



How Is Organizational Culture Generated? — A Multi-Case Comparative Study of Teacher Innovation Teams with Different Modes of Formation

Tong Xiaochen*, Kuang Ying

East China Normal University, China

*Corresponding author: xiaochentongecnu@163.com

ABSTRACT

This study takes four national-level teacher innovation teams with different formation modes as cases, analyzing the current status of their organizational culture and the underlying causes of differences, and further constructing a mechanism of cultural emergence. The findings reveal that the organizational culture of teacher innovation teams exhibits differences in three key dimensions: institutional isomorphism and platform heterogeneity, functional positioning and leadership charisma, and cultural accumulation and collaboration mechanisms. The main factors influencing these differences are the clarity of construction goals, the leader's ability to mobilize resources, and the team's pre-existing cultural foundation. In the process of cultural emergence, external institutions and resource platforms provide the operational framework, goal positioning and leadership serve as internal driving forces, while cultural accumulation and collaboration mechanisms ensure the continuity of cultural evolution. To further consolidate organizational culture, teams should adopt a moderate member adjustment mechanism to enhance internal heterogeneity and external spillover, select leaders based on managerial experience and personal charisma to weaken rigid performance evaluations, and establish a role dedicated to resource allocation in order to improve the efficiency and innovative capacity of teacher innovation teams.

Keywords: Organizational culture, Teacher innovation team, Vocational education teacher, Formation mechanism

1. STATEMENT OF THE PROBLEM

To implement teaching innovation reforms and cultivate high-quality technical talents aligned with industrial transformation and upgrading, China has, since 2019, selected and established national-level vocational education teacher innovation teams in batches. To date, three cohorts have been approved, totaling 511 teams. With the rapid expansion in scale, teacher innovation teams have achieved a "quantitative" accumulation; however, how to achieve "qualitative" improvement on this basis, further enhancing innovation capacity and collaborative efficiency, has become a pressing issue that demands attention.

Research on teacher innovation teams is still at an early stage. Initial studies primarily focused on the practical challenges of team building, the defining characteristics of such teams, and the significance of their establishment (曾照香 & 李良明, 2021; 李国成 & 徐国庆, 2021; 孙君辉 & 吴雪萍, 2021). As practice deepened, scholarly attention gradually extended to the logic of team formation (胡新岗 et al., 2023; 王演艺 et al., 2024), evaluation indicators (程畅 & 杜学文, 2023; 曹晔 & 刘红磊, 2023), and the construction of collaborative communities (张红 & 刘聘, 2023; 欧阳波仪 et al., 2024), producing some preliminary results. Nonetheless, most national-level teacher innovation teams have been initiated as project-based endeavors. Once the project cycle ends, in the absence of sound evaluation mechanisms, teams often encounter operational dilemmas such as dissolution and functional weakening. How teacher innovation teams can achieve institutionalized continuity beyond the project period remains a theoretical and empirical gap, which this study seeks to address.

Organizational culture, as the accumulated outcome of long-term organizational practices, fosters shared values and belief systems, consolidates member consensus, and enhances organizational stability, thereby supporting the sustainable development of teams (Meyerson & Martin, 1987; Cameron & Quinn,

1999). As a key factor in addressing both external adaptation and internal integration (陈春花 & 尹俊, 2019), organizational culture is regarded as an endogenous driving force for organizational sustainability. In the specific practice of teacher innovation teams, four main modes of formation exist: cross-boundary integration based on professional clusters, project-oriented formation led by team leaders, resource adaptation driven by performance outcomes, and single-course-based formation (付达杰 & 唐琳, 2023). These diverse logics not only determine the foundation of team building but also profoundly shape the pathways and trajectories through which organizational culture is generated.

Against this backdrop, this study takes organizational culture as the analytical lens and employs organizational culture theory to construct a cultural hierarchy framework for teacher innovation teams. Through comparative analysis of typical cases formed under different modes, this paper aims to reveal the differences and mechanisms of organizational culture generation, thereby providing both theoretical insights and practical implications for the sustained development and effective functioning of teacher innovation teams.

2. METHODOLOGY

2.1 Case Study

The case study method is well-suited for exploring complex and dynamically changing phenomena, particularly when addressing "how" and "why" questions. By integrating multiple data sources such as interviews, observations, and document analysis, it provides multi-perspective information (Yin, 2018). This approach enables the exploration of contextual factors and dynamic mechanisms, which not only allows for the verification of existing theories but also facilitates the generation of new theoretical insights (Eisenhardt, 1989). To gain an in-depth understanding of the similarities and differences in the generation of organizational culture among teacher innovation teams formed through different modes, this study adopts the case study method. It focuses on typical cases of teacher innovation teams and conducts comparative analyses of their organizational culture generation, aiming to extract pathways and strategies for cultural development and to provide cultural logic for the construction and sustainability of teacher innovation teams.

2.2 Case Selection and Comparative Analysis

This study selects four national-level teacher innovation teams (a, b, c, and d) from four higher vocational colleges (A, B, C, and D) for comparative analysis. The selection criteria are as follows:

First, accessibility of materials. The four selected cases allowed relatively convenient access for field research, including conducting interviews with team leaders and members, as well as collecting textual materials relevant to the research topic.

Second, comparability in similarities and differences.

Similarities:

1. All four higher vocational colleges share the same institutional nature and comparable academic level, being public institutions, among which three are national backbone vocational colleges and one is a provincial model vocational college.
2. All four teams are national-level teacher innovation teams with comparable construction levels. Their core disciplines are situated within the colleges' strong professional clusters and play demonstrative, radiating, and leading roles for other disciplines.
3. The project teams are similar in size, with approximately 20 core members each.

Differences:

1. The four teams adopted different modes of formation. Team a was formed through outcome-oriented resource adaptation; team b was formed through a single-course-based formation; team c was formed through project orientation led by the principal investigator; and team d was formed through cross-boundary integration of professional clusters. These different formation modes

reflect the varying degrees of organizational culture already generated within the teams, determining the focus of subsequent cultural construction as well as the critical issues faced in sustaining the team after the project cycle.

2. The teams also differ in the administrative positions held by their leaders within the institution. Since the position of the team leader directly influences the efficiency of resource allocation for team operation, higher-ranking leaders are more capable of mobilizing multi-level resources. Specifically, the leaders of teams a and d are deans of secondary schools (colleges), the leader of team b is the director of the academic affairs office, while team c is led by the president and vice president of the institution.

2.3 Analytical Framework of Organizational Culture in Teacher Innovation Teams

Schein defines organizational culture as the shared basic assumptions learned by a group in coping with problems of external adaptation and internal integration (埃德加·沙因, 2011). These assumptions reflect the ways in which organizational members perceive and respond to problems, and they serve the function of assimilating new members into the organization. Organizational culture is generally established in the course of everyday interpersonal interactions, originating from how individuals deal with internal and external environments, and subsequently forming cultural assumptions that are transmitted within the organization.

According to Schein, organizational culture can be divided into three levels, from the surface to the core: artifacts, espoused beliefs and values, and basic underlying assumptions. Building on Schein's framework, this study attempts to construct a multi-layered analytical framework for examining the organizational culture of teacher innovation teams, as illustrated in Figure 1.



Figure 1 A Tiered Analytical Framework of Organizational Culture in Teacher Innovation Teams

The organizational culture of teacher innovation teams can be divided into three levels: artifacts, values and beliefs, and underlying assumptions.

At the artifact level, culture manifests in visible symbols, primarily including policy norms, platform support, team outputs, and member composition. Policy norms are implemented progressively from national policies down to school-level regulations. Platform support encompasses teacher development centers, master teacher studios, and industry–education cooperation platforms. Team outputs are reflected in curriculum and resource development as well as the transformation of research achievements. Member composition emphasizes cross-disciplinary collaboration and diverse backgrounds to ensure a composite structure.

The values and beliefs level embodies the shared faith and collective pursuits underpinning team operations. This includes the principles of fostering virtue through education, paradigm building, mutual support, and a strong sense of teamwork. Teams are expected to be guided by the spirit of educators and the spirit of craftsmanship, establish appropriate developmental orientations, fulfill social service and collaborative functions, and strengthen internal motivation through leadership and cohesion building.

At the underlying assumptions level, organizational culture constitutes the "cognitive map" of team members, comprising collaboration mechanisms, collaboration models, and dynamic adjustment processes. Internal and external collaboration mechanisms provide routines and resource support for team operations, while collaboration models determine the dominant mode of development as well as communication and incentive structures. Dynamic adjustment mechanisms enable teams to adapt to evolving tasks and environmental changes, thereby sustaining long-term development and continuous innovation.

3. DIFFERENCES IN ORGANIZATIONAL CULTURE OF TEACHER INNOVATION TEAMS AND THEIR UNDERLYING CAUSES

3.1 Differences in Organizational Culture of Teacher Innovation Teams

Based on field visits and in-depth interviews, supplemented by an analysis of application documents and construction plans of national-level teams, this study finds that teams formed through different modes of formation emphasize distinct aspects in the generation of organizational culture at various levels. At the same time, all teams continuously refine and adjust their internal collaboration mechanisms and models through practice, thereby shaping collaborative characteristics marked by loosely structured organizations that can nonetheless operate in a stable manner. A comparative analysis of the organizational culture generated at different levels across teams formed through varying modes of formation is presented in Table 1.

formation logic		outcome-oriented resource adaptation	curriculum-based single-discipline formation	project-leader- driven team formation	interdisciplinary integration via specialty clusters
team		a	b	c	d
artifacts	Policy Regulations	School support plans and management regulations integrated into teacher performance evaluations and promotion criteria.	School support plans and management regulations integrated into teacher performance evaluations and promotion criteria	School support plans and management regulations integrated into teacher performance evaluations and promotion criteria.	School support plans and management regulations integrated into teacher performance evaluations and promotion criteria.
	Platform Support	Relying on existing school platforms to provide support for all teachers.	Teaching resource repository; provincial engineering center; industry-education integration digital	Industry academy; teaching resource repository	Research and development center; teaching resource repository; "Dual-Qualified" Teacher Training Base
	Team Outputs	All are involved, but mainly focus on education-related courses and teaching outcomes	All are involved, but mainly focus on education-related courses and teaching outcomes	All are involved, but mainly focus on education-related courses and teaching outcomes	All are involved, but mainly focus on education-related courses and teaching outcomes
	Team Composition	Subject teachers; Part-time industry mentors; General education teachers	Subject teachers; Part-time industry mentors; General education teachers	Subject teachers; Part-time industry mentors; General education teachers	Subject teachers; Part-time industry mentors; General education teachers
espoused beliefs and values	Moral Education	Influence of Social Public Opinion Environment	Influence of Social Public Opinion Environment; Strengthening of Team Institutional Framework	Influence of Social Public Opinion Environment	Influence of Social Public Opinion Environment
	Construction Paradigm	Not clear	Oriented towards supporting individual student development	Oriented towards serving regional industrial and economic development	Not clear
	Collaborativ e Support	Teaching services and student social practice	Technical services and student social practice	Technical services and consulting services	Technical services and human resources services
	Team Consciousne ss	Build team awareness with the personality charm of team leaders as the core	Build team awareness with the personality charm of team leaders as the core	Build team awareness with the team leader's personality charm and resource mobilization ability as the core	Build team awareness with the personality charm of team leaders as the core
underlying assumptio ns	Coordination Mechanisms	Win-win cooperation and resource sharing	Win-win cooperation and resource sharing	Win-win cooperation and resource sharing	Win-win cooperation and resource sharing
	Coordination Models	Enterprise-led; regular meetings and group communication; quantitative distribution of team results	Team-led; regular meeting discussions; team results are distributed based on division of labor	Team-led; regular meeting discussions; quantitative distribution of team results	Team-led; regular meeting discussion; team achievements are distributed according to contribution
	Dynamic Adjustment	Timely adjustments based on member performance; internal assessment mechanism	The team composition is relatively stable	The team composition is relatively stable	Adjust personnel according to task needs; set up internal assessment mechanism

Table 1 Organizational Culture Generation in Teacher Innovation Teams Formed through Different Modes

1. Artifacts: Institutional Isomorphism and Platform Heterogeneity

At the artifact level of organizational culture, the representations and generative logics of the teams exhibit a high degree of consistency. All teams adhere to the National Construction Plan for Teaching Innovation Teams in Vocational Colleges issued by the Ministry of Education, while also aligning with school-level management measures, team construction plans, performance appraisal, and professional title evaluation systems to ensure daily operations. These embedded institutional arrangements aim to motivate team members and regulate team behavior. As one interviewee noted:

"The school's supporting systems are relatively complete. For example, when evaluating academic achievements or professional titles, outstanding results can earn extra points for promotion, which motivates everyone to complete their work better. In addition, performance is quantified to allocate

bonuses." (a-1)¹

Differences arise across teams in their use of platform resources. Team a mainly relies on professional development platforms provided within the university; Teams b and c emphasize cross-institutional resource sharing and industry–education integration platforms, such as industry colleges, provincial engineering centers, and training bases; Team d has the most diversified platform resources, encompassing in-house R&D centers and teaching resource repositories, as well as opportunities for secondments in government agencies and "dual-qualified" teacher training bases. As one member described:

"We also built platforms for teachers, enabling them to take temporary positions in government departments or industry associations for professional development." (d-1)

The differences in institutional and platform environments directly influence the types of team outputs and modes of member collaboration. For example, Teams b and c primarily focus on curriculum system development, modular teaching reform, and resource construction, whereas the diverse platforms leveraged by Team d enable broader engagement in social services and technical support.

2. Espoused Beliefs and Values: Functional Orientation and Leadership Charisma

At the level of espoused beliefs and values, the generation of team culture strongly depends on the team's construction goals and the personal capabilities of the leaders. The study found that teams with clear goals and well-defined functional orientations—such as Team b, which focuses on talent cultivation, and Team c, which serves regional industrial development—can rapidly establish stable cultural identification and shared team beliefs. As one interviewee noted:

"Our team has always emphasized the principle of talent cultivation as the core. Everyone knows what they are doing and understands the goals the team aims to achieve, which gives everyone a strong sense of identification." (b-1)

In contrast, teams with ambiguous orientations (Teams a and d) exhibit lower levels of cultural identification among members, and their cohesion and sense of belonging are limited. The leader's personal charisma and ability to allocate resources play a central role in cultural generation. Team leaders guide members in gradually developing conscientious and efficient work habits and a strong sense of team identity through mentorship, accompaniment, and authoritative resource mobilization. Notably, the leader of Team c, who also holds the position of university president, can efficiently integrate resources across colleges, departments, external industry partners, and government agencies. This not only enhances team collaboration efficiency but also strengthens members' recognition and trust in the team culture. As one interviewee recalled:

"When we established the provincial-level team, she was already the vice president. Later, when applying for the national-level team, she was the president. I think the president's role is crucial because it is easier to mobilize resources, such as financial or personnel support." (c-2)

At the practical level, teams integrate their functional orientation with cultural values through classroom peer observation and evaluation, cross-school and school–enterprise resource sharing, technical services, and social practice activities, thereby forming a multidimensional belief system centered on 'education–service–collaboration.'

3. Basic Underlying Assumptions: Cultural Accumulation and Collaboration Mechanisms

The existing cultural foundation of a team influences members' psychological contracts and their identification with the team culture (Rousseau, 1995). Different formation modes determine the extent and stability of the accumulated organizational culture, directly affecting personnel stability during team operations. At the level of basic assumptions, the depth of a team's cultural foundation shapes members' psychological contracts, the maturity of collaboration patterns, and overall team stability.

Teams with a well-established cultural foundation (Teams b, c, and d) exhibit stable membership

¹ Interview transcripts were coded according to the order in which participants were interviewed within each team. For example, a-1 refers to the transcript of the first participant interviewed from Team a.

and can operate autonomously and efficiently without strict, explicit regulatory mechanisms. As one interviewee noted:

"We started forming the team in 2021, and now, basically, we just hold a meeting to allocate tasks and everyone already knows what to do. People quickly take action on their own, and if overtime is needed, everyone voluntarily works extra hours." (c-3)

In contrast, teams with a weaker cultural foundation (Team a) rely on dynamic member adjustments, performance evaluations, and elimination mechanisms to maintain collaboration efficiency. One member explained:

"I think it's mainly the dynamic adjustment mechanism. If you consistently slack off, the team may remove you at any time. If you don't have outstanding contributions, joining this team may not feel suitable for you." (a-2)

In other words, although teams formed through different modes may adopt similar collaboration practices, such as task division and regular meetings, those with a deeper cultural foundation can operate smoothly with minimal supervision, whereas teams with a weaker foundation require institutionalized incentives to achieve comparable efficiency. Moreover, the existing cultural foundation affects how new members internalize the team culture. Teams with high member turnover exhibit weaker cultural identification and immature operational modes, while teams with stable, experienced members can rapidly internalize the team's values and behavioral norms.

3.2 Reasons for Differences in Organizational Culture of Teacher Innovation Teams

The above analysis compared the generation of organizational culture in teacher innovation teams formed through different modes across the three levels of artifacts, espoused beliefs and values, and basic underlying assumptions. Based on in-depth interviews and analysis of relevant textual materials, the main reasons underlying the observed differences in organizational culture generation among teams are as follows:

1. Differences in clarity of construction goals affect team output effectiveness and the formation of values and beliefs

Goals are one of the key driving forces for team development. Their formulation not only determines the direction and focus of team work but also greatly influences the generation of organizational culture. The clearer the organization's vision and strategic objectives, the easier it is to form and consolidate team culture. Interviews revealed that participants from Teams b and c had a relatively clear understanding of their team's construction goals, whereas members of Teams a and d reported ambiguous or unclear objectives.

Team b, leveraging its teaching strengths, oriented its construction goals toward serving student development by providing high-quality vocational education courses and practical training, laying a foundation for student growth. Consequently, its subsequent outputs and multi-stakeholder collaboration focused primarily on curriculum and teaching. Team c, with strong research capabilities and in consideration of regional development characteristics, oriented its construction goals toward serving the regional industrial economy. Therefore, its outputs in collaboration with external stakeholders encompassed technical services, training services, educational services, and the development of industry standards, all aligned with its construction objectives.

Ambiguous team construction goals can lead to a lack of member belonging and cohesion, hindering the formation of shared beliefs and values, reducing overall collaboration efficiency, and weakening cultural identification within the team.

2. Differences in team leaders' resource allocation capabilities affect operational efficiency and work engagement

A team leader's ability to allocate resources directly affects whether the team can efficiently access and utilize the external resources necessary to complete its tasks. When leaders can provide members with timely and effective access to needed resources (e.g., training, tools, support), trust in the leader is

strengthened, and members' motivation and engagement increase, thereby fostering a positive organizational culture.

The study found that members of Team c exhibited a high level of trust in their team leader, attributable to the leader's university-level administrative position, which enabled the rapid mobilization of internal and external resources, reducing uncontrollable factors that might affect team efficiency and allowing members to maintain a consistently positive and proactive attitude toward task completion. Furthermore, in high power-distance cultural contexts, team members tend to accept authoritative leadership (Gelfand et al., 2007), and the formal authority of the university-level leader implicitly encourages members to efficiently and proactively advance tasks.

3. Differences in Existing Cultural Foundations Affect the Construction and Stability of Operational Mechanisms

The above case analysis indicates that the existing cultural foundation of teacher innovation teams influences their incentive mechanisms, supervision mechanisms, improvement mechanisms, and overall team-building strategies. Depending on the depth of cultural accumulation, the generated basic underlying assumptions exhibit notable differences.

Compared with Team a, members of the other teams had already developed, through prior collaborative experiences, varying degrees of shared organizational culture. This existing cultural foundation enables efficient and stable team operations, with relatively stable membership, and without the need for explicit evaluation or performance mechanisms to drive collaborative participation. In contrast, Team a's organizational culture was still at an early stage, and its basic assumptions had not yet matured enough to guide team operations. To quickly enhance collaboration efficiency and maximize team outputs through available platforms, Team a relied more on targeted performance evaluations and dynamic adjustment mechanisms.

Only when Team a members collectively accumulate experience through various collaborative projects can the team develop shared values, behavioral norms, and a stable membership structure.

4. MECHANISMS OF ORGANIZATIONAL CULTURE GENERATION IN TEACHER INNOVATION TEAMS

The organizational culture of teacher innovation teams does not emerge spontaneously; rather, it is gradually generated and evolves under the joint influence of multiple factors. The external environment provides the basic framework and boundaries for team operations through institutional arrangements and platforms. Internally, goal orientation and leadership foster value identification and motivate action. Over long-term practice, accumulated culture and collaboration mechanisms further reinforce and stabilize the team's operational logic.

4.1 External Institutions and Resource Platforms Provide the Operational Framework for Cultural Generation

The organizational culture of teacher innovation teams is not self-generated but is deeply embedded within external institutional and platform environments, and is profoundly shaped by them. New institutionalism emphasizes the strong constraining role of institutional fields on organizational development, whereby organizations must adhere to external institutional logic to gain legitimacy (张紧跟 & 张旋, 2025). Accordingly, under the national-level construction plans and the corresponding school-level regulations and frameworks, teacher innovation teams generally demonstrate compliance with policy guidance and institutional rules, proceeding with construction activities in an orderly manner, reflecting characteristics of institutional isomorphism.

It is noteworthy that the platform resources supporting the construction of different teams vary, exhibiting "platform heterogeneity." Teams embedded in national-level projects focus more on academic and innovation outputs, those relying on local enterprise projects emphasize service to the regional economy, while teams leveraging internal disciplinary platforms highlight professional development and the quality of talent cultivation. Granovetter, in his exploration of embeddedness

theory, argued that when actors are closely connected and cooperate with their contextual environment, they should not disrupt the organizational structure and operational mechanisms of the embedded entity, while still maintaining a degree of autonomy (张慧, 2022). In other words, organizations embedded in different resource networks, while adhering to the same institutional framework, exhibit distinct visible cultural symbols, operational logics, and output patterns.

Thus, external institutions provide a unified framework for the generation of teacher innovation team culture, whereas differentiated resource platforms shape diverse pathways for team construction and cultural development.

4.2 Goal Orientation and Leadership as the Intrinsic Drivers of Cultural Generation

Compared with the structural constraints of the external environment, internal goal orientation and leadership constitute the core driving mechanisms for cultural generation. Goal orientation determines the clarity of organizational identity and the stability of member identification. Teams with clear goals and well-defined paths can rapidly form stable cultural identification and shared beliefs, which are continuously internalized through practice. Conversely, teams with ambiguous or fluctuating goals are prone to dispersed values and weakened cohesion. As advocated by organizational identity theory, a clear functional orientation provides members with value coordinates and identity reference points, thereby significantly enhancing recognition and sense of belonging (刘云, 2014).

Meanwhile, leadership serves as both an accelerator and integrator of cultural generation. Charismatic leadership theory emphasizes that leaders shape the cultural atmosphere through value declaration, symbolic actions, and emotional appeal. Resource dependence theory highlights that leaders can enhance team operational capacity and resource security by mobilizing and integrating external relational networks. Together, these perspectives suggest that leaders not only consolidate member identification through personal charisma but also enhance organizational effectiveness through resource allocation and strategic guidance, embedding cultural values into daily operations more quickly and firmly. Goal orientation and leadership function complementarily: the former provides direction and identity recognition, while the latter supplies motivation and assurance, jointly facilitating the establishment and deepening of organizational culture.

4.3 Cultural Accumulation and Collaboration Mechanisms as Stable Support for Continuous Cultural Evolution

The generation of teacher innovation team culture relies not only on external institutions and internal drivers but also on time and mechanisms for stable evolution. Cultural accumulation manifests in the continuity of organizational history and the stability of member relationships.

Teams with longer operational duration and low core member turnover are often able to develop unique organizational memory (both explicit and tacit knowledge) through sustained interaction and experience accumulation. This memory, through repeated reproduction, establishes path dependency, enabling self-reinforcement and continuity of team culture. This logic aligns closely with organizational learning theory and path dependency theory, indicating that organizational culture is not formed instantaneously but is the outcome of continuous interaction and learning.

Furthermore, collaboration mechanisms serve as the practical carriers of cultural accumulation. Efficient division of labor, standardized communication systems, and mutual assistance mechanisms not only enhance operational efficiency but also continuously reaffirm and reinforce shared cultural values through daily interactions, creating implicit consensus and stable operational logic. In contrast, teams with high member turnover and lacking collaborative structures tend to rely on external incentives to maintain superficial operational order, making deep cultural embedding difficult.

Together, cultural accumulation and collaboration mechanisms constitute the "stable support" for the generation of teacher innovation team culture, enabling teams not only to maintain current operations but also to continuously reinforce and optimize their organizational culture over the long term, achieving sustainable development and stable growth.

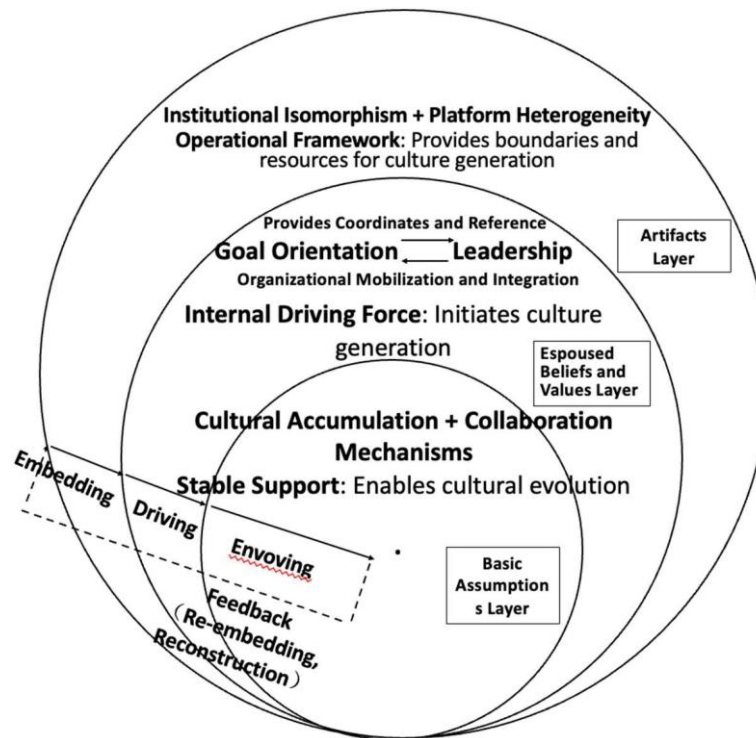


Figure 2 Mechanisms of Organizational Culture Generation in Teacher Innovation Teams

5. RESEARCH IMPLICATIONS

Based on Schein's organizational theory and the analysis of survey data, the comparative study of teacher innovation teams formed through different modes suggests several avenues to leverage organizational culture for enhancing team cohesion, supporting the achievement of team construction goals, shaping member behavior and decision-making, and expanding the influence and outreach of teacher innovation teams.

5.1 Establish an Appropriate Member Dynamic Adjustment Mechanism to Enhance Internal Heterogeneity and Team Influence

Beyond providing team members with formal project titles as artifacts of organizational culture, teacher innovation team projects also construct collaborative mechanisms and patterns through which members organize themselves according to individual strengths, forming orderly cooperation processes. Further, the resources that can be mobilized via the team platform during task completion or individual professional development are embedded within the deeper underlying assumptions of both the artifact and espoused belief layers of organizational culture.

Teacher innovation team projects serve as connective links, bringing together outstanding team members, enterprises, government agencies, and schools to share resources and mutually promote professional development. To enhance the guiding and outreach functions of teacher innovation team projects, it is recommended to establish a moderate dynamic adjustment mechanism for team membership. Examples include implementing a mentorship system where senior members guide newcomers, providing young teachers with high-level development platforms via projects, and cultivating future leaders for key disciplines.

Moreover, research has shown that cultural and knowledge heterogeneity can improve team innovation by increasing the diversity of information and perspectives, thereby facilitating knowledge sharing and creative thinking among team members (Stahl et al., 2010). Therefore, appropriately adjusting team composition to incorporate members with diverse professional backgrounds can help elevate the team's overall innovation capacity.

5.2 Selecting Team Leaders Based on Management Experience and Personal Charisma, While Reducing Internal Evaluation Pressure

Schein emphasizes that leaders play a crucial role in shaping organizational culture, providing guidance for its generation and dissemination through personal charisma and behavioral norms, thereby helping team members understand and internalize the team's core values (埃德加·沙因, 2011). Northouse and Avolio also highlight management experience and personal charisma as two key pillars of effective leadership: experienced leaders are typically better equipped to handle complex tasks, while charisma helps leaders establish effective relationships and trust within the team, enabling long-term influence and sustaining team effectiveness (Avolio & Bass, 2004; Northouse, 2018).

The cases examined in this study corroborate the significant influence of team leaders on the generation and operation of team organizational culture. Based on team member feedback, under the guidance of leaders with rich management experience and personal charisma, small-scale teams can maintain sustainable operation and development without the need for formal incentive or evaluation mechanisms. Emotional drivers—such as trust and loyalty toward the leader, as well as team cohesion and a sense of belonging—are sufficient to enhance motivation and overall execution within the team.

5.3 Establishing a Resource Allocator Role to Improve Team Operational Efficiency and Innovation Capacity

The sufficiency and effective allocation of resources directly affect a team's ability to execute tasks and innovate. When teams have access to adequate resources, members can better focus on completing tasks, improving overall efficiency (Cohen & Bailey, 1997), and actively implement new ideas, thereby enhancing the team's innovation capacity. Resource allocation capability not only involves optimizing internal resources but also relates to responding to external changes. In the context of continually evolving industrial structures and technological transformations, teacher innovation teams must flexibly deploy resources to maintain innovation and improve adaptability in dynamic environments.

Regardless of the formation mode, all teacher innovation teams face operational challenges arising from inefficient internal and external resource allocation. Therefore, it is recommended to establish a Resource Allocator role within the team, encouraging participation from school-level leaders, industry representatives, and government officials with strong resource allocation capabilities. By coordinating and deploying resources across organizational boundaries, these actors can support team construction and the achievement of organizational goals.

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