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The Role of Resource Readiness In Team Interaction Through The Mediating Role Of Innovation Talent Capability

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Abstract: The research aims to measure the role of Resource Readiness, represented by (Cognitive Readiness, Affective Readiness, Intentional Readiness), in Team Interaction, represented by (Supportive Interaction, Compulsive Interaction), through the mediating role of Innovation Talent Capability, represented by (Knowledge, Training and Development), in a sample of faculty members at the Polytechnic College - Al-Qadisiyah. This objective was set to address the posed problem, which is a conceptual question: (Is there a role for Resource Readiness in Team Interaction through the mediating role of Innovation Talent Capability among the faculty members at Al-Qadisiyah Polytechnic College?) To determine the level of the research variables, the descriptive analytical approach was adopted using a questionnaire. A total of 125 questionnaires were distributed, of which 107 were retrieved, with 102 deemed valid for analysis and 5 forms damaged. This indicates a response rate of 81.6%. Therefore, the study relied on SPSS & AMOS software to analyse the data and assess the levels of its variables. The results showed that Human Resource Readiness, in terms of Cognitive Readiness, Affective Readiness, and Intentional Readiness, is positively associated with Team Interaction and Innovation Talent Capability (including Knowledge, and Training and Development). The study also revealed that Resource Readiness has high significance and mechanisms in improving Team Interaction through the mediating role of Innovation Talent Capability, contributing to the formation of positive relationships among colleagues to ensure the college's ability to enhance its internal capabilities. The study recommended that the college should focus on establishing new departments and faculties that keep pace with development and provide new methods and ideas that serve the labour market and improve both internal and external work contexts, as these represent an important pillar in producing specialists with high creative talent.

Keywords: Resource Readiness (RR), Team Interaction (TI), Innovation Talent Capability (ITC).

Introduction

The 2020 pandemic struck the global economy, including institutions, to emphasize the necessity of preparing for change before the change, that institutions can face severe and unexpected phenomena that may need immediate action, even radical change (Nugroho et al., 2025). The rate of change was rapid and relentless and that the rate of change had become

so rapid and relentless that it was even more apparent that institutions are inherently unstable and that many institutions are unprepared for change; they must continually adapt to new circumstances if they are to remain viable and competitive (Zona et al., 2025).

In a more competitive and dynamic business environment, organizations must continually adapt their structures and internal processes to respond to external changes, and employee resistance to change presents one of the most significant barriers to the success of change initiatives (Karnawati et al., 2025). We call these individuals who show resistance to the change process change-resistant, and resistance to change frequently occurs because employees are not psychologically prepared to enable and sustain the change (Kamarova et al., 2025).

Nevertheless, readiness is a critical factor for technical adaptation and organizational learning (Novianti et al., 2025), and readiness to performance and innovation has been well documented in previous studies (Novianti et al., 2025). Therefore, knowing what influences employee readiness is of both strategic interest to practitioners and academics (Macini, 2021).

Human Resource Readiness contributes to organizational capability to manage technological change by developing strategic human capital, cultural change, and systematic skill-building (Kurdaningsih et al., 2025), and is a critical variable of employee readiness and capacity (Cognitive Readiness, Affective Readiness, Intentional Readiness) to enhance organizational capacity to adapt to technological change through the development of human capital capabilities, reorienting strategy to innovation, and ensuring ethical governance. This framework expands beyond change management and includes digital knowledge, data governance, and holistic frameworks to ensure that technological change is accessible to all. Globally, approximately 32% of human resource professionals possess the capabilities to leverage creative talent, predictive analytics, process automation, and data-driven hiring (Rahman et al., 2025).

Research Method

Research Problem

In recent years, human resource management research has focused on problems related to why individuals resist change, why change initiatives fail, and how change influences overall organizational performance. Given this ever-increasing need to change in organizations, organizational transformation is a complex and challenging task that can be successful only when individuals and organizations are adequately prepared (Favali, 2025). In change management literature, resource readiness is considered a critical success factor for change, and various theories, models, strategies, and key factors for employee readiness for change have been developed (Gadhavi et al., 2025).

Readiness for change, therefore, is not a simple cognitive belief that change is needed, but a more complex psychological process in which internalization of the need for change occurs, with employees being ready when they feel they are able to manage the change, they believe in the need and benefits of the change, and they experience social support and congruence with others (Bringsvor et al., 2025). Readiness for change should thus be seen as

the outcome of a conscious organizational practice that engages these basic psychological mechanisms, and readiness for change is a multidimensional dynamic construct that is critical to designing change interventions that result in initial adoption and long-term maintenance of expected behavior (Mladenova, 2022).

Digital technologies have transformed business processes across all sectors, including MSMEs. Creative talent provides enormous potential to increase efficiency, improve competitiveness, and increase access to markets, but many of these organizations are still struggling to match human resource readiness with the technology needs, especially in developing countries, and research shows that human capital is critical in supporting innovation, productivity, and business sustainability, yet the adoption of technology is less effective if human resources are not sufficiently trained in creative knowledge and development (Windarto et al., 2026). Hence, the research problem can be posed as follows: Does resource readiness influence team interaction through the mediating role of innovative talent capacity among faculty members at Al-Qadisiyah Technical College? The following are solutions to the problem.

1. What role does RR play in ornamental interactions among team members at Al-Qadisiyah Technical College?
2. How does innovation capacity affect the level of interaction among faculty members?
3. What is the relationship between RR and effective interaction among team members?
4. What are the dominant topics and research trends related to RR?

Second: The importance of the research

The importance of the current research stems from contemporary organisations' reliance on work teams as a fundamental unit for achieving goals and enhancing performance and innovation in an environment characterised by rapid change and intense competition, as the success of work teams is no longer solely dependent on the availability of individuals but is now linked to the degree of material, human, technical, and cognitive Resource Readiness that enables teams to perform their tasks efficiently and interact positively.

On the other hand, the scientific significance of the study lies in its contribution to filling a knowledge gap related to integrating three key variables into a single model: Resource Readiness, Team Interaction, and Innovation Talent Capability as a mediating variable. Most previous studies dealt with these variables separately, whereas this study illustrates the indirect influence mechanisms of Resource Readiness through the development of individuals' creative capabilities, which enriches managerial and behavioural literature with a more integrated explanatory model.

The practical significance lies in providing results that can help management leadership improve resource management policies and talent development, enhancing positive interaction within work teams, reducing conflicts, and raising the level of collaboration and knowledge sharing. The study also contributes to guiding organisations towards optimal investment in training and development, and building a work environment that supports creativity, thereby improving team performance and achieving

a sustainable competitive advantage. Thus, this study serves as an important reference for decision-makers and researchers interested in developing work teams in modern organisations.

Third: The objectives of the research

The research aims to measure the role of Resource Readiness, represented by (Cognitive Readiness, Affective Readiness, Intentional Readiness), in Team Interaction, represented by (Supportive interaction, Compulsive interaction), through the mediating role of Innovation Talent Capability, which includes (Knowledge, Training and development), among a sample of faculty members at the Polytechnic College - Qadisiyah. Readiness represents the fundamental component that contributes to enhancing the level of interaction among work teams, which in turn strengthens employees' ability to collaborate and share ideas to achieve organisational goals and improve its competitiveness. The research also aims to achieve the following objectives:

1. To determine the role of Resource Readiness in enhancing team interaction at Al-Qadisiyah Polytechnic College.
2. To identify the mechanisms through which innovation talent capability affects the level of interaction among faculty members.
3. To examine the relationship between Resource Readiness and effective team interaction.
4. To outline the prevailing themes and trends in studies related to Resource Readiness.

Fourth: Hypothetical Scheme and Hypothesis Development

The hypothetical diagram illustrates a set of logical relationships in quantitative or qualitative form, or that combine the main features of the reality under investigation. The diagram was designed as a hypothetical model by studying the relationships identified by the research problem and its questions, which clarified the study variables, in addition to benefiting from previous contributions presented later. On this basis, the measures of the research variables were determined according to three variables, and on this premise, the hypothetical study model was developed, as shown in Figure (1), as follows:

The independent variable: Resource Readiness, measured through three dimensions (Cognitive Readiness, Affective Readiness, and Intentional Readiness).

The mediating variable: Innovation Talent Capability, measured through two dimensions (Supportive interaction and Compulsive interaction).

The dependent variable: Team Interaction, measured through two dimensions (Knowledge and Training and Development).

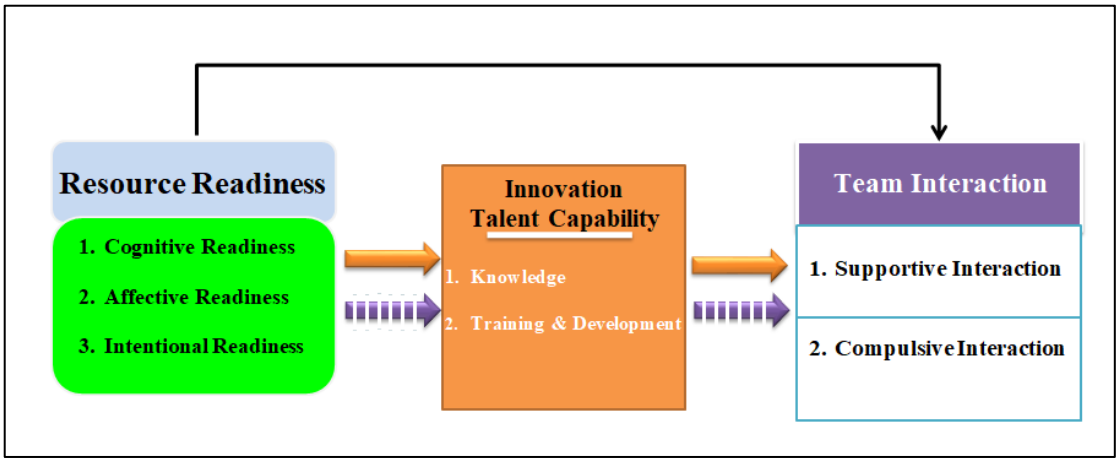

Figure 1. Hypothetical Scheme of the Research

Several hypotheses can be developed from Figure (1):

H1: There is a significant effect of resource readiness on the interaction of work teams, from which the following sub-hypotheses branch out:

1. There is a significant effect of cognitive readiness on the interaction of work teams across all their dimensions.
2. There is a significant effect of emotional readiness on the interaction of work teams across all their dimensions.
3. There is a significant effect of intention readiness on the interaction of work teams across all their dimensions.

H2: There is a significant effect of creative talent capabilities on the interaction of work teams, from which the following sub-hypotheses branch out:

1. There is a significant effect of cognitive capabilities on the interaction of work teams across all their dimensions.
2. There is a significant effect of training and development capabilities on the interaction of work teams across all their dimensions.

H3: A significant impact of resource readiness on the capabilities of creative talents, which branches out into:

1. A significant impact of cognitive readiness on the capabilities of creative talents across all dimensions.
2. A significant impact of emotional readiness on the capabilities of creative talents across all dimensions.
3. A significant impact of intentional readiness on the capabilities of creative talents across all dimensions.

H4: A significant impact of resource readiness on teamwork through the mediating role of creative talents.

Fifth: Research Sample

Al-Qadisiyah Polytechnic College, formerly the Technical Institute of Diwaniyah, represents one of the key pillars supporting the labour market with talented workers who

provide creative and service-oriented ideas that contribute to building private and public companies and institutions. Based on this, the research sample consisted of the faculty members of the concerned college. A total of 125 questionnaires were distributed, of which 107 were returned, with 102 valid for analysis and 5 damaged, indicating a response rate of 81.6%. Accordingly, the research relied on the SPSS & AMOS programmes to analyse the data and assess the level of its variables.

Result and Discussion

Resource Readiness

The Concept of Resource Readiness

The concept of resource readiness (flexible financial resources, human resources, and flexible infrastructure resources) is used from a resilience perspective, where a company must adapt and restructure its resources to meet the demands of digital innovation (Thowfeek&Nawaz,2019). On the other hand, IT readiness (the stability of the organization\'s systems, the availability of digital technologies, and the stability of its IT infrastructure) refers to the stability of the organization and the key role that systems play in digital innovation (Pather&Booi,2020). Readiness is the capacity of an organization or equipment to perform the tasks or functions for which it is designed and organized to perform, with a focus on the ability of the organization to deliver a product or service at a certain time (Farazkish&Montazer,2020). Yet, it is not simply a list of available resources and their current (static) state, but rather readiness measures must be tied to outputs, which account for unit responsiveness, the operational life of the unit, and the projected operating conditions (Karabegović et al.,2023).

The concept of RR refers to the availability, preparation, and qualification of personnel, gear, data, and systems to perform a exact task or process, going beyond simply owning the inputs to assessing the capacity to produce the obligatory outputs (Taganoviq et al.,2024). This comprises the skills, substructure, processes, and organizational arrangement necessary for success, and is often slow against exact objectives such as disaster recovery or project conclusion (Rahman et al.,2025). It is about being ready to perform, not just owning the mechanisms (Dermawan et al.,2025).

They defined resource readiness as a state of readiness to provide human resources, finances, technology, training, and assets required to execute a task or business goal (Shweideh et al.,2022). Resource readiness is the organizational state of readiness with human resources, finances, technology, training, and assets to carry out a project, initiative, or task in a sustainable manner (Risnawan et al., 2024). Resource readiness does not only mean the availability of the resource but also the status and integration of the resource to operational needs (inputs and outputs) (Windarto et al., 2026).

The Importance of Resource Readiness

RR (flexible financial resources, human resources, and flexible infrastructure resources) is employed from an agility perspective, wherein a company must reconfigure its resources to align with the demands of digital innovation (Hu et al., 2020). Resource

readiness is important for the organization to execute its strategies and realize its goals in an agile manner (Getachew et al., 2022). To illustrate this importance, consider the following.

a. The obtainability of readily obtainable human, financial, and technological capitals contributes to faster and higher-quality work conclusion, and reduces leftover (Sadeghi et al., 2019).
b. RR provides a clear opinion of available competences, helping management to plan and tool realistic and actionable rules (Hussain & Papastathopoulos, 2022).
c. Organizations with freely available resources are better situated to innovate and bring additional value to customers likened to their contestants (Evandani & Elmi, 2023).
d. RR authorizes organizations to adapt to environmental vicissitudes and cope with unexpected tragedies (Risnawan et al., 2024).
e. The availability of capable capitals and appropriate technology straight impacts excellence and dependability.
f. RR ensures business steadiness and decreases long-term employed and financial dangers (Dermawan et al., 2025).

Dimensions of Resource Readiness

RR is measured whole three dimensions (Tappin, 2014):

Cognitive Readiness:

Cognitive Readiness is the mental preparedness, which includes skills, knowledge and traits, for effective performance in complex and unexpected situations (Crameri et al., 2021). It is crucial in fields such as the military and project management, and includes elements such as situational awareness, problem-solving, decision-making, and adaptability. It is enhanced through training and assessment (Prikshat et al., 2019). It also relates to mental readiness to face challenges, ignoring distractions, maintaining high performance under pressure, and bridging the gap between knowing what to do and performing it optimally under stress (Budur et al., 2021). According to (Suseno et al.,2023), perception is defined as a thinking process in which a person has an initial awareness of influences and then considers how to act towards them. Perception is related to thoughts and understanding, and in the context of organisational change viewed at the employee unit level, it relates to how employees evaluate, perceive or understand change.

a. **Affective Readiness**: pointed out that (Shymanskyi,2024) the role of affect or emotion in organisations has generally been overlooked in favour of studies that focused on the cognitive aspect of responses to change, despite change eliciting deep emotions; they speculated that this may be due to the subjective nature of this phenomenon. explained that (Saed Mocheshi et al.,2022) psychological analytical literature implicitly assumes that emotions and emotional affect are considered affect, and that their manifestations are rooted in mental processes that may not be understood by the individuals experiencing them. mentioned that (Haffar et al.,2019) certain types of events elicit emotions in individuals who assess the significance of the event for themselves; indeed,

emotions are closely and innately linked to all human thought and action and can vary in intensity.

b. **Intentional Readiness**: Defined intention (Taganoviq et al.,2024) as a concept related to attitude, as attitude affects behaviour, and employees' readiness for change is influenced by their organisational change preparedness. This readiness itself is an attitude that can be predicted through other attitudes that produce behaviours such as hesitation towards change, support for change initiatives, or overt resistance to change (Rahmat et al., 2022). Intention is defined as an individual's willingness to act in a certain way (Singh et al., 2018). Regarding organisational change, employees' intentions towards a change initiative may result in behaviours that support the change, show hesitation or pessimism towards it, or even explicit resistance; however, studies have shown that there are proposed strategies for managing change effectively (Metwally et al., 2019).

Second: Innovation Talent Capability

The Concept of Innovation Talent Capability

Innovation ability is the ability of an organization to continuously generate and implement new ideas, products, processes, and services, transforming knowledge and resources into competitive advantages and added value for stakeholders (Vu, 2020), which involves the skills of identifying, seizing, and transforming opportunities through a culture and processes that support and reinforce these capabilities (Rajapathirana & Hui, 2018), including technical, organizational, and human capabilities (Chatterjee et al., 2023).

Innovation capacity is a construct based on personal capabilities, inclinations, and characteristics that empower individuals to create new ideas or solutions in a wide range of contexts, which is an interaction of intelligence, mental flexibility, imagination, and self-motivation, and the cognitive and emotional skills underlying innovation (Saunila and Ukko 2012). Innovation capacity can be measured by mental fluency in generating multiple ideas, flexibility in shifting between modes of thinking, originality in offering novel solutions, and the ability to develop ideas and turn them into applications (Lisboa et al., 2011). Innovation capacity is also connected to learning and work environments that provision experimentation, tolerate faults, and permit free look (Aas and Breunig 2017).

Innovation capacity is the natural ability of a company or organization to create new products, processes, services, and methods to add value and maintain competitive advantage through sensing, seizing, and transforming opportunities through dynamic processes that may demand high technology, a conducive environment, and human resources (Breznik & Hisrich, 2014; Gama & Magistretti, 2025).

The Importance of Innovation Talent Capability

Innovation is the capability to solve complex problems, create novel ideas, and adapt to and compete within a fast-paced world (Teece, 2015) and is a uniquely human skill that artificial intelligence cannot fully replicate (Leikuma-Rimicane et al., 2021). This talent helps develop new solutions, accelerates learning, develops trust, and deepens engagement with the workplace and its culture (Liu, 2024). It fosters innovation and growth by developing

talent that generates new products, services, and strategies, achieving competitive advantage and market differentiation (Wei et al., 2017 ; Breznik & Hisrich, 2014). They also improve problem-solving skills as creative individuals view old problems from new angles and find unique solutions where traditional methods fail, as well as enhancing adaptability by accepting feedback well, adjusting to change, and coping with uncertainty, which is essential for evolving markets (Chatterjee et al., 2023). Pointed out that (Panya & Petchsawang,2023) a culture that values creativity contributes to increasing innovation and employee satisfaction, reducing stress, and enhancing communication among individuals.

Dimensions of Innovation Talent Capability

Innovation Talent Capability can be measured through several dimensions.

a. **Knowledge:** The Knowledge dimension refers to the amount and type of knowledge an individual possesses, in addition to their ability to organise this knowledge and utilise it to generate new ideas and innovative solutions (Alghamdi & Agag, 2024). The knowledge dimension also includes the depth of understanding, breadth of experience, and the ability to connect different knowledge from different areas of expertise (Whelan and Carcary 2011), lifelong learning skills (Saunila and Ukko 2012), self-directed research, and updating knowledge to stay current with changes (Teece 2015). Hence, the knowledge dimension represents one of the key dimensions of innovative talent capabilities and the raw material upon which innovative processes are developed (Vu, 2020).
b. **Training and development**: The training and development dimension represents how much structure people have in acquiring new skills, updating their knowledge (Aas & Breunig, 2017), and developing their creative abilities (Saunila & Ukko, 2012), as well as how it translates innate tendencies into practical creative competencies by refining cognitive, technical, and behavioral skills (Gama & Magistretti, 2025), such as through creative thinking and problem-solving, teamwork, new technology, and diverse experiences (Lisboa et al., 2011), and the self-motivation and self-confidence that come with it to apply ideas in practice (Alghamdi & Agag, 2024).

Third: Team Interaction

The Concept of Team Interaction

Teamwork is defined as the collaboration of a number of individuals working together to achieve a common goal that benefits the organisation and the individuals within the work environment, and this occurs only in healthy work environments that encourage healthy competition aimed at sharing experiences among individuals (Chen et al., 2023). Group interaction is the dynamic exchange and mutual behaviour among members, which is crucial for collaboration, problem-solving, and achieving common goals, characterised by communication, trust, conflict resolution, and coordination of efforts (Laitinen et al., 2021), all of which affect the overall effectiveness and performance of the team (Post, 2015). The concept of team interaction mentions to the level and quality of message, coordination, and the exchange of thoughts and information among team members while execution shared

tasks (Sjøvold et al., 2022). This interaction reproduces the collaborative style of persons, their attentive attending to one another, and their sharing of knowledge and knowledge to achieve organizational team goals (Cao et al., 2021). The more optimistic and organized the communication, the greater the addition and cohesion within the team (Song et al., 2019), and the higher the heights of job gratification and performance (Demir et al., 2022). TI is also a key factor in promoting creativity and innovation, as it allows for the exchange of diverse perspectives and the generation of new answers to problems (Demir et al., 2023). Therefore, this concept signifies one of the fundamental pillars of fruitful cooperation in modern organizations that rely on multidisciplinary and multi-tasking sides (Pal et al., 2024).

The Importance of Team Interaction

Interaction among team memberships can be essential for achieving shared goals more efficiently, fostering creativity and innovation, boosting productivity and problem solving through different skills and perspectives, and enhancing job satisfaction and reducing turnover through building trust and effective communication to create a positive and cohesive work environment that supports organizational success (Salas et al., 2018; Schmutz et al., 2019):

a. Unifying efforts hurries goal accomplishment and leads to better consequences than if each separate worked alone, as distinct skills are working to serve a shared goalmouth (Lacerenza et al., 2018).
b. Delegating tasks and using manifold perspectives decreases errors and upsurges the overall capability of a project or task (Prada et al., 2022).
c. Diverse involvements and backgrounds make new ideas and innovative answers to problems and challenges.
d. Cooperative work fosters joint trust and real communication skills, creation a supportive location and increasing unity and loyalty. Teamwork reinforces the sense of fitting to the organization and inspires staffs to work for the benefit of the team rather than for personal gain (Post, 2015).
e. When staffs feel valued then work as part of a fruitful team, their keenness and satisfaction upsurge, and they are less likely to consent their occupations.
f. This allows people to acquire new skills from their peers and unceasingly develop their abilities, and solve multifaceted glitches, as the team's various perspectives enable them to identify conceivable problems and offer complete and effective replies (Demir et al., 2023).

Dimensions of Team Interaction

TI can be slow through several dimensions.

a. **Supportive interaction**: TSI is the exchange of verbal and nonverbal messages to deliver emotional, informational, or applied assistance. It creates a safe and vicarious environment where persons feel understood, valued, and empowered to cope with challenges, enhancing their well-being by fostering communication and plummeting feelings of isolation. Its effectiveness, though, depends on context and genuine empathy

(Alam, 2022). This communication involves listening, acknowledging feelings, if constructive feedback, and sharing involvements, and often happens within close relationships or mutual provision groups (Oh et al., 2023).

b. **Compulsive interaction:** Compulsive interaction is a repetitive mental act or behaviour performed in response to a thought, image, or urgent desire, driven by intense anxiety to temporarily relieve distress or prevent a feared outcome (Wake et al., 2022), but it provides little pleasure and often exacerbates the condition, which is common in obsessive-compulsive disorder (Khayrullina et al., 2022). Examples include excessive washing, checking, counting, or arranging, which can be time-consuming and interfere with daily life (Burk et al., 2023).

Part Three: Practical Aspects

First: Variable Coding and Description

It is preferable, before starting to enter data and subject it to analysis, to represent it using a set of symbols that express it in order to create a clear understanding for the reader of the variables involved in the analysis, and to explain the results reached by the research easily and clearly. Accordingly, Table (1) illustrates the description and coding of the research variables and dimensions included in the analysis.

Table 1. Description and Coding of Research Variables and Dimensions

variable	Dimensions	NO.	Code		Source
Resource Readiness	Cognitive Readiness	3	RCR	RR	Tappin, 2014
	Affective Readiness	3	RAR		
	Intentional Readiness	3	RIT		
Team Interaction	Supportive interaction	3	TSI	TI	Sung& Choi,2021
	Compulsive interaction	3	TCI		
Innovation Talent Capability	Knowledge	2	IKN	ITC	Alghamdi& Agag,2024
	Training and development	4	ITD		

Second: Testing Normality and Reliability of the Measurement Instrument

The results of Table (2) showed that the data entered into the analysis follows a normal distribution, as all research variables obtained a Kolmogorov-Smirnov value greater than (0.05). This indicates the acceptance of the null hypothesis, which shows that the variables follow a normal distribution, and the rejection of the alternative hypothesis, which assumes that the data does not follow a normal distribution. As Table (2) shows, the final measurement tool demonstrates a reliability rate of (0.950), which is composed of the reliability of the independent variable (Resource Readiness) with a reliability of (0.940), the reliability of the dependent variable (Team Interaction) with a reliability of (0.934), and the reliability of the mediating variable (Innovation Talent Capability) with a reliability of (0.941). Thus, it can be concluded that the final measurement tool has a high reliability, and the surveyed sample and the objectives of the study are well served.

Table 2. Normality and Reliability of the Measurement Instrument for Research Dimensions and Variables

Variables	Dimensions	Kolmogorov-Smirnov		Cronbach's Alpha		
RR	RCR	0.077	0.160	0.940	0.951	0.950
	RAR		0.123		0.947	
	RIT		0.119		0.943	
TI	TSI	0.077	0.116	0.934	0.947	
	TCI		0.145		0.945	
ITC	IKN	0.071	0.142	0.941	0.943	
	ITD		0.111		0.946	

Third: Descriptive Statistics

Table (3) shows that the mean of the Resource Readiness (RR) variable was (3.84) with a standard deviation of (0.63), because the college invests in its Affective Readiness (RAR), which has a mean of (3.86) and a standard deviation of (0.71), whereas the Intentional Readiness (RIT) dimension had the lowest mean at (3.82) and a standard deviation of (0.74). This suggests that the college is able to develop the creative talents of its faculty members through training and resources, thus contributing to modern education where team performance is positive, and diverse teams with different skills can benefit from the ideas of others and find innovative solutions.

The arithmetic mean for the ITC variable was 3.93 and the standard deviation was 0.78 (see Table (3)), indicating that the college was focused on improving Innovation Talent Capability in the dimension of Training and Development ITC, which had an arithmetic mean of 4.04 and a standard deviation of 0.63, while the Knowledge IKN dimension ranked last with an arithmetic mean of 3.82 and a standard deviation of 0.78. Thus, the college has improved communication among its faculty to allow for more interaction among team members and the opportunity for individuals to express their opinions and ideas, leading to the implementation of motivational programmes that encourage creativity and when individuals feel that their opinions are valued, they are more motivated to contribute.

Table (3) indicated that the overall mean for Team Interaction (TI) was 3.77 (SD = 0.67), which is due to the efforts of the college in developing Team Interaction toward the Supportive Interaction (TSI) dimension, which had a mean of 3.78 (SD = 0.71), while Compulsive Interaction (TCI) ranked last with a mean of 3.77 (SD = 0.77), implying that comprehensive training programmes are needed to develop creative skills so that teams can interact better to achieve more effective collective performance, and this results in the integration of the use of modern technologies in teaching and collaborating, such as interactive tools, so that teams can communicate more efficiently and exchange ideas more rapidly.

Table 3. Statistical Description of Variables

No.	Mean	S.D	No.	Mean	S.D	No.	Mean	S.D
RCR1	3.83	1.01	**TSI1**	3.68	0.82	**IKN1**	3.79	0.86
RCR2	3.74	1.03	**TSI2**	3.86	0.92	**IKN2**	3.84	1.00
RCR3	3.95	0.84	**TSI3**	3.79	0.93	**IKN**	**3.82**	**0.78**
RCR	**3.84**	**0.79**	**TSI**	**3.78**	**0.71**	**ITD1**	4.15	0.88
RAR1	3.94	1.01	**TCI1**	3.61	0.92	**ITD2**	3.94	0.78
RAR2	3.63	1.00	**TCI2**	3.85	0.86	**ITD3**	4.16	0.80

No.	Mean	S.D	No.	Mean	S.D	No.	Mean	S.D
RAR3	4.02	0.85	**TCI3**	3.84	0.96	**ITD4**	3.91	0.95
RAR	**3.86**	**0.71**	**TCI**	**3.77**	**0.77**	**ITC**	**4.04**	**0.63**
RIT1	3.93	0.85	**TI**	**3.77**	**0.67**	**ITD**	**3.93**	**0.64**
RIT2	3.63	0.93						
RIT3	3.89	0.97						
RIT	**3.82**	**0.74**						
RR	**3.84**	**0.63**						

Sixth: Hypothesis Testing and Path Analysis

The relationship between the variables in the analysis must be checked before the hypothesis testing process. Table (6) shows a correlation between the dimensions of the variables included in the analysis: Resource Readiness (RR), Team Interaction (TI), and Innovation Talent Capability (ITC) ranging from (0.375) between Cognitive Readiness (RCR) dimension and Supportive Interaction (TSI) dimension to (0.928) between the Knowledge (IKN) dimension and Innovation Talent Capability (ITC). This suggests that Human Resource Readiness (Cognitive Readiness, Affective Readiness, and Intentional Readiness) is positively related to Team Interaction and Innovation Talent Capability (Knowledge and Training and Development), and Resource Readiness has a significant and positive impact on Team Interaction via the mediating effect of Innovation Talent Capability, which can help the college to build good relations with colleagues and enhance its own capabilities.

Table 4. Correlation Matrix

	RCR	RAR	RIT	RR	TSI	TCI	TI	IKN	ITD	ITC
RCR	1									
RAR	.471**	1								
RIT	.550**	.726**	1							
RR	.805**	.853**	.890**	**1**						
TSI	.375**	.578**	.525**	**.576****	1					
TCI	.586**	.544**	.669**	**.708****	.598**	1				
TI	**.542****	**.627****	**.671****	**.721****	**.884****	**.903****	**1**			
IKN	.577**	.612**	.675**	**.732****	.717**	.578**	.721**	1		
ITD	.496**	.474**	.680**	**.648****	.579**	.627**	.675**	.658**	1	
ITC	**.593****	**.603****	**.743****	**.762****	**.719****	**.659****	**.669****	**.928****	**.891****	**1**

H1: Significant Effect of Resource Readiness on Team Interaction

The results in Table (7) reveal a weak significant effect of Resource Readiness on Team Interaction, which means that an increase of one unit in Resource Readiness results in an improvement of 0.289 in Team Interaction, with a standard error of 0.117 and a critical value of 2.470, which in turn allows for the sample to increase its ability to account for 0.520 of the variance in Team Interaction.

H2: Significant Effect of Innovation Talent Capability on Team Interaction

Table (7) indicates that Innovation Talent Capability has a significant impact on Team Interaction: one unit of Innovation Talent Capability results in (0.797) Team Interaction, with a standard error of (0.096) and a critical value of (8.302); this is the variable that

accounts for (0.448) of the variance in Team Interaction, suggesting that the college strives to create a workplace that promotes creativity and teamwork by reviewing and evaluating the creative performance of individuals and teams so they are ready to collaborate.

H3: Significant Effect of Resource Readiness on Innovation Talent Capability

As can be seen in the findings of Table (7), the Resource Readiness factor has a strong influence on the Innovation Talent Capability factor, with a beta of (0.833), a standard error of (0.065), and a t value of (12.815), which explains (0.581) of the variance in the Innovation Talent Capability factor. This is an example of the college investing in creating a culture of belonging among team members, where a sense of belonging improves engagement and readiness to contribute ideas and skills for the greater good of the team.

H4: Significant Effect of Resource Readiness on Team Interaction through the Mediating Role of Innovation Talent Capability

Table (7) shows a partial effect of Resource Readiness on Team Interaction through the mediating role of Innovation Talent Capability, which leads to the conclusion that increasing Resource Readiness in the presence of Innovation Talent Capability contributes to a partial improvement in Team Interaction by (0.955), with a standard error of (0.064) and a critical value of (14.922). This leads to the acceptance of the previous hypothesis by achieving a higher indirect effect compared to the direct effect, resulting in the contribution of Resource Readiness in the presence of Innovation Talent Capability in explaining (0.912) of the variance in Team Interaction. The remaining value falls outside the scope of the study, indicating the necessity for the college to focus on establishing new departments and faculties that keep up with development, provide new methods and ideas that serve the labour market, and improve internal and external work contexts, as they represent one of the main pillars in producing specialists with high creative talent.

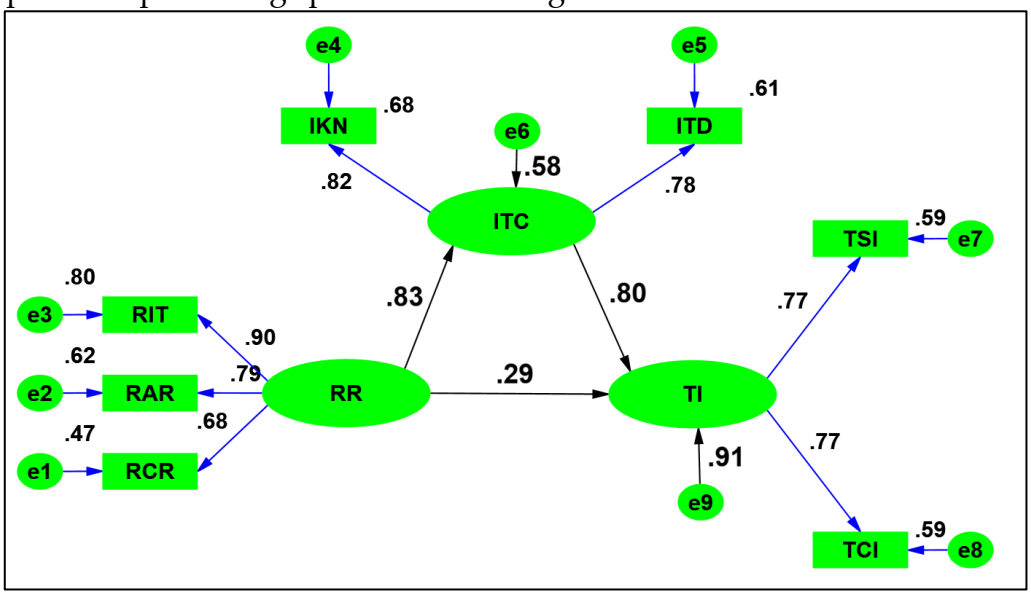

Figure 2. Path analysis of the impact of Resource Readiness on Team Interaction through the mediating role of Innovation Talent Capability

Table 5. Results of the Path Analysis of the Impact of Resource Readiness on Team Interaction through the Mediating Role of Innovation Talent Capability

Hypotheses	Path					Standard weights	standard error	critical value	R^2	P
H1	RR		**--->**	TI		**0.289**	**0.117**	**2.470**	**0.520**	***
H2	ITC		**--->**	TI		**0.797**	**0.096**	**8.302**	**0.448**	***
H3	RR		**--->**	ITC		**0.833**	**0.065**	**12.815**	**0.581**	***
H4	RR	**--->**	ITC	**--->**	TI	**0.955**	**0.064**	**14.922**	**0.912**	***

Conclusion

The research results showed that There is a correlation and influence between Resource Readiness, Team Interaction and Innovation Talent Capability, meaning that human Resource Readiness, in the form of Cognitive Readiness, Affective Readiness and Intentional Readiness, is positively associated with Team Interaction and Innovation Talent Capability (including Knowledge, and Training and Development). The research also revealed that Resource Readiness has significant importance and mechanisms in enhancing Team Interaction through the mediating role of Innovation Talent Capability, which contributed to building positive relationships among colleagues to ensure improving the college's capacity to enhance its internal capabilities. It also The creative talents of faculty members are developed by training and resources provided by modern education, which has a positive effect on team performance, leading to teams with diverse skills that enhance collective creativity, where each team member benefits from the ideas of others to produce innovative solutions.

In addition, The college invests in communication channels among faculty members. Open communication fosters interaction between team members and allows individuals to voice their opinions and ideas, thereby implementing motivational programmes that encourage creativity, and when individuals believe their opinions matter, they feel motivated to contribute more, which increases team interaction. And The college designs training programs to nurture creative skills and create better communication among teams to enhance teamwork and integrate technology into learning and working. Technology, such as interactive tools, can facilitate communication and enable teams to share ideas more rapidly. This in turn led to The college invests in creating a culture of belonging among team members, which increases engagement and willingness to contribute ideas and skills to collectively succeed.

Based on the research findings, the study proposed several recommendations, the foremost of which is the necessity for the college to focus on establishing new departments and faculties that keep pace with development and offer new methods and ideas that serve the labour market and improve internal and external work contexts, as they represent a key pillar in providing specialists with high creative talent. Additionally, it is essential to develop continuous training programmes for academic staff that focus on enhancing creative and interactive skills. These programmes should include workshops and specialised courses to equip individuals with the tools needed to improve their performance. Effective communication channels should also be established between teams

to facilitate the exchange of ideas and opinions. Effective communication contributes to the optimal use of available resources and enhances the teams' ability to achieve innovative results. This requires fostering a culture of innovation within the college by encouraging new ideas and providing incentives for creative work. A culture of creativity stimulates teams to think outside the box and develop new solutions to challenges.

The research also recommends the effective integration of technology into educational processes to facilitate team collaboration. The use of technological tools contributes to improving workflow, helps members share knowledge, and stimulates creativity. This requires encouraging a participative leadership model that promotes delegation of authority and enables individuals to make decisions. This model enhances member participation and increases their sense of responsibility towards their team's outcomes.

On this basis, the sample should set clear and shared goals for each team and work together to achieve them. Adopting shared goals enhances member participation and directs their efforts towards achieving tangible and sustainable results. It is also essential to value new ideas and invest in them by creating platforms for proposals. When individuals feel that their ideas are appreciated, it encourages participation and creativity in the workplace. Additionally, the available resources should be evaluated periodically to determine their effectiveness in facilitating creative work. Continuous evaluation helps to adapt to ongoing changes and contributes to improved resource management. This requires establishing mechanisms to encourage cooperation between different work teams, which facilitates the exchange of experience and knowledge. Mutual cooperation enhances individual effectiveness and contributes to building a coherent team work approach.

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