

test, in particular those that have volunteered for four or more teams. As the team members volunteered more, they acquired more knowledge, skills, and ability to be effective team members, attaining personal growth in that area. Edais, Yagi (2002) concluded that demographic factors represented in age and scientific qualifications have significant effect on building teamwork. Al-Lozi, Al-Zahrani (2012) found statistical significant differences in job performance related to demographical variables such as job type, experience, and educational level, while no significant differences were found in job performance in relation to social status and age.

Bleakley, Allard & Hobbs (2012) found that 'teamwork climate' scores improved incrementally and significantly following the series of educational interventions, showing that practitioners' valuing of teamwork activity could be improved and sustained. This shows the importance of educational level and quality of team individuals on the team performance.

Buljac (2012) introduced a conceptual model that relates the team features, process and performance. She introduced four hypotheses: Hypothesis 1, real-team characteristics are positively related to team learning. Hypothesis 2, team learning is positively related to team effectiveness. Hypothesis 3, emotional support is positively related to team effectiveness Hypothesis 4, the relationship between real-team characteristics and team effectiveness is mediated by (a) team learning and (b) emotional support.