

RESEARCH QUESTION

How does the use of **Holacracy practice as a teaching method** affect students' **teamwork**?

METHOD & SAMPLE

- Two classes (24 and 35 students respectively) of undergraduate students in OB and HRM course
- Final semester of bachelor studies
- Mini-lectures, individual and team-based learning, seminars, fieldwork
- Teamwork questionnaire I & II (based on P. Lencioni)
- Weekly diary reflections

THEORETICAL BACKGROUND

Holacracy **decentralizes authority and decision-making**, allowing teams to **self-organize and make role-specific decisions** without waiting for top-down instructions. It represents a shift from command-and-control structures to cultures of distributed leadership, where **everyone becomes a leader in their roles**, empowered to make decisions and drive progress.

OVERVIEW OF THE INTERVENTION

The practices of Holacracy were applied to **foster self-directed team-based learning**:

- Distributed authority and empowerment to take action**
 - ✓ More autonomy
 - ✓ Deciding on their learning paths
 - ✓ Actively seeking out resources and collaborative opportunities
 - ✓ Minimum reliance on the teaching staff to provide direction
- Clear roles and expectations**
 - ✓ Establishing role expectations and teamwork guidelines by team
 - ✓ Helping them to understand their responsibilities in the learning process
- Peer accountability**
 - ✓ Holding each other accountable
 - ✓ Promoting peer-to-peer learning
 - ✓ Collaborating, sharing resources and challenging each other to achieve their best
- Regular feedback loops**
 - ✓ Regular meetings to assess and adjust roles and processes
 - ✓ Discussing learning progress, challenges faced and potential solutions
 - ✓ Encouraging reflection and adjustment in their learning practices

KEY FACTORS THAT DETERMINE THE WILLINGNESS TO WORK WITH SAME THE TEAM IN THE FUTURE




- HIGH TRUST**
 - Transparency regarding everyone's contribution
 - Admitting weaknesses and mistakes
- STRONG COMMITMENT**
 - Commitment to the team's decisions
 - Meetings end with clear resolutions / next actions
- PASSION FOR RESULTS**
 - Making personal sacrifices
 - Concern for not letting others down

** Based on Patrick Lencioni's "Five Dysfunctions of a Team" questionnaire results*



List of factors with a statistically significant differing ($p < 0,05$) results* affecting the willingness to work in the future with the same team.

TAKE-AWAYS FOR USING HOLACRACY PRACTICE AS A TEACHING METHOD

TOP reasons to collaborate again

-  Clear roles and responsibilities
-  Ownership and accountability
-  Clear and prompt communication

TOP reasons for hesitation

-  Differences in work standards, mismatched motivation and varying levels of engagement
-  Unwillingness to handle workloads and under-performance

CONCLUSIONS

- Holacracy has great potential as a teaching method for:
 - ✓ Encouraging **clear communication**
 - ✓ Promoting **accountability**
 - ✓ Supporting team members' **self-management skills**
- Challenges to manage include:
 - ✓ Focus on critical elements – **trust, commitment and attention to results**
 - ✓ The expectation of **high engagement from all students** in the team
 - ✓ Risks of **uneven contribution** and possible **burnout**