



Project title: Sustainable Multidimensional Media Contents (SUMED)

KA220-HED - Cooperationpartnershipsinhighereducation

Result Information

Deliverable Title: Pilot Learning Materials combined pt.4

Work Package: WP 4

Type of Result: learning materials

Level: International / Institutional

Target Groups: HE teachers, students, media professionals

Description

Pilot Learning Materials include teaching and learning resources developed and used within the WP4 pilot courses of the SUMED project. They consist of lesson plans, learning tasks, assignments, assessment tools, and supporting materials for students and teachers, focused on sustainable media practices.

The materials support topics such as sustainable media production, ethical communication, environmental impact measurement, and occupational well-being. They were applied in real pilot learning environments and are linked to curriculum redesign (WP2), teacher training (WP3), and open educational resources developed in WP5.

Co-funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or Fundacja Rozwoju Systemu Edukacji. Neither the European Union nor the granting authority can be held responsible for them.

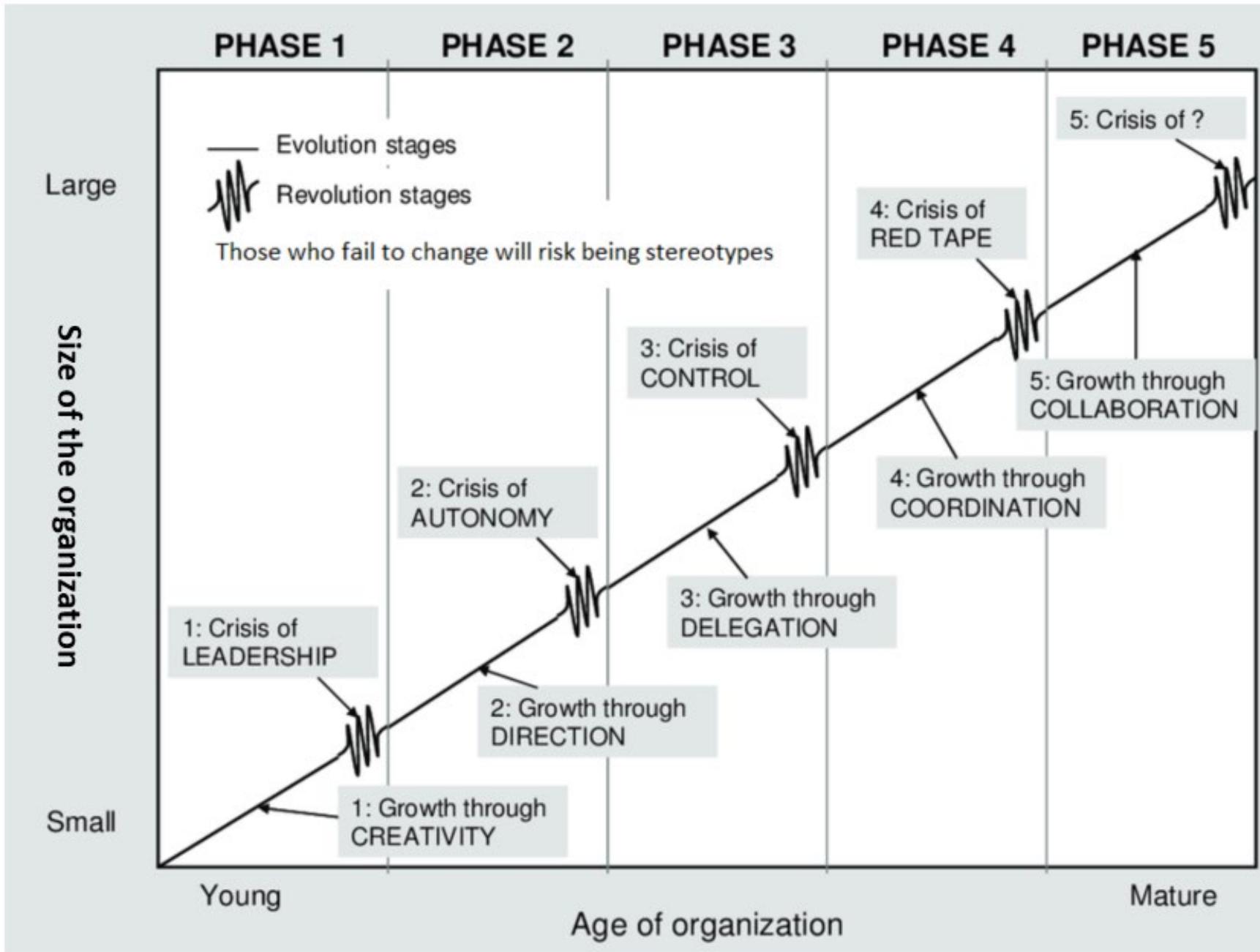


Occupational well-being and organizational development

8.10. Factors affecting well-being at work

Taru Lehtinen

The Work Community Evolution





Phase 5 – Crisis of ?

- Greiner didn't want to name the crisis yet in 1972
- The evolution and globalisation of cooperation, the challenges of recovering from work and working in a dynamic environment
- 5. crisis: balancing crisis (Suutarinen 2010)
- As a development phase -> occupational well-being

For well-being at work affect the factors

Structure and
operation of the
organization

The way of
management

Functionality of the
work community

Way of organizing
work

Individual
responsibility for
their own well-
being

ILMENTYMÄT

HYVINVOINTI

PAHOINVOINTI



Flow-tila

Työn imu

Työtyytyväisyys



Leipääntyminen

Stressi

Uupumus

Test how you are doing at work?

<https://hyvatyo.ttl.fi/mielenterveyden-tyokalupakki/tyokalut/miten-voit-tyohyvinointesti>





Occupational well-being from an individual perspective

- Meaningfulness and motivation of work
- Work atmosphere and interaction
- Work management and opportunities for influence
- Workload and resources
- Balance between work and free time
- Working conditions
- Job development opportunities
- Salary and recognition
- Occupational health and safety

GROUP ASSIGNMENT (10 min)

Group assignment:

- What are the 3 most important factors for you in terms of well-being at work?
- Which of these factors is the most important?
- Why ?



Occupational well-being from the perspective of the work community

- Management and supervisory work
- Cooperation and interaction
- The relevance and goals of the work
- Support and encouragement from the work community
- Work environment and facilities
- Work culture and values
- Workplace flexibility and balance



GROUP ASSIGNMENT

(5 min)

Think about it in the group :

- What is the most important factor for you in terms of well-being at work?
- Why ?



The factors of occupational well-being



Source: Suutarinen 2010. Managing well-being at work.

Individuals are responsible for the well-being of the work community

What ideas does this raise?



Lunch break

Individual assignment : Work well-being factors

- Choose the TedTalk that interests you from the list. Put on your headphones and watch/listen to the video. You could easily go for a 15-minute walk and listen to the video while you walk.
- Duration 20 min
- **How to start changing an unhealthy work environment | Glenn D. Rolfsen | TEDxOslo:**
<https://www.youtube.com/watch?v=eYLb7WUtYt8>
- **The Secret to Building a Healthy & Happy Workplace | Wolter Smit | TEDxBrighton:**
<https://www.youtube.com/watch?v=Da5PNfG9Ezk&t=495s>
- **Humor at work | Andrew Tarvin | TEDxOhioStateUniversity:**
<https://www.youtube.com/watch?v=6iFCm5ZokBI&t=1s>
- **How to turn off work thoughts during your free time | Guy Winch:**
<https://www.youtube.com/watch?v=fc3c3OrpKSI>

Group assignment: Work well-being factors

- Break into small groups and discuss your findings and observations on the basis of the videos.
- Prepare a presentation of these for the rest of the group
- Duration 30 min

PRESENTATIONS

LEARN SOMETHING NEW

Thank
You



Well-being at work and organizational development

**Management and organisational culture as promoters of
well-being at work**

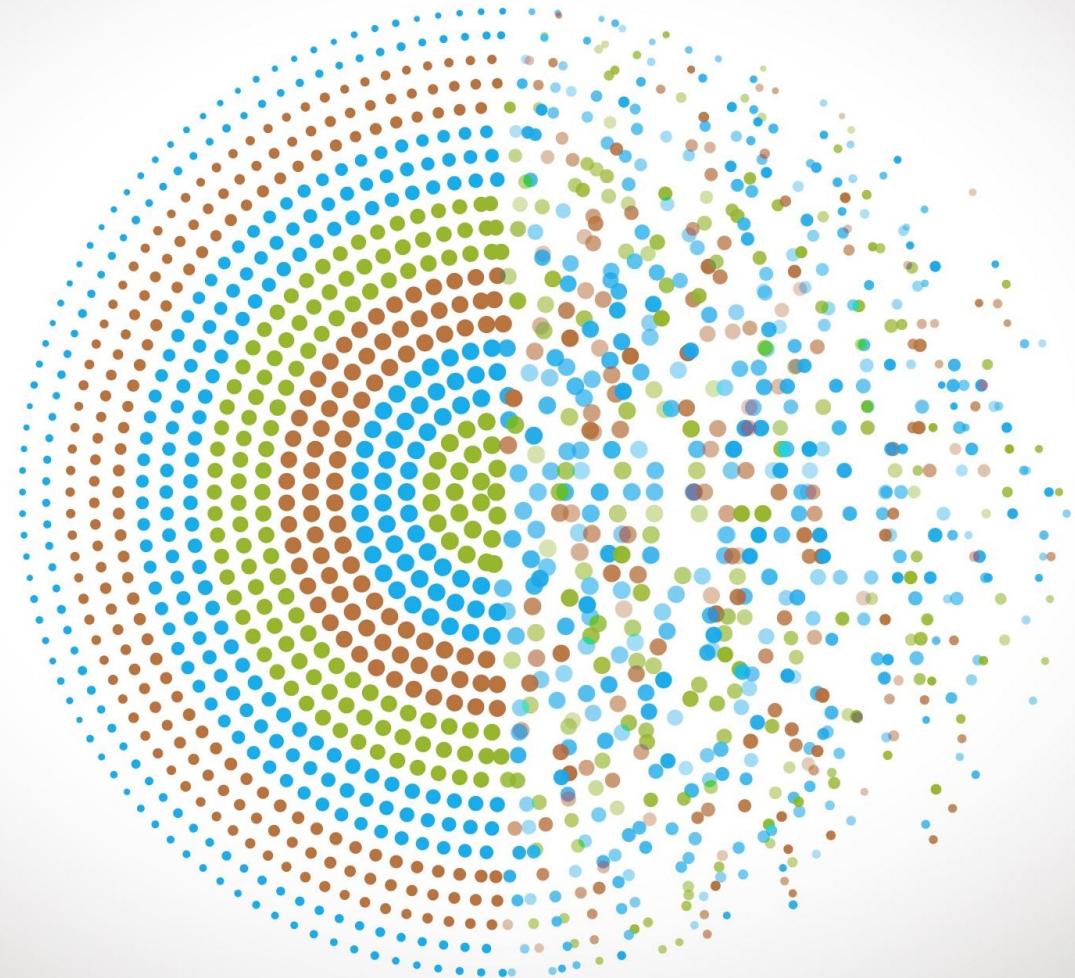
22.10.2024

Henni Syrjänen

The importance of leadership for well- being at work

99

**Things that support
well-being at work
from a manager's
perspective – what is
the first thing that
comes to mind?**



The influence of leadership style

Coaching
leadership

Servant
leadership

Facilitative
leadership

99

Community leadership and shared leadership – what is it all about?

**Management is a
process that takes
place through
interaction**

**(bidirectional,
relational)**



Structures and processes

Their role?

What do the
affect the
most?

Work pair model - experiences?



The role of leadership in promoting well-being at work

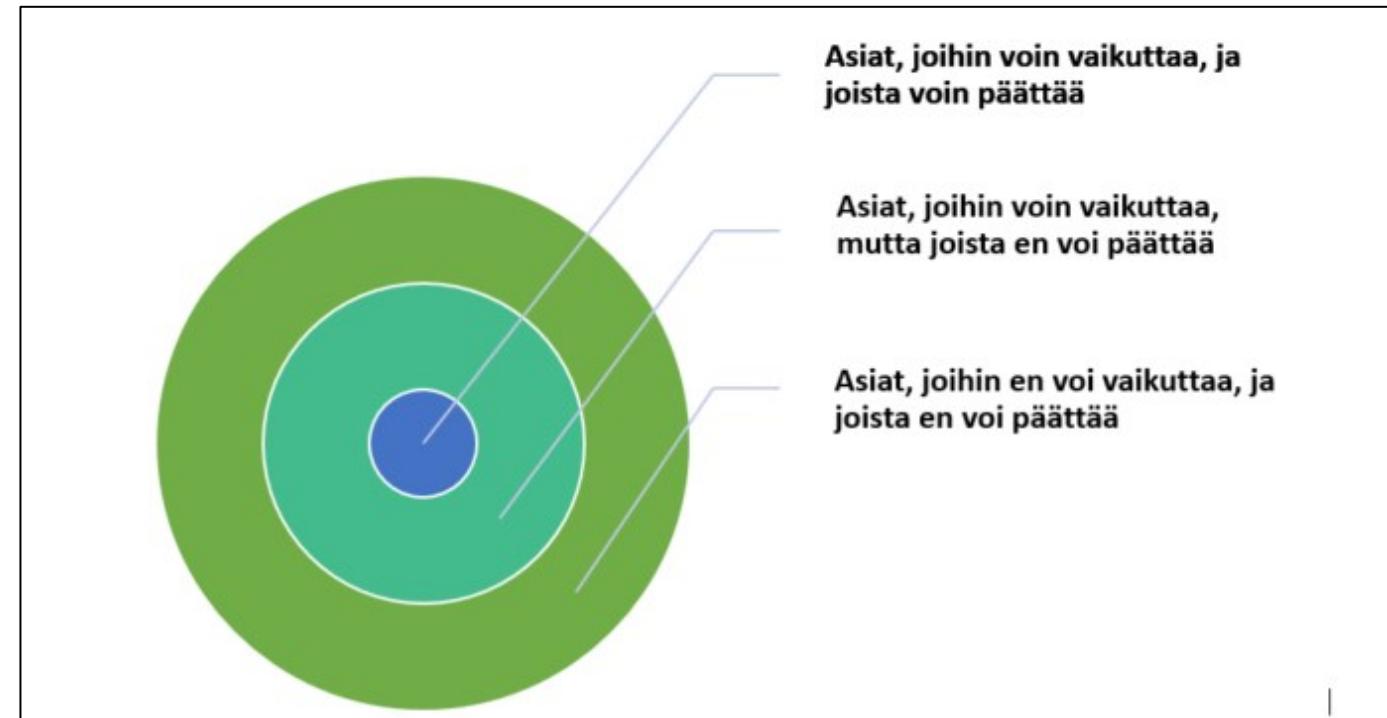
- Working time arrangements and flexible forms of work
- Inclusion and consultation in workplace decision-making
- Well-being at work plan



The importance of organisational culture for well-being at work

Organizational culture - what does it consist of?

- Resilient organization
- Organizational development and management cycle





Active agency

- Not just a matter of management
- Community management as an enabler

Sustainable development



Areas of sustainable development and ecological sustainability as a perspective for the development of organizational culture



CASE study: Ecological sustainability competence (communality, values, responsibility)



Resource efficiency and carbon awareness



Waste reduction

Load assessment and management

Supervisor training

Diversity, non-discrimination and equality



Rethink. Resolve. Redo.

Occupational well-being and organizational development

Occupational well-being and its importance

24/09/2024

Taru Lehtinen and Henni Syrjänen

Occupational well-being

“Occupational well-being includes work and its meaningfulness, health, safety and well-being.”

- Social and Health Ministry

"Wellbeing at work is important for the individual, but it is also key for the organisation - a well-working employee performs his or her tasks and thus contributes to the achievement of the organisation's objectives."

- Social and Health Ministry

Background



1920s: job satisfaction (how the worker felt about the job)



1960s: work satisfaction (work content and workplace climate -> work atmosphere (1980))



1980s: work capacity (a set of factors that included: individual resources, work and work environment factors, work community factors)



1990s: well-being at work

GROUP ASSIGNMENT (10 min)

As a group assignment, what are the different aspects of well-being at work today? Don't use the internet or artificial intelligence to find information. Make a mindmap of the components of well-being at work.



Factors of occupational well-being



Well-being at work - the steps

5. Itsensä toteuttamisen tarve

Organisaatio: Osaamisen hallinta, mielekäs työ, luovuus ja vapaus

Työntekijä: Oman työn hallinta ja osaamisen ylläpito

Arviointi: Kehityskeskustelut, osaamisprofilit, innovaatiot, tieteelliset ja taiteelliset tuotokset

Oppiva organisaatio, omien edellytysten täysipainoinen hyödyntäminen, uuden tiedon tuottaminen, esteettiset elämykset.

4. Arvostuksen tarve

Organisaatio: Arvot, toiminta ja talous, palkitseminen, palaute, kehityskeskustelut

Työntekijä: Aktiivinen rooli organisaation toiminnassa ja kehittämisessä

Arviointi: Työtyytyväisyyskyselyt, taloudelliset ja toiminnalliset tulokset

Eettiset kestäväät arvot, hyvinvointia ja tuottavuutta tukeva missio, visio, strategia, oikeudenmukainen palkka ja palkitseminen, toiminnan arviointi ja kehittäminen.

3. Liittymisen tarve

Organisaatio: Työyhteisö, johtaminen, verkostot

Työntekijä: Joustavuus, erilaisuuden hyväksyminen, kehitysmyönteisyys

Arviointi: Työtyytyväisyys-, työilmapiiri- ja työyhteisön toimivuuskyselyt

Yhteishenkilöitä tukevat toimet, tuloksesta ja henkilöstöstä huolehtiminen, ulkoinen ja sisäinen yhteistyö.

2. Turvallisuuden tarve

Organisaatio: Työsuhde, työolot

Työntekijä: Turvalliset, ergonomiset ja sujuvat työ- ja toimintatavat

Arviointi: Tilastot, riskit, työpaikkaselvitys

Työn pysyvyys, riittävä toimeentulo, turvallinen työ ja työympäristö sekä oikeudenmukainen, tasa-arvoinen ja yhdenvertainen työyhteisö.

1. Psykofisiologiset perustarpeet

Organisaatio: Työkuormitus, työpaikkaruokailu, työterveyshuolto.

Työntekijä: Terveelliset elintavat.

Arviointi: Kyselyt, terveystarkastukset, fyysisen kunnon mittaukset

Tekijänsä mittainen työ, joka mahdollistaa virikkeisen vapaa-ajan, riittävää ja laadukasta ravintoa ja liikuntaa, sairauksien ehkäisy ja hoito.

99

**The importance of well-being
at work for individuals and
organisations - what does
well-being at work enable
from an organisational
perspective?**



99

**The importance of well-being at work for organisational success - what are the direct influences of well-being at work?
Experiences? Thoughts**



Legislation

Occupational well-being regulates legislation

- Either directly or indirectly
- Describe the responsibilities and obligations involved in carrying out and organising the work

Occupational Safety Act (2002/38)

- The purpose of the Act is to improve the working environment and working conditions to safeguard workers' ability to work and to prevent accidents at work and other harm caused by work and the working environment.
- Note: both mental and physical health

Occupational Health Care Act (2001/1388)

- The purpose of the Act is to promote, together with the employer, employees and occupational health care, the prevention of work-related illnesses and accidents, the health/safety of the working environment, the ability of employees to work and the functioning of the work community.
- For example, the occupational healthcare

Occupational well-being regulates legislation

Employment Contracts Act (2001/55)

- Employers must promote their relations with employees as well as relations between employees. He must also ensure that the employee can perform his work even if the company's activities, tasks or working methods change.

Law on Cooperation (2007/334)

- The law defines how cooperation takes place within the company's organisation, between the employer and employee representatives such as the shop steward.
- For example, how do you deal with redundancy negotiations?

Equality Act (2005/232)

- Aims to prevent discrimination on the grounds of gender and to introduce equality between women and men.
- If there are at least 30 staff, draw up annual measures to achieve gender equality

Occupational well-being regulates legislation

Employment Pensions Act (2001/242)

- The employer must pay for and provide the pension cover required by the Employment Pensions Act for each of its employees. Employees are entitled to a retirement pension at the age of 63-68 or an invalidity pension if the conditions are met.

Occupational Health and Safety Supervision Act (2006/44)

- The purpose of the Act is to ensure compliance with occupational health and safety regulations in the workplace and to improve the working environment and working conditions through the supervision of the occupational health and safety authorities and cooperation between the employer and employees in the workplace.
- Access to assistance from an OHS officer at the request of a worker

Occupational well-being regulates legislation

In addition, the following laws relate to well-being at work:

- Act on the Protection of Privacy in Working Life
- Annual Holidays Act
- Occupational Health Act
- Accident Insurance Act



Rethink. Resolve. Redo.

KU00BT Occupational Well-Being and Organizational Development 5- 5 ECTS

Groups: PMEDIS22tupr

Implementation plan

Implementation details

- **Credits (min - max)**
5 - 5
- **Classification (Open UAS or CampusOnline)**
Open UAS, Contact teaching
- **Education**
Media education
- **Execution language(s):**
Finnish
- **Groups**
PMEDIS22tupr PMEDIS22 Production and Project Management
- **Connection to degree structure/curriculum**
PMEDIS22 Medianomi S22
- **RDI share**
5
- **The share of e-learning**
0
- **Number of students (min - max)**
0 - 50

Teaching

- **Steering responsibilities**
Henni Syrjänen, henni.syrjanen@turkuamk.fi
Taru Lehtinen, taru.lehtinen@turkuamk.fi
- **Content and timing**

The course starts on 24.9.2024 and ends on 3.12.2024. The course consists of four online meetings, otherwise learning takes place independently and in groups using the Itslearning platform.

Schedule of online meetings:
Tue 24.9. at 9-13 Well-being at work and its importance
Tue 8.10. at 9-13 Factors affecting well-being at work
Tue 22.10 at 9-13 Leadership and organisational culture for well-being at work

Tue 3.12. at 9-13 Group presentations and discussion on the themes

Contents:

Teamwork and interaction skills, socially and culturally sustainable team leadership, communication within the team and well-being at work

- **Learning methods**

Lectures, discussions, exercises in small groups, individual and group assignments, independent study, peer learning and assessment, self-assessment.

- **Pedagogical practices and sustainable development**

Constructive approach, i.e. knowledge building, Peer reviews and group work, Flipped class room, i.e. problem-based and solution-oriented learning, Innovation pedagogy (INNOPEDA)

Focus areas of sustainable development in this course:

Sustainable development perspectives:

- resource efficiency and carbon consciousness
- waste reduction
- social equity and responsibility

- - employee well-being
-
-

- **Learning assignments and dimensioning of the student's work**

LEARNING TASKS

TASK 1: Learning task - Stairs to well-being at work

Study the material from the Centre for Occupational Safety and Health on the steps to well-being at work and complete the workbook from your own well-being perspective.

DL 20.10.2024

Assessment passed/failed and written feedback on the Itslearning platform.

Dissolution of the assignment on 22.10. in the online meeting: students can decide for themselves what they want to share and lift from their own workbook.

TASK 2: Dream Organisation Culture

Part A: A vision for the future

Case: based on which they reflect on what the culture of the future organisation could look like.

Use and apply as appropriate the material from task 1. Practical, concrete guidance for staff/team/working group. Tailor to your own sector.

DL 26.11.2024

PART B: Peer review

Provide feedback on two dream organizational culture assignments from 27 Nov - 3 Dec 2024.

DL 3.12.2024

Assessment: 1-5/failed

ASSIGNMENT 3: Group assignment

The teachers have formed small groups of 3-4 students from different disciplines. Choose a current topic of interest to the group, related to well-being at work, which you will explore in depth using literature and other sources.

Have your chosen topic approved by your teachers before starting the group work to avoid duplication.

Presentation and DL 3.12.2024

Group presentations will be returned both as group feedback for evaluation and in a separate folder on the self-learning platform for shared distribution to the whole group.

Assessment: 1-5/failed

One ECTS credit corresponds to 27 hours of work. Total 135 h (5 ECTS).

- **Optional execution methods for implementation**

Negotiate with teachers individually

- **Teaching material**

Itslearning platform materials available 24.9.2024.

- **Communication channel and further information**

Open UAS quota 10 student places

Other specializations in media at the Academy of the Arts 30 student places, performing arts and music students 10 student places.

- **Exam dates and retake possibilities -**

Evaluation

- **Subjects, timing and methods of assessment**

Successful completion of the course requires the submission/completion of all assignments. Learning assignments 1 and 2 are assessed. The course is assessed with a grade of 1-5/fail. The grade consists of the average of the tasks to be assessed, which is also affected by peer review. All assignments are evaluated numerically from 1 to 5/fail.

The assessment is influenced by:

- a) the manner in which the assignment is carried out
- b) thoroughness
- c) the (narrow-extensive) use of the required source material
- d) analyticalism
- e) versatility

- **Rating scale**

H-5

Failed (0):

The student has not passed the learning tasks or the task/individual task is missing completely. The student has participated little or not at all in group work.

Satisfactory (1-2):

The student has completed all the learning tasks, but has achieved the learning objectives in a scarce and superficial way. The answers to the exercises are at the level produced by the AI and no personal reflection and insights are provided.

Good (3-4):

The student has acquired and used up-to-date and relevant information in his/her tasks.

Excellent (5):

The student has completed all the learning tasks, achieved the learning objectives and demonstrated a broad knowledge of the topics covered in the unit. The student has used current and relevant information in a varied and creative way. The student is committed to the work and has contributed to the achievement of the objectives.

Well-being at work and organizational development

**Group presentations
and final summary**

3.12.2024

Henni Syrjänen, Taru Lehtinen

GROUP DIVISION AND PRESENTATION SCHEDULE



Presentations and discussion



Lunch break

''

Thoughts, insights
and discussion!



**Remember self-
assessment and feedback
in itslearning!**



Rethink. Resolve. Redo.

KU00BT17-3003 Team Management 5 - 5 ECTS

Groups: PMEDIS22tupr

Implementation plan

Implementation details

- **Credits (min - max)**
5 - 5
- **Classification (Open UAS or CampusOnline)**
Open UAS, Contact teaching
- **Education**
Media education
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Finnish
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PMEDIS22tupr PMEDIS22 Production and Project Management
- **Connection to degree structure/curriculum**
PMEDIS22 Medianomi S22
- **RDI share**
5
- **The share of e-learning**
0
- **Number of students (min - max)**
0 - 25

Teaching

- **Steering responsibilities**

Henni Syrjänen, henni.syrjanen@turkuamk.fi
Taru Lehtinen, taru.lehtinen@turkuamk.fi

- **Content and timing**

The course starts on 12.3.2024 and ends on 15.4.2024. The course has four face-to-face meetings on campus, otherwise studying takes place independently and in groups using the Itslearning platform. The course does not include online teaching.

Face-to-face meetings at Lemppari Campus in Turku:

Tue 12.3. at 10-14 Teamwork skills, activities and leadership, team models (Henni Syrjänen & Taru Lehtinen) Loupe conversion LEM_B156

Tue 19.3. at 10-14 Well-being at work (Taru Lehtinen) Loupe conversion LEM_B156

Tue 26.3. at 10-14 Stakeholder communication and interaction (Henni Syrjänen) Tag LEM_B152

Mon 15.4. at 10-14 Group presentations and final summary (Henni Syrjänen & Taru Lehtinen) Tags LEM_B152

The course is part of TUAS SUMED project, which aims to renew the objectives and contents of the courses, taking into account the different focus areas of sustainable development. This course focuses on cultural and social sustainability competence. In the implementation, the planning and implementation of the course is piloted in a new framework, which is why the learning outcomes and content of the course consist in practice of the following:

After completing the course, the student will be able to:

- design a team model suitable for the implementation of the project
- identify teamwork skills and factors affecting team activities and leadership
- plan and implement the project's internal communication practices to support the implementation of the project
- identify interaction skills that increase well-being
- identify leadership methods that support the well-being of project members
- demonstrate equality, fairness, appreciation and respect towards others and identify factors that hinder equality
- have a socially sustainable attitude towards individuals and groups of people
- define the project's stakeholders and plan stakeholder communication measures

Contents:

Teamwork and interaction skills, socially and culturally sustainable team leadership, communication within the team and well-being at work

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Constructive approach, i.e. knowledge building, Peer reviews and group work, Flipped class room, i.e. problem-based and solution-oriented learning, Innovation pedagogy (INNOPEDA)

Focus areas of sustainable development in this course:

Cultural sustainability competence:

- well-being competence
- equality competence
- professional attitude competence

Social sustainability competence:

- diversity competence- Equality competence

• **Learning assignments and dimensioning of the student's work**

Learning assignments (2 assignments), DL 15.4.2024

Learning assignment 1 (individual assignment)

Learning assignment 2 (group assignment)

In addition, peer and self-assessment assignments, DL 22.4.2024.

All assignments and materials will be published on the itslearning platform no later than when the course starts on 12.3.2024.

One ECTS credit corresponds to 27 hours of work. Total 135 h (5 ECTS).

• **Optional execution methods for implementation**

Negotiate with teachers individually

- **Teaching material**

Itslearning platform materials available 12.3.2024.

- **Communication channel and further information**

Open UAS quota 10 student places

Other specializations in media at the Academy of the Arts 5 student places, performing arts and music students 5 student places.

- **Exam dates and retake possibilities -**

Evaluation

- **Subjects, timing and methods of assessment**

Successful completion of the course requires the submission/completion of all assignments. Learning assignments 1 and 2 are assessed. The course is assessed with a grade of 1-5/fail. The grade consists of the average of the tasks to be assessed, which is also affected by peer review. All assignments are evaluated numerically from 1 to 5/fail.

The assessment is influenced by:

- a) the manner in which the assignment is carried out
- b) thoroughness
- c) the (narrow-extensive) use of the required source material
- d) analyticalism
- e) versatility

- **Rating scale**

H-5

Team Management

**Teamwork skills, activities and leadership, team
models**

12.3.2024

Taru Lehtinen, Henni Syrjänen

Experiences?

RAISE HAND:

How many of you have needed new perspectives or more tools for managing teams or managing the team's well-being at work?

Experiences on the subject?

RAISE HAND:

**How many people are completely or
partially new to team management?**

Where's the focus?

Building a common understanding of teamwork management while taking well-being at work into account

Deepening the frame of reference

Reflecting your own actions and ways of implementation

GOAL: To add concrete tools and new ideas to the kit to promote the team's well-being at work



**How does it happen?
How will the objectives be
achieved?**

Goal for today and the methods



Lecturing, sharing experiences and ideas



Learning from each other: through peer and pair work → ideas and support for managing the team's well-being at work and working in a team



Objective: you are able to identify teamwork skills and factors affecting team operations and leadership, as well as evaluate factors affecting team well-being

Based on your own
experience, name
one thing that
influences
the team's well-
being at work.



**What are we talking about
when we talk about
occupational well-being at
work?**

99

Team activities and teamwork skills



Team definitions

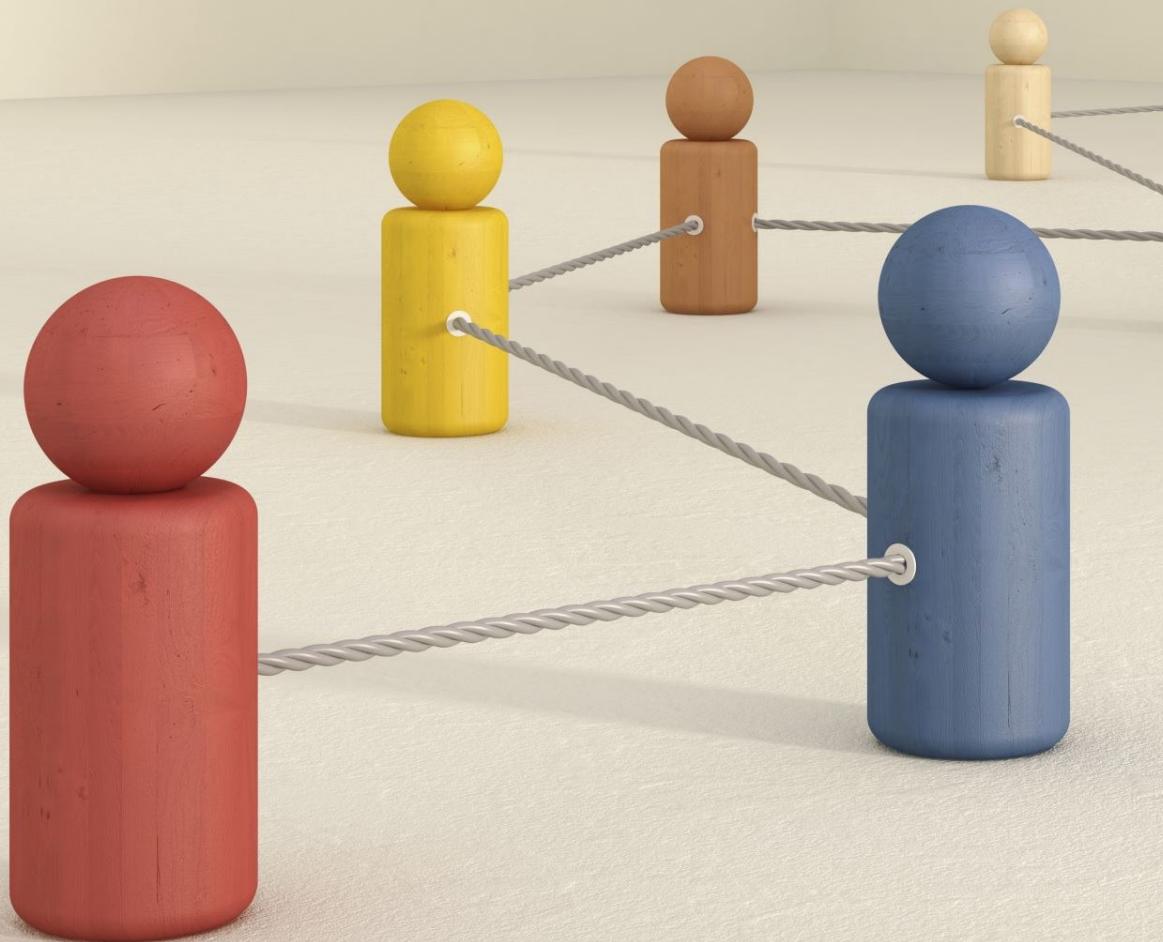
- A team is often defined as a group of individuals whose job responsibilities depend on each other
- According to current thinking, the team has a common goal, and its members also share responsibility for the results of their work
- Team members participate in decision-making: distribution of work, completion of tasks, schedules
- Self-managing team
- The interdependence of work tasks makes sharing information a key element for the team's operations
- Project team vs. permanent team

A team is an advanced group

"A team is a group of people who, in a self-led and close cooperation, carry out certain work packages and, taking advantage of the diversity of team members, strive for common value goals and objectives within the framework of common rules."
(Pirnes 1994)

"A team is a small number of people with complementary skills who are committed to a common purpose, performance goals, and approach for which they hold themselves mutually accountable."
(Katzenbach & Smith 1993, 45.)

Essential in teamwork



- Interaction and collaboration
- Dependency
- Members possess complementary skills and knowledge
- Members complement each other's ideas and thoughts => team intelligence
- Common purpose, objectives and solidarity
- Rules

Team intelligence

- The key to success in the changing world of work lies in well-functioning teamwork, where team diversity is an important element
- In addition to the individual's strengths, new working life skills emphasise the team's mutual ability to work together and build new ideas and solutions on top of their collective competence
- The whole is more than the sum of its parts
- This kind of capability can be called team intelligence

(Hiila & Tukiainen & Hakola 2019; Sutela, Pärnänen & Keyriläinen 2019)





Teamwork as a form of work organization

- According to the Digital Working Life report (2019), 73 per cent of employees work in a permanent working group or team that has a common task and has the opportunity to plan their own work
- According to a European comparison, the use of teamwork is more common in Finland than in other countries
- The goal is often to improve operational efficiency
- Team-based work organization enables more flexible reactions to the situations and requirements of modern working life than the traditional hierarchical structure
- Cornerstones of good and productive team operations
- Communication within the team and smoothness of operations
- Outward contacts and external communication

Source: Janhonen, M. (2010).

Distribution of team members' competencies

technical / functional / content competence

the ability to solve problems and make decisions

the skill of communicating with people

A Good Team member

Performs its own duties and responsibilities

- Duties according to the employment contract and job description
- Responsibility for the success of the entire team
- Responsibility for the realisation of one's own goals

Follow the rules of the team

Develop teamwork skills

Qualities of a good team member

Be honest and open

Must be reliable and care for its tasks with high quality

Is fair

Complements the skills of other team members

Possess good communication skills

Is an active acquirer of knowledge

Cultivates a positive "succeed" attitude

Influence others by example

Puts the team first

Commits to team activities and development

Hold other team members accountable for team success

Is humble, but not subservient

Be patient and endure adversity

Is able to resolve conflicts constructively

Does not blame others for their own difficulties

Supports the thoughts and ideas of other team members

Share their own expertise and networks openly

Masters a systematic way of working and is able to use their tools effectively



**Tools for your kit!
Adapt and utilize for
different needs**

Tool 1: A resilient team – learning as a perspective
Tool 2: Coaching – coaching approach

Tool 1: A resilient team – learning as a perspective

Tool 1 – Evaluate your team from a learning perspective



How do you enable learning now?

What kind of changes can you make already this year? Next year? In the next project?

Aiming for a resilient team where people learn and develop together

Utilize and apply different practices to both permanent and project teams so that work is about learning and sharing learning

The following practices are used by team members to actively promote areas for improvement and proposed solutions

Tool 1

Team meetings: take time to discuss and solve problems and challenges encountered at work

Regular sharing: effective and successful practices and working methods for shared use

Sparring and co-creation: functional work pairs to learn from each other

Team meetings: systematically discussing what kind of situations team members have developed in their work and what kinds of situations are most effective for learning

Brainstorm ways of working together, share lessons and insights with the whole team

Functional and natural tools and platforms that support team members' on-the-job learning and work development

Tool 2: Coaching – coaching approach



Tool 2: Coaching – coaching approach

- **How to involve coaching in team management?**
- "You don't have to be a business coach or work counselor, but the theories-in-use related to those frameworks are extremely useful when your task is to support both your own well-being and that of the team."

Coaching exercise: GROW



Goal

- What is the situation?
- What is challenging about the situation?
- What things can you influence?
- What things can you decide?
- What goals do you have?

Reality/Resources

- What kind of resources or skills do you have in the situation?
- Have you solved something similar before?
- Who could help you?

Options

- What options do you have?

Will

- What's your next step?
- What about the next one?
- How do you feel when you've reached your goals?



Break

Pair assignment (adapted GROW exercise)



Breakout room: Peer work (30 min)

Choose one issue related to project or team management has just arisen or needs to be resolved

Alternatively, you can choose another professional topic without a management perspective

Tell your peer about your choice

Work for 15 min/person. on the subject using the following guiding questions:



Apply and utilise e.g. the following questions to ask when sparring with your partner:

What is your goal?

What would be the ideal situation?

What should change?

Can you influence it?

How could you contribute to this?

What kind of solutions are you thinking about?

What could you do first, already in February or March?

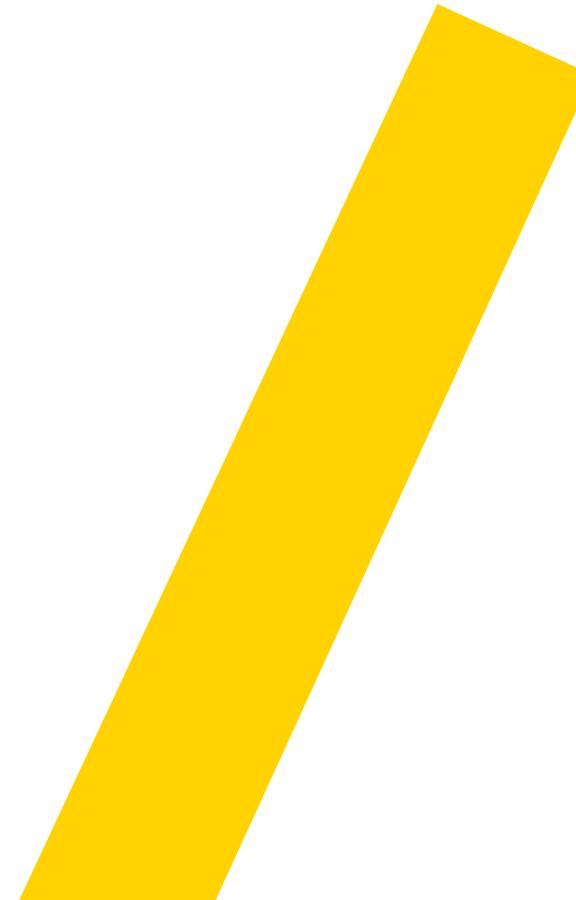


Thoughts on the exercise?



Suitable team model

Framework:



**Leading a creative project team.
Managing creative people.**

**Challenges. Solutions. Good
practices.**



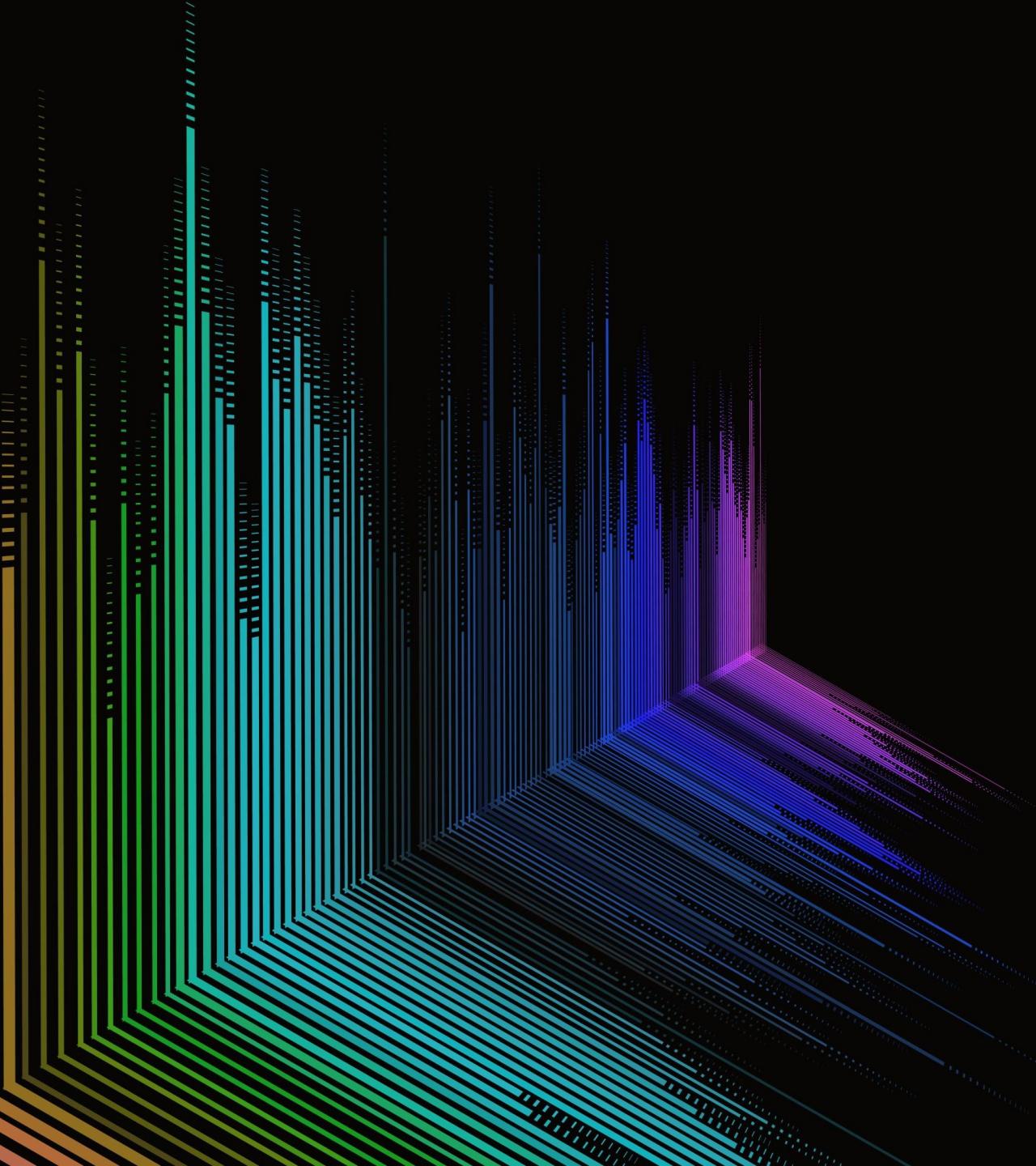
Introduction to a good team



A good team – what influences it?

- What unites well-functioning and results-producing teams:
- Shared understanding of the importance of team existence
- Helps focus on activities
- Visionary leadership in the background: supervisor + leadership is shared between the team:
- Everyone takes responsibility for the team's success
- Everyone can be confident that the necessary support is available
- A well-functioning team communicates the ability to react to changes quickly and in time
- = the team has good problem-solving and innovation skills

Source: R. Klinberg (2016)



Typical situation in projects: the team does not get to give their best

For example, the reasons may be:

- Too few resources to complete the project(s) on time
- A shared vision does not touch or give energy to action
- There is a conflict within or between teams that people are helpless to resolve
- Team members don't trust each other or each other's expertise
- Everyone is tired, because coping has been stretched for a long time
- The team has many new members or is newly formed

Allan Drexler ja David Sibbet: Tiimimalli



Lähde: R. Klinberg (2016)

Team templates – different team types

- **Successful organizations are made up of teams**
- In the public and private sectors, whether the organization's focus is on services, production, quality, cost, speed, value creation, efficiency, etc.: the key method for achieving goals is teams



[Team Models - Different types of teams
\(managementstudyguide.com\)](https://managementstudyguide.com/Team-Models-Different-types-of-teams)



Team model – different team types

- Identifying team models: what kind of team I work in / what would be the most functional team model for our project
 - helps to plan work and, above all, internal communication
- There are many team models and types of lifts becoming the most central

The right team model for your project

Traditional model

- A group of people clearly led by one supervisor
- The supervisor shares responsibility and authority: the amount always depends on the matter
- In the model, the supervisor is clearly in charge and leads the team, but he also allows other team members to take on the role of leader

Comments, thoughts?

The right team model for your project

Self-driving model

- A group of people who lead themselves
- Not one with authority or authority to make decisions on behalf of the group
- Everyone has authority and responsibility for all team decisions

Comments, thoughts?

Workgroup template

- A group that meets for a certain period of time on a specific task or project (working group, committee, etc.)

Comments, thoughts?

The right team model for your project

Virtual team

- Members rarely or never see each other
- The team still needs to work towards jointly defined goals
- May meet at the start of the project, after which they will work together
- Team communication is key

Comments, thoughts?

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Expanding the framework: tools

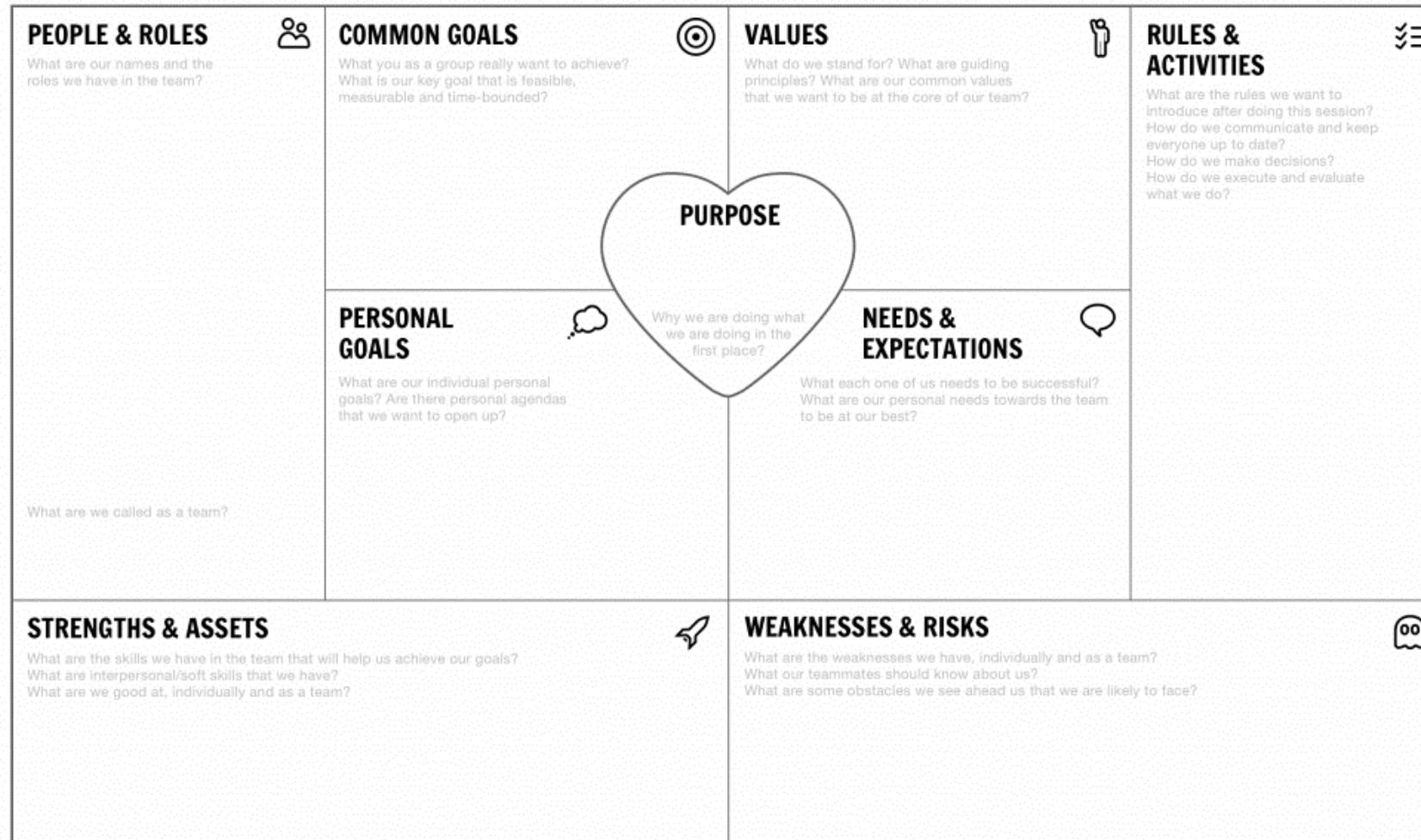
Team Canvas

Version 0.8 | theteamcanvas.com | hello@theteamcanvas.com

Most important things to talk about in the team to make sure your work as a group is productive, happy and stress-free

Team name

Date



Source: Newflux.fr (2022)

Team Canvas Basic

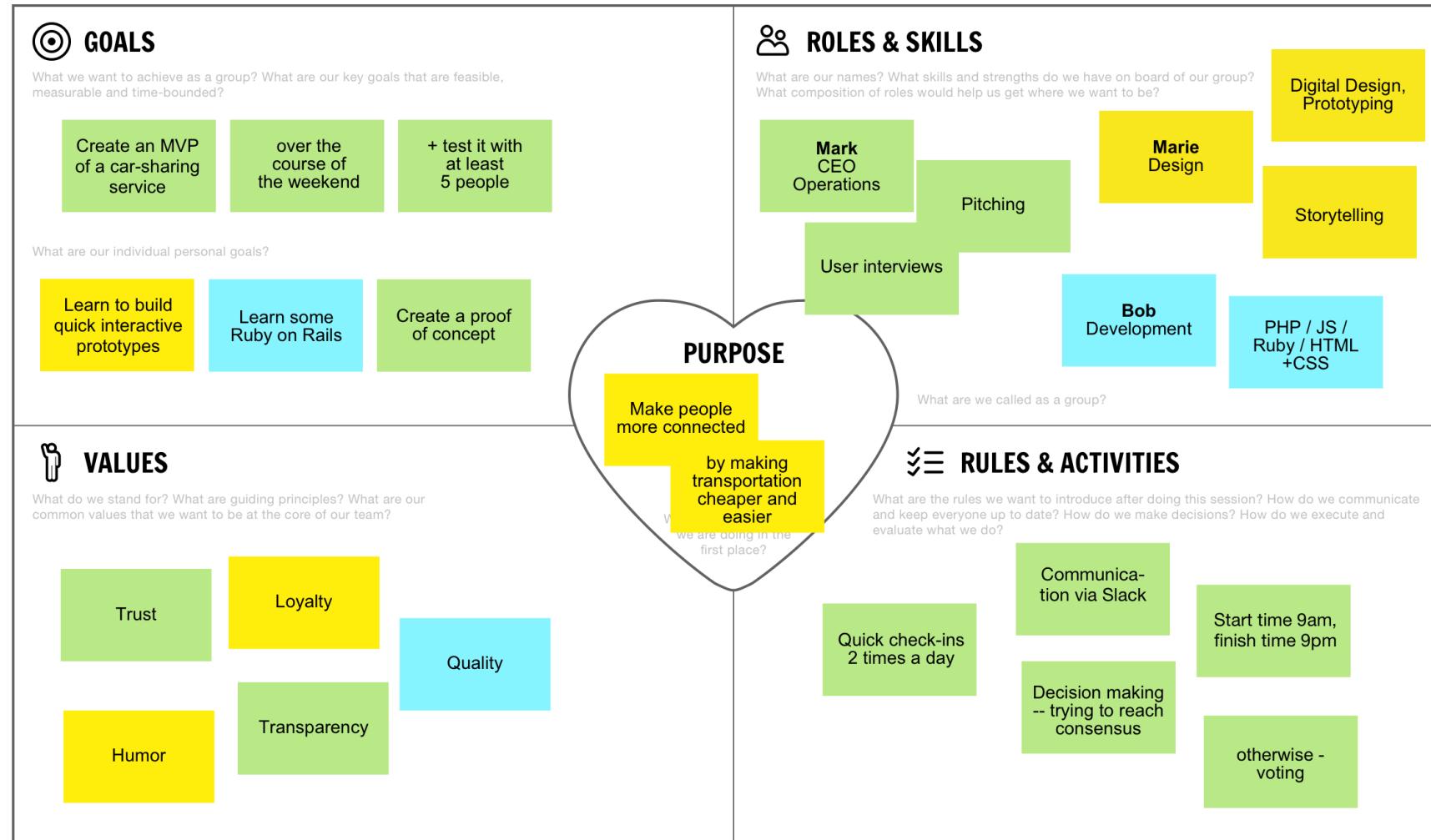
Most important things to agree on to kick off effective team project and get members to know each other better

Version 0.8 | theteamcanvas.com | hello@theteamcanvas.com

Team name

Bold Car

Date





What will you take with you
from today?

Learning Assignments

DL 15.4.

Assignment 1: Me as a team leader

Assignment 2A: Team leader's room board

DL 22.4.

Assignment 2A: Team leader's room board – peer feedback to the discussion board

Assignment 2B: Evaluation of teamwork



Literature

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Rethink. Resolve. Redo.

Team Management

**Group presentations
and final summary**

15.4.2024

Henni Syrjänen, Taru Lehtinen

GROUP DIVISION AND PRESENTATION SCHEDULE



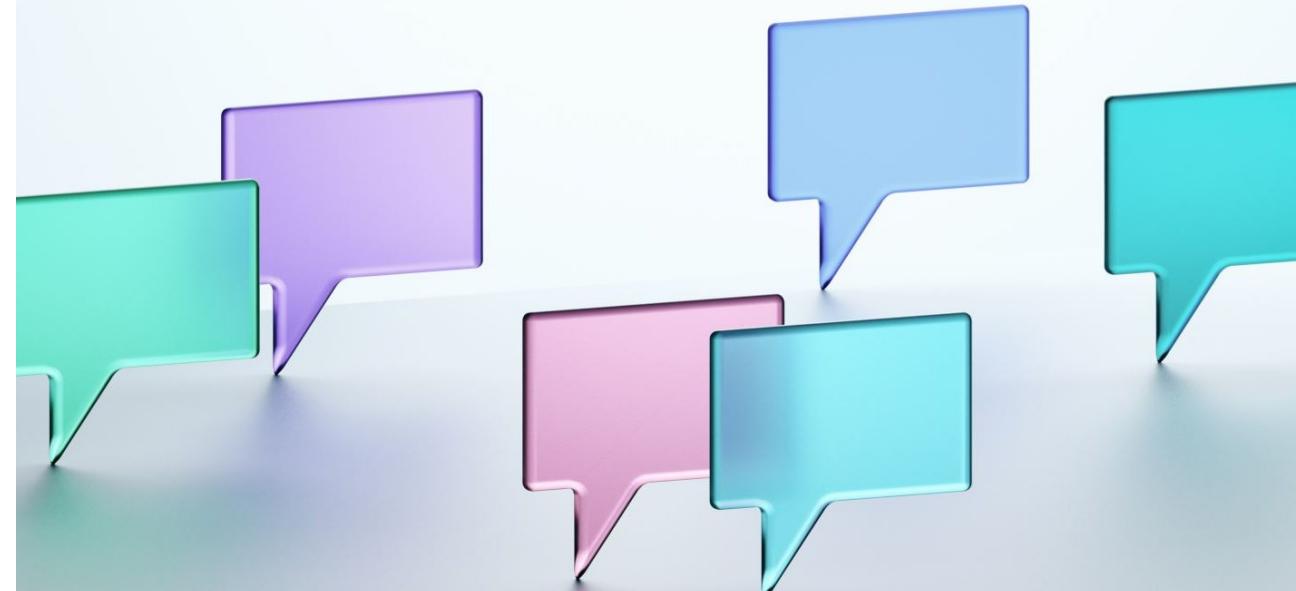
Presentations and discussion



Lunch break

''

Thoughts, insights
and discussion!



**Remember self-
assessment and feedback
in itslearning!**



Rethink. Resolve. Redo.

Team management

Occupational well-being

19.3.2024
Taru Lehtinen

"Well-being at work includes work and its meaningfulness, health, safety and well-being."

- Social and Health Ministry

A photograph showing a group of people from the side, sitting at a table and writing in notebooks. The scene is set outdoors with a building visible in the background.

**Well-being at work affects
everyone in the work community**

- staff
- customers



Work well-being effects

- Poor well-being at work is expensive for the employer and society (healthcare costs, continuous and long sick leave, early retirements).
- A bad work atmosphere, as well as poor work well-being, has a great impact not only on sickness absences, but also on various work accidents, staff turnover, staff motivation, and customer satisfaction.
- According to a study by the Institute of Occupational Health, companies with a bad working atmosphere have up to 70 % more absenteeism than companies with a good working atmosphere.
- One day of sick leave costs a company around 300 euros, and the cost of the missed work is estimated to be around 30 billion euros per year.

Work well-being effects

- Well-being at work, taking care of it and developing it is an investment in the company's future. Work well-being has a direct impact on the company's reputation and competitiveness in addition to the company's results.
- When work well-being has been invested in the workplace and employees feel well, work motivation rises, the company wants to be useful and results are achieved, which is directly reflected in how customers and others see the company.
- Studies have shown that workplaces perceived as pleasant by employees are more financially successful than unpleasant organizations.
- Studies on well-being at work have noted in particular the impact of chaperone work and leadership on well-being at work; good chaperone work is a major asset to the success of organisations and a major source of well-being at work.



Work well-being the factors



Source: Suutarinen 2010. Managing well-being at work.

”

What can the
team leader do?



Job Description

Well-being factors include:

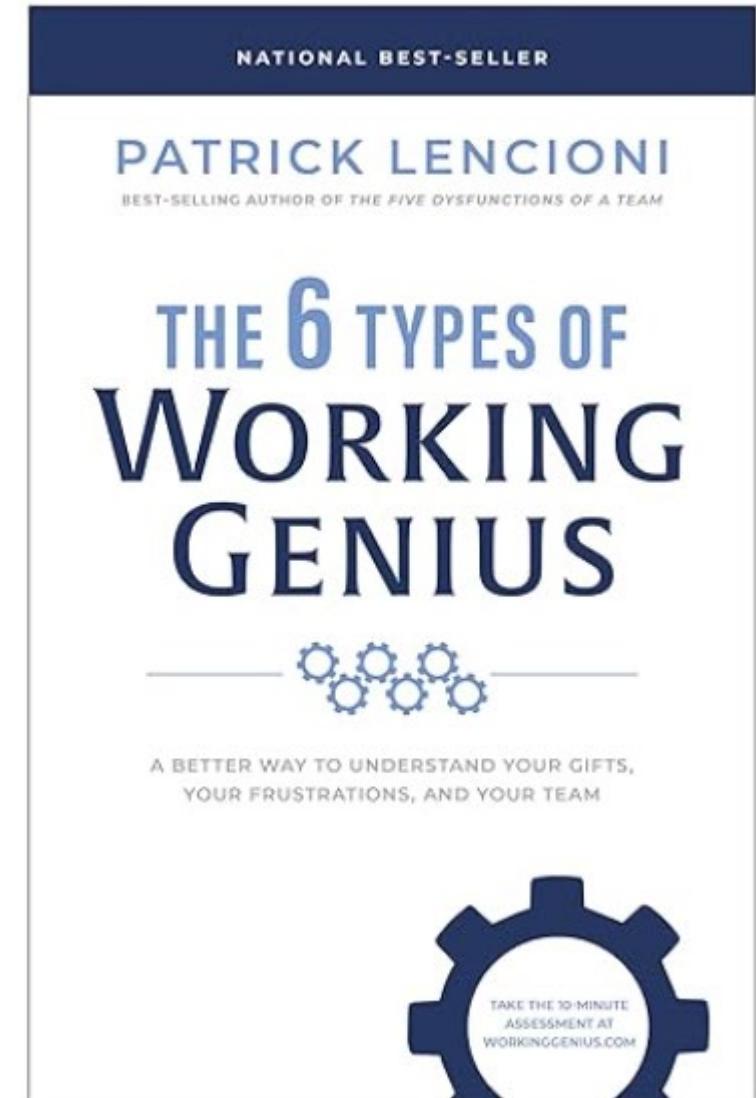
- Opportunities for development at work
- The nature of the job
- Salary
- Role of teams



6 new different type of work

Well-being at work
increases when your job is
85% of what you like to do.

- Patrick Lencioni



Wonder

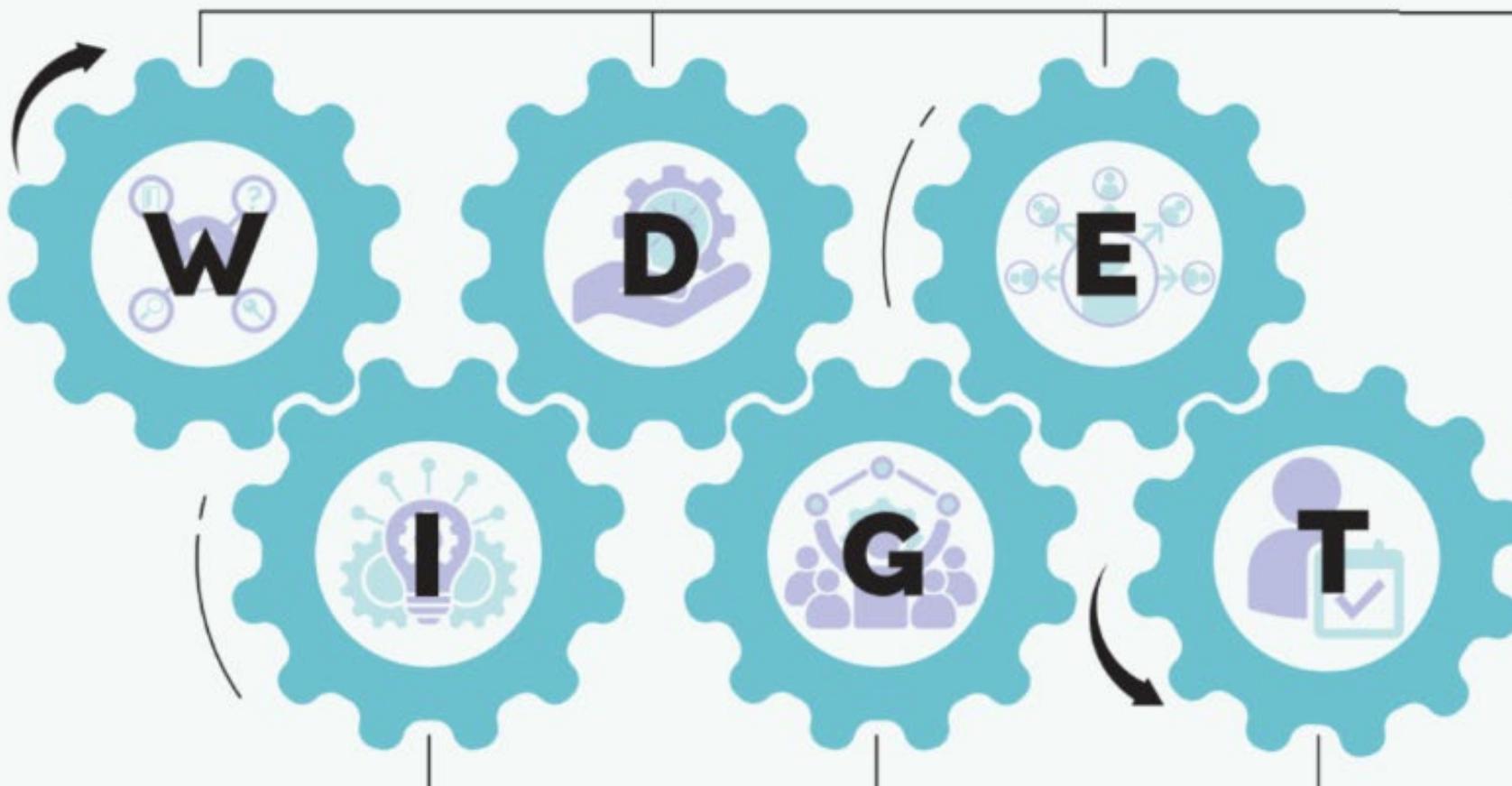
Ask questions and see potential

Discernment

Keen sense of judgment

Enablement

Provide essential help and support



Invention

Create ideas and solutions from scratch

Galvanizing

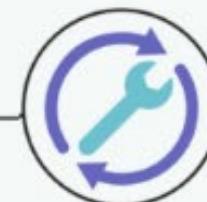
Rally others to take action

Tenacity

Push ideas through to completion

Responsive

The geniuses are used in response to an external stimulus.



Disruptive

The geniuses are used proactively to trigger change.



Work community



The atmosphere of the work community is a factor affecting well-being at work, the importance of which has come to the fore when studying coping at work and early retirement, among other things. Employees are often motivated to continue their work when the atmosphere is accepting and constructive, even if the individuals have physical illnesses or disabilities. In a perceived negative work atmosphere, even small restrictions often lead to a decrease in the desire to work and gradually even the ability to work.



Key factors for the well-being of the working atmosphere include, for example, the supervisor's actions and management, interaction within the work community, the amount of work, the opportunity for employees to develop in their work, rewarding work, awareness of work goals, and equal treatment of employees.



The work atmosphere and sense of community can be developed in different ways, for example through shared hobbies and events of the work community, or the opportunity to move together both during and outside of working hours. The sense of community plays a central role in the well-being of employees.

Work environment



- A healthy and good working environment promotes the well-being of employees
- Such a work environment supports sustainable development, improves the company's productivity, and strengthens both the social and economic sustainability of society.
- At the workplace, the physical, psychological and social working conditions must be in order.
- Work spaces and tools must be safe and intact so that the work environment is proper and enables safe work.

Management

- Leadership, equality and fair management are directly linked to well-being at work.
- To succeed, the manager must take care of his work community, his employees, and the ethical compliance of the operating methods daily.
- One of the most important tasks of the supervisor is to define realistic work goals and common operating methods together with the employees.
- It is important for a manager to know how to lead his staff correctly. Taking into account the opinions of the staff and having a conversation with them can be considered one of the essential skills



Management methods for developing well-being at work*



Source: Balsanelli 2014.

**Work well-being management
in creatively field**

Laura Silvonen , HR manager



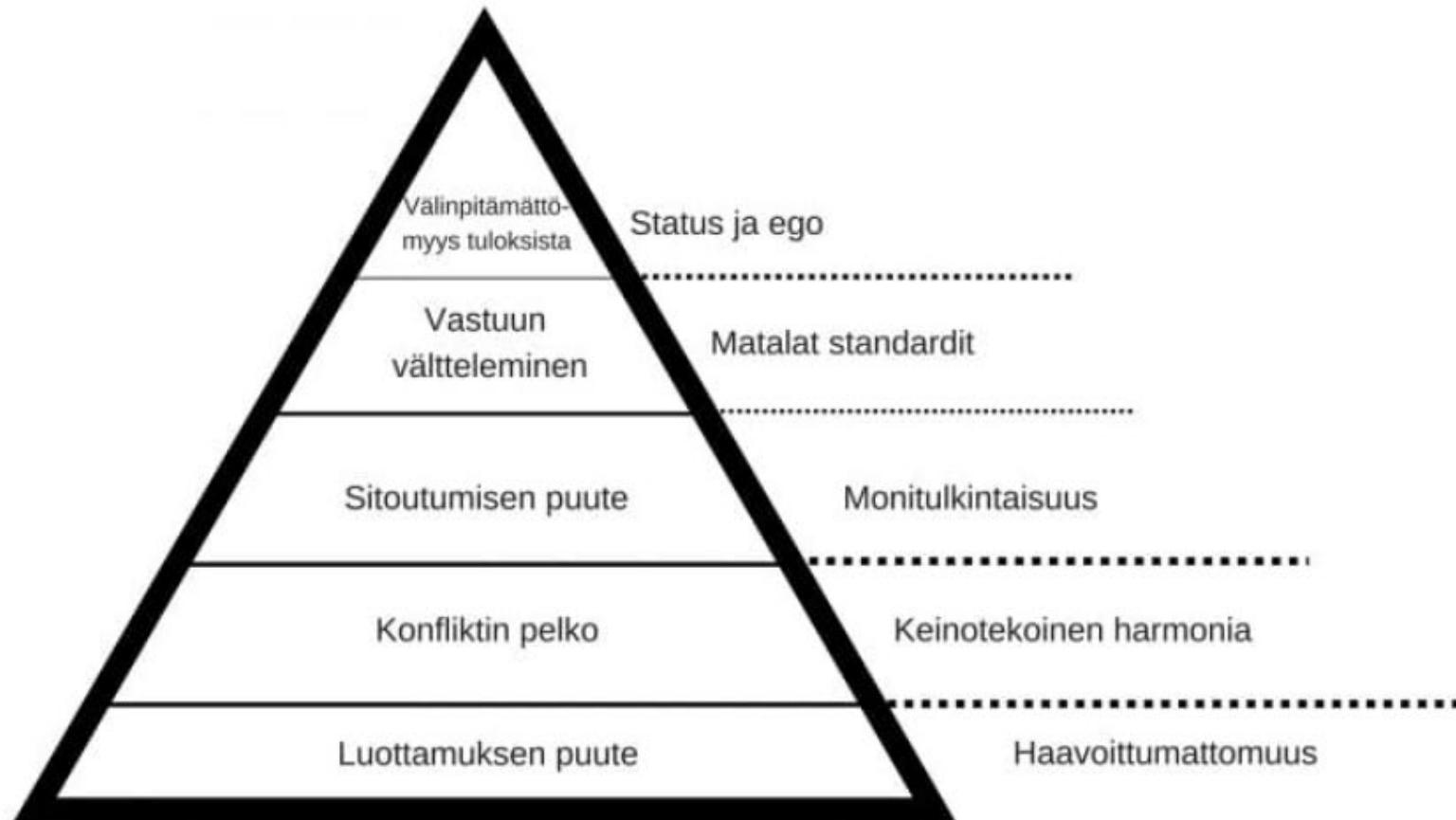
Lunch Break

Five dysfunctions of a Team

- Absence of trust
- Fear of conflict
- Lack of commitment
- Avoidance of accountability
- Inattention to results



The team dysfunctions and their manifestations



GROUP ASSIGNMENT (10 minutes)

- Let's think in small groups about what kind of actions could be taken to correct various team's dysfunctions.
- Prepare to share your thoughts and ideas.





PRESENTATIONS



Rethink. Resolve. Redo.

Team management

Internal communication and interaction

26.3.2024
Henni Syrjänen

”

Today, the focus is on identifying key issues for the functioning of the team.



Intra-project communication

Why do projects fail?

Why Do Most Projects Fail



Source: PMI

Why Projects Fail



Source: KPMG



Defining the framework

- Communication plan: target groups for communication! (internal stakeholders)
- Data transfer
- Ensuring the flow of information
- Handling and cooperative resolution of problem and conflict situations
- Project documentation
- Efficient and productive meetings and meetings (goal, schedule, decisions, agenda, right people present)
- Timeliness of communication and selection of the right channels
- Maintaining a climate of trust
- **What else?**

99

**Communication
within the project:
What kind of
successes have you
encountered?**



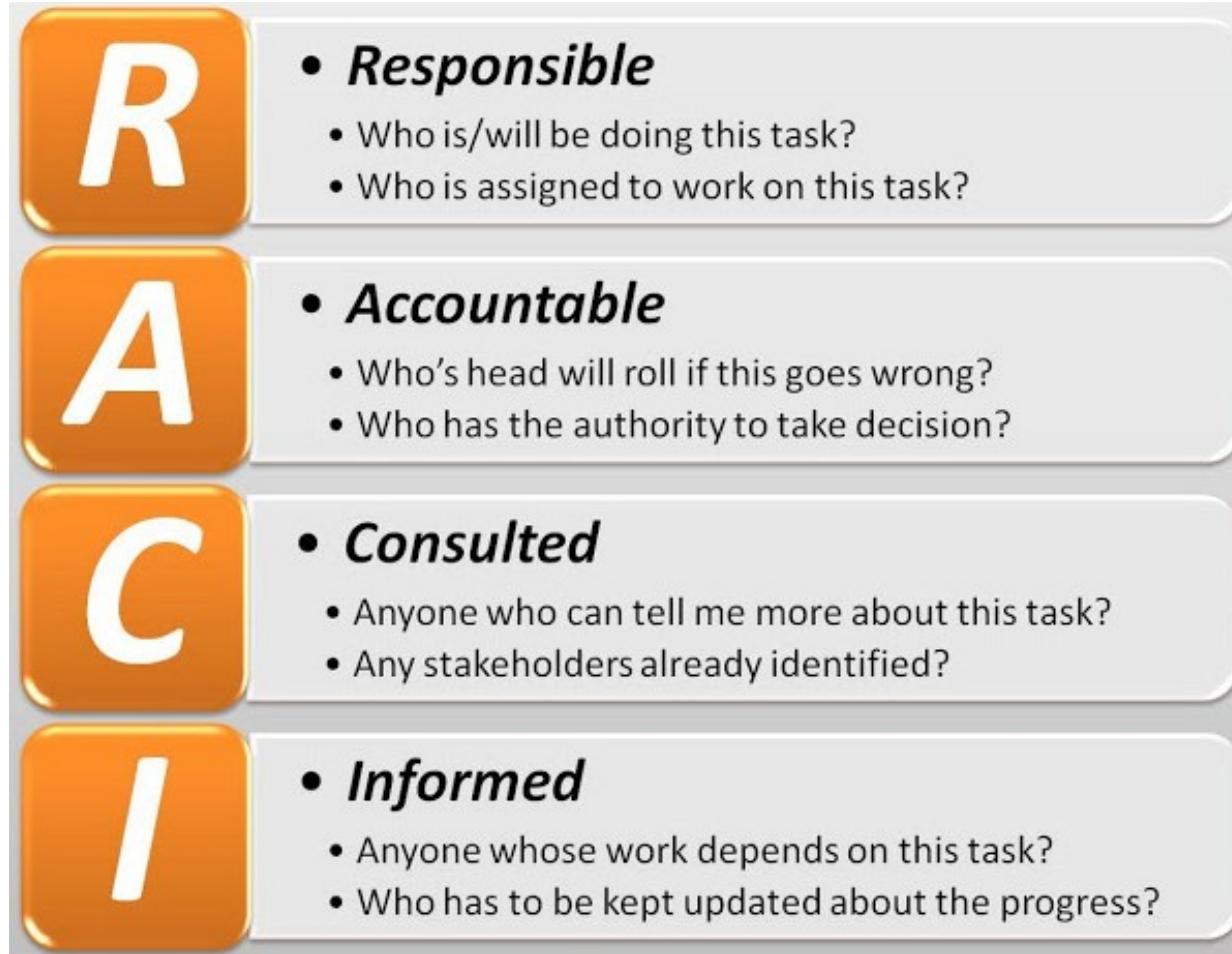
RACI model as a tool in a team

- Clarifies and refines roles and responsibilities
- In practice: as a team leader, you can go through your to-do list using the RACI model

RACI Definitions



RACI model



R - Who is currently responsible for carrying out the task? (responsibility)

A - Who is primarily responsible for the completion of the task package? (accountability)

C - Who will be consulted before implementation? (consulted)

I - Who will be informed when a task has been implemented? (informed)

Source: A. Pulkkanen (2023), Agendum

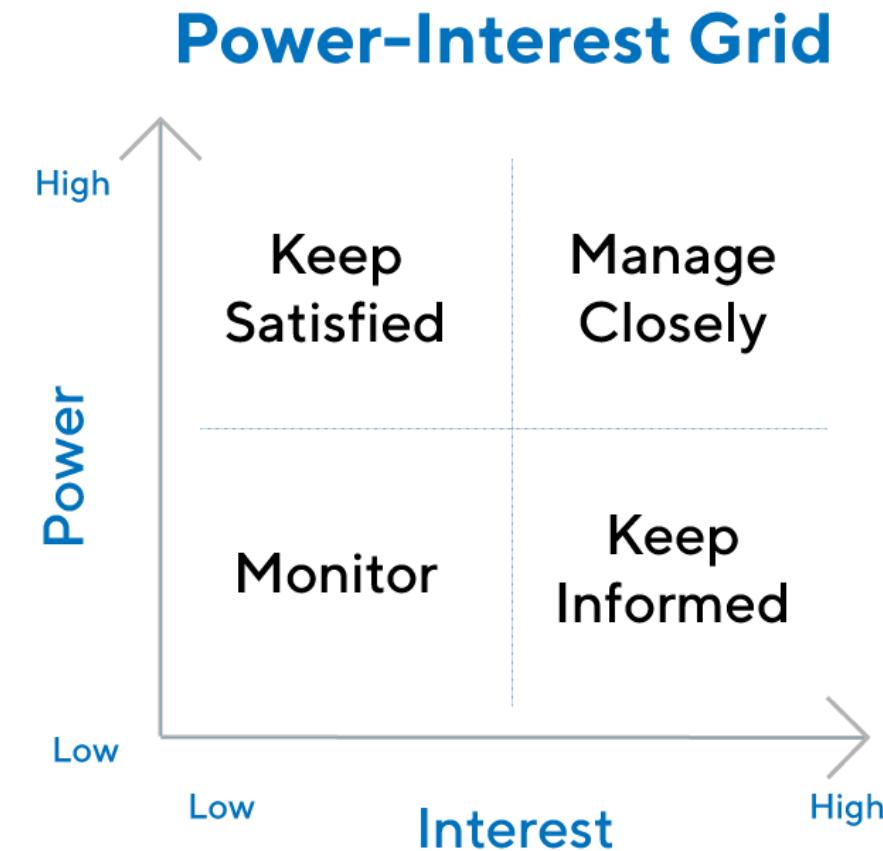
Source: Practice of RACI Matrix in an organization - BBA Lectures

99

Stakeholders can be divided into external and internal stakeholders

PERUSTA VERTAILULLE	SISÄISET SIDOSRYHMÄT	ULKOISET SIDOSRYHMÄT
TARKOITUS	Yksilöt ja osapuolet, jotka ovat osa organisaatiota.	Osapuolet ja ryhmät, jotka eivät ole osa organisaatiota, mutta ovat sen vaikutuspiirin alaisia toimintojen kautta
VAIKUTUKSEN LUONNE	Suora	Epäsuora
KEITÄ HE OVAT?	He palvelevat organisaatiota.	He ovat organisaatiossa tehtävän työn vaikutuspiirin alaisia.
YRITYKSEN VASTUU SUHTEESSA HEIHIN	Ensisijainen	Toissijainen
PITÄÄ SISÄLLÄÄN	<ul style="list-style-type: none">• Työntekijät• Omistajat• Hallituksen jäsenet• Pääilliköt, esihenkilöt• Sijoittajat• Jne.	<ul style="list-style-type: none">• Asiakkaat• Rahoittajat• Yhteistyökumppanit• Kilpailijat• Tavarantoimittajat, välittäjät• Yhteiskunta, hallitus, ympäristö, viranomaiset jne.

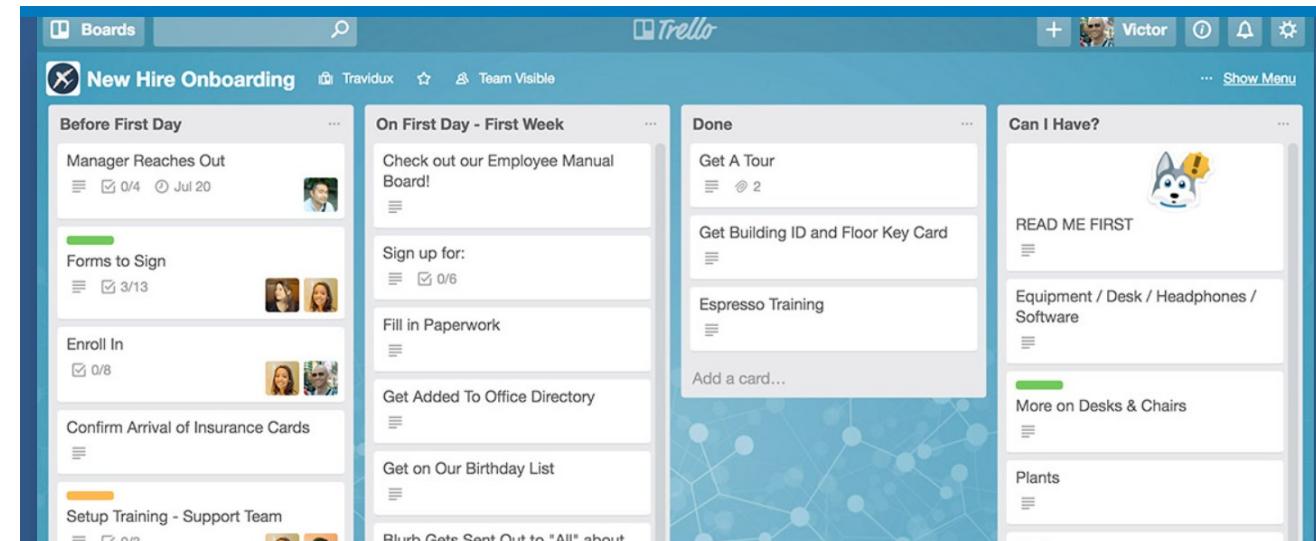
Consider



TOOL: WORK PLATFORMS

App Store / Google Play

- + visuality and shareability
- Multiple tools (Slack, Trello...)
- Information available
- Follow up on your project
- Facilitating collaboration
- Transparency
- When you want to get away from email and social media



- When you understand one shared platform, you learn the following ones faster
- Ability to follow the activities of others
- Users include: freelancers, advertising agencies, cultural projects, "home projects"
- Team access to information

- CONSIDER: Does the platform add value / benefit to your project?
- Only use platforms that work for you and your team
- Avoid unnecessary communication and information overload if it is not essential for people's work, team formation and project progress (=load to a minimum, information available if desired)

Active listening

Internal communication is also about emotional skills

- In terms of emotional skills, the team leader focuses on those skills that are linked to social competence:
- For social and emotional intelligence
- Listening and oral communication skills:

Self-awareness, self-regulation, responsible decision-making, social awareness and interpersonal skills (Kaasinen 2021)





Active listening – what is it about?

- It's about the atmosphere and framework that the team leader creates for both bilateral communication, dialogue, and the way and tone of the whole team communicate together
- Among the many different skill lists and recommendations, the ability to listen actively emerges
- Active listening, level five, refers to a level where the following four levels have been exceeded:
 1. Not listening
 2. Pretends to be listening
 3. Listens to pause
 4. Listens from your own point of view
 5. Active listening

What levels do you move on?

Active listening



- "Do you recognize situations where interaction factors put your listening at baseline level three, while in other situations you can already be at level five by default?"
- For many, personal chemistry is something that you recognize and are aware of affects your baseline
- As a team leader, always strive for equality, regardless of personal chemistry

"It is also essential to listen especially carefully when nothing is heard (Kaasinen, 2021)"

“

"Taking breaks, not filling the space, are things that can be practiced. You have to give space so that people with different rhythms can get their thoughts across. You need to create a state of unhurriedness, even if time is running and your own rhythm is at a gallop. You can, for example, try to examine it in your own activities. Settle over time. To stop so I can face"



Focus away from yourself

- One must try to understand as accurately as possible what the other communicator is saying, which requires focusing on the other's communication
- Try to shift attention from yourself to the speaker, and check that you really understood. Don't assume or overinterpret. Repeat what you hear in your own words and try to strengthen understanding, active genuine listening

■ ***Pahin este henkilökohtaiselle viestinnälle on ihmisen luonnollinen taipumus ottaa tunteen omaiseksi kantaa toisen ihmisen sanomiin asioihin jo ennen kuin koko asian merkitys on selvinnyt.” (ROGERS)***

The essence of the dialogue: equal participation in the discussion

- Allows you to comment later, i.e. dialogue does not require a here-and-now reaction
- Understanding is essential, as is an atmosphere of trust and psychological safety

In terms of interaction and social styles, we divide into people-centered or issue-oriented people:

VUOROVAIKUTUS JA SOSIAALISET TYYLIT



”

What kind of ideas arise that could be utilised in managing internal communications in projects or in monitoring and developing one's own activities?



”

**How to plan and
implement project
internal
communication to
support project
implementation?**





Let's start writing down the checklist!

1. What is most important?
2. What also needs to be remembered?
3. What more?

Chat with your partner for 10 minutes, gather answers and soon we'll have a conversation!

Thoughts?



Kiitos





Rethink. Resolve. Redo.



Project title: Sustainable Multidimensional Media Contents (SUMED)

KA220-HED - Cooperationpartnershipsinhighereducation

Quality Assurance and Evaluation

This result was developed and validated within the SUMED project and **evaluated by an external evaluator**. The external evaluation confirmed: high quality and relevance of the result, alignment with project objectives, strong potential for sustainability and wider use.

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