland with 190 000 active amateur players and there are teams for children before they even enter elementary school. (Suomen Jääkiekkoliitto 2015.) Leadership and teamwork skills are practiced throughout the playing years and as these individuals later move on to academic world and work life, they have a set of crucial skills ingrained to them from a very young age on. An interesting observation could be done when looking at the ages of the players since nearly all of them are members of Generation Y. See Table 1.

2.1 JYP-Academy

JYP-Academy is a part of the JYP-organization (JYP n.d) and functions as a so-called farm team and is obligated to provide players when needed to

the first official ice hockey league team JYP until a certain point during the season. In other words, JYP can inform the coach of JYP-Academy that they need a player for that night's game and sometimes this can happen with a five-minute warning (Ahvenjärvi 2015).

JYP-Academy plays in the ice hockey league called Mestis, which is the second highest competitive league in Finland founded in the year 2000. During the season 2014-2015, there were ten teams competing in the league. Mestis (n.d.) The following organizational map (Figure 1) can be referred to for clearer view on the JYP organization. Organization can be defined as

a social unit of people that is structured and managed to meet a need or to pursue collective goals (BusinessDictionary n.d).

JYP-Academy is owned by JYP Jyväskylä Ltd., under which also function JYP, the Liiga team, and JYP A-Juniors that play in the highest junior ice hockey league in Finland. JYP Juniors do not function under the company but in close contact with the organization bearing the same name. (JYP n.d.)

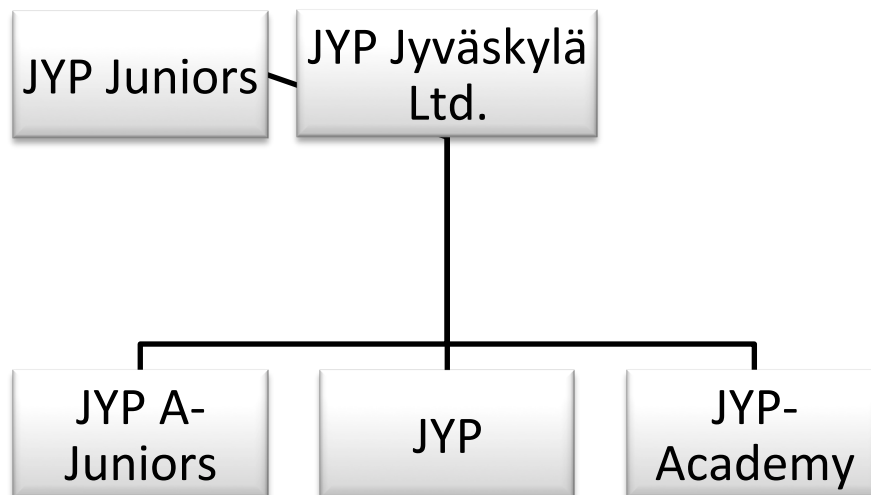


Figure 1. JYP Jyväskylä Ltd. Organizational Map (JYP n.d)

The decision to choose this particular ice hockey team was merely based on findings that could be discovered by anyone (e.g. league standings, players) before contacting any parties for further research. At the home games of the team, there are game programs in the form of leaflets that list out the line-ups of the night and other brief information. Those leaflets, at least the ones at JYP-Academy's games, inform the reader about the ages of the players as well. For that reason it became quite clear that this specific team was playing with a very young team so to say. At the time of these findings, JYP-Academy was at the fourth place on the league standings and after some research done on the players' ages of the other teams playing in the same league, it became quite clear that JYP-Academy was, if not the youngest, among the youngest teams in Mestis (Mestis n.d). See Table 1 below.

The exceptional performance was to be defined by the researcher and based on a personal opinion, and common logic, fourth place in the league standings when the players' average age is 22, when some of the teams have an average age of four to five years higher, was exceptional. Refer to Table 1 below for comparison of the ages of six teams competing in the same league, one of which being JYP-Academy. The information for the table was drawn from the websites of the teams in question. Not all of Mestis teams were included due to practical reasons and the ones listed were the top 6 at the end of the season 2014-2015 (SJLTilastot 2015). Any possible inaccurate information featured on the table is due to inaccuracies on teams' websites.

Now, age does not necessarily determine on what level the team should perform, so to say, but these players are players that most of them are only starting their careers when other teams have players that have a lot more experience some even experience from playing in higher leagues (Mestis n.d). That being said, it is justified to state that the team being studied was performing on an exceptional level during the season 2014-2015. This particular season the team made it all the way to the playoffs, which was a first time in JYP-Academy's history (JYP-Akatemia n.d.).

The company employs 30 people and is located both in Jyväskylä and Helsinki. They offer

digital and print marketing solutions for customers who want to gain focused, qualified and cost effective marketing operations. Mainostoimisto M1 is specialized in visual design (print and digital), brand management, marketing strategies, online marketing, social media, television production and inhouse production. (LinkedIn n.d.)

The Chief Executive Officer (CEO) Tuomo Aartolahti told that teams are specifically formed according to every project assigned by the clients according to the projects' characteristics and goals. Logically, the reason for choosing M1 to be the corporate side to research was the strong presence of team-atmosphere and the constantly changing environment of projects for which teams have to be reassembled.

Refer to Figure 2. for M1's processes. Translations are as follows: (1.) M1 processes; (2.) Situation Analysis; (3.) Objectives; (4.) Implementation and (5.) Results – Further development. (M1 n.d.)

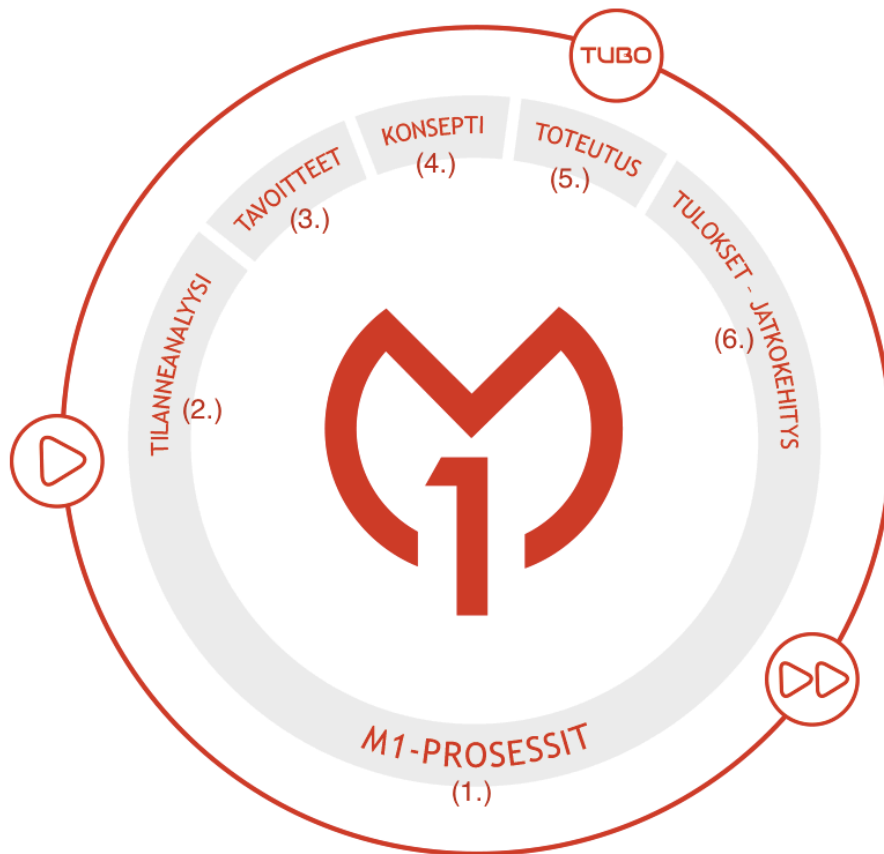


Figure 2. M1 Processes (M1 n.d)

3 METHODOLOGY

According to Jorma Kananen (2011, 11)

Methodology refers to all the methods that are used in research. The main division is based on qualitative and quantitative research, each of which applies methods that suit certain research situations/research phenomena. The methods are needed at the data collection, analysis and interpretation stages of the work. The choice of methods should be justified.

3.1 Research Approach

Inductive approach was chosen due to the nature of the research. There was a need to understand the context and gain perspective, which could only be done when the participants have a chance to bring out viewpoints vastly by talking and therefore, deductive approach where quantitative data would be collected, was out of the question. (Saunders 2009.)

Qualitative methods display and, in our view, should boast, obvious strengths. They help us understand and explain human meanings, and the dimensions of social life. (Young & Atkinson 2012.)

When selecting the qualitative approach on gathering primary data, it was quite clear the participant should have a way to express himself freely and as effortlessly as possible with bringing in as much information as they wanted. Questionnaire with open-ended questions was considered but rejected fast due to it being very difficult to design so that it would provide the necessary information. (Saunders 2009.) Due to personal experience, it has been noted that respondents are fairly inactive when asked to fill out questionnaires where they have to write more than couple of words. The best way therefore was to conduct focused semi-structured in-person interviews to be able to have a more conversational feel to them (Saunders 2009). This was also made clear to the participants before starting the interviews. The non-dichotomous questions were put in order by categories and so the bigger entities were created already in the design-phase of the research and the interview structured so that the data would be easy to analyze (Kananen 2011, 55).

When talking about teams, it is always easier if there is a specific team one can talk about. The object of the research had to fit into the theme, which meant that not every team would be eligible. It had to be a team that is performing exceptionally well and finding one, had to be done by searching online through sports leagues in Finland and seeing if anything stood out. Now, to determine which team is performing exceptionally well was a

complicated process because one has to understand or determine what “exceptionally well” means. However, the main focus was on sports teams due to the results being very public and reliable. If there is a team that is reported to have scored 100 goals in whole during a certain period of time, you can trust that it is true.

3.2 Implementation

Data collection

The primary data was collected through semi-structured focused in-person interviews where the participants were asked predetermined questions but given the possibility to add something they felt was important. The questions were somewhat organized by categories and therefore, the interview followed a certain pattern with the laid-out questions. Every question was not asked and some questions were followed by statements or follow-up questions that were not pre-determined. Prior to interviews, the participants were contacted via e-mail, mobile phone and by face-to-face contact in order to ask about their interest in being part of the study. (Saunders 2009.)

Secondary data was collected before and after interviews by searching through interesting themes, using keywords that were thought important and later after interviews, the keywords that arose from those were used in order to find necessary and relevant theory base to see if statements could be backed up.

Collection of the primary and secondary data happened from January to April of 2015. A lot of which was conducted through a desktop research (theoretical framework), keeping an eye on newspapers and team statistics and by attending JYP-Academy home games at Synergia-Areena. The interviews were conducted between March and April of 2015.

“Physical” collection of the primary data

The interviews were conducted where participants were easy to reach and where they felt the most comfortable being interviewed. Every space was an office type of setting with few chances of interruptions. The questions asked were based on the literature and themes that were considered important but also over all type of questions were included in order to gain perspective of the person and the field in question (Kananen 2011. 54). For example, when interviewing the head coach of the ice hockey team, general questions about his background and how a hockey team is built in practice were made to start the focused interview off with a more general approach before getting to the details.

Ethics

During data collection face-to-face interviews, even with managers, will place you in a position of some ‘power’, albeit for a short time, because you will be able to formulate questions, including probing ones, which may cause discomfort or even stress (Saunders 2009, 187).

From an ethical point of view, the parties were let to know that the thesis could be published confidentially so that any delicate information does not go flying around and permission for recording the interviews was asked from each participant. The questions asked were set to be as ethically correct as possible without putting any of the interviewees in an awkward position (Saunders 2009). Questions asked were not made in order to lead the interviewee on or to get a specific kind of answers and the only time yes or no type of answers were asked happened when clarifying if the interviewer had understood the answer correctly. (Smith 2013.)

3.2.1 Selecting the interviewees and introductions

The selection of the participants happened through observing the current situation of the time of selection of the participants and planning of the thesis. JYP-Academy was chosen because of their exceptional performance and it felt natural to choose an interviewee who was the team leader and who could answer big number of questions within the field of ice hockey, about teams in general and about the specific team in question. The head coach, Jukka Ahvenjärvi, was contacted and asked whether or not he would be interested in doing an interview. The time of the interview happened to be during the playoffs so the interviewee was noticeably stressed out but was not hurrying when answering the questions and was very thorough with all of them. Some prior research was done on the participant before contacting him in order to determine if he would be a good fit for the study. JYP-Academy was the first object of interest in terms of this research and the head coach of the team the first person that was asked to participate.

After the positive response from the head coach of the team, other participants, two of them kept anonymous, were considered. The second interviewee in terms of JYP-Academy is someone who has experience from working in the JYP organization for years and has first hand experience on how the players were treated and what was going on in the team. This particular participant was interesting due to the close contact with the previous years' teams and the vast knowledge in the field and the ability to vocalize the information without being currently tied into or under obligations by the organization anyhow.

The third participant is a professional hockey player with some knowledge about the organization as well. The need for this participant arose from realizing the fact that the sports team in question was a very young team so the perspective of a relatively young player was necessary also. However, this person was asked very specific questions due to the method of contact and therefore the material is a lot narrower than from the other interviews and generally focused on teams rather than JYP-Academy.

The fourth interview in terms of the hockey side of the research was the last one to be conducted but the participant was one of the first ones to be considered. The interviewee in question is a professional ice hockey player, Eric Perrin, who has already played numerous years on an international level. He was the captain of JYP for three years and therefore also familiar with the organization. Both professional athletes were told that they could answer the questions from their general point of view and not to be tied into the organization. The reason for reaching out to players from the JYP-organization was merely to make it easier to possibly ask specific questions and know that they had the quiet knowledge about the organization that did not have to be explained to them, for example how JYP and JYP-Academy are linked to each other. This participant was important for the vast knowledge he has acquired and also for the responsible role he has had while playing for JYP.

The interview conducted with the company M1, was to gain perspective and to help in understanding some major differences between corporate team building and team building in terms of sports. Also, to help build understanding on the similarities that occur between the two fields and since the theory section relies a lot on companies' point of view, it felt natural to have a similar point of view in practice. The participant is the CEO, Tuomo Aartolahti, of the M1-company and therefore a great fit for the research interview.

3.2.2 Performing the interviews

First one (*Ahvenjärvi*) was done at Synergia-Areena, the main hockey rink of Jyväskylä, Finland. The space was a small office next to an empty locker room so there was no issue with noise.

The second one (*Aartolahti*) was conducted at M1 offices in the General Manager's office room, background music is be noticeable from the audio recordings but not to the extent of it being disruptive to the clarity of the audio from the interview.

Third interview was conducted at interviewee's home and there were no distractions of any kind. Fourth interview was conducted via mobile phone. The interviewee was sent the questions beforehand and he then recorded himself answering to them. The recordings were clear and the choice of place and time was of participant's own choice. In case clarification is needed, the fourth interview was the only one not conducted as an in-person interview.

Fifth and, at the same time, the last interview (*Perrin*) was conducted at an event held at the main hockey rink's (Synergia Areena) restaurant (Ravintola Hurrikaani). The event was no distraction to the interview as the recording of it happened in a conference room where the music was not distracting. There were no distractions other than a few phone calls that the interviewee received during the interview.

Each interview included the interviewer and the interviewee, except for the one conducted from distant via electronic devices. All interviews were conducted in Finnish except for the one with Perrin that was done in English. All the participants were explained the structure of the interview and told that the questions served as a guideline. Permission for recording was also asked and granted for each of the interviews. There were neither failed attempts in terms of contacting the people nor refusals once getting through to them. Everyone was on board right away and no further convincing was necessary.

3.3 Analysis of the data

The audio material was transcribed quite loosely in terms of accuracy and we could say a propositional level of transcribing was used in order to get the key messages recorded by transcriptions (Kananen 2011, 56-57). The interview questions were already organized into categories, which made it easier to do the same with the answers even when the level of accuracy was propositional; in fact, this was definitely the easiest and clearest way to interpret the data (Saunders 2009). One of the interviews was started out as word-for-word transcription but halfway through the interview it became quite obvious that

this type of accuracy would make analysing the data only more complicated. Transcribing happened by using multiple key words for each answer of the respondent, which made it possible to tie questions and themes together that otherwise were, so to say, far apart. From the key words, it was possible to make mind-maps that helped in tying entities together and helped ultimately to combine and compare the answers from the sports team's coach and from the media company's CEO.

4 THEORETICAL FRAMEWORK

Reviewing the literature is important because it constitutes an important chapter in the thesis because it creates and adds to the credibility of the academic piece of work. The theoretical framework will help in identifying other possible research in progress and to organize one's ideas and findings. Also it helps one to be able to come up with new research ideas and to develop critical perspective. (Saunders 2009.) Reviewing the literature allows you to test the existing theories on the specific organization or environment. Or if there are no existing researches or theories, it allows you to come up with a pre theory. You will also be able to build up the existing amount of knowledge on the matter. (Rowe 2014.)

The theoretical framework was decided to build on team-building, emphasis on high-performance teams, motivation of the individuals and how that transfers into the team and the effects of team-member changes within the teams. This is logically due to the objectives and research questions at hand and the previous were considered to build the best base for the research. Also Generation Y was looked into due to the ice hockey team JYP-Academy consisting only of players that age.

The theoretical framework is leaning towards corporate world with sports kept in mind throughout the revision of the literature. Practical examples drawn from interviews are heavily influenced by sports perspective although business related examples are included as well in the form of reflection. The poor performance by great talents does not affect either or, it is a

phenomenon that can be seen both in sports and in corporate world and therefore both are included. Furthermore, sports and business go hand in hand and that can be understood as one of the reasons to not leave either of the sides out.

4.1 Working groups and Teams

Many often misunderstand the concept of a team and especially when trying to improve the performance of a particular team, one has to truly understand what the concept actually means. (Katzenbach, Smith 1993.) Oxford Dictionaries (n.d.b) define a team as “a group of people who work together at a particular job.” Instead, Katzenbach and Smith (1993), who emphasize the importance of understanding the actual definition, define team as

"a small number of people with complementary skills who are committed to a common purpose, set of performance goals, and approach for which they hold themselves mutually accountable."

These two definitions are vastly different and it can be very crucial to the level of performance if a manager fails to commit to the right idea of a team. They distinguished a working group that was explained to have a strong clearly focused leader, individual accountability, a purpose that is the same as the broader organizational mission, individual work products and an efficient way of running meetings. The working group measures its effectiveness by its influence on others (such as financial performance on the business) and the group discusses, decides and delegates. Then again, a team was described to have shared leadership roles, not a one focused leader; a team possesses individual and mutual accountability; has a specific team purpose that the team itself delivers; collective work products, that being defined as “what two or more members must work on together”, and a team encourages open-ended discussions and active problem-solving meetings for example when talking about the performance goals of the team. A team also measures performance directly by assessing collective work products and it discusses, decides and does real work together. Refer to Table 2 Difference between a

working group and a team below to a clearer setting of the confrontation of the differences of a working group and a team. (Katzenbach, Smith 1993.)

Table 2. Difference between a working group and a team (Katzenbach and Smith 1993)

Not All Groups Are Teams: How to Tell the Difference	
Working Group	Team
> Strong, clearly focused leader	> Shared leadership roles
> Individual accountability	> Individual and mutual accountability
> The group's purpose is the same as the broader organizational mission	> Specific team purpose that the team itself delivers
> Individual work products	> Collective work products
> Runs efficient meetings	> Encourages open-ended discussion and active problem-solving meetings
> Measures its effectiveness indirectly by its influence on others (such as financial performance of the business)	> Measures performance directly by assessing collective work products
> Discusses, decides, and delegates	> Discusses, decides, and does real work together

Interestingly enough, the working group presented like this could be thought to be a team by many. The biggest difference indeed appears to be the strong sense of collectiveness when defining a team especially when talked about the accountability, work products and assessment. The above-presented Table 2 helps in understanding why teams may never reach their full potential for efforts being concentrated on individual basis and the shared leadership for example ignored. As the authors stated:

“People use the word “team” so loosely that it gets in the way of learning and applying the discipline that leads to good performance.” (Katzenbach, Smith 1993.)

Katzenbach and Smith (1993) describe the essence being the common commitment, with which a group of people can be turned into a powerful unit of collective performance.

4.2 High-performance teams

Jamey French (n.d) defined a high-performance team to be

A self-managing, multifunctional group of people organized around a whole process and empowered with full responsibility for their success.

In accordance to this, Harkins (2014) briefly described high-performing teams to never lose sight of their goals, to be largely self-sustaining and to take on a life of their own so to say.

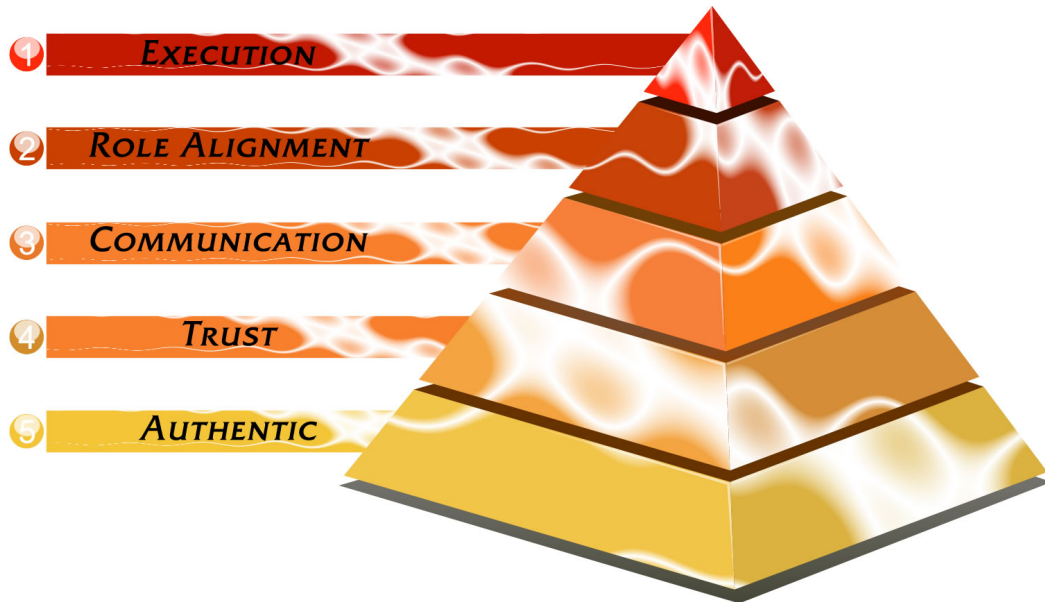
In every case that has been studied at the Europe-based Centre for Organizational Research, teams that 'click' always have a leader who creates the environment and establishes the operating principles and values that are conducive to high performance.

He (Harkins 2014) listed the four most significant behaviors consistently demonstrated by high-impact leaders to be:

- *Defining clear goals or a vision of the future in accordance with overall organizational aims (the "big picture")*
- *Creating blueprints for action to achieve those goals*
- *Using language to build trust, encourage forward thinking and create energy within the team ("powerful conversations")*
- *Getting the right people involved ("passionate champions")*

Driven for Life (2012) illustrates building of high-performance teams as a simple pyramid of building blocks. They also base everything on leadership and use the word authentic in order to bring across a message of a strong

knowledgeable leader. Next up is building trust, and through establishing that the next step to communication can be taken. When team communicates efficiently, it is possible to move towards role alignment and finally have the team perform as in the form of execution. Refer to Figure 3. for the high-performance team model pyramid. (DrivenforLife 2012.)



HIGH PERFORMANCE TEAM MODEL©

Figure 3. High Performance Team Model (DrivenforLife 2012)

The above described is a very simplified way into building a high-performance team and if it was that simple, the phenomenon of under-performing teams would not exist. The following sub-chapter digs deeper into what is required from teams and management to establish high-performance.

4.2.1 Building team performance

According to Harvard Management Update (2006), to make a successful team there should be a clear set of objectives, spelled out unambiguously by management. Fairly accurate but if aimed to make the team as successful as possible, referring to Katzenbach and Smith (1993), teams should be given enough flexibility to shape the purposes to promote collective commitment and flexibility to create a set of specific goals, timing, and approach. Team

members should be convinced of the team having an urgent purpose that is worthwhile. The more urgent and meaningful the purpose, the more likely the team is to perform to its full potential. (Katzenbach and Smith 1993.) Harvard Management Update (2006) advised similar to previous but also reminded that managers may need to be a bit cautious and start slowly and give time to the expansion of teams' scope of authority.

There should be performance goals set throughout the way onto the bigger goal (Katzenbach and Smith 1993) and they should be measurable so that it can be assessed whether or not those goals are met (Harvard Management Update 2006). Communication is highly emphasised by many sources and for example Pentland (2012, 62) stated that patterns of communication were the most important factor when predicting a team's potential success. According to data collected team's energy and engagement outside formal meetings were the best predictors of teams productivity. When informal communication increased in the form of coffee breaks being scheduled at the same time for team members, it resulted to a notable 20% decrease in call center average handling time for the lower performing teams while the overall average decreased as well. Due to this, the manager of the bank's call center could forecast 15 million USD in productivity increases per year. The customer satisfaction was noted to have benefitted from the communicational changes within teams as well. The figure 4 below, illustrates the described phenomenon. The percentage demonstrated on the figure, represents the overall improvement within the teams. Points A and B on Figure 4 are equally efficient but due to different combinations of energy and engagement, blue stands for high efficiency and red for low. (Pentland 2012, 70.) Katzenbach and Smith (1993) show similar opinions and talk about team having to be in contact formally and informally a lot especially in the beginning in order to learn to be a team.

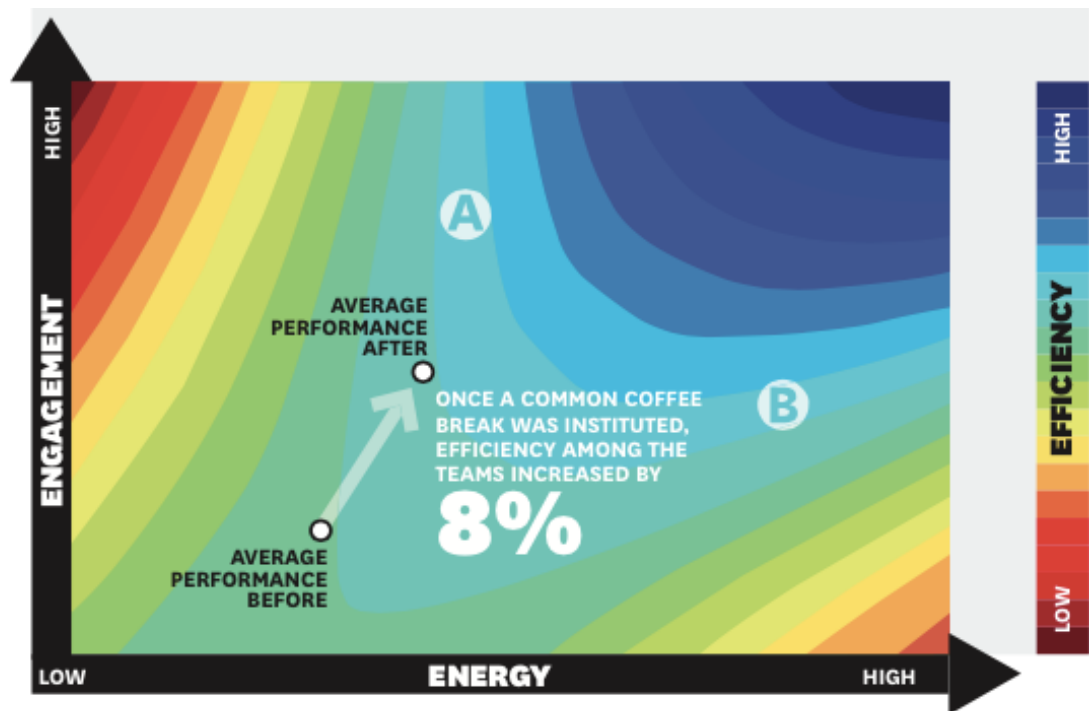


Figure 4. Energy and Engagement against Efficiency (Pentland 2012, 70)

Harvard Management Update (2006) states there has to be ongoing training in communication, group leadership and other team skills and the training for those should not be performed as day-long trainings. There should be an open culture established and access to team-specific information and to senior management should be easy. When it comes to rewards, teams should be rewarded and evaluated as whole without individual incentives. (Harvard Management Update 2006.)

Since teams are thought to rise and fall on leadership, in addition to previous, behaviors consistently demonstrated by high-impact leaders are summarized briefly in the following.

High-performance leaders create a clear vision team-members can discuss. Members have to understand it to the extent where there can be a genuine expression of thoughts, feelings, expectations or even fears can be realized. The leader will keep the conversation on track and relevant to the big picture. Having accomplished conversation and mutual understanding on the matter, the team creates a realistic agenda that the leader will assess and later

discuss with the team-members. This way obstacles and any hidden agendas can be brought to surface. Future outcomes will be linked to the current situation. By going through the stages of defining clear goals, creating blueprints, building trust energy within the team and getting the right people involved, the commitments will be clear and accepted and the process allows the team to form into a high-performance team. (Harkins 2014.)

Presented in a study by Hagger and Chatzisarantis (2005) Carron and Hausenblas' (1998) model (see Figure 5 below) outlines the major influences on group structure and formation, processes and outcomes. Group structure builds upon the norms and the roles within the team. The group structure influences team goals, collective efficacy, and cooperation within the group, in other words group processes. A proposed mediator between group structure and group processes is cohesion, which can be also described as the degree to which group acts in unison when pursuing collective goals.

Cohesion is considered to be an extremely important social psychological construct in the group dynamics in sport because it has a pervasive effect on a number of interpersonal variables at the group processes stage such as collective efficacy, cooperation, effort, and motivation. These group processes affect individual and personal outcomes such as performance and outcomes. (Hagger and Chatzisarantis 2005.)

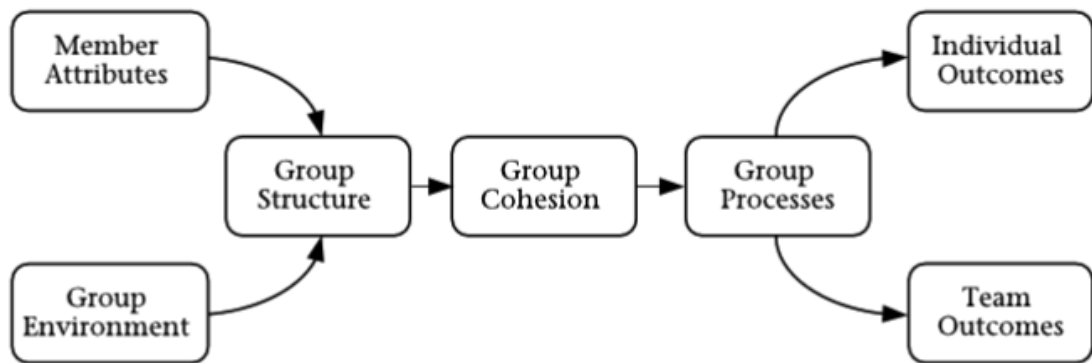


Figure 5. Carron and Hausenblas' (1998) conceptual framework for the study of sport teams (Hagger and Chatzisarantis 2005)

4.3 Team-member roles

This section felt like a necessary addition to the theory due to the data collected and analyzed from the interviews. There were a lot of emphasis on role clarity and acceptance in the answers especially by Ahvenjärvi and Perrin. They saw these to be crucial parts of a team being able to function and to deliver. We are focused on formal roles, in other words roles that have been assigned to individuals (Hagger & Chatzisarantis 2005). In short, when talking about roles, there can be three components identified: Role Clarity, understanding your role; Role Acceptance, accepting your role and Role Performance, having the ability to fulfill your role (Gentner 2010). These classifications are used more in the field of Sport Psychology rather than business but are applicable to both.

Role clarity is vital in a sports team. The player has to know what is expected of them in terms of roles, the teammates need to understand each other's roles and have to be certain about their own individual roles in relation to the team. They have to be able to explain their own roles. If role clarity is not accomplished, important work does not get done because no one feels responsible for it. (Bray 2002.)

According to Benson et al. (2013) **role acceptance**,

refers to the initial and ongoing cognitive evaluation of an assigned role. It is proposed that role acceptance can be defined as a dynamic process that reflects the degree to which an athlete is willing to fulfill the role responsibilities expected of him/her.

Role performance, having the ability to fulfill your role, is not exactly used as a term or spoken about in the interviews conducted but it should be understood that role performance is the third necessary, and also crucial, component when spoken about roles, both in sports and business teams (Gentner 2010). Even though a team member can develop new skills while functioning in a team, there has to be an ability to fulfill the certain activity assigned. One would not ask a lawyer to perform a surgery on a patient unless they were capable to do so. Katzenbach and Smith (1993) state that since a team cannot succeed without all the skills needed to meet its purpose and performance goals, a wise manager would choose people for their existing skills and their potential to improve existing skills and learn new ones.

4.4 Team-member changes

One of the most common types of change in teams is the team-member changing. Flux, an unstable, unbalanced, or changing pattern of interaction in a collective, has been introduced as a way to measure the degree to which change or change events affect individuals and teams.

Member change causes high levels of flux in coordination when a member changes to a more strategically core role, or there is low information transfer during the change. (Summers et al. 2012.)

Summers et al. (2012), referring to Georgopoulos and Mann (1962), describe coordination as a pattern of set routines that represent the degree of functional expression and those routines are existent even after change. However, these types of coordination behaviors are likely to be less efficiently performed after the disruption (change or non-routine events followed by

periods of rapid activity). Strategic core role is central to the teamwork flow. It encounters more of the problems that need to be overcome in a team and has a greater exposure to the tasks that the team is performing and when a member holding that role changes, it results in higher levels of flux in coordination. (Summers et al. 2012.)

According to Cheng (1983 and 1984), flux in coordination has an impact on team's ability to accomplish well-coordinated activities because the efforts can be fragmented, duplicated or when it comes to individual activities, illogically organized. Therefore, a great variation in flux causes a loss in energy and time as more attention has to be paid on how to re-organize in order to continue forward. All in all, even though it sometimes provides an opportunity to re-evaluate team practices and behaviour patterns, increases in flux have a negative effect on performance. (Summers et al. 2012.)

4.5 Goal setting

As also the previous chapter revealed, goal setting has been realized to be a crucial part when it comes to motivation of individuals, groups and teams (Lunenburg 2011) and therefore it seems appropriate to look more into it. Lunenburg (2011) re-introduces a general model of goal setting theory (see the Figure 6 below) by Edwin Locke and Gary Latham (1990). The figure explains the theory in a simplified way. Values and intentions (goals) are thought to be the two determinants of behaviour and a goal is defined by what an individual is consciously trying to do. (Lunenburg 2011.) Lunenburg (2011) refers to Locke and Latham by stating that goals direct attention and action due to them affecting job performance. This is in accordance with Katzenbach and Smith (1993) who spoke about the necessity of setting performance goals for a team to stay committed. Goals motivate people and accomplishing the goal can lead to satisfaction and further motivation, or if the goal is not accomplished, it can create frustration and lower motivation. (Lunenburg 2011.)

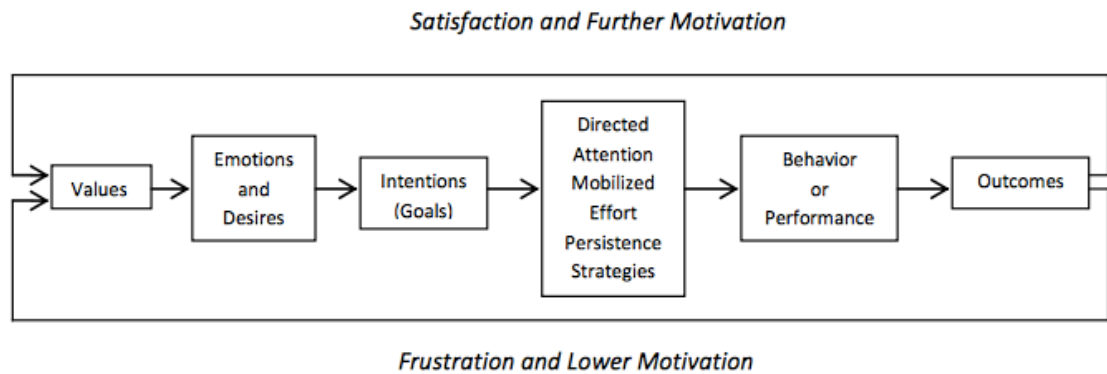


Figure 6. General model of goal setting theory (Lunenburg 2011)

Lunenburg (2011) suggests that goals need to be specific, difficult but attainable, accepted and feedback must be provided on goal attainment. Goals are believed to be more effective when they are used to evaluate performance. Orientation to learning goals leads to higher performance than a performance goal orientation although, learning goals will not necessarily enhance the team performance but may keep the individual more motivated and engaged. Deadlines improve the effectiveness of goals and group goal setting is seen just as important as individual goal setting. (Lunenburg 2011.)

4.6 Motivation

Oxford Dictionaries (n.d.c) defines motivation to be “the reason why somebody does something or behaves in a particular way.” An academic way of saying this would be that motivation refers to forces acting on or within an individual to direct behavior (Gibson et. Al 2006; Ling Lim 2012). When understanding what motivation is, it is pretty logical to think it is highly important in whatever activity one engages in, sports or business. This chapter aims to explain intrinsic and extrinsic motivation due to them being present at the interviews as well. **Intrinsic motivation** is a type of motivation that arises from within, the internal desire, and with which an activity engaged in becomes personally rewarding. The individual does not need to be

rewarded by another party for doing an activity. A good example would be to go for a morning run just because it makes you feel good. **Extrinsic motivation** is the opposite; the motivation is coming from the outside so engaging in the activity promises external reward or it is done in order to avoid a punishment. An example of this would be an athlete taking part in a competition to win a scholarship. (Cherry n.d..)

Extrinsic factors are not considered to be the motivation for a person to do his job, but their absence would result in dissatisfaction. The presence of intrinsic factors increase motivation but their absence may not necessarily result in dissatisfaction. Intrinsic factors include feelings of achievement, responsibility, and recognition. The assumption is that extrinsic factors must be present to ensure that the employee is not dissatisfied before intrinsic motivators can be used to stimulate and enhance performance. (Ling Lim 2012.)

4.7 Generation Y

Referring Manneheim (1952), Ryder (1965) and Kupperschmidt (2000) Guillot-Soulez and Soulez (2014) explain that individuals of each generation are influenced by the political, economic or cultural context in which they evolve and the historic events that shape their values. This leading to development of unique set of beliefs and attitudes that guide and form unique patterns of behaviour for each generation. Guillot-Soulez and Soulez (2014) give an example of Generation Y sharing events like the fall of the Berlin Wall, the 9/11 terrorist attacks and the omnipresence of technology in their world (calling them “digital natives”).

In their article examining values and lifestyle segments of Generation Y, Valentine and Powers (2013) state that

Members of Generation Y have been described as individualistic, well-educated, technologically savvy, sophisticated, mature, and structured (Syrett and Lammiman, 2003). They are group-oriented and consider

themselves to be “cool”, with a strong sense of identity (Pesquera, 2005; Peterson, 2004).

Members of this generation described above are considered to be people born after the year 1979. (Valentine & Powers 2013.) Due to this, JYP-Academy fully consists of players from Generation Y, which made a theory section dealing with that specific generation relevant. Also, most of the first league players in JYP are of Generation Y. When it comes to M1, majority of the employees belong to two generations and the employees are between the ages of 30 and 45. Some outliers, so to say, exist and there are employees who are in their 20s and 50s.

Gorman (2014) discusses the negative perceptions of young workers and their unpreparedness for work life. In her article Gorman (2014) referred to a study done by Bentley University and KRC Research (2014) when she explains that 51% of the professionals who had participated in the research stated that there tends to be a lack of proper training for young workers due to the fear of them being present in the company only for a short period of time. Whereas the study conducted by Guillot-Soulez and Soulez (2014), explained that Generation Y (also known as ‘Millennials’) prefers job security above all, in other words, they appreciate and desire permanent contracts. Generation Y’s work ethics and ambition has been questioned and those have acted as judgments and misinformed reasoning for the Millennials lack of preparedness to enter the workforce. When in fact, that exact generation is faced with vastly different challenges than earlier generations. Blame should be shifted to several parties and companies are hoped to step up and view the problem of unprepared new workforce from a different angle and start delivering training programs. (Gorman 2014.)

In another article where Gorman (2014) discusses defying assumptions related to Generation Y. She reveals some results of a survey and describes what Millennials’ value in their work place and what inspires them to stay in a company for a long period of time. (See Figure 7 for some interesting facts on the matter) This is something the companies could learn from in order to step

up their game and possibly gain advantage from being able to get the young workforce to not change companies they work for. After all, this appeared to be one of their biggest concerns and reasons to not invest in young employees' development. (Gorman 2014.) EY (2015) released a study in May according to which, the top five reasons for millennials to quite their jobs are:

minimal wage growth, lack of opportunity to advance, excessive overtime hours, a work environment that does not encourage teamwork and a boss that doesn't allow you to work flexibly.

Millenials want and need flexibility due to expectations and responsibilities growing both in work life and in their families. Generation Y employees are surveyed to fill manager positions between the age 25-29, that being the time for many to also become parents for the first time.

They (men) are also more willing to give up a promotion, move their families to another location to better accommodate work/family, move closer to extended family members, and take a pay cut to gain flexibility. (Fondas 2015.)

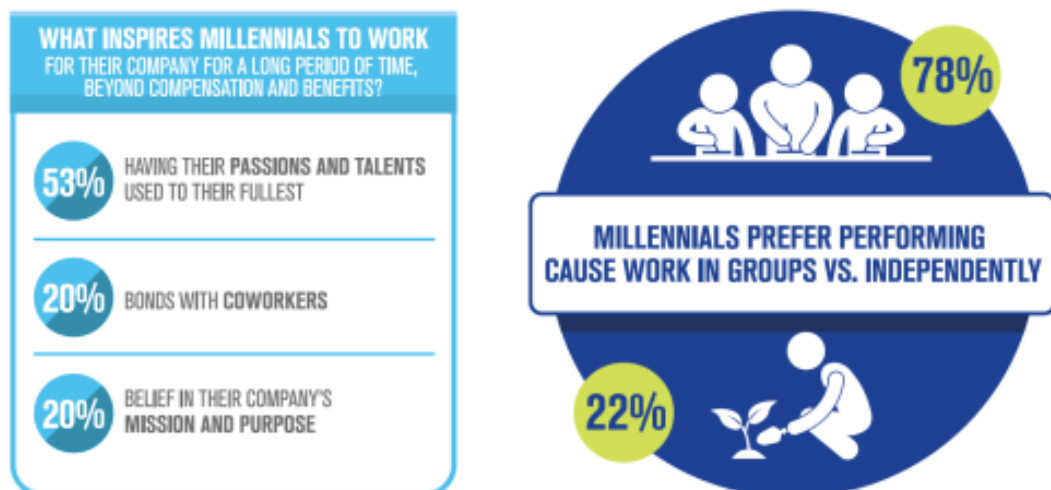


Figure 7. Generation Y's preferences for working in a company (Gorman 2014)

An element tying business and work together on this matter is that both managers and coaches are faced with the Generation Y (Gen Y) being more present every year as new players step in to fill in the retirees and new graduates enter the work life. In 2020, 80 million millennials are estimated to make up for 50% of the employee population (Pollak 2015). In her publication, also Pollak (2015) emphasised the importance to offer training and create mentorships. She stressed to invest in leadership succession plans due to the fact that 73% of millennials aspire to be leaders in the next five years.

Sports are a step ahead with the generation change due to an athlete's active career not being as long as person's career in corporate world (athletes also tend to start their active careers a long before before they hit their twenties). Gen Y has already replaced an enormous amount of Generation X professionals and therefore coaches have to be aware of how to motivate and keep an athlete engaged. In addition to the earlier mentioned characteristics as athletes, Gen Y talents are independent thinkers and have had a lot of responsibility given to them. This may result in that they do not like to be told what to do by authority figures. They love variety in environment and are comfortable with change and might get bored with slow paced surroundings. These athletes expect fast results and want to be coached and treated as individuals even though they work very well in teams. Gen Y individuals like to make a positive contribution to others and nothing is only about money and success for them. (Hanson 2015.) Kelvin Giles (2007) agrees that Gen Y athletes are outcome-focused and they need to know the reasons behind what they do in their training, especially about the parts they find uncomfortable or inconvenient.

To give an example, the average age of National Hockey League (NHL) players during season 2014-2015 was 27,8. This means the players were born average in 1987. NHL is considered the toughest league in ice hockey (Metter 2012). In turn, Finland's number one professional league's (Liiga, previously SM-Liiga) oldest team had the average age of 29 in the season 2014-2015 (Pienimaa 2014). Furthermore, there is a great number of players who are not even 20-year-olds yet (Liiga n.d.).

4.8 Relevance

Here we intend to summarize and highlight the most relevant parts of the theory in terms of the research for both to sports teams and business teams. Katzenbach and Smith (1993) spoke about the loose use of the word “team” getting in a way of applying the discipline that leads into good performance. They stressed the differences between working groups and teams and a big factor distinguishing these two is the common commitment team-members share. This type of commitment has the team work in unison and collectively towards a set goal. The objectives have to be clearly set by the management but the team has to have power to frame the goal so that it becomes meaningful for it. High value is put on performance goals and their contribution into getting to the bigger long-term goal. (Katzenbach and Smith 1993.) Lunenburg (2011) says goals are believed to be more effective when they are used to evaluate performance and feedback must be provided on them.

Everyone needs to understand the long-term goal so they can know how they're contributing, how they're making an impact (Georgius 2013).

Pentland (2012, 62) talked about patterns of communication and how they are the most important factor when predicting success of a team. His examples brought out the excessive productivity increases that can be accomplished solely by improving the patterns of communication within team-members. Harvard Management Update (2006) referred to the importance of communication as well as that of an ongoing training and open culture within the corporation. Georgius (2013) states that one out of five projects is unsuccessful due to ineffective communications and continued by giving a shocking number of 75 million USD that ineffective communication puts at risk. For sports teams, communication can act as one of the key elements especially when line-ups change and any arising issue has to be talked out. For any business team, the amount of financial resources at stake for bad communication should be a motivator to look into it and makes it highly relevant for any research done on corporate teams.

Leadership is another vital component in building high-performance teams. A leader can have team-members' commitments be clear and accepted by defining clear goals, creating paths to accomplishing the goals, building trust and getting the right people involved. Leader acts in an important role in discussing the individuals' roles and making sure they are understood.

Due to talk of roles being present in the results chapter, the three categories briefly defined by Gentner (2010) are:

Role Clarity, understanding your role;

Role Acceptance, accepting your role;

Role Performance, having the ability to fulfill your role.

As found by Summers et al. (2012.), increases in flux have a negative effect on performance, however, the effect may not be so severe in terms of sports teams. Another big difference between business and sports could be noticed on motivation. The assumption Ling Lim (2012) highlighted was that extrinsic factors ensure employee' satisfaction and intrinsic factors are to stimulate performance. Roughly, this could be considered to be the other way around for sports, although intrinsic motivation does not mean the player is satisfied but without it, a player most likely could not play at a professional level.

Millenials, or Generation Y, is a big puzzle in the corporate world at the moment and has also been a present theme in sports for a long time already. Professional athletes who are active with their careers now in 2015, mostly fall on the category of being part of Generation Y. According to Pollak (2015) 50% of the employee population will be millenials. She stressed to invest in leadership succession plans due to the high interest of being a leader within the Gen Y. Millenials love variety in environment and are comfortable with change, they expect fast results and work very well in teams (Hanson 2015). Inevitably, this brings about new challenges both in business and sports but also a lot of opportunities. Businesses could use sports in terms of learning about the current and future generations and sports teams often rely on team captains who may well be aspiring leaders belonging to Gen Y.

5 RESEARCH RESULTS

According to Jorma Kananen (2011, 137),

In the research results the researcher presents the issues found in the research material and how they answer the research questions and provide a solution to the research problem. The answers must be justified properly and presented systematically.

Results chapter is where the researcher may include such tables and graphs that support and illustrate his findings. The chapter is also where verbatim quotes from the interviews can be included. It can also include sections of narrative account, which can be a powerful way to convey the richness of the existing data. It counts as the qualitative equivalent of tables and graphs.

(Saunders 2009.)

The research objectives were to investigate what some of the characteristics are that allow a team to be a high-performance team and to learn what people involved in ice hockey define a dream team.

5.1 What are some of the factors that can help a team grow into a high-performance team?

This first research question is set out to be answered in sections for the convenience of the reader. The sections start by explaining the results from the interviews and then concluding the section into what can help in building a high-performance team.

In short, **factors that contribute to the building of a high-performance teams**, and that we can draw examples from, are: team-building through values, leadership, proper goal-setting, finding the right way to motivate and sufficient communication

Team and individuals

As it was apparent in the theoretical part of the research, it is crucial for managers and the individuals to understand the true meaning of a team (Katzenbach & Smith 1993). In turn, the head coach of JYP-Academy, Jukka Ahvenjärvi, expressed he's thought on how important for the team it is to have a clear view and understanding of the organization, and its vision, they work for. But he also talked about the importance of making clear the vision of the team, what they are moving towards as a team and also as individuals.

The most important thing to stress, according to Ahvenjärvi, is to establish common values for the team. He sees the establishment and following the set values as being crucial since there are players from different age groups and variety in the line-ups. It is important that every one of the players commits to the values they have set as a team. The values help in vocalizing problems and creating an atmosphere where they are resolvable. This leads to creating a set of rules to follow and specific norms for the team. The the most important element of establishing all of this is the fact that the members of the team have jointly come together to set the values, make the rules and so create the norms.

Ahvenjärvi listed three structural steps that are gone through within the team with the individuals in order to perform and win. Even though they work together as a team, everyone has different strengths and weaknesses that need to be developed. The three steps are as follows:

Teaching

Coach's job in the beginning is to teach. The player has to be willing to learn and listen, he has to have courage to try things, and be willing to put himself out there. He has to question things and to be present physically and mentally. Everything together builds up the confidence, which will transfer into performance.

Practice and training

After teaching/learning the next step is practice. He will be trained and he will train and practice independently as well. There has to be 24h commitment into what is necessary as being an athlete consists of more than just training for a certain amount of hours in a day. Again, it is about building confidence and ability and for that the player has to have courage and willingness to challenge himself, break through personal boundaries and exit the comfort zone. After the player establishes the building and improving his confidence through previous, the next step can be taken.

Demanding

After building the base, the coaches can start to demand for performance. Player has to win, deliver and show persistency in his doings. He has to be able to function and commit each day and is therefore 'demanded' on daily basis. Through work, persistency and, so to say, stable performance, the player gains more confidence in his ability.

When it comes to Media M1 (M1), there was not a structure according to which the teams for specific projects would be built upon, other than the skillset needed to meet the demands of the projects. Aartolahti stressed a few times that everything starts with the client and the client's needs and wants. At M1, they aim to somehow include the person who has acted in a significant role in order to get the customer on board. If not possible to physically include that specific person, a lot of times an individual with a similar mindset or attitude is put in the team. Aartolahti mentioned that sometimes building the teams does not work in the ideal way and there has to be some balancing done and people included according to their work situation. This is an interesting fact that might happen in other organizations as well that the right person for the team is not included due to him or her not having time for the project.

To conclude the first section, team and individuals, and to give the first tool in building a high-performance team is essentially for the manager or team leader to understand the true meaning of a team and to communicate it to the other members. The leader has to convey the message of the organization, its vision and its goals. This will help in getting the team on board mentally and moving to the right direction in general. A team leader or manager should lead the team members into establishing common values, rules and norms, which may help in vocalizing problems and creating an atmosphere of trust and mutual respect and makes it easier to resolve problems as also for a new person possibly to join the team later on. A vital part of team's successful functioning is the team-members competency. Therefore, a smart manager considers people for their existing skills but should also consider their potential to improve existing skills and learn new ones when choosing team-members.

Leadership

Jukka Ahvenjärvi said a coach to be the red thread for the team. He explained coach to first of all give guidelines on how to start with the team and provide the means for it to function to begin with. In other words, he has to find the right players for the right roles. Leader's role is to orchestrate and if he sees roles not being carried out how they are supposed to, he has to find a way to do that by changing something in the game or by conversations. Leader is there for players to trust especially in high-pressure and high-stress situations that come about constantly throughout the season. A leader becomes a big part of those situations so that the atmosphere of the team stays positive despite the high levels of stress and pressure. JYP-Academy also has a set of captains that the coach lets the team choose. They have a role in leading and inspiring the team forward as well.

Eric Perrin who was a captain of JYP for three years said being a captain meant a great challenge as well as a huge responsibility. He spoke about the pressure of not letting a successful team start sliding and moving to the wrong direction and having a big role in getting other upbeat and not let them have negative attitudes or develop bad habits. He said it is a continuous work to be

a captain and one has to be observant, ready and active. A captain also has a role in teaching, inspiring and motivating. Perrin said he has wanted to affect people in a positive way and has felt very responsible on keeping the team at a high level. In turn, Aartolahti put emphasis on a leader as someone to orchestrate the work, to make sure everyone contributes and gets to say what they might have on their minds.

That being said, leadership is necessary. As heard from Perrin, a captain has to get the players inspired even on a bad day and the bigger the team the tougher it is. Corporate teams tend to be smaller and one leader sometimes works much better than a few but the amount of leaders and, better said, motivators should be assessed also depending on the size of the team. Aartolahti and Ahvenjärvi talked more about the role of someone coordinate and keeping the strings in their hands, so to say. Teams should always have a competent leader who is passionate and who truly wants the team to succeed, that way it is easier for the team to be on board and moving to the right direction.

Goal-setting

Setting the goals in JYP-Academy, both for the team and the players, happens through a similar structure. The way Ahvenjärvi has established this, is quite identical on what theory has to say about goals and the importance of them. The goals are set into smaller entities as in process goals and daily activities will be determined in order to help the achievement of whatever has been decided for both the team and the individual. The importance of process goals was talked about in the theory section referring to Katzenbach and Smith (1993).

Firstly, there will be conversations to determine what the big goal and vision for the team or individual is. The big goals will be set accordingly. Since the goals have to be specific, measurable, attainable, realistic and time-based, the next step is to slice the big time-consuming goals up, getting into NHL for example, into smaller entities to be able to keep the focus, make them more realistic and to make the tracking of them possible. This allows the setting of

process goals and the determination of what has to be done on daily basis. Also possible corrective actions could be taken if during a time-section it looks like the team is falling behind on their vision.

For the season 2014-2015 JYP-Academy established their goals, divided them into sections, set process goals and set ways to measure them. The measurement of the progress happens frequently and communication between players and the coaches is a daily practice. When asked about assessment meetings, Ahvenjärvi said that they have three to six longer meetings per year with each player that usually last a minimum one-hour. Daily meetings on specific things are a common practice whether it is to go through offense, a specific play or to analyze something else together.

For M1, the goals are mostly set in regards to clients' needs and then, if possible, the team-members are chosen due to characteristic elements.

In conclusion for how motivation could be of help in building a high-performance team, there should be a big collective goal set as a team or by management. Katzenbach and Smith (1993) remind that there needs to be room to shape the goal so that it becomes meaningful for the team. Also, as theory and practice show, the big goals should be sliced up so that smaller performance goals, which can be assessed during the process, make accomplishing the big ones realistic and possible.

Motivation

Players live from the intrinsic motivation, the one coming from inside. Intrinsic motivation is hard to take away but due to it being so crucial to a player's development and performance there were some questions dealt with it also. Notes on motivation that could be taken from the interviews of the two players were that intrinsic motivation was kept up by pride, wanting to do better on daily basis and to be able to have a long career. Pride was something very strongly about and appeared that he does not want to let himself down nor people following him. Negative attributes to inner motivation were said to be injuries that may even get the player depressed. Pride was mentioned again

but the interviewee explained this by him being negatively affected if someone else loses confidence in him.

The coach agreed with intrinsic motivation being the key and said that with only extrinsic motivation a player cannot do pretty much anything when it comes to ice hockey as a professional career. Aartolahti agreed on the necessity of inner motivation, but as mentioned in the theory section, in corporate world extrinsic motivation is usually the key and performance is enhanced by intrinsic factors.

In conclusion for motivation, both coaches and managers should seek people with intrinsic, inner, motivation. Although, in companies, it has to be made sure that employees are satisfied with the extrinsic factors (salary e.g.) first. Intrinsic motivation is vital for best possible performance for both business and sports and could be described as passion.

Communication

Tuomo Aartolahti (M1) concluded that the best team he ever worked in communicated seamlessly. They talked about everything and all the information was shared so that there was constant flow in communication. It was not only formal ways of reaching one another but a friendship type of thing when they called each other for the smallest of updates on the project.

Smaller in the interviews but highly stressed in the theoretical framework, communication is a key element in the success of teams and should be placed high in importance between team-members but also between teams and management.

5.2 Can a high-performance team remain on its performance level even if team-members change?

Ice hockey view

Perrin describes the change of line-ups and players distractions that you have to learn to go with. He explains this by having to help both players affected by the changes: you have to be supportive to the one that comes in and the one that has been taken out has to be kept motivated. He continues by saying that changes like that can affect the team chemistry and can become a problem. With injuries though, the changes are even more logical and necessary. Focusing on individual responsibilities is something Perrin found crucially important to learn in order to manage those distractions within the line-ups. When asked about whether it is hard to handle a possibly inexperienced 17-year-old player being included in the line-up all of the sudden, and whether it is visible in the game, he said: "No, the thing about hockey players, once we get on the ice, everything is out of your mind for those things." He continued with: "I know who I'm playing with, I know what I have to do, I know who I'm playing with against and everything's clear."

Summing up findings from all the interviews, it seems the fact that hockey team is built upon a big number of individuals helps when dealt with the changes in the line-ups. There are so many people creating the team structure with a clear vision of what the goals are that changes to the line-ups do not really affect the team. However, changes done with very little warning time, might affect the individual performance and therefore quick changes might not be the best for the team's benefit. That being said, there are still 20 other players in the team and even if one failed to prepare for a night's game, the team's performance does not rely on that. It came to realization that there are two sides to everything: when taken a young player who wants to perform well is given a chance to play on a higher level, even if it is a five-minute warning, it may be a good thing that the player has not had too much time to think about it and that results in him being less nervous, but then on the other hand, if a player has prepared to play at a home game and is then told to pack up his

gear and leave to go play in a another city that night, that may be a problem. These issues have a lot to do with a person's character and therefore there is a big variance on how players deal with given circumstances.

It was apparent a lot of work from the players has to be realized in order to deal with these type of changes: older players have to give the younger ones the room to make errors and be patient with them since they are only starting out. Communication and talking about the occurring situations was also stressed in order to maintain the intensity and keep the game rolling. These findings go together with what the earlier discussed theory had to say about disruptions, more energy going into coordinating and reorganizing. In sports though, with a bigger team, the flux in coordination may be so short-termed that it actually might not affect the performance in whole as much as it would for a smaller team or for a corporate team. The players are usually not shaken if line-ups change due to it not being an uncommon event. **So the answer to this question**, in terms of a hockey team, is a yes: a high-performance team can maintain its performance even if team members change. Logically, if no communication exists or if team-members actively try to make the situation not work for the team, the performance could not be maintained. However, JYP-Academy had a lot of changes in their line-ups, planned and unplanned, during its season and the team still managed to accomplish the big goal set in the beginning of the season. Due to this, it could be said that the positive answer was also proven in practice since the team-member changes did not come in the way of moving towards the goals successfully.

Corporate view

The M1 CEO explained that even though their teams change at least a little bit it usually is not much of an issue because people know each other and most likely have worked together previously on a different project. Theory (Summers et al. 2012) was very clear about significant effects in team's functioning when there are disruptive events such as team-member change. Most likely, the team will be able to maintain its performance if a member is changed from a less of a core role and there is constant communication at

times of the change. If someone from a core role changes without there being sufficient flow of information, the team's performance is likely to drop at least for the time being and until the new team can establish a new way of coordinating its work.

Factors that may help the situations are if the person stepping in is known to rest of the team, if there are values that have been established when forming the team and if the team leader can be very effective in communication and clear about the situation. Due to high-performance teams relying much on leadership and communication, it would seem logical that a leader who has already managed such performance within a team could also handle a team-member change by performing the stages, which take place when the team is being built for the first time. High-performance has an element of collective goals and working in unison and therefore a team like that would most likely naturally work a bit harder into getting on track as fast as possible.

However, biggest problem we could address is the leader changing. A leader can handle a member change and have everyone on board but if the leader himself changes and someone who does not possess the same ideology or practices is brought to fill in his position, it may end in chaos within the team. Another factor that could completely cut the flow is if a person comes in to fill a core role and is incompetent. As mentioned earlier, a team needs a set of skills and no matter how much the performance relies on leadership, a leader cannot establish an atmosphere of trust and confidence if it is known that someone does not know how to do the required.

Having discussed both sides, **the answer to the research question from corporate perspective** is yes and no:

A team is likely to maintain its performance under the conditions of the team leader taking the initiative to re-coordinate and assure that communication stays fluent, team leader going back to the basics and go over what the team has established and decided so far. The new member should be also introduced and he should be open about his work experience, for example, because it has a role in building the trust and confidence in the new

person's competence. Maintaining the performance requires work and although a yes to the question could be logically reasoned, it is still hypothetical. Apparent in the interview with Aartolahti, teams working in M1 have been successful even though they tend to be reassembled for every new project.

A team is unlikely to maintain its performance if the leader of the group changes, if a member of the team changes from a core role and the new person is either incompetent or has a different way of working altogether, if the leader fails to establish fluent communication during the time of the change or if the rest of the team refuses to cooperate (highly unlikely within a high-performance team but still possible). Whether the answer is positive or negative, it depends a lot on how well established the team is and the circumstances under which the change happens. Also as noted in the perspective of ice hockey, the team size acts as a factor as well. The smaller the team, the bigger the impact because the roles are set out to be more of core roles for everyone.

5.3 Defining a dream team

Eric Perrin said he had been in a dream team when JYP won the championship in 2012. The team had been going through a rough time with everyone overthinking, wanting good money and better contracts. The team sat down to talk the situation through and come into conclusion of having to work together as a team to accomplish the team's goals first and then through that get everyone's personal goals accomplished as well. Another interviewee said that when a team does well, the individuals are more visible and the personal goals tend to be accomplished when the ones of the team do. Perrin stressed role clarity by explaining there had been 4th line guys who thought they could be 3rd line anywhere else in the team, which led them to not accept their roles. He also said it is about going all the way with small things that are crucial: sacrificing yourself physically in the game and doing things all the way. He said they had skills and people who worked hard that season. "That's my

dream team: where everybody accepts their roles and everybody does it with pride.”

Jukka Ahvenjärvi, the head coach of JYP-Academy said a dream team is a team that has been built so that every team-member has a clear understanding of what their role is and the player can perform that role feeling like he is being trusted. He said through trust a player can give his all. Other participants spoke about the team having to work in unison with all the roles filled by the best possible people. The former player of JYP-Academy was clear with his opinion by saying the team needs to be more important than any individual.

5.4 Generation Y

The CEO of M1 mentioned having noticed differences between people but was unsure whether those differences actually had to do with age or if it was due to years of experience in the work life. He said there are individuals who are orientated differently (task/result-orientated) but could not draw conclusions based on age and task-orientation, for example, for not being aware of everyone's ages. In other words, the main theme of the coffee breaks discussions has not been to talk about how old everyone is. However, the generation theme got Aartolahti's attention and he felt it would be an interesting thing to look into.

Furthermore, he said having noticed also some employees possessing different mindsets towards work. Work is maybe not as important and people have interests towards exploring their options and seeing if they can further develop and study more. They are not necessarily in a steady stage in their lives and it has become evident that changes in the work, workloads and environment are not an issue. He also mentioned younger individuals being very confident in their abilities and he said that some toning down was necessary at times. These people get excited fast and are not afraid of trying new things. Young employees have found doing work from distance an element in the work that is very attractive. Again, Aartolahti stressed the fact

that he cannot be sure whether these observations are something dependent on the generation or the years of experience. It is hard to tie Aartolahti's experiences into the theory reliably but in the case of these above-mentioned characteristics belonging to the millennials of the company; they are well in accordance to what Hanson (2015) and EY (2015) said about millennials' characteristics and preferences.

Even though not verbally expressed, it seems that Ahvenjärvi is intentionally or unintentionally taking into consideration the characteristics of the Generation Y in his coaching style. A possible advantage for him has been the fact that all of JYP-Academy's players were born in the 90s so even the differences within Gen Y are not likely to be present in the team's players. Referring to Table 1 in the beginning of the thesis, out of the six teams whose ages were featured on the table, four had players that were born in three different decades, and one had players born in the 80s and 90s. The coach described his coaching style to be task-orientated however; Gen Y is described to prefer results-orientation. Although, the context to which task-orientation was related was about teaching the game and talking about individual roles within it so the conflicting styles may not have much importance here.

When asked about whether or not Ahvenjärvi feels that his coaching style has changed or developed throughout the years, he answered by saying that he used to be very authoritarian in coaching and said this to be because he had to coach players in the same age group to which he belonged to. He did not change the term to describe his coaching style but mentioned that the sport has developed to a direction where one cannot make the decisions without talking about them but still there are times when tough calls have to be made and in the end, it is the head coach who stands behind them. This interferes a bit with what theory said about Generation Y. Hanson (2015) explained Gen Y athletes are independent thinkers they might not like to be told what to do by authority figures. However, Ahvenjärvi says he feels his strengths are that he can read the players by their body language and knows when to listen. This probably balances the equation out to the extent where problems would not

arise even if players did not necessarily like authority. Another point to be made is that in the circumstances of ice hockey, players tend to know why they are told to do things and how it benefits the team and them individually. Conscious or subconscious, it looks like the head coach of JYP-Academy has a coaching style to which the players respond to and it may be because the elements that get the millennials ticked off are balanced by elements of how they like to be treated.

6 RELIABILITY AND VALIDITY

Kananen (2011, 66-67) explains reliability and validity by stating that

Reliability refers to the consistency and repeatability of the measurement and the research results, i.e. if the research is repeated, the results will be the same. Validity refers to whether your thesis answers the questions it is intended to answer, i.e. have you reached the right things.

Every participant has their own view and their own angle from where to look at occurring situations and possible issues. The answers cannot be the same when talking about a professional player at his twenties and a head coach at his fifties. This can be explained due to different positions in the team, a head coach is likely to be far more educated in the field academically also, as was the case with these interviews. However, similarities in the answers were apparent and every interviewee mentioned role clarity at some point, for example. Answers are reliable but they might end up being political, after all, the research focuses on a team that is a part of an organization. The members of that organization are also representatives of it and may not be able to give as in-depth answers in regards to obstacles created and rules set by the organization as they otherwise would. This was expected and therefore the questions were created so that they could be generalized to hockey teams and when there were specific JYP-Academy related questions, they were structured so that the participants would not have to answer untruthfully even if they were tied into the organization. When talking generally about the field

and the views, opinions and the experiences of the participants, the answers are reliable but always from the perspective of that person. It has to be realized that varying opinions and ideologies exist but the participants were also aware of this and many times used the phrases “in my opinion” or “from my point of view” when answering a question.

It became clear that a lot of times, even though personalities vary a lot, the people have similar kind of mindsets and even though generalizations cannot be reliably made due to the small number of participants, the fundamental principles are most likely very similar among team members. Most professional players have been raised with hockey in their life from a very young age on and so the importance of collective efforts as a team and certain kind of sense of responsibility and work ethics are ingrained to them from a young age on. Due to previous, even one person’s answers could give an idea of how a big number of players or coaches would most likely see things. Everything builds around certain concepts and collective goals towards which everyone is working. If and when the statements and comments vary, there are multiple reasons that could be in the background. They may vary due to the participant’s background, cultural factors, age and on how tied into the organization they are when answering questions about its functioning. These are just examples and multiple other reasons may arise.

Interview with the coach revealed the mental and physical workload that the athletes are exposed to as for the way the team works and those policies go for all players so it is very unlikely anyone would differ vastly when asked key questions about motivation, how important team spirit is and so forth.

Therefore, the biggest factor when questioning the reliability of the data collected is if a player or coach feels obligated to answer a certain way because of the organization they represent or have represented in the past. However, this was not seen an issue due to the character of the questions.

6.1 Reliability

The qualitative data collected was in accordance to the theory studied and there were previous research results that could be tied into the opinions of the participants. This happened especially with the interviews with Ahvenjärvi, Aartolahti and Perrin. Ahvenjärvi had a lot of academic knowledge due to his educational background and some of the terms he used and themes he talked about to answer the questions could be identified in the theory studied for this research. A lot of sources for the theory section were in accordance with one another as well and many authors seemed to have similar kind of views. The interviews were very consistent and there was a notable similarity in the answers and even vocabulary used by the participants. Analysing the transcriptions was relatively smooth due to same key words coming up for the most parts of the interviews dealt with ice hockey especially. The participants' way of answering questions was surprisingly consistent as well. Ahvenjärvi, Aartolahti and Perrin were very thorough with their answers and told stories and incidents to further explain the context and background to what they were talking about.

Some findings in the interviews, e.g. goal setting and roles, forced into looking for more theory base to see what previous studies had to say. The results could be used for other situations as well and are not reliable only in regards to JYP-Academy and Media M1. Teams are used all over and the results are talked about on a general level "in sports" or "in business". It is evident that not every business and organization can, for example, build a team in the ideal way but the results and suggestions work for both ideal situations and to make the not-so-ideal situation work a little better for the teams that are being put together.

6.2 Validity

The research does answer the questions it is intended to and even though there were only one sports team and one media company under inspection in terms of teams, these results can be somewhat generalized if not fully, at least partially. Factors in the results chapter above that help a team become successful can be both applied to business and sports on teams no matter what industry they work in. The issues of team-member changes are tackled from two perspectives because there cannot be one answer for both business and sports. However, the sports perspective applies to other sports teams and the business perspective can be applied to number of businesses. We were able to redefine the term dream team, which will come up in the conclusions chapter. Also, the aim of tying business and sports together was accomplished and the conclusions talk about how businesses could benefit from sports teams in regards to future generations for example.

7 CONCLUSIONS

The data collected was not solely focused on discussing the phenomenon of under-performing teams but rather to try and understand what was the reason for JYP-Academy succeeding in the season 2014-2015 and to see if we could draw conclusions and new ideas from the interviews and theory that would help in achieving the objectives of the research.

The dictionary perception of a dream team has been questioned throughout this thesis and after hearing from professionals and reading through articles about perceivably perfect (talent wise) teams failing, a new definition that could be brought next to the one found on the dictionary would be this:

Dream team is a team of individuals who have confidence in one another, have clear roles in the team and who, to their best ability, work together in unison towards the team's collective goals while developing as individuals.

Talent is important as well but as one of the greatest golfers of all time said:

“If you can't outplay them, outwork them.”

– Ben Hogan (n.d.)

Success of a team in sports and business

Throughout players training, the emphasis is highly on confidence and being able to perform on a maximal level. This happens through steps of teaching the players, training them and trusting them to train independently when given the tools to do that, after all of this is done and accomplished the coaches can begin to demand the players and team to deliver and to perform in order to win. There is a huge issue in the world of business when companies fail to take the risk of investing in training programs for young employees while still demanding performance from them even though those demands should only be made after those similar kind of steps have been taken as in sports when

building the performance of the individuals for them to be able to contribute in the team's success as much as possible.

Ahvenjärvi spoke about making sure that the employees or players have a clear vision and understanding of what the organization's, the one they are working for, job is and what it aims to do. In this case for example, the players have to understand that the organization's duty is not only to make them professionals but the success of the team has to be put first due to it being crucial for the individual goals to be fulfilled as well. Ahvenjärvi himself stressed the importance of clearing the vision for employees in a company as well, not only in sports.

“This is where we are going together, this is your role in making it happen.” That could be emphasized as the message that should be delivered and vocalized to new employees whether it is in sports or business. When a person is hired to be a part of a team without giving him a clear view of the direction of where the team and company are headed as wholes, it will be very difficult for that someone to become a part of the team and organization so that they can successfully fulfill what is expected of him. Employers should be clear about their expectations.

It is clear that when an ice hockey team starts their season, they will do more than a regular team within a company in order to build unity and to gain common perspective. This due to the fact that their working environment is solely within a team and the individual effort is not only for the benefit of himself, but also that of the team. Something very crucial for a hockey team to start off right is to build the team based on the individuals' values, through which they want to function as a team. When values and rules are established in whole, everyone has to live by them and they will respect them. The interview with Aartolahti revealed that their company does not use this type of approach when teams start working together nor has the company had a “sit-down” about it on a bigger level. Especially with longer projects with several people involved, it could be beneficiary for teams in companies to establish the common grounds and when values and rules are established together, it is

much easier to work together in a long run and respect what has been decided in the beginning. This could also help when having to change a member of the team due to whatever reason. The new person could so be introduced to the bases on which the team has been build upon, bring in their own ideas to possibly update the previously set values, and therefore it could help the process of getting the team back on track after a replacement of a member.

When it comes to team building in practice, sports teams are in a situation that is often unrealistic for companies' teams. When building sports teams, there is usually a process of choosing the desired set of players, under some restrictions of course but they will be available for that one specific project so to say. Companies cannot always build their teams based on exactly the ideal people due to the employees working often on multiple projects and therefore they cannot take on another one. Due to this, it is even more crucial to have a structure to follow when putting together a team also within companies. By accomplishing a structural value-based way of team building, the team could be more likely to succeed even if those individuals would not have been chosen to work together in an ideal situation.

Motivation and goals

After all the interviews and theory, as a personal opinion, motivation is something that could set corporate world and sports far apart. Intrinsic motivation can stimulate an employee to perform better as mentioned earlier but it is not crucial as there can be cases where an individual functions purely on extrinsic motivation to get done what is required from him. Sports do not work the same way. Having conducted the interviews and spoken with professionals in the field, it seems that without intrinsic motivation, a professional career in ice hockey for example would be merely impossible. The players spend 24 hours in a day on their careers. From everything they put into their bodies nutrition wise to how much sleep they get at night affect the players' performance. They have dietary guidelines and fitness plans to

get them to develop physically and they have to be mentally fit, too. As Ahvenjärvi, the head coach of JYP-Academy, said: “It isn’t enough that a player shows up for the morning practice at the rink, they have to be mentally present as well.”

Part of all aspects of teamwork is communication. It became clear that JYP-Academy invests a great amount of time in setting, assessing and completing goals. Big part of that is individual assessment and meetings with the players. The coach says communication between coaches and players happens daily and smaller meetings take place frequently. Three to six meetings a year with 20 people for a minimum hour is a big time invested in individual assessment and communication. Companies use discussions as well but the frequency of those could be re-evaluated and more time maybe invested in them.

Communication between team-members is crucial and ultimately the first thing to solve, but the theoretical framework of this research also stressed the importance of an open culture and information flow between management and teams.

The business example gave off an impression that the intrinsic motivation is extremely important in the media company as well but it was not as highly stressed and the aim of that motivation was more on creativity and persistence rather than on organizing one’s life in whole to be able to do their job. A very important matter is also that in business extrinsic motivation comes first and intrinsic motivation is to support the performance and possibly improve it.

Something found extremely interesting in the relation of these two motivational categories is that when in corporate life extrinsic factors are vital, in sports they can come in the way of success if not laid out correctly. As resulted in the conversation with Eric Perrin during the season 2011-2012 playing in JYP, there was an issue with the fact that players’ eyes were on big contracts and individual extrinsic goals. It was not until the team sat down and agreed on that the only way to get everyone those big contracts, extrinsic goals, the team had to look good in whole and focus on accomplishing the team’s goals and

do that through intrinsic motivation guiding the way. Those goals that provide extrinsic motivation could be achieved through teamwork and collective goals but everyone would have to work for them in unison. The team ended up winning the Finnish Championship and getting through those rough paths together putting the teams' goals first as a whole.

Generations Y, Z and Z* – business and sports

Some like to think that members of the Generation Z are born between the mid 90s and the year 2000, and some consider the generation starts after the year 2000. Regardless of what the agreed term for those individuals born in 2000 and after is, they have been and are growing up to a completely different environment than anyone born around the mid 90s.

To make the idea of this chapter easier to follow let's make temporary unofficial definitions as follows:

- Generation X (Gen X) born between 1960-1980
- Generation Y (Gen Y) born between 1980-1995
- Generation Z (Gen Z) born between 1995-2000
- Generation Z* (Gen Z*) born after the year 2000

Companies are already struggling with Generation Y (=millenials) but it is obvious that Generation Z will be even more of a challenge. By 2020, 50% of the working population will be millenials but by that time sports will already have a steady base of players from Gen Z on a professional level.

Since the Generations Z and Z* are bound to bring about even more puzzling than Gen Y that is being dealt with right now (Levit 2015), and since it looks like teamwork is not going to disappear anytime soon, it could be beneficial for corporate experts to look into and do research on what the challenges are that coaches face with our currently (two) youngest generation(s) and how to prepare for 2025 when they are entering the workforce while there are still

Generation X professionals on the field. This could be done especially looking into teamwork and how the individuals respond to authorities.

JYP-Academy is dealing with bunch of players that belong to the Generation Z and at the same time, most of JYP Juniors are born after the year 2000. JYP-Academy and JYP will be dealing with Generation Z* within five years or less and if observations from these players start to be communicated further already at this point, JYP can prepare as an organization to be a step ahead when it comes to coaching a new generation also in the future. Pollak (2015) said 73% of the surveyed millennials wanted to become leaders and many of them already considered to be one. Sports teams place an enormous importance on team captains and since it is likely that many players of the Gen Y are interested in leading and impacting their teams through leadership, sports and business could work together in building the leadership skills of young players. This way, if or when, the player enters the work life, their skills in leading teams within corporates could be taken advantage of. Businesses need people who possess leadership skills because, as discussed earlier, high-performance teams rise and fall on leadership.

Generation Z is being described to be very 'me' focused and will want things to be personalized for them, they need to be engaged in a new way and appreciate visuals for example (Schneider 2015). Cooperation with teachers could be a great way in order to gain insight on how to prepare for the coming of the new generations in corporate world and in sports.

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APPENDICES

Appendix 1. Interview Jukka Ahvenjärvi

SEMI STRUCTURED INTERVIEW – THEMES TO FOLLOW

TAUSTA - VALMENTAJA

Valmentajan tausta?
 Koulutus?
 Valmennustyyli?
 Vahvuudet?

Oma käsitys Dream Teamista terminä?

JOUKKUEEN RAKENTAMINEN

Miten tiimiä lähdetään rakentamaan? Ensiaskleet..
 Kuka on ensimmäinen jota harkitaan, mitä jos joku kieltäytyy?
 Miten kapteeni valitaan?
 Onko tiimillä käytössä urheilupsykologi?

TIIMIN MUODOSTUMINEN

Mitä tehdään jotta joukkue ei ole vain joukko ihmisiä ryhmässä vaan heistä saadaan muodostettua tiimi?
 Kuinka suuri osa valmentaja on tiimihenkeä?
 Minkälaisia tavoitteita asetetaan joukkueena?
 Miten johtajana koittaa pitää huolen siitä että pelaajat ei tee vaan ns. tarvittavaa määrää töitä vaan vie itseään pois sieltä mukavuusalueelta?

MOTIVOINTI

Extrnsic/Intrinsic Motivation - Ulkopuolinen motivaatio, koitetaanko pelaajaa motivoida vai luotetaanko siihen että sisäinen motivaatio löytyy
 Sarja 3-1, miten saada pelaajat uskomaan vielä voittoon

MUUTTUJAT

Nopeat kokoonpanojen muutokset
 Loukkaantumiset
 Takaisin peleihin

Role clarity? Pysykö oma rooli selkeänä

YKSILÖT

Kuinka paljon yksilön omat tavoitteet ja ura painavat?

Appendix 2. Interview Tuomo Aartolahti

SEMI STRUCTURED INTERVIEW – THEMES TO FOLLOW

Tuomo Aartolahti M1

TAUSTA

Tausta?
Koulutus?
Johtamistyyli?
Vahvuudet?

Oma käsitys Dream Teamista terminä?

TIIMIN RAKENTAMINEN

Miten tiimiä lähdetään rakentamaan? Ensiaskleet..
Projektilähtöinen? Miten tiimi valitaan tiettyä projektia varten?
Kuka on ensimmäinen jota harkitaan?
- Miten tiiminjohtaja valitaan?

TIIMIN MUODOSTUMINEN

Mitä tehdään jotta työryhmä ei ole vain joukko ihmisiä ryhmässä vaan heistä saadaan muodostettua tiimi?

Kuinka suuri osa TJ on tiimihenkeä?

Urheilujoukkue asettaa yhteiset arvot, tavoitteet ja säännöt kauden alussa. Onko yrityksessä toimivilla tiimeillä tarvetta samanlaiseen käytäntöön projektien alussa?

Puututaanko tiimeihin kesken projektin tarvittaessa, kuinka ongelmat nousevat esille, pyrkiikö tiimi yksin ratkaisemaan hiertymäkohdat vai otetaanko mukaan ns. sovittelija

MOTIVOINTI

Extrinsic/Intrinsic Motivation - Ulkopuolinen motivaatio, koitetaanko työntekijää motivoida vai luotetaanko siihen että sisäinen motivaatio löytyy

Miten johtajana koittaa pitää huolen siitä että projektilaiset ei tee vaan ns. tarvittavaa määrää töitä vaan vie itseään pois

mukavuusalueelta?

Pyritään varmistamaan uudet luovat ratkaisut eikä pitäytyä ns. turvallisissa rimaa hipovissa ratkaisuissa. 20/80.

MUUTTUJAT

Tutkimusten mukaan pienet tiimit, jotka pysyvät ja toimivat yhdessä pitkään koetaan suoriutuvan parhaiten tuloksellisesti, kuinka tuloksellisuus pyritään säilyttämään kun sama tiimi ei ole koossa kaikkia projekteja varten?

Role clarity? Pysyykö oma rooli selkeänä

YKSILÖT

Kuinka paljon yksilön omat tavoitteet ja ura painavat?
Palkatessa uusia työntekijöitä, kuinka pyritään varmistamaan henkilökemiat etukäteen ammattitaidon lisäksi?

Appendix 3. Interview Member of the Organization

SEMI STRUCTURED INTERVIEW – THEMES TO FOLLOW SPORT – ORGANIZATION

TAUSTA

Rooli organisaatiossa?

Oma käsitys Dream Teamista terminä?

JOUKKUEEN RAKENTAMINEN

Näkökö valmennustiimissä se, että pelaajien valintaa ei voi organisaation lainalaisuuksien vuoksi rakentaa täysin mielen mukaan?

TIIMIN MUODOSTUMINEN

Minkälaisia ongelmakohtia tiimin muodostumisessa näkyy ulospäin vai meneekö usein mutkattomasti?

Minkälaisia ulospäin näkyviä ongelmia kauden edetessä mahdollisesti esiintyy?

MOTIVOINTI

Kuinka suuressa roolissa joukkueen johto ja valmennus näyttäytyvät pelaajan motivaation osalta, negatiivinen/positiivinen

MUUTTUJAT

Nopeat kokoonpanojen muutokset – ulkoiset vaikutukset pelaajiin
- Esim. Loukkaantumiset, pelaajien nostot ja akatemiaan tulevat

YKSILÖT

Kuinka paljon yksilön omat tavoitteet ja ura painavat? Kuinka paljon näitä kunnioitetaan?

Appendix 4. Interview Professional Ice Hockey Player

Team member perspective

Määrittele 'Dream Team' ?

MOTIVATION

- Mikä on suurin tekijä joka vaikuttaa omaan sisäiseen motivaatioon?
Negatiivinen/positiivinen
- Mikä on suurin haaste omien henkilökohtaisten tavoitteiden ja joukkueen tavoitteiden yhdistämisessä? Vai onko haasteita tässä ollenkaan?

TEAM-BUILDING

- Minkälaisia ongelmakohtia tiimin muodostumisessa näkyy vai meneekö usein helposti?
- Miten pelipaikoista kilpaileminen vaikuttaa ryhmähenkeen?

TEAM MEMBER CHANGES

- Miten nopeat kokoonpanomuutokset vaikuttaa oman roolin selkeyteen, ryhmähenkeen ja motivaatioon?

(Esim. loukkaantumiset tai jos liigasta tulee pelaaja akatemiaan tai toisinpäin: jos akatemiasta nostetaan liigaan)

Appendix 5. Interview Eric Perrin

Team member perspective Eric Perrin

Background info.. ?

TEAM-BUILDING

Which are the possible challenges that arise when building the team – as in turning a group of people into a well-functioning high-performance team?

Small teams that have worked together for a long time...

How to make a high-performance team when there are a lot of individuals and the people aren't familiar with one another?

TEAM MEMBER CHANGES

How do quick team member changes affect the role clarity, team spirit and motivation?

For example: A player getting injured or when a player from Jyp-Academy is suddenly included in the night's game or vice versa.

Is there a way to make this easier by effective communication for example

MOTIVATION

How does the competition for the spots affect the team spirit and motivation of the individuals?

What is the most important factor affecting the intrinsic motivation? Positive and Negative?

What is the biggest challenge in combining the personal career goals with the goals of the team? Are there any?

How responsible do you feel as a captain when it comes to motivating a team to perform on a high level?

Define a 'Dream Team'?

Appendix 6. Table of Mestis Players Ages

JYP-Akatemia	Hokki	Tuto	Leki	Jukurit	KooKoo
Age (year born)	Age (year born)	Age (year born)	Age (year born)	Age (year born)	Age (year born)
1990	1984	1977	1979	1979	1978
1991	1989	1984	1985	1983	1980
1991	1989	1984	1988	1983	1981
1991	1990	1986	1988	1983	1981
1992	1991	1989	1988	1985	1985
1992	1991	1989	1988	1986	1986
1992	1991	1989	1989	1988	1986
1993	1992	1989	1989	1988	1986
1993	1992	1990	1990	1988	1987
1993	1992	1990	1991	1988	1987
1993	1992	1990	1991	1988	1987
1993	1992	1991	1992	1989	1988
1993	1992	1991	1992	1989	1988
1993	1993	1992	1992	1990	1989
1993	1993	1993	1992	1991	1990
1993	1993	1993	1992	1991	1990
1993	1993	1993	1993	1991	1991
1994	1993	1993	1993	1991	1992
1994	1993	1993	1993	1992	1992
1994	1993	1993	1994	1992	1992
1994	1993	1994	1994	1992	1993
1994	1994	1994	1994	1992	1994
1994	1994	1994	1994	1993	1995
1994	1994	1995	1995	1993	1997
1994	1994	1996	1995	1993	1997
1994	1994			1994	
1995	1996			1995	
1995	1996			1995	
1996	1996			1995	
1996				1995	
1997					
1993,4	1992,4	1990,5	1990,8	1989,7	1988,5