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AN INNOVATIVE EDUCATION SYSTEM AT THE UNIVERSITY OF DEBRECEN

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Abstract: *The paper seeks to summarize opportunities offered by the University of Debrecen (UD) for the further development of students' innovative ideas to enter the marketplace, and to identify the essential links of the university's innovation ecosystem resulting in mutual benefits at local, regional, national and international levels. As a part of this programme in 2010 the innovative Finnish higher education system (Tiimiakatemia – Team Academy) was launched at University of Debrecen Faculty of Economics and Business, which was also awarded by OECD and has been run at JAMK University of Applied Sciences in Jyväskylä since 1993. In this system, we create team entrepreneurs who must work together in teams. Our Team Academy Debrecen's mission is to provide business training that develops entrepreneurial mindsets and self-awareness through practice-oriented and innovative approaches to the requirements of the modern age, creating opportunities for individual fulfillment, responsibility for themselves and the community. During the training, we focus on developing the following skills and abilities: developing team entrepreneurial skills, being able to teamwork, adapting to new environments, being able to co-create to build communities. Team Academy Debrecen learns new approaches and methodologies by putting them into practice take full responsibility for their actions and decisions learn from their mistakes, be open to new ideas. We believe they can learn faster and more through international cooperation. Author of this study work as team coach in Team Academy Debrecen. In the last 8 years, we have worked with several teams and experienced how group dynamics present at the teams and change through the learning process. We have faced with great storming period at different teams and managed to build high performing entrepreneur teams as well. Our experiences are introduced as case studies, after analysing, consequences will be concluded. As in the EFQM model we can find that to survive in the global competitive markets companies need the best teams for the best results.*

Keywords: *high performing teams; Team Academy; higher education; learning by doing; innovation in education.*

JEL Classification: *I23.*

1. Introduction of our University

The University of Debrecen is more than four hundred and fifty years old, it is Hungary's oldest higher education institution operated continuously in the same city and as one of the largest educational centres of the country it is a central player in Hungarian higher education. It has outstanding educational, research, and innovation capacities in international comparison as well and based on these it plays

a major role in the realization of objectives of national strategy. It is also one of the top 500 universities in the world. The student community of 30,000 can study in 14 faculties, in institutions of excellent scholarly standard. As a leading university it is known in Hungary as an intellectual centre providing the widest spectrum of educational programs while also closely cooperating with the private sector, the business sphere, and the local government.

Background

We will inevitably meet countless groups and teams throughout our life. We begin to experience this as early as childhood, but then instinctively drifts unconscious. Feelings of loneliness are constantly alternating inside, as the effects of the accumulated environment are processed and the desire to connect to a subsystem where information, experiences and feedback from our environment are constantly being collected. As we become more and more interchangeable, we find ourselves in a variety of artificial (school, sports, neighbors, etc.) and natural (family, established friendships, etc.) systems, and we become increasingly aware of the need to belong somewhere, since man is basically a social being. The consequences and results of these connections are basically determined by the effects and feedbacks on the person, since the positive effects, the comfortable environment basically provide reinforcement and encouragement, while the negative effects, the panic zone is the feeling of security, absence, withdrawal from the participants.

As a university lecturer, we work with ever-changing smaller and larger groups. In these groups, the nature of the relationship is relatively unimportant, in fact less intriguing to the educational process is that in a well-established supportive environment, it takes place in a frontal way for knowledge transfer or for a completely disruptive group. Over the past 20 years, the quality of these relationships has changed considerably, separating students into smaller clicks. Typically, the unanimity and harmony of the groups disappeared, and the quality of community life drifted in that direction.

The change of the education system into mass education, somehow automatically involved this transformation. In our opinion, the effects of this will also be reflected in quality. It is very important for the motivation of the students that, in fact, individual performance is mostly just one piece of data that has no impact on the community. The developed credit system is quite flexible and gives students the opportunity to get used to the confusion. Typically, written accountability is possible, which relies on lexical knowledge and less on creativity, innovative thinking, and individual attitudes.

The above has become quite contrasting to us, as at the Faculty of Economics of the University of Debrecen we had the opportunity in 2010 to participate in the introduction of a new training system, which is currently being introduced as Team Academy Debrecen. It is a Finnish method of education (original language: Tiimiakatemia, founded by Professor Johannes Partanen in Jyvaskyla, Finland in 1993), which is largely based on Peter M. Senge's Principle 5 on the Design and Functioning of Learning Organizations. Senge, 1994). The system basically means

training university students into team entrepreneurs. In this system, the individual skills and abilities of the students are emphasized, the development of which is an essential aim of the teaching method. The development of teams is a prerequisite for the operation of the system, where a joint venture will be established during the training period. This educational system is severely interrupted by traditional university education. Students in this system are called team entrepreneurs. The individual creativity and innovative thinking of the students is extremely important. About Innovative Thinking Professor Ikujiro Nonaka and friend Hiroaka Takeuchi carried out a research project in 1970 that looked at innovation processes at Japanese companies. They concluded that the innovation process is essential not only for managing information but also for creating, using and maintaining knowledge (Nonaka & Takeuchi, 1995). This is what we are trying to bring to the forefront of our training system, allowing space for members to develop this ability. We are trying to establish and support teams of students, who work hard on different projects beside the university. This is a real learning journey for them.

It is important to make it clear what is the difference between group and team. Rudas defines the group as a kind of cooperation between members who perceive each other directly, and they do interactions with each other regularly (Rudas, 2016). While the team consist of persons who have common tasks and aims, and they dependant of each other mutually from the aspect of information, resources and capabilities. They integrate their strengths to fulfil their common goals. The roles and rules are known and accepted by everyone. The boundary of the team is clear for all the people in or out of the team (Horváth - Szabó, 2017).

Teams work side-by-side on their own business ventures and projects, not in classrooms, but in open offices. The focus is not on education but on learning, so it is not the trainers but the team coaches who help / support the work and the acquisition of knowledge. The focus is not on learning theoretical models, but on executing real business / projects that they manage themselves. The self-development of individuals is in everyone's interest, as their team and their businesses can only grow, succeed and succeed along these lines. Sharing this knowledge in the form of dialogue, and then crystallizing it and trying it in one's own business, is essential to fully realize the principle of 'learning by doing', which has a synergistic effect (Nonaka & Takeuchi, 1995; Lehtonen, 2013).

Building and developing teams is essential in this training system. The boundaries of the team need to be defined quite precisely as it is essential for the participants to know who is in the team or who is not.

Team coaching has been defined by many in recent years. According to Goldberg, team coaching contributes to improving team efficiency by generating immediate and better results through practical action-based interventions (Goldberg, 2003). While Clutterback believes team coaching is a learning intervention that raises the ability and performance of the group or team. For this, team coaching applies the following principles: assisted reflection, analysis and motivation for change (Clutterback, 2009; Berne, 1996; Horváth, 2012). Team coaching is a development process where we work with the entire team to make them more efficient.

Team Coach has a key role to play in this regard, which requires continuous monitoring, data collection and interventions based on the data collected. It is important to keep track of which of the 5 steps Tuckman defines and what can help the team to advance to the next level (Tuckman, 1965). What kind of environmental influences affect the team that can result in changes in the team's performance. The effects of changes affecting each team on performance and results. Throughout the training, we want to develop individually performing, well-performing teams in which outstanding individual performance can determine and synergistically reinforce team-wide results. The system's built-in self-evaluation, feedback, and Tem Academy Q47 quality control method provide sufficient motivation for teams to continually improve. When researching teams, we try to take into account the structure and aspects of the model as a result of the university's research on "Extending the Toolkit for EFQM Model Criteria and Possibilities for Model Development" (Gályász et al., 2016).

In this study, our aim was to explore how we can harmonize this innovative new training with the newly built dual education system.

2. Innovation in Education

Innovative higher education presents fresh ideas in higher education in a clear and readable way. Describe and evaluate the characteristics of innovations and provocative new ideas relevant to action beyond the immediate context of higher education. It also focuses on how these innovations affect teaching and students. Innovative Higher Education also includes a variety of scholarships and research methods, while maintaining flexibility in the choice of topics that are considered appropriate. It creates a balance between practice and theory.

Innovation in education involves working with colleagues on a continuous basis - redesigning the teacher's lesson plan at the last minute, because there was something else you just had to try, the direction of the class changed, because the students are leading the education. "Innovation in education occurs when educators ask," How can I make this real, relevant, interesting, student-centered, and personalized?

2.1. Basic Components of Innovation:

Here are the basic components of innovation:

- the purpose of change: development
- change will positively influence current practice
- direction of the changes: Innovation is essentially a bottom-up
- innovation and network are mutually exclusive categories
- important component is partnership, interaction
- in innovation, change is legitimized by success, utility, or result
- the evaluation, which is almost continuous in the case of innovation

All but one of the core components mentioned above can be found in our educational system mentioned in this article.

2.2. Why is the innovation important in the education?

Numerous studies by the OECD have identified the need for innovative approaches to education. The OECD position on the role of innovation in education can be seen below:

- in an innovative, inclusive and supportive education systems are higher standards of teaching
- innovation has the effect of increasing efficiency
- providing students with skills that will equip them for entry into the labour market - this is the key to competitiveness (OECD, 2019).

The Finnish-based education system is fully in line with the OECD requirements. The following describes how the adapted education system can be harmonized with the new dual education model in Hungary.

3. Team Academy Dual Educational System

3.1. Our Mission

Team Academy Debrecen's mission is to provide business training that develops entrepreneurial mindsets and self-awareness through practice-oriented and innovative approaches to the requirements of the modern age, creating opportunities for individual fulfillment, responsibility for themselves and the community.

Our tools are to develop team entrepreneurial skills, to become capable of teamwork, adapting to new environments, working together, building communities. In Team Academy Debrecen we learn new approaches and methodologies by putting them into practice. We are looking for new challenges. We take full responsibility for our actions and learn from our mistakes. We are constantly developing our skills and abilities to be open to new ideas, to take responsibility for our decisions. We learn faster and more through international collaboration.

3.2. Our vision

Make the University of Debrecen the center of modern business education and leadership training.

3.3. Our target group

Our target group are primarily citizens of the University of Debrecen, including students from different faculties, teachers, researchers and employees. Second, the growth companies around us, the lifelong learning thinkers, the modern management aspirations.

3.4. We are not...

It is important to emphasize the areas where Team Academy does not work alone and thinks with its partners. Team Academy does not give a profession, it does not give a comprehensive and in-depth knowledge of a field, because the accredited

courses and other courses at the University of Debrecen are perfect for this. Team Academy is not a start-up incubator, it's not our goal to build international success stories, but team entrepreneurship training is a tool for acquiring the knowledge that we have.

3.5. Dual training program as a Future Leadership Program

Team Academy training can finally be combined with an excellent educational format. Dual Masters allows students to acquire competitive skills in university education from Monday to Wednesday, which they can not only try but also live and deepen on Thursday and Friday as part of their own team business. This way you can work on building successful companies by the end of your training, or by living the experience of your own business, they can be valuable leaders in any industry.

3.6. Skills provided by the Future Leadership Program

Our program focuses on developing the following skills and abilities:

- Teamwork (teampreneur): In the real world, you always have to work in teams, whether in leadership or subordinate roles. Formal university education is less prepared for this, so it is perfectly complemented by our education. Everyone tries and puts himself in teamwork, knows how comfortable he is in leadership and what he needs to develop to become an even better team leader.
- Owner mentality: helping the joint venture and fulfilling the commitments and roles it has for the team as a whole.
- Test leadership roles: constantly changing positions during the 2 years of training.
- Presentation skills: Report regularly on team and team progress on a personal and team level.
- Importance of lifelong learning: We develop a number of international business books during our training, the reading and daily use of which is incorporated into graduates' lives.
- The students improve their strategic thinking.
- They have the possibility to try out the decision-making, and different type of decision-making methods.
- We give them continuously feedbacks.

In our program, they also can experience the coaching based leadership.

3.7. Educational structure of the program

- Monday through Wednesday, students are in the majors of their dual master's degree program.
- Thursday and Friday morning IOC training by Team Academy coach instructors or external trainers.
- Working on their joint venture on Thursday and Friday afternoons and at any time during the week in the IÖK community office space.
- Quarterly milestones are reported to the Team Academy Supervisory Board.
- Teams regularly test themselves at various idea competitions.

3.8. Team Academy Supervisory Board (TA FB)

A monitoring committee of university and external experts would be set up so that training teams could regularly present themselves and their achievements, reporting on progress and the usefulness of the training.

3.9. Mentoring

The 2-year masters course would be supplemented by a weekly 2x4 workshop, plus 10-20 hours a week to build their joint venture. In addition to the workshops, there would be regular external and internal mentoring.

Internal mentoring: Team Academy coach coaching classes have the opportunity to bring in individual problems and team-level team coaching sessions monthly.

External Mentoring: involvement of a mentoring network and periodic meetings and mentoring between successful entrepreneurs and students in entrepreneurship training

Alumni Mentoring: As Team Academy training has a history in Debrecen, we would occasionally provide teams with the opportunity to learn, ask, and chat with our alumni who have had successful careers with us.

4. In conclusion

In line with our experience of the past 8 years, team coaching has a place in university-level education. Team entrepreneurial skills can be excelled through team coaching tools. There are many examples in the world, as the team academy training system, established in Finland in 1993, has been successful and has now been introduced in more than 10 countries.

Due to the nature of the university environment and the fact that the participants in the process are university students, this is a slower but much deeper learning process compared to business life.

Recently, a Bsc-level training system at the University of Debrecen has found that 1.5 years is not enough for this type of skill development, as teams can only progress to the "norming" phase in Tuckman's team development phases and thus have no chance of performing. stage to benefit the teams. The efficient and effective support of a team coach is essential for the teams to progress through each phase. To become a true team, trust, credibility and coach stability are essential. It is essential to create a safe environment for participants, which can help to clarify the framework.

In our training system, the storming phase occurs in the second semester when things get serious, especially when they are already out of the first setback. Here, tensions within a team can arise if individual members put their individual interests ahead of the team.

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