Paper 81

Identifying the Causes of Team Effectiveness Problem in a New Venture Team. Case Study: Agri-Cultured

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Abstract - **Entrepreneurship activities around the world are growing. Entrepreneurs carry their entrepreneurial activities by creating a new venture called startup. This new venture called startup is by no means an individual sport. Ussually the founder gather a group of individual when founding a startup. Therefore, team effectiveness is an important aspect in the entrepreneurial process of creating a succesful startup itself. In this study, the author wants to explore the causes of team effectiveness problems in the startup called 'Agri-Cultured'. Agri-Cultured is a startup founded by four entrepreneurship students from ITB. The CEO of Agri-Cultured states that the idea of the project itself has a lot of potential, but the team is not good enough to be able to maximize the potential that the project has. The project will use the Team Effectiveness Questionnaire (TEQ), which has eight dimensions of team effectiveness. These dimensions are interconnected and will directly impact the New Venture Team's effectiveness. In doing the research, the author starts by conducting a preliminary questionnaire using the TEQ, which will be filled by the members of Agri-Cultured. Based on analyzing the result from the TEQ, the author will conduct an in-depth interview that will be analyzed using qualitative descriptive method.**

Keywords – **Team Effectiveness, Team Effectiveness Problem, New Venture Team**

I. INTRODUCTION

A. Background

Entrepreneurs are expected to contribute to economic development (Audrech, 2003). Entrepreneurs that are able to generate economic development, however, are those that able to convert their startup into an established firms(Calvino, Criscuolo, Menon, 2015). What became the problem is the low survival rate of startups (Pena, 2002). In the Startup Genome 2019 report, they found that 9 out of 10 startups fail. Furthermore, In 2015 Forbes Magazine wrote that in the US "90% of startups fail in the first 5 years". This is due to the fact that in their lifecycle, startups must face many challenges before they could be successful.

There are several challenges that might occur during the startup lifecycle. Financial difficulties, such as the inability to get external funding put financial limits on businesses, limiting them from operating efficiently or, worse, hindering innovation, which is a vital component of entrepreneurship (Colombo & Piva, 2008). There's also Human Resource challenges, which is crucial because ineffectiveness in a team, weather it's because the limitation of the founding team capabilities in the field or bad team processes, increase the failure rate due to human resource management issues (Salamzadeh, 2015; Salamzadeh, 2014).

In a study conducted by Cantamessa, Gatteschi, Perboli, & Rosano (2018), they found that the fifth highest factor that leads to the failure of a startup is Bad Organization. They defined Bad Organization as "A startup is usually a chaotic environment. Thus, rules, roles, and tasks have to be well organized and assigned to each member of the team for efficiently managing all the activities". Moreover, one of the aspects related to the organization issue is the location of the team". The report from Failory also have similar findings where "Team Problems" are the third biggest factor in startup failures (Failory, 2022). This shows how the "team / organization" factor is a crucial factor for the startup team to be able to succeed.

Agri-Cultured is a startup founded by four entrepreneurship students based in Bandung since 2021. When founding the company, the founding team had a vision to advance the agricultural sector in Indonesia, since Indonesia is an agrarian country. For their first product, they try to tackle the problem of food waste and loss by creating a food technology product called edible coating. This product is able to extend the freshness of fruit and vegetables so that less food is wasted. The company recently lost their key partner to make them able to do their operational processes. It's one of the factors that demotivates the team and makes the startup progress stagnant.

The founding team of a startup plays a crucial role in the firm's growth and because of that it becomes a problem when the founding team is ineffective. This is due to the important role the founders have in setting the initial vision and shaping the growth of their newly built venture (Choi, J., Goldschlag, N., Haltiwanger, J. C., & Kim, J. D. ,2021). Therefore, it is important to ensure that the ones behind the wheel know what they are doing and get rid of the obstacles in the team processes to maximize the potential of the firm.

In an interview, the CEO / Project Manager of the startup Agri-Cultured stated that the progress of the project remains stagnant. He still thinks that this project has a lot of potential to succeed but he believes the main problem with the project is the team involved with the project. The project manager stated that his team is "currently ineffective". The factor that he thinks contributed to this phenomenon is the lack of moral support and commitment in his team that makes him also unmotivated for the project. He feels like he's the only one that truly believes and committed to this project. Eventhough he already has an assumption regarding the causes of the problem, he needs a theoretical framework so that can validate his assumptions and he does not overlook what might be a crucial component causing the problem. The project Manager wanted to identify the factors contributing to his team's ineffectiveness and explore the reasons behind it.

B. Research Questions

RQ1   : What are the team effectiveness dimensions that becomes a problem in Agri-Cultured?

RQ2   : Why are those dimensions still not effective?

II. METHODOLOGY

A. Conduct the Preliminary Questionnaire

This study's sample consists of the presently active members of Agri-founding Cultured's team. Sample comprehension of the issue should be the basis for their selection (Freedman, et al. 2007). Since they are the ones who best understand the condition of the team, the issue, and also as the subject of this study, it makes sense to gather data from their point of view to get the best qualitative answer for the research question. It is referred to as "purposeful sampling," which is a common qualitative research sampling technique (Cresswell, 2007).

This research uses explanatory case study qualitative method with a pre luminary questionnaire. The result of the questionnaire will be analyzed with descriptive analysis and the result will be the basis of the semi-structured interview data collecting method.

The preliminary questionnaire is conducted with google form. There are several reason for implementing this data collecting strategy. First, the Team Effectiveness Questionnaire is the type of questionnaire that's answered with a linear scale, google form are capable for inputting this kind of data. Second, the result from the google form could be directly exported to sheets, which makes the data collecting process more efficient. Lastly, the respondent have more time flexibility in answering the questionnaire. Due to reasons mentioned above, the google form data collecting strategy is suitable for this preliminary questionnaire.

Before examining the data, it is necessary to identify what constitutes a high and low TEQ score. The TEQ consists of 56 items over 8 distinct categories, with respondent answers ranging from one to five points: (1) "Strongly disagree," (2) "Disagree," (3) "Neutral," (4) "Agree," and (5) "Strongly agree." The statements in the questionnaire suggest good qualities in a team, hence the higher the score for team effectiveness, the more the respondent's agreement with the statements. If the responder replies "strongly agree" to each question, the overall TEQ score would be 40 points and the team effectiveness score may be deemed "very high." If the responder answered "agree" to each item on the questionnaire, the total TEQ score would be 32, and it might be stated that the team effectiveness score is "fairly high." If the responder answered each item of the questionnaire with "Neutral," the overall TEQ score would be 24 points, and it might be determined that the TEQ score is "Adequate." If the respondent answered "Disagree" to each item on the questionnaire, the TEQ score would be 16 points and the team effectiveness score would be deemed "Fairly poor." Lastly, if the responder answered each issue on the questionnaire with "Strongly disagree," the score would be 8, and it might be argued that the score for team effectiveness is "extremely poor" (Law, 2020).

B. Conduct a Descriptive Statistical Analysis of the Outcome

Descriptive Statistical Analysis is conducted for the preliminary questionnaire. The scope of the score is 32 (40 - 8), there are five category in measuring team effectiveness (very strong, fairly strong, neutral, fairly weak, very weak). To know the exact number of range for each category, we need to divide the range from the highest score to the lowest score (32) with the number of categories in measuring team effectiveness (5), therefore the range for each category is 6.4. The result for the measurement table for the total TEQ score is proposed below:

Table 1 - Categorizing Score for Total TEQ Score

Score Range	Category
33.6 to 40	Very high
27.2 to 33.6	Fairly high
20.8 to 27.2	Adequate
14.4 to 20.8	Fairly Poor
8 to 14.4	Very Poor

There's some differences when measuring the team effectiveness dimensions individually. Each dimension have seven questions which means the minimum score for each dimensions is 7 and the maximum score is 35. With the same categorizing method above, the measurement table for the individual dimensions effectiveness score is proposed below:

Table 2 - TYPE SIZES FOR CAMERA-READY PAPERS

Score Range	Category
29,4 to 35	Very High
23.8 to 29.4	Fairly high
18.2 to 23.8	Adequate
12.6 to 18.2	Fairly Poor
7 to 12.6	Very Poor

C. Data Collecting Using Semi-Structured Interview

The preliminary questionnaire gives an insight about the POV of each member of the Agri-Cultured team. This interview questions aims to dig deeper into the causes of the lack of effectiveness in each dimensions, which will lead to identifying the causes of team effectiveness problem in Agri-Cultured. To achieve that, the questions listed below make each member of Agri-Cultured to recognize the list of dimensions that they personally or collectively think is below adequate and ask them what may be the reasoning behind it. It adheres to the recommendation of Vagle (2013) to make no inferences about the participants' actual intent, instead using follow-up commands such as "please elaborate more".

In this research, in-depth interviews serve to validate the preliminary questionnaire responses. In addition, the questionnaire is a one-sided procedure that can only provide findings based on a Likert scale, which makes an interview a convenient way to learn more about the respondent's viewpoint. This idea is supported by Showkat et al. (2017), who state that an interview broadens and enhances researchers' knowledge of a certain issue. For instance, interviews allow researchers to ask follow-up questions about unanticipated topics that arise during the talk. In this instance, the interview will occur through an internet video conference and will last roughly 30 minutes.

D. Data Analysis

In this study, the qualitative data could be considered as naturalistic and based on the perception of the participants. This study aims to get comprehensive information regarding the causes of team effectiveness problem in Agri-Cultured. It best analyzed by qualitative descriptive method that investigates a phenomenon to extract holistic information from the data (Nassaji, 2015). It will be used as an instrument to dig deeper into the causes of the team effectiveness dimensions problem that's already identified in the preliminary TEQ. The findings from the analysis step will be considered the causes of team effectiveness problem in Agri-Cultured.

III. Results

A. Preliminary Questionnaire

Table 3 - Overall Team Effectiveness Score for Each Member

Dimension	Respondent 1	Respondent 2	Respondent 3
Purpose and Goals	3.29	2.86	2.00
Roles	3.57	3.71	3.29
Team Processes	2.29	3.14	2.86
Team Relationships	4.57	3.57	3.00
Intergroup Relations	2.29	3.14	3.43
Problem Solving	3.57	3.14	2.86
Passion & Commitment	3.29	2.57	1.57
Skills & Learning	2.29	2.43	2.14
Total	25.14	24.57	21.14
Category	Adequate	Adequate	Adequate

Each member scores could be categorized as "Adequate" which is not good enough to be categorized as high but also not bad enough to be categorized as poor. It could be concluded from the result of the overall team effectiveness score for each members shows that there's no significant difference between what each team members perspective about the team.

Table 4 - Categorizing Overall Score for Each Dimensions

Dimension	Average Score	Category
Purpose and Goals	19.00	Adequate
Roles	24.67	Fairly High
Team Processes	19.33	Adequate
Team Relationships	26.00	Fairly High
Intergroup Relations	20.67	Adequate
Problem Solving	22.33	Adequate
Passion & Commitment	17.33	Fairly Poor
Skills & Learning	16.00	Fairly Poor

Table 4 shows the average score from each team member to each variable. It can be seen that there are two dimensions that's considered "Fairly high" (Roles, Team Relationship), four dimensions that's considered "Adequate" (Purpose and Goals, Team Processes, Intergroup relations, and Problem Solving) and two dimensions that considered "Fairly poor" (Passion & Commitment, Skills & learning).

Table 5 - Categorizing Individual Score for Each Dimension

Dimension	Respondent 1	Respondent 2	Respondent 3
Purpose and Goals	Adequate	Adequate	Fairly Poor
Roles	Adequate	Fairly High	Adequate
Team Processes	Fairly Poor	Adequate	Adequate
Team Relationships	Very High	Fairly High	Adequate
Intergroup Relations	Fairly Poor	Adequate	Fairly High
Problem Solving	Fairly High	Adequate	Adequate
Passion & Commitment	Adequate	Fairly Poor	Very poor
Skills & Learning	Fairly Poor	Fairly Poor	Fairly Poor

Table 5 shows the categorized individual score for each dimensions. The different answer among team members will be more visible in this table. This table shows that all of Agri-Cultured team members agreed that the skills and learning aspect of their team is "Fairly poor". From respondent three perspective, it can be seen that he thinks the "passion & commitment" dimensions in the team is "Very Poor" which is the only item that's categorized as "Very Poor" in this table.

B. Data Analysis: Semi-Structured Interview

Table 6 - The Cause of Agri-Cultured's Problematic Dimensions

Dimension	Identified Problem	Problem Cause	Core Cause
Purpose and Goals	Lack of Purposeful goals		
	Fulfilling Academic needs		
Passion and Commitment	Feeling fed up	Academic Formaliy	Academic Formality
	Low priority of Agri-Cultured		
	Unwillingness to continue Agri-Cultured		
	Personal Interest		
Team Processes	Lack of Initiative	Low Priority of Agri-Cultured	
	Lack of Coordination		
Skills & Learning	Lack of Skill and Knowledge		
	Academic Curriculum	Curriculum-Student Fit	
Roles	Overlapping Job Delegations		Curriculum-Student Fit
Problem Solving	Hopelessness	Lack of Skill and Knowledge	
	Bottleneck in Agri-Cultured Business Process		
	Communication Problem	Online Communication Problem	Online Communication
Team Relationship	Covid-19 Pandemic		Problem
	Team Casual Relationship		

This table displays the result of the process of analyzing the data. It's responsible in transforming all of the incidents into three comprehensive factors, as the main cause of team effectiveness problem in Agri-Cultured. Those three main cause are: Academic Formality, Curriculum-Student Fit, and Online Communication Problem.

1. Purpose and Goals

In the Purpose and Goals dimension problem, the incidents from the interview indicates that theres a lack of purposeful goals in the Agri-Cultured team. The respondent mentioned that they just do what they're told to, so there is no process of setting their own goals which is an essential part of this dimension. Later, t is also identified that the sole purpose of Agri-Cultured is to fulfill academic needs. It gives more context to the reason why the Agri-Cultured team just to what they're told. These two factors could be summarized as the Agri-Cultured team doing the business is just an act of formality for their academic.

"So it's really just because of academic needs, I'm sure of that. When there are academic needs, we want to do research, we want to have business meetings, but when there are no academic ties, I'm sure Agri-Cultured won't run."

One of the respondent even ensures that all of the business activities in Agri-Cultured will not run if it not for the sake of the academic. It further strengthen the point of the lack of strong purpose of the existence of Agri-Cultured, that Agri-Cultured is nothing more than just to fullfil academic requirements.

2. Team Relationship

In the Team Relationship dimension, there are three factors identified as the causes of the problem. The first one is communication problems, which is identified by the respondent directly mentioning the word communication when interviewing them. The second one, is the covid-19 pandemic, which is not mentioned directly by 66% of the respondent and mentioned directly by the rest of the respondent. The third one is the team casual relationship problem, which is categorized as such with no direct mentions of the word but from the incidents mentionned, it could be categorized as such.

"The negative thing about Agri-Cultured, according to me, is lack of communication. but of course, i understand it's

really difficult because of the covid situation, I also felt that in my previous team."

The correlation of these factors could be seen as an online communication problem. The preoccurance of this problem could be seen in the team casual relationship dynamic, where before Agri-Cultured was formed, the team members doesn't know each other. Then the covid-19 pandemic happened, making the Agri-Cultured team unable to communicate intensely with one another. This in the end, causes the lack of communication between the team members of Agri-Cultured, which is why the factor that's identified causing it is 'Online Communication'.

3. Passion and Commitment

In the Passion & Commitment Dimension, there are four factors identified that as the causes of the problem in the dimension. There are Low Priority of Agri-Cultured, Unwillingness to Continue Agri-Cultured, Feeling fed up, and Personal Interest. What is considered to be the core of these problem is the same as the Purpose and Goals, that is 'Academic Formality'. The problem starts from lack of personal interest to the business which leads to categorizing Agri-Cultured as a low priority and feeling fed up of the business. In the end, it what leads to the team members unwillingness to continue Agri-Cultured where there's no more academic requirements.

4. Skills and Learning

There are two factors that is identified as a problem in the Skills & Learning dimensions. These two factors could be categorized as high determining factors due to 100% of the respondent indicating the incident. The first factor identified is 'Academic Curriculum' and the second factor is 'Lack of Skills and Knowledge'. The three incidents identified as the 'Academic Curriculum' factor shows the problem despite having the same point, it consist of three different lens. Respondent 1 indicates this problem trough mentioning the lack of direction of the campus that makes the team clueless. Respondent 2 indicates this problem through mentioning the loophole in the curriculum that he can exploit, and Respondent 3 indicates this problem by adressing the requirement that the curriculum demands that he thinks is unfit for the students.

In the 'Lack of Skill and Knowledge' factor, the respondent showed a quite different aspect of what kind of skills and knowledge lacking in Agri-Cultured. Respondent 1 mentions that the team is lacking in the development process of the product, Respondent 2 mentions that the team is lacking the knowledge in agriculture / foodtech industry in general, and Respondent 3 states that the team is lacking in the technological aspect. Despite of the different wording, these three statements indicates

similar point.

"It's the curriculum that demands createing a tech-based business, which also makes us dumbfounded. Just imagine, we're a social science high school graduate who don't have a faintest clue about tech are suddenly told to start a tech-based business."

The correlation between the 'Academic Curriculum' factor and the 'Lack of skills and knowledge' factor is put best by the statement above. The academic curriculum that demands the students who have no basic knowledge of technology to create tech-based business is just going to end up the students creating a business they lack skills and knowledge about. This correlation shows that there's a problem in the 'Curriculum-Student fit' factor.

5. Team Processes

In the team process dimension the causes of the problem identified is the 'lack of coordination' and 'the lack of initiative'. The 'Lack of coordination' factor is referring to the time period of which the respondent feels this problem. It give context to the internal condition of the Agri-Cultured team when the team is split up. While 'the lack of initiative' itself is reflected by the two main divisions that Agri-Cultured has. Ideally, the team has to hold regular meetings and have their report on what they have been doing. However, there's no initiative taken by the members of the Agri-Cultured team to do this.

'Academic Formality' is identified as the core factor that causes these two other factors happened. The incident in the 'Lack of Coordination' and the 'Lack of Initiative'factor serves as another proof that the Agri-Cultured team not considers Agri-Cultured as their main priority. It could be said that to summarize these two factors we could use the 'Low priority of Agri-Cultured' that's already mentioned earlier in the Passion & Commitment dimension. However, we already know what causes the 'Low priority of Agri-Cultured' factor. Therefore, it can be concludent that the cause of the 'lack of coordination' and 'lack of initiative' is academic formality.

6. Roles

The roles dimension problem in Agri-Cultured is caused by the overlapping job delegations. "Doing the same thing" in interpreted as an overlap in delegating jobs between team members. The cause of this problem is no other than the homogenic team member expertise in the Agri-Cultured team. The Agri-Cultured team members consist of four people studying the same major. It's no surprise that there'a an overlapping jobs between team members in the team. 'Overlapping job delegations' as a problem identified in the Agri-Cultured team is ironic because in

other hand the problem identified in the Skills & Learning Dimension is 'Lack of skill and Knowledge' in the team. It serve once again as a proof of the 'Curriculum-Student Fit' as a the core of this problem.

7. Problem Solving

From the statements above, the main challenge that is faced by the Agri-Cultured team is to develop the product. First, they struggling to find a hacker, then they try to collaborate with other company that also develop edible coating (BACOAT), lastly they try to develop the product themselves. Despite these efforts, there's always something that act as a bottleneck to the process. This leads to the team feeling pessimistic about their possibility of executing this business and in the end, they feel hopeless. This in the end, crushes their sprit making them unable to continue striving and searching other ways to overcome the challenges.

"We feel bored, fed up, and hopeless because we are faced with a challenge that we are really have no idea how to solve it"

This is the key incident that indicates the cause of the group's inability to overcome the challenges in their business. They having no idea of the way solving thet indicates that there is a lack of competence in the Agri-Cultured team, which is why the core cause of the Problem Solving Dimension problem in Agri-Cultured is 'Lack of Skill and Knowledge'. This dimension is already identified earlier in the Skills & Learning dimension and is considered to be caused by 'Curriculum-Student Fit'. Therefore, it could also imply that the core factor of the problem in this dimension is 'Curriculum-Student' Fit.

Fig. 1. Magnetization as a function of applied field.

Note how the caption is centered in the column.

IV. DISCUSSION

The data collecting Process starts with conducting a preliminary questionnaire to the respondents. The result from the questionnaire serves as the basis for further exploration and will be validated on the semi-structured interview. The two problematic dimension that the preliminary questionnaire identifies are validated in the interview data collecting process. However, there are some differences in comparing the findings of the preliminary questionnaire and the result of the interview. Most notably, is the 'Team Relationship' dimension. Whereas the from the preliminary questionnaire the 'Team Relationship' dimension score is considered fairly high. However, many incidents were identified as a problem in the 'Team Relationship' dimension. Moreover, the core problem of

this dimension (online communication problem) is not caused by a problem in another dimension. It solidifies the essence of the interview process in identifying the problem that the questionnaire unable to identify.

The readers of the research might have noticed in this point that there are same statements throughout the data analysis process that's identified as incidents for multiple factors.

"I feel like our curriculum didn't give us really meaningful directions. we're clueeless, the theory from the campus doesn't help much either, I think it is the reason why as time progressed, our enthusiasm became weaker"

This statement for example, is mentioned in two different factors in different dimensions. It is mentioned in the 'Feeling Fed Up' factor in the 'Passion and Commitment' dimension as well as in the 'Academic Curriculum' in the 'Skills and Learning' dimension. From the respondent perspective it could be concluded that the problem of 'Academic Curriculum' is the cause of the problem in the 'Feeling fed up' factor.

"I think my passion is very low in this project. First, I have no knowledge about the agriculture / foodtech industry. Not just the knowledge, I even don't have a slightest intrerest in this industry. Well I could understand why though, because it's for the sake of my academics, and we have little time to think, and i just go with the flow."

Another example is this statement by respondent 3 which connects 'personal interest', 'lack of skills and knowledge', and 'academic formality' factor. Which in this statement he indicates that 'academic formality' is what leads to the problem of 'personal interest' and 'lack of skills and knowledge' factor.

The most prominent example is the relationship between Team Process Dimension and Passion & Commitment Dimension. The core cause of the problem in Team Process Dimension is 'Low Priority of Agri-Cultured', which is already identified earlier in the Passion & Commitment dimension. In the Passion & Commitment Dimension it is identified that what causes 'Low priority of Agri-Cultured' is 'Academic formality'. From this findings, it could be concluded that what causes the problem in the Team Process Dimension is a problem in the Passion and Commitment dimension.

This shows as a proof that he dimensions from the TEQ is interconected to one another, which one thing that is a problem in one dimension could lead to a problem in other dimension. It's fascinating in finding how these dimensions correlates and impacts each other. However, the author thinks that this is not the end of it. Future research

needs to explore further the relationship between each of these dimensions, how they impact each other, and how significant it is they impact one another and team effectiveness.

In Agri-Cultured's case, the team effectiveness dimension Purpose & Goals, Passion & Commitment, and Team Processes is identified as having the same root cause. However, this "root cause" seems to have a deeper root beneath it.

"Oh absolutely, if the others we're committed to tackle take this business seriously, then I will"

"At first we were commited to the business, but as time goes by our spirit declined, I think we were just fed up."

Looking back at These statement from the respondens shows that the Agri-Cultured team didn't initially want to treat the business just for the sake of fulfilling academic requirements. In fact, they want to take this business seriously, but as time goes by there are factors that continuously makes their spirit declined and it makes them unable to do so.

"I feel like our curriculum didn't give us really meaningful directions. we're clueeless, the theory from the campus doesn't help much either, I think it is the reason why as time progressed, our enthusiasm became weaker"

This statement from respondent one indicates that there is a relationship between the 'Curriculum-Student Fit' and 'Academic Formality'. It indentifies the casualty effect between these two factors, more spesifically it indicates that Curriculum-Student Fit' is the cause of the 'Academic Formality' factor.

The findings above further signifies the significance of 'Curriculum-Student Fit' as a core factor that causes team effectiveness problem in Agri-Cultured. Since it now not only affects three dimensions of team effectiveness as mentioned above, It now affects six from seven problematic dimensions in Agri-Cultured. This issue should be recognized by the institutions who has Entrepreneurship Program especially Entrepreneurship Program in SBM ITB (the institution Agri-Cultured based on) and furtheraction is needed to address the problem.

To be fair in discussing this issue, the blame cannot be all directed to the institution involved. We also have to recognise other factor that might cause this problem that's outside of the control of the institution itself. To be exact, the factor that is outside of the control of the institution that the author's talking about is the Covid-19 pandemic.

The author have to clarify that there's limited data that the author collects that could act as a concrete proof of the correlation. However, it is safe to assume that the Covid-19 pandemic forces the entrepreneurship program in SBM ITB to adjust many aspect of the curriculum to the pandemic situation, making it very hard for the program to maximize the curriculum they had already planned out. Moreover, Agri-Cultured is the first generation in the Entrepreneurship Program in ITB to operate in a pandemic situation. There's have to be an adjustment made that somehow reduces the essence of the curriculum itself. Therefore, it safe to conclude that the covid-19 pandemic causes the problem of 'Curriculum-Academic Fit' in Agri-Cultured.

On how this 'Online Communication' factor becomes a problem and how the covid-19 pandemic causes it is already mentioned in the data analysis section above. The name of the factor itself 'Online Communication' is quite self explanatory tp indirectly tell the readers of what is the core of the problem. It could be argued that the covid-19 pandemic is not the root cause of the problem in the Team Relationship dimension. It could be argued that the 'Team Casual Relationship' factor is the core problem because if the team relationship is already developed before the pandemic occurs, the covid-19 pandemic might not be a problem. However, it is also applies vice versa. It could also be argued that if the covid-19 pandemic never happened the team relationship could develop better. Therefore, it could be concluded that the covid-19 pandemic is the cause of the problem of the 'Online Communication' factor in Agri-Cultured.

TABLE 6 - The Cause of Agri-Cultured's Problematic Dimensions

Dimension	Identified Problem	Problem Cause	Core Cause
Purpose and Goals	Academic Formaliy	Academic Formality	
Passion and Commitment			
Team Processes	Low Priority of Agri-Cultured		
Skills & Learning	Curriculum-Student Fit	Curriculum-Student Fit	Covid-19 Pandemic
Roles			
Problem Solving	Lack of Skill and Knowledge		
Team Relationship	Online Communication Problem	Online Communication Problem	

As if right now in 2022, we could see countless of research on the effects of the covid-19 pandemic on many aspects of our lives. This research didn't initially intend to be one of those research, but apparently right now, it is.The Covid-19 Pandemic is identified as a core factor that affects'Online communication Problem' and 'Student-curriculum Fit' in Agri-Cultured, even though there's no telling on how significant the covid-19 Pandemic affects those factors.

V. CONCLUSION

RQ1   : What are the team effectiveness dimensions that becomes a problem in Agri-Cultured?

Based on the preliminary questionnaire, it is identified that there are two dimensions in Agri-Cultured that's considered problematic. The problematic dimensions identified are Passion & Commitment and Skills & Learning because they're the two dimensions that the score in the survey could be categorized as "Fairly poor". However, when exploring the topic further in the semi-structured interview data collecting process, there are seven dimensions that is identified as a problem in the Agri-Cultured company: Purpose & Goals, Team Relationship, Passion & Commitment, Skills & Learning, Team Processes, Roles, and Problem Solving. However the quantity of the identified problem in each dimension is varied from one another. Amongst this seven problematic dimensions, based on the quantity of the incidents identified in each dimensions, Passion & Commitment dimension is considered as the most problematic team effectiveness dimension in Agri-Cultured, with eleven different incidents identified.

RQ2   : Why are those dimensions still not effective?

From the seven problematic dimensions in Agri-Cultured, it is identified that there are three core factors that causes it. From the factor 'Academic Formality' we could conclude that the Agri-Cultured team sole purpose in running the Agri-Cultured business is to fulfill academic needs. From the factor 'Online Communication Problem' we could conclude that the covid-19 pandemic negatively affects the relationship development of the Agri-Cultured team. The factor 'Curriculum-Student Fit' highlights the misfit between the curriculum and the students resulted in the lack of skills and knowledge that the students could've develop when running the business.

In conclusion, Agri-Cultured sole purpose to fulfill academic requirements, inability to develop relationship trough online communications, and the unfitness of the curriculum in accommodating the students business is identified as the factors that causes of team effectiveness problem in Agri-Cultured.

When exploring these factors further, the author founds that the Agri-Cultured team actually wants to take the business seriously but are unable to do so. It is identified that the unfitting curriculum is actually what makes the Agri-Cultured unable to do so. Therefore, it is concluded that the factor 'Academic Formality' is caused by 'Curriculum-Student fit'.

The 'Curriculum-Student fit' factor that's also has been considered as a "core factor" turns out to also have a deeper root. The author thinks that it is unfair to put all the blame on the institution, the author assumes that there's might be another factor causing it to happen. The author thinks that covid-19 pandemic contriibutes as a factor that causes the 'Curriculum-Student Fit' dimension. In the 'Online Communication' factor, the casualty aspect between this factor and the covid-19 pandemic seems more obvious. Therefore, it could be concluded that covid-19 pandemic is the core factor that is identified as a cause of team effectiveness problem in Agri-Cultured. This conclusion is also supported by (Tadesse,. et al, 2020) that further emphasizes the impact of covid-19 pandemic on the education system.

The implications of this research could be seen from three perspective: Agri-Cultured, entrepreneurs, and Entrepreneurship Program (especially in SBM ITB). For Agri-Cultured, now the team get the full picture of the problem and causes of the team effectiveness problem in their company. Now that they are full aware, the next step is to finding a way to solve the problem. Based on the three identified core problems for the Agri-Cultured team, the author would recommend the company to pivot. Agri-Cultured could start by recruiting new members that take the business seriously. Next is to finding an environment where the team members could build an organic relatihonship while doing the business processes. Lastly, because after graduation there's no other academic curriculum as a limitation of possibilities of the kind of business executed, the Agri-Cultured team could discuss about what kind of business that they have the skills, knowledge and interest of to be executed.

For entrepreneurs, this research could be seen as a reflection for their own company. It also could be used as a guidance or a method if they ever wanted to identify the problem in their own new venture team. It's important to be aware of the dimensions that could potentially be problematic for the team effectiveness and knowing the process of identifying them. This research however, is best used by entrepreneurs who also attending entrepreneurship as a major. There are factors in this research that will not be too relevant for entrepreneurs with no ties to an academic institution.

For Entrepreneurship Program in SBM ITB, there is a need to re-evaluate how the curriculum could fit the students entering the program, designing a curriculum that not act as a limitation for the students potential, rather maximize it. What become the main problem for Entrepreneurship Program in SBM ITB is the requirement to create a tech-based business for the students, which is ambitious and add an unique value for Enrepreneurship program in SBM ITB but also create a major problem that already explained in chapter 5. To mitigate from this problem while also still maintaining they're unique value, Entrepreneurship Program in SBM ITB could conduct their own enterance test (like FSRD ITB) that measures the student candidate interest /expertise in tech-business as an important factor to put into consideration. This allows Entrepreneurship Program in SBM ITB to maintain their unique value and make it in line with their student aspirations. When the students views their business in the program as a real business practice, not just for fulfilling academic needs, the Entrepreneurship Program in SBM ITB increases it's probability to nurture real entrepreneurs that hopefully able to create real entrepreneurial output.

For researcher, this research could be used as a fondation for exploring this topic on a much deeper level. The author gives several recommendations to future researchers interested in tackling this certain topic. First, the author thinks that further research regarding the 'Academic formality' and 'Curriculum-Student Fit' aspect needs to be explored further. The author thinks these two factors are particularly important for developing entrepreneurship education. Second, the author thinks that there's endless possibilities of future research that could analyze these thirteen factors identified on a deeper level. The interconnectedness between each dimension is the key aspect for this reccomendation. It could explore the relationship and the significance level of these identified factors to one another, to team effectiveness dimensions, to team effectiveness itself, or other factors. Third, future researchers could use much more sample to create a more saturated data that could obtain results with higher level of validity.

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