

In spite of the diversity of teams, Baker, et.al (2006) defined teams by four characteristics: (a) they are composed of two or more individuals; (b) they share a common goal(s); (c) they are task-interdependent; and (d) they have a desired productive outcome(s). Brannick, Salas, & Prince (1997) contend that meanwhile teams usually have a history and a future, groups are usually brought together for a specific purpose and dispended when task is achieved. However, this is not a hard and fast rule. Different researchers have developed categorical schemes to delineate the diverse type of behavior found in different teams, e.g. Cannon-Bowers, Tannenbaum, Salas, & Volpe (1995), Hyatt & Ruddy, (1997), Stevens & Campion, (1994). Brown, & Tagger, (2001) mentioned that Teams-work typologies have different beliefs about what team member do, or should do, for the team to perform effectively.

Nelson (2003) argues that team assessment needs to be able to measure fundamental team skills, behaviors and knowledge in order to be valid. However, he adds that there is a lack of solid agreement in the literature surrounding the composition or extent of these fundamental elements that comprise effective teams. Brannick, et.al (1997) indicated that different models of team performance have generally agreed that teams must be considered at three different levels of analysis: individuals, team and organization. Selection is also a critical issue when forming teams. Most major theoretical Models of team performance espouse the key role of member characteristics (McClough, and Rogelberg 2003).

2.2.2. Teamwork and Team Performance:

Many Scholars tried to figure out the relationship between teams' skills, behaviors and knowledge and how it could affect each other and the team performance. The