

# The Entrepreneurial Team Characteristics and Their Impact on Cohesion by Mediating Organizational Identity: An Analytical Study of Opinions of a Sample of Senior Administrative Leaders in Universities and Private Colleges Operating in The Governorates of Central and Southern Iraq

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## Abstract

The current study aims to reveal the role of leadership characteristics (team knowledge, team positions, team diversity) in team cohesion (individual attractiveness to social group, individual attractiveness to group-task, group-task integration, group-social integration) by mediating organizational identity. It identified the research problem with a number of intellectual and applied questions aimed at identifying the intellectual frameworks of their variables, and then diagnosing the level of interest in them on the ground, in addition to the actual measures taken by the administrative leaderships in universities and civil colleges operating in central and southern Iraq to improve the level of team cohesion. Three main hypotheses were developed, including a number of sub-hypotheses to test the level of impact between research variables, and the researcher used the cognitive interaction and descriptive analytical approaches to visualize, analyze, and interpret research information.

The study was applied to the administrative leaderships in universities and civil colleges operating in central and southern Iraq, and the research community reached 587 leaders. The research used special statistical packages in the program (SPSS.V.27) and the program (Amos.V.26), results of natural distribution were extracted, the modeling of the structural equation, the stability factor, the arithmetic means, and the standard deviations. Relative importance, correlation matrix, and regression factor.

The study reached a number of conclusions, the most important of which is that the studied sample is keen on building the professional background of faculty board members through developing their expertise and skills in a way that complements each other. Management leaders at studied colleges and universities recognize the importance of diversity in their teams as they address problems in the workplace by building as much fundamental ideas as possible that will achieve the best results that achieve their goals over the long term. The study made a number of recommendations, which highlighted the need to institutionalize adaptation capacity and create a stable regulatory environment conducive to sustained change compatible with the Organization.

**Keywords:** Leadership characteristics, coherence, and organizational identity.

## THE FIRST RESEARCH METHODOLOGY: RESEARCH METHODOLOGY

### First: problem of study

There is no doubt that team work has become one of the most prominent elements of the success of organizations and their distinction in the most difficult and difficult circumstances, and that the success of teams of all kinds depends on the cohesion of their members, their cohesion and their feeling of belonging to their organizations. In conducting numerous interviews with some members of the faculty councils in a number of universities and private colleges in the central and southern governorates of Iraq (see Appendix 1), researchers found that there is limited understanding on the part of the members of these councils of the administrative concepts necessary for the success and excellence of the team work. What aspects should be considered in establishing the basis for cohesion among members, their sense of belonging and their pride in, as well as a limited knowledge of the most important characteristics that make college boards pioneering?

Based on the above, the problem of the current study can be reflected by two main questions:

1. To what extent can the pioneering characteristics of the councils of private colleges and universities in the governorates of central and southern Iraq contribute to the cohesion of these councils?
2. Does the feeling of the members of those councils that they belong to their universities and universities increase the degree of cohesion among the members?

### Second: Objectives of study

The main objective of the current study is to measure the nature and type of relationship between the Entrepreneurial Team Characteristics, coherence, and organizational identity. A set of important sub-objectives emerges from this objective:

1. Identify the Entrepreneurial Team Characteristics (college councils) at the universities and private colleges operating in central and southern Iraq.
2. To determine the degree of cohesion among the board members of these faculties.
3. To know how much members of community college councils feel they belong to their colleges and feel proud to be affiliated with them.
4. To highlight the type and nature of the relationship between ownership of leadership characteristics by the studied college boards and

the degree of cohesion among the board members.

5. To identify the Mediating role that the feeling of being affiliated with college boards can play in improving the level of relationship between ownership of leadership characteristics and the coherence of those boards.

### Third: importance of study

The importance of the study lies in defining the sample of the Entrepreneurial Team and the importance of having leadership qualities by the senior management teams, and in increasing the level of cohesion among the members of these teams, and the exceptional importance that organizational identity plays in raising the level of cohesion.

The present study also derives its field importance from the results it is expected to reach and the contribution that these results can make to producing adequate answers to the questions in the study's problem.

On the other hand, the follower notes that from time to time the Entrepreneurial Team Characteristics at the conferences are discussed in order to demonstrate the increasing interest of professionals, practitioners and academics, thus making this study more consistent with the global trend.

The study is also important in the attempt to select global standards that have long been the focus of researchers' attention after adapting them to the reality of the education sector, as well as contributing to the creation of a unified standard for leading senior management teams.

### Fourth: Hypothesis of study

In the light of the methodology and objectives of the study and in light of the results of previous studies, the hypotheological plan of the study has been prepared, see Figure 1, to express the relationship between the study variables.

1. **Independent variable:** The Entrepreneurial Team Characteristics, this variable has three sub-dimensions (Team knowledge, Team positions, and Team diversity).
2. **Mediating variable:** The system of organizational identity, which is a one-dimensional variable.
3. **Variable adopted:** Team cohesion this variable consists of four dimensions (individual's attractiveness to group-social, individual's attractiveness to group-task, group-task integration, and group-social integration).

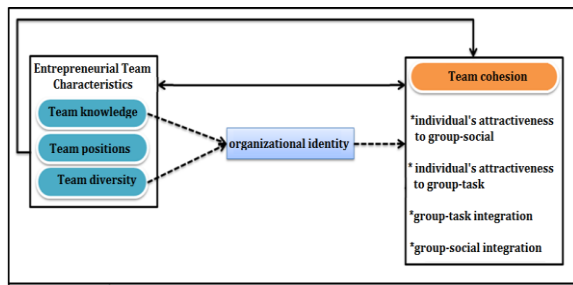


Figure 1 Study hypothesis

Source: Researchers' preparation

**Fifth: Study hypotheses**

**The First Key Hypothesis: There is a statistically significant correlation between the Entrepreneurial Team Characteristics and the organizational identity, and this hypothesis follows from several sub-claims:**

**Sub-hypothesis 1:** There is a statistically significant correlation between team knowledge and organizational identity.

**Sub-hypothesis 2:** There is a statistically significant correlation between team positions and organizational identity.

**Sub-hypothesis 3:** There is a statistically significant correlation between team diversity and organizational identity.

**Second Key Hypothesis: The second key hypothesis: There is a statistically significant correlation between the Entrepreneurial Team Characteristics and the team cohesion, and several sub-hypotheses come from this hypothesis:**

**Sub-hypothesis 1:** There is a statistically significant correlation between team knowledge and team cohesion in its dimensions (individual attractiveness to the group-social, individual attractiveness to the group-task, group-task integration, and group-social integration).

**Sub-hypothesis 2:** There is a statistically significant correlation between team positions and team cohesion in its dimensions (individual group-social attractiveness, individual group-task attractiveness, group-task integration, group-social integration).

**Sub-hypothesis 3:** There is a statistically significant correlation between team diversity and team cohesion in its dimensions (individual group-social attractiveness, individual group-task attractiveness, group-task integration, group-social integration).

**Third Key Hypothesis: The Entrepreneurial Team Characteristics increase the impact of the team's coherence in the existence of organizational identity, and these are Sub-hypothesis:**

**Sub-hypothesis 1:** The impact of team knowledge on team cohesion in its dimensions (individual attractiveness to group-social, individual attractiveness to group-task, group-task integration, group-social integration) is increased by the existence of organizational identity.

**Sub-hypothesis 2:** The impact of team positions on team cohesion in its dimensions (individual attractiveness to the group-social, individual attractiveness to the group-task, group-task integration, group-social integration) increases with organizational identity.

**Sub-hypothesis 3:** The impact of team diversity on team cohesion in its dimensions (individual attractiveness to the group-social, individual attractiveness to the group-task, group-task integration, group-social integration) increases with organizational identity.

**Sixth: Sample study**

Therefore, the sample study according to the formula (Kercie & Morgan, 1970:607) for a community consisting of (578) leaders was distributed (400) questionnaires and 373 of them were recovered from them. (27) unretrieved resolution, (16) corrupted, indicates (357) valid resolution for analysis.

**Seventh: Methods of collecting data and information: -**

This paragraph is concerned with the methods used to enrich the theoretical aspect of the study, in the light of which foreign research, books and university letters have been adopted.

The tools for the application were the interviews and the resolution form, the measurement tool was based on the five-grade LICKRT hierarchy and the measurement tool consisted of three themes (the Entrepreneurial Team Characteristics, organizational identity and team cohesion), which were explained in table 1.

Table (1) the axes and dimensions of the application form and the measures adopted in its preparation

Variables		N O.	Source
Chairperson	Sub-section		
Entrepreneurial Team Characteristics	Knowledge of work tasks	6	Guchait et al.,2016

<b>stics</b>		Knowle dge of team work	5	
	<b>Team positions</b>		12	Mend o- Lázaro et al.,201 7
	<b>Team diversit y</b>	Diversi ty in values	4	Wu et al.,201 9
		Diversi ty in knowle dge	5	
<b>Team cohesion</b>	Individual attractiveness to group-social		5	Paske vich et al.,199 9 ; Carron et al.,198 5
	Individual attractiveness to group – task		4	
	Group integration - Task		5	
	Group integration - Social		4	
<b>Organizati onal identity</b>	One dimensional		5	Yu et al.,202 1

Source: Prepared by two researchers

**PART TWO: THEORETICAL FRAMEWORK**

**First: Entrepreneurial Team**

Entrepreneurial Team are one of the successful solutions to many of the problems facing organizations today, especially those caused by excessive competition and lack of borders between countries, hence the need for organizations to have Entrepreneurial Team at all levels, and the question is what are the Entrepreneurial Team?

Table 2 answers this question, but before we look at the table below, we need to recognize that there is no agreed definition of what is meant by the term lead teams as it is in most modern administrative terms.

Table (2)

The concept of Entrepreneurial Team from the point of view of some writers and researchers

NO.	Researcher	Concept
1	Sahbaz,2013:10	High-level teams responsible for building and managing

		the work of the organization
2	Forsström-Tuominen,2015:16	Two or more individuals develop a joint organization or project with individual procedures and rules aimed at producing results and returns that will benefit them
3	Grégoire et al.,2015:32	A means of bringing the leadership team's awareness to an interaction with the organization's inputs, processes and outputs
4	Omri& Boujelbene, 2015:25	A group of individuals who share tasks and outcomes to achieve social unity that serves their own interest
5	Forsström-Tuominen et al.,2017:31	Two or more individuals develop a leader by holding stock ownership from their parent organization.
6	Ringøy& Næverdal,2017:4	Two or more individuals jointly establish a venture in the financial interest of all parties.
7	Sassetti et al.,2018:19	A way to understand team perceptions with greater collaboration and better results
8	Kouakou et al.,2019:6	A mechanism for the stability and growth of the Organization in order to enhance its leadership performance.
9	Pei et al.,2020:3	A group of two or more people based on common expectations and interests to collaborate on a new, more profitable, business-oriented, and leading project
10	Krawczyk-Bryłka et al.,2020:4-5	A team of people who take initial steps toward building a highly participatory organization

From the above, it can be said that the Entrepreneurial Team is composed of two or more members who possess the leading skills required to accomplish their work in the best way, and who are both keen on finding new markets to manage the organization's products, see what others do not see, and have the mentality of searching for multiple solutions to

the problem that has been addressed. It also seeks jointly to improve the financial situation of the Organization.

**Second: The team's leadership characteristics**

- **Team knowledge:** Sharing team knowledge can provide a better explanation for addressing environmental changes, particularly in terms of team technological intelligence, by allowing team members to promote and distribute ideas in an organization-friendly way (Jafari, 2021:6). Dong et al.,2017:444) saw that the team's knowledge indicates how much team members share best ideas and mission-related information with each other, as the team's knowledge improves the team's experiences in influencing the creative capabilities of the teams (TeoOridis,2018:2). The Knowledge team gives an impression of the process by which team members retrieve and share individual knowledge with each other through open discussion and document that knowledge, noted (Burmeister et al., 2020:3). **Based on the above, it can be argued that the Knowledge team is that of the interaction of team members, which goes beyond the sum of the knowledge of team members and is divided into Knowledge team's task and of the team's work**

- **Team positions:** Team positions are closely linked to the performance of the effective team, as they are a key feature of improving employee satisfaction at the early stages of work, as well as improving the organization's ability to know the overall team and the resources needed to improve staff satisfaction; The team's interest in the workplace increases over time, leading to better member productivity results, as the ability to work as a team is a fundamental capability and a foundation for organizational success. Therefore, workers need to learn high skills and develop them in a manner that is appropriate to the requirements necessary to achieve the long-term goals of the organization (Johnson et al., 2011:2330). **In conclusion, the team's attitudes are the team's attitudes (preparations) and emotional, behavioral, and cognitive concerns toward team work, i.e. they represent desirable evaluative situations toward teamwork. Based on the above, it can be said that the diversity of the team refers to the value and cognitive differences among the team members that would enhance the level and coherence of the team's performance.**

- **Team diversity:** Team diversity offers a range of benefits, especially if a new team is built in a clearly competitive environment

because it provides better performance as a result of wider coverage of experience and improved organization growth, enhancing opportunities for growth and winning the largest market share possible (Zhou et al.,2017:383), Team diversity is a reflection of individual differences, as well as an indication of the perceived differences in knowledge, values, skills, beliefs, and thinking among team members (men et al., 2019:2), In other words, team diversity helps team-based learning, which in turn is an educational strategy that uses groups of members in work environments, and promotes active and effective learning to enhance communication and interaction skills between workers during team work. Which helps to work together with other team members to better apply their collective knowledge to enhance team results (Johnson et al., 2011:2330-23301).

**Third: The concept of team cohesion**

The concept of team cohesion emerged in the 1950s as a result of the work of Festinger, Schachter, 1950 when they described team cohesion as the overall area of strength within which team members work to ensure team survival (Wolfers, 2020:8); Guo,2018:431), then team cohesion was developed through a contribution (Carron,1982) on situational, personal, and leadership relationships of cohesion, and based on this core work, team cohesion was assumed to be an indicator of team inappeal, and team integration (Asamoah & Grobbelaar,2017:18).

In order to see more clearly the concept of team cohesion, Table 3 illustrates the concepts that have been accessible to a group of researchers, academics and practitioners in this field.

Table 3 the concept of team cohesion from the point of view of a number of writers and researchers

NO .	Researcher	Concept
1	Muthiane et al.,2015:90	The degree and the degree and the degree of the team members' will to be cohesive, together and together to achieve a particular goal

2	Caldwell et al.,2016:2	A mechanism to enhance the productivity of the team, enhance the efficiency and effectiveness of the organization and ensure the quality of its output.
3	Khan,2018 :5	How team members hold together by knowing their personal connections in order to achieve the team's goals.
4	Sánchez et al.,2018:2	The tendency of team members to stay together as a result of positive relationships with other members and a shared commitment to team mission.
5	Baig,2019: 17	To reinforce commitment to doing things and increase individual efforts to do it.
6	Kao,2019: 3	A mechanism to enhance mental capabilities to improve the skills, experiences and knowledge of team members.
7	Worley,20 19:2	A dynamic process reflected in the team's tendency to stick together and remain cooperative in pursuit of the organization's goals, and to meet the emotional needs of team members.
8	Normand et al.,2020:3	A joint commitment of the Group to the objectives of the Group.
9	Sinz,2020: iii	A basic mechanism used by the Organization for good performance to ensure that its objectives are achieved in the long term.

10	Van der Voet& Steijn,202 1:1279	A multidimensional structure that includes personal attractiveness, commitment to tasks, and the reputation of the team as the key to improving the performance of the organization.
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**From the above, it can be said that team cohesion** is an indicator of team cohesion, strength, cohesion, team interaction, level of communication and willingness among team members to stay together and mutual commitment.

#### **Fourth: Dimensions of team cohesion**

Team cohesion can be measured by the Team Environment scale developed by SINZ, 2020; Worley,2019 ; Bonny,2018 ; Singh& Gill,2015 ; Mullin,2016 ; Warner,2017 ; Muthiane et al.,2015), which in turn is based on two categories:

- **Individual attractiveness to task – socially:** Team cohesion looks at the individual attractiveness of the team – socially as it indicates how attractive an individual is to the team as a whole (sinz,2020:10) and between (asamoah& Grobbelaar, 2017:18); Mullin,2016:94) the individual attractiveness of the team – socially, indicates an individual's attractiveness to the team, while team integration refers to each member's perception of the team as a whole, each of which is divided into task coherence, which is how the team acts as a unit to achieve shared team goals. The second category is social cohesion, which represents how members of the team integrate socially. Based on the above, the group's social attractiveness to the group can be seen as the common perception of team members toward building relationships that contribute to the focus on the realization of the group's desire

- **Individual attractiveness to socially–task:** An individual's team attractiveness to the task proactively encourages staying on the team by encouraging members to work coactively to achieve team goals, improving individual team member assessments and building team tasks and personal interactions among them (KAO,2019:3). (Bonny,2018:747) explained that team

cohesion is usually managed when the team has accomplished a task, so the extent to which coherence is relatively constant or changes dynamically while the team is performing to reach a goal, When team thinking is varied, especially in terms of developing and implementing strategies and plans in order to reach task goals, which means that a team's rapid completion of the task contributes to a better assessment of team performance. Based on the above, the team's attractiveness to the task can be seen as the team's to encourage people to work collaborately to achieve team goals, improving individual team member assessments and building team tasks and personal interactions among them.

• **Team integration – Social:** Team integration refers to the team's orientation toward developing and maintaining social relationships within the team (Muthiane et al., 2015:90; Wolfers,2020:9). (Khan, 2018:24-25) believes that team cohesion enhances team trust and mutual support for team members and improves team performance as a whole, and social solicitation is the way managers organize groups for common purposes. On the basis of the above, social integration of the group can be seen as the extent of collective learning and organizational effectiveness through the participation of competent individuals in the organization's team.

• **Team-Task integration:** Stronger team cohesion leads to better performance of tasks, helping to address the problems of other members and building a high efficiency for the organization (Baig, 2019:17; Espedalen,2016:2). Warner, 2017:27-28, noted that task cohesion is present when team members work well together and agree on what and how team success can be achieved, and task cohesion has a great relationship to organizational performance and success. This makes it imperative for Managers to create a work environment that promotes leadership behaviors toward acceptance of team objectives and promotes team work in order to achieve high performance expectations, and Managers must actively improve behaviors for high expectations in order to ensure greater coherence toward the tasks required. Based on the above, the integration of the group into the task can be

seen as a synthesis of strengthening managers' responsibility toward the tasks assigned to it, since managers consider coherence to be important in nature as it improves cooperation within the group.

**Fifth: Organizational identity**

The concept of organizational identity has emerged along with the motivational theory he proposed (Foote,1951) through an individual's identity statement in the organization. It also allows the organization to have an impact on their behavior while maintaining the privacy of this relationship (Humphrey, 2012:13).

In order to gain a clearer understanding of the concept of organizational identity, Table 4 illustrates what concepts are accessible to a group of researchers, academics and practitioners in the field.

Table (4) the concept of organizational identity from the point of view of a number of writers and researchers

N O.	Researcher	Concept
1	Mael& Tetrick,1992:814	The characteristics of the Organization, which its members see as central, permanent and distinct in terms of its contribution to their familiarity and unification with the Organization.
2	Jones& Volpe,2011:413	Individual awareness of unity and belonging to the Organization
3	Cetin& Kinik,2016:330-331	The United States is an emotional response to association with the organization
4	Yang& Yan,2016:636	A sense of attraction to the organization as a result of the consistency of ideas and behaviors that result in a rational or irrational emotional connection with the organization, to gain a sense of belonging and a sense of the mission of the organization.

5	Berendsen ,2018:9	Distinctive, permanent and strategic representation of the organization through symbols, behavior and communication to internal and external stakeholders.
6	Moore et al.,2018:212	A permanent, central, and distinct statement that the members of the organization will be aware of to answer three questions: Who are we, what are we doing now? And what do we want to be in the future?
7	Wamba et al.,2019:8-9	The set of beliefs shared by senior managers and stakeholders toward the core, lasting and distinct characteristics of the organization.
8	Eksi et al.,2020:644	A set of individual assessments that define the overall behavior of the organization and reveal the different perceptions of individuals about the organization in which they are members.
9	Georgallis, 2020:53	Common collective understanding between members of the organization and stakeholders of the specific elements that represent the answer to the question, who are we as an organization?
10	Pomyalova et al.,2020:2	The fundamental and continuing characteristics of the Organization, represented by the beliefs, values and culture of the common Organization, which over time create distinct characteristics

		and attributes.
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**From the above, organizational identity can be said to be** the mutual understanding of the members of the Group about the Organization in general, what it is now and what it wants to be in the future. This mutual perception can create a consensus of ideas, behavior, way of thinking, a sense of team and the vision, mission and objectives of the Organization.

**PART THREE: THE PRACTICAL ASPECT**  
**First: Coding and characterization of study variables**

For the purpose of facilitating statistical analysis, the variables included in the study have been compensated by a set of symbols and acronyms described in table 5.

Table (5) Encoding of study variables and dimensions

Variables		N O .	Cod		
Sub-section					
Entrepreneurial Team Characteristics	Know ledge team	Know ledge of work tasks	6	ET KT	ET KT A  ET KT B  ET CH
		Know ledge of team work			
	Team positions		1 2	ETAT	



	Team diversity	Diversity in values	4	ETDT	ETDT A
		Diversity in knowledge	5		ETDT B
Team cohesion		Individual attractiveness to group-social	5	COAS	
		Individual attractiveness to group – task	4	COAA	
		Group integration - Task	5	COIA	
		Group integration - Social	4	COIS	
Organizational identity		One dimensional	5	ORID	

**Second: Testing normal distribution**

The results of the table (6) show that the data drawn from the research community is naturally distributed, which means that the intangible value of the study variables is higher than (0.05), which indicates that the results of the study can be circulated to the research community, and the form (6) shows the normal distribution of the study data.

Table (6) Testing the normal distribution of study variables

Comparison criteria	Variables		
	Entrepreneurial Team Characteristics	Team collaboration	Organizational identity
mean	3.55	3.77	3.31

Standard deviation		0.435	0.472	0.745
KOLSMI	0.125	0.116	0.174	0.174
	0.125	0.062	0.174	0.174
	-0.071	-0.116-	-0.098-	-0.098-
Statistical parameter		2.364	2.195	3.282
Sig.		0.129 <sup>c</sup>	0.200 <sup>c</sup>	0.200 <sup>c</sup>

Source: Researcher preparation based on Statistical Package Output (SPSS.V.27).

**Third: Check the stability of the measuring tool**

1. The results of the table (7) show the stability of the measurement tool with a strong correlative coefficient according to Cohen et al., 1983, and a value of (0.612), indicating the consistency and consistency of the measurement tool elements, and by the half-factor of fragmentation with a score of (0.880) for the individual and (29) paragraphs, and 0.852 (30) paragraphs. The results of the study also showed that the Sperman Brown coefficient was 0.759, which means that the resolution elements are consistent and appropriate to interpret and measure the measurement of the measurement, while the Kutman half-segmentation coefficient was estimated at 0.759, which confirms the strength of the relation of the measurement tool.

2. Estimate the consistency of the SMB leadership Model, which is in three dimensions, in fact (31) paragraph (after omitting the inappropriate paragraphs) to the degree of overall consistency of value (0.822), and a distributed constant of (0.823) for the team's knowledge, which comes from the sum of two dimensions (knowledge of work tasks by (0.825), and knowledge of team work at (0.828); This is the result of a two-dimensional (0.826) of the team's positions and 0.824 of the two dimensions (the variation in values by 0.827) and the variation in knowledge by 0.825), and the credibility of this model of 0.907 indicates the suitability of the

measurement tool with the sample being highly credible.

3. Estimate the stability of the Team cohesion Model represented in four dimensions, in fact (18) an overall constant of 0.821, a distributed constant of 0.825 for the social group's attractiveness dimension, 0.822 for the group-task's attractiveness dimension, 0.829 for group-task integration dimension, and 0.824 for group-social integration dimension. The reliability of this model and its rating (0.906) indicates that the measurement tool is suitable for the sample in question because it has been highly credible.

4. Estimate the consistency of the organizational and representative identity model, which is a one-dimensional variable, and the fact that 4 paragraphs (after omitting the inappropriate paragraphs) have an overall consistency of value (0.825), and the reliability of this model (0.908) indicates that the measurement tool is suitable for the sample researched because it has gained high credibility.

Based on the above, the alpha Crunnbach coefficient and the structural validity coefficient have high values and are acceptable, approved and excellent stability in descriptive studies because they are high compared to standard Alpha Crunnbach values.

Table (7) resolution stability test

Variables		N O.	Alpha chronbach coefficients		
Sub-section					
Entrepreneurial Team	Knowledge team	Knowledge of work tasks	6	0.825	0.822
		Knowledge of team work	5	0.828	
	Team positions		12	0.826	

Team diversity	Diversity in values	4	0.824	0.827
	Diversity in knowledge	5		0.825
Team cohesion	Individual attractiveness to group-social	5	0.825	
	Individual attractiveness to group – task	4	0.822	
	Group integration - Task	5	0.829	
	Group integration - Social	4	0.824	
Organizational	One dimensional	4	0.825	

Source: Researcher preparation based on Statistical Package Output (SPSS.V.27).

**Fourth: Description of the variables in the study**

**1. Independent variable (Entrepreneurial Team Characteristics)**

This paragraph is concerned with describing and diagnosing the dimensions of the independent variable (Entrepreneurial Team Characteristics) as an influential variable and analyzing their results, which are the three dimensions of team knowledge with two sub-dimensions (knowledge of work tasks, Knowledge team), team positions, and team diversity with two sub-dimensions (diversity of values, diversity of knowledge) In fact, the paragraphs of this analysis are arranged according to the factors of difference, the lower the coefficient of difference, the more consistent the response of the sample members of the study, and vice versa, these dimensions are explained as follows:

The results of table 8 review the conscious

administrative leadership of the importance of developing pioneering characteristics, which enables them to work in building friendly relations with the faculty councils, showing the interest of the faculty councils in assuming responsibility for developing these colleges and improving the level of work within their respective teams. This showed a good relative interest (71%) and a slightly low ratio difference factor of 12.24 indicates the consistency of the study sample response to the paragraphs that explain this variable and with an arithmetic mean that is toward agreement equal to 3.55, which was measured through three dimensions. This indicates that the administrative leadership is aware of the importance of knowing the positions of the teams and being unanimous in making the best decisions that motivate them to use their expertise and skills to serve the college's goals. This obtained an average of 3.6 with a fairly low standard deviation of 0.480, while after the team diversity it got the lowest rate of relative difference of 16.44, indicating that the administrative leaderships had the best leaders to hire in order to improve the level of team work inside faculties. This has an arithmetic mean of (3.44) and a standard deviation equal to (0.566).

Table (8) Summary of the discussion of variable Entrepreneurial Team Characteristics

Dimension	mean	S.D	%	Coefficient of variation %
1 Knowledge team	3.61	0.489	72%	13.55
2 Team positions	3.6	0.48	72%	13.31
3 Team diversity	3.44	0.566	69%	16.44
<b>The overall average of Entrepreneurial Team Characteristics variable</b>				
mean				3.55
Standard deviation				0.435
Relative importance %				71%
Coefficient of variation %				12.24

2. Dependent variable (team cohesion)

The output from Table 9 shows the conscious management leadership's awareness of the importance of team cohesion in improving team members' tendency to stay together as a result of positive relationships with other members and joint commitment to the team's mission. This showed an average relative interest (67%) and a slightly low ratio difference coefficient (16.92) indicating the consistency of the study sample response to the dimensions that explain this variable, with an arithmetic mean that is toward agreement equal to (3.36), which was measured through four dimensions. The dimension of individual attractiveness to the social-group is ranked first with a relative difference factor of 15.56, indicating that the administrative leadership is aware of the importance of individual attractiveness to the social-group, as it works to build a dynamic process reflected in the team's tendency to stick together and remain cooperative in the pursuit of the goals of universities and colleges studied. This has won an average of 3.34 with a fairly low standard deviation of 0.519, while after the social integration of the group it obtained the lowest rate of relative difference (22.05), indicating that the leaders realized the importance of increasing motivation, favoring action, and opening up to change. This will enhance the collective trust and mutual support of the team members and improve the overall team performance, which has an arithmetic mean of (3.3) and a standard deviation equal to (0.728).

Table (9) Summary of discussion of the team's cohesion variable

Dimension	mean	S.D	%	Coefficient of variation %
1 Individual attractiveness to group-social	3.34	0.519	67%	15.56
2 Individual attractiveness to group - task	3.31	0.702	66%	21.19
3 Group integration - Task	3.49	0.663	70%	18.98

4	<b>Group integration - Social</b>	<b>3.3</b>	<b>0.728</b>	<b>66%</b>	<b>22.05</b>
<b>The overall rate of the team cohesion variable</b>					
<b>mean</b>					<b>3.36</b>
<b>Standard deviation</b>					<b>0.569</b>
<b>Relative importance %</b>					<b>67%</b>
<b>Coefficient of variation %</b>					<b>16.92</b>

### 3. Mediating variable (organizational identity)

The results of Table 10 show that the general mean of the organizational identity variable is neutral and with a moderate response level (3.31) and a proportional difference factor (22.5) to show the study sample's awareness of the importance of organizational identity with a standard deviation (0.745) and a moderate relative interest (66%), which means that the studied sample recognizes the importance of organizational identity through compliance. In addition to the various and contradictory objectives within universities and colleges, the identification of the core, distinct and permanent characteristics of the organization, which will improve the ability of universities and colleges to communicate effectively with all stakeholders, is measured through four paragraphs (ORID1-ORID4) with an arithmetic mean of between 3.06-3.47 and a factor of difference (30.17-39.5) indicates that the management leadership is aware of the institutionalization of adaptability and the creation of a stable regulatory environment for continuous change consistent with the organization, showing a relative interest (61%-69%).

Table (10) a description and analysis of the organizational identity variable

Dimension	mean	S. D	%	Coefficient of variation %
ORID 1	3.4	1.096	68%	32.21
ORID 2	3.3	0.996	66%	30.17
ORID 3	3.47	1.1	69%	31.68

ORID 4	3.06	1.209	61%	39.5	
<b>The overall average of organizational identity variable</b>					
<b>mean</b>					<b>3.31</b>
<b>Standard deviation</b>					<b>0.745</b>
<b>Relative importance %</b>					<b>66%</b>
<b>Coefficient of variation %</b>					<b>22.5</b>

### Fifth: Test hypotheses

#### 1. Correlation hypothesis

*The first Main hypothesis:* The first Main hypothesis states: **(There is a statistically significant correlation between Entrepreneurial Team Characteristics and the organizational identity).**

Table 11 indicates a statistically significant correlation between the Entrepreneurial Team Characteristics and the organizational identity. This means that management leaders at universities and colleges recognize the importance of the relationship between Entrepreneurial Team Characteristics and the organizational identity by focusing on guidelines for evaluating, monitoring and developing the Entrepreneurial Team in order to ensure the continuity of organizational leadership.

**There is a statistically significant correlation between Entrepreneurial Team Characteristics and the team cooperation.**

Table 11 indicates that there is a statistically significant correlation between the Entrepreneurial Team Characteristics and the team's cooperation. This means that the administrative leaders in universities and colleges realize the importance of the relationship between the Entrepreneurial Team Characteristics and the team's cooperation through their focus on encouraging cooperation among the members in order to confront their environment and explain their dynamics continuously with a view to meeting their requirements of future skills. Based on the above, the correlation can be interpreted as a weak positive association

Table (11) correlation matrix

	<b>Organizational identity</b>	<b>Team collaboration</b>

Knowledge of work tasks	.753**	.161**
Knowledge of team work	.372**	.200**
Knowledge team	.671**	.220**
Team positions	.471**	.221**
Diversity in values	.388**	.181**
Diversity in knowledge	.448**	.255**
Team diversity	.465**	.242**
Entrepreneurial Team Characteristics	<b>.626**</b>	<b>.269**</b>
<b>**.</b> Correlation is significant at the 0.01 level (2-tailed).		<b>Sig. (2-tailed)=0.000</b>

There is a statistically significant correlation between the Entrepreneurial Team Characteristics and the team cohesion. Table 12 indicates a statistically significant correlation between the Entrepreneurial Team Characteristics and the team's cohesion. The strength of the connection between the Entrepreneurial Team Characteristics and the dimensions of the team's cohesion ranged between (0.287) because of the integration of the group-task to (0.566) because of the individual's attractiveness to the social group. This means that the management leaders at universities and colleges recognize the importance of the relationship between the Entrepreneurial Team Characteristics and the team's cohesion through their focus on improving the ability of teams to work creatively and collaborate with external stakeholders, ensuring guidance, social support and seeking appropriate input to achieve the team's goals. Based on the above, the correlation can be interpreted as a positive, direct correlation.

Table (12) correlation matrix Team leadership characteristics and Team cohesion

<b>Entrepreneurial Team Characteristics</b>	<b>Team diversity</b>	<b>Diversity in knowledge</b>	<b>Diversity in values</b>	<b>Team positions</b>	<b>Knowledge team</b>	<b>Knowledge of team work</b>	<b>Knowledge of work tasks</b>								
								<b>Individual attractiveness to group-social</b>							
								.566**	.570**	.467**	.556**	.359**	.500**	.335**	.496**
								<b>Individual attractiveness to group – task</b>							
								.526**	.384**	.384**	.306**	.460**	.508**	.405**	.432**
								<b>Group integration - Task</b>							
								.287**	.214**	.221**	.165**	.267**	.256**	.164**	.262**
								<b>Group integration - Social</b>							
.492**	.359**	.364**	.282**	.444**	.462**	.365**	.397**								
<b>Team cohesion</b>															
.533**	.426**	.406**	.360**	.444**	.493**	.366**	.450**								
<b>**.</b> Correlation is significant at the 0.01 level (2-tailed).							<b>Sig. (2-tailed)=0.000</b>								

**2. Effect hypothesis**

It is also a matter of fact that it is not a matter of fact that it is not a matter of fact that the Entrepreneurial Team Characteristics are more important to the team's consistency with the existence of an organizational identity.

To test this hypothesis, a structured model has been developed that illustrates the nature and type of relationship between the Entrepreneurial Team Characteristics and the team's coherence with the existence of an organizational identity. Table 13 shows that as senior management leaders of universities and colleges realize the

importance of the Entrepreneurial Team Characteristics in the existence of organizational identity, the better the team's cohesion, In other words, increasing the Entrepreneurial Team Characteristics with an organizational identity by one unit will lead to an improvement of one standard weight of 0.262, a critical value of 12.476, and a standard error of 0.021. This means that the senior management leaders of universities and colleges recognize the importance of the impact of organizational identity on team cohesion by enhancing high reliability, increasing tendencies to share responsibility with the team, and increasing social effectiveness, improve organizational performance by committing to performing tasks and viewing them as the main motivation in achieving the organization's goals and objectives. The results of table 13 also review that the Entrepreneurial Team Characteristics contribute to explaining 0.341 of the difference in the Group's coherence with the existence of the organizational identity, and the residual value is due to factors not included in the study.

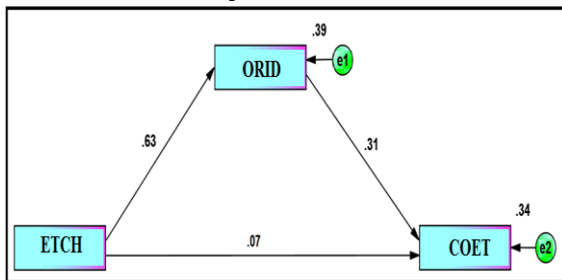


Figure (2) structural model of the impact of the Entrepreneurial Team Characteristics on the team's coherence in the existence of organizational identity

**Source:** Preparation of the researcher based on the outputs (AMOS.V.26)

Based on the above, it can be said that the results of Table 13 show that organizational identity has contributed to improving the strength of the influence of the Entrepreneurial Team Characteristics on the team's cohesion, as the results show an improvement of 0.191 in the standard estimates, which is accompanied by a decrease of 0.051 in the standard error. The results also showed a noticeable increase in the interpretation of the Entrepreneurial Team Characteristics with the existence of the organizational identity, which amounts

to 0.336 of the difference in the team's cohesion. This means that the management leaders at the universities and colleges realize the importance of the Entrepreneurial Team Characteristics in the team's cohesion in the existence of organizational identity through building diverse skills and capabilities through cooperation with multidisciplinary teams inside and outside the organization and cooperation with members from different organizational entities. The cooperation of the Group contributes to enhancing the value of the Organization and investing resources and capacities to the fullest extent, and it exercises the coherence of the Group by strengthening organizational capacities of expertise, knowledge and financial resources, increasing working value and strengthening the governance of the cooperative organization.

Table (13) the final results of the indirect impact of the Entrepreneurial Team Characteristics on the Group's coherence in the existence of the organizational identity

Path		Estimate	Error	C.V	R <sup>2</sup>
ETCH	---> ORID	0.626	0.071	8.817	0.392
ORID	---> COET	0.306	0.042	7.286	0.094
ETCH	---> COET	0.071	0.072	0.986	0.005
ETCH	- - -> ORID - - -> COET	0.262	0.021	12.476	0.341

The amount of improvement the organizational identity has brought about between the Entrepreneurial Team Characteristics and the team's cohesion							
ETCH	-	ORID	-	COET	0.19	0.0	11.
	-		-		1	51	49
	>		>				0.3
							36

The following sub-hypotheses arise from the main hypothesis:

**Sub-hypothesis 1:**

The first sub-hypothesis states: (The impact of team knowledge on team cohesion is increased by its dimensions (individual attractiveness to group-social, individual attractiveness to group-task, group-task integration, group-social integration) with the existence of organizational identity.)

The results of Table 14 indicate that the more senior management leaders of universities and colleges realize the importance of the team's knowledge of the existence of organizational identity, the better the dimensions of team cohesion. In other words, increasing the team's knowledge of the existence of an organizational identity by one unit improves the dimensions of team cohesion by one standard weight ranging from (0.270) to (0.335) for the individual's attractiveness to the group-task, critical value (6.279-8.97), and standard error (0.033-0.046). This means that the senior management leaders of universities and colleges recognize the importance of the team's knowledge of organizational identity in the dimensions of team cohesion by improving the relationship, coherence, interaction, communication and desire among team members to achieve cooperation and success in achieving team goals in particular, and the organization in general.

The Panel's knowledge of the existence of the organizational identity also contributes to the explanation of 0.308 of the variation in the dimensions of the Panel's coherence, and the residual value is due to factors not included in the study.

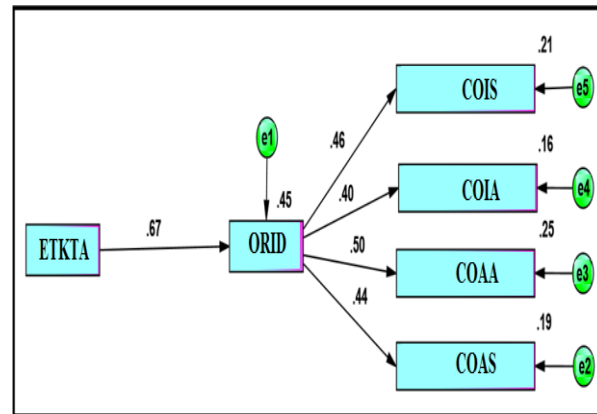


Figure 3 the structural model of the impact of the team's knowledge on the dimensions of the team's coherence of the existence of an organizational identity

Source: Preparation of the researcher based on the outputs (AMOS.V.26)

Table (14) the final results of the overall indirect impact of the Panel's knowledge of the dimensions of the Group's coherence in the existence of an organizational identity

Path					Estimate	Error	C. V	R <sup>2</sup>
ETKT	-	ORID	-	COAS	0.296	0.033	8.97	0.308
ETKT	-	ORID	-	COAA	0.335	0.043	7.791	
ETKT	-	ORID	-	COIA	0.270	0.043	6.279	
ETKT	-	ORID	-	COIS	0.310	0.046	6.739	

**Sub-hypothesis 2:**

The second sub-hypothesis states: (The impact of team positions on team cohesion increases by its dimensions (individual attractiveness to group-social, individual attractiveness to group-task, group-task

integration, group-social integration) with organizational identity.)

The results of table 15 show that the more senior management leaders of universities and colleges realize the importance of paying attention to the team's positions in the existence of organizational identity, the better the dimensions of team cohesion. In other words, an increase in team positions with an organizational identity by one unit will result in an improvement in the dimensions of team cohesion by one standard weight ranging from (0.189) to (0.235) for the individual's attractiveness to the group-task, with a critical value (6.5-11.81) and a standard error (0.016-0.032). This means that senior management leaders of universities and colleges recognize the importance of the impact of team positions in the existence of organizational identity on the dimensions of team cohesion by improving the organization's performance and meeting its aspirations through achieving team job satisfaction, team participation, and team commitment.

The Panel's positions in the existence of organizational identity contribute to the explanation of 0.392 of the variation in the dimensions of the team's coherence, and the residual value is due to factors not included in the study.

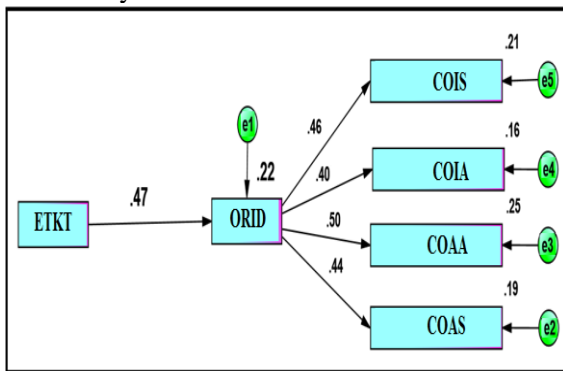


Figure (4) the structural model of the impact of the team's directions on the dimensions of the team's coherence with the existence of an organizational identity

**Source:** Preparation of the researcher based on the outputs (AMOS.V.26)

Table (15) the final results of the overall indirect impact of the team's positions on the dimensions of the team's coherence with the existence of an organizational identity

Path					Estimate	Error	C.V	R <sup>2</sup>
ETAT	^ --- ^	ORID	. . .	COAS	0.208	0.032	6.5	0.321
ETAT	^ --- ^	ORID	. . .	COAA	0.235	0.028	8.393	
ETAT	^ --- ^	ORID	. . .	COIA	0.189	0.016	11.81	
ETAT	^ --- ^	ORID	. . .	COIS	0.218	0.028	7.786	

**Sub-hypothesis 3:**

The third sub-hypothesis states: (The impact of team diversity on team cohesion increases by its dimensions (individual attractiveness to group-social, individual attractiveness to group-task, group-task integration, group-social integration) with organizational identity.)

The results of Table 16 indicate that the more senior management leaders of universities and colleges realize the importance of caring for the diversity of the team with an organizational identity, the better the dimensions of team cohesion. In other words, increasing team diversity by one unit of organizational identity leads to an improvement in the dimensions of team cohesion by one standard weight ranging from (0.187) to (0.232) of group-task attractiveness to (0.232) of group-task attractiveness, critical value (3.254-8.5) and standard error (0.022-0.063). This means that the senior management leaders of universities and colleges recognize the importance of the impact of team diversity in the existence of organizational identity in the dimensions of team cohesion through awareness of difficulties, improved creativity, increased employee motivation and preference, and greater openness to change.

The diversity of the team's organizational identity also contributes to the explanation of 0.392 of the variation in the dimensions of the team's cohesion, and the residual



value is due to factors not included in the study.

Based on the above, the twelfth main hypothesis, which states that the Entrepreneurial Team Characteristics will increasingly influence the Group's coherence with the existence of an organizational identity, can be accepted.

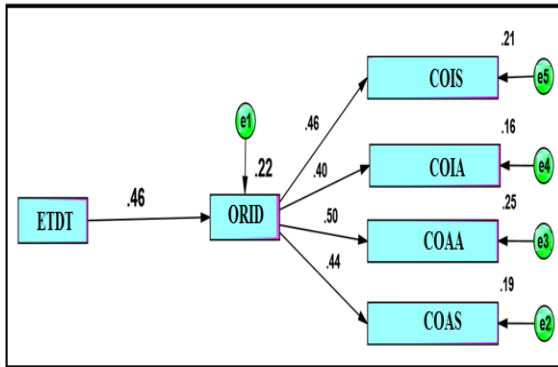


Figure (5) the structural model of the impact of team diversity on the dimensions of team cohesion with organizational identity

Source: Preparation of the researcher based on the outputs (AMOS.V.26)

Table (16) the final results of the overall indirect impact of the diversity of the Panel on the dimensions of the Group's coherence with the existence of an organizational identity

Path					Estimate	Error	C.V	R <sup>2</sup>	Sign.
ETDT	^	ORID	^	COAS	0.205	0.063	3.254	0.314	0.001
ETDT	^	ORID	^	COAA	0.232	0.035	6.629		0.001
ETDT	^	ORID	^	COIA	0.187	0.022	8.5		0.001

ETDT	^	ORID	^	COIS	0.215	0.034	6.324	0.001
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**PART FOUR: CONCLUSIONS AND RECOMMENDATIONS**

**First: Conclusions**

1. The study results showed that the studied sample is keen on building the professional background of faculty board members through developing their skills and expertise in a way that complements each other. Management leaders at studied colleges and universities recognize that diversity in their teams is important because they address problems in the workplace by building as much fundamental ideas as possible that will achieve the best results that achieve their goals in the long term.
2. The sample studied played a prominent role in building friendly relationships with board members from acetate taking responsibility for developing and improving the level of work within their own teams.
3. The results of the study showed that management leaders were aware of strengthening the relationship between their co-workers before building a team to achieve the college's goals, which stimulates the ability of colleges to improve and address their weak social activities as much as possible.
4. The results show that the sample study recognizes the importance of taking care of the individual's attractiveness to the task by improving the well-being of the faculty members through the adoption of methods and activities by the management leadership that will improve the academic environment within these colleges, which addresses the unhappiness and the lack of willingness of the faculty to make the educational process a success.
5. The results demonstrated the interest of senior management in encouraging faculty members to make the learning process a success by giving them the opportunity to improve their personal performance and providing the appropriate reward for achieving this goal.

**Second: Recommendations**

1. It is necessary to institutionalize adaptive capacity and create a stable regulatory environment conducive to constant change consistent with the Organization.

2. Focus on developing considered sample capabilities for a full common understanding of team skills leading to improved ability to address environmental uncertainty and organizational uncertainty.
3. Universities should build strategies and procedures designed to influence the behavior of their employees in order to achieve the objectives of the organization.
4. Universities need to address organizational identity by matching multiple and contradictory objectives within universities and colleges, and by identifying the core, distinct and lasting characteristics of the organization, thereby improving the ability of universities and colleges to communicate effectively with all stakeholders.
5. It is important for universities to pay attention to team cooperation as it helps to ensure employee satisfaction and morale in order to invest as much of their efforts as possible in improving the quality and productivity of the universities and colleges studied.

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