CLEARINGHOUSE
FOR MILITARY FAMILY READINESS

Identifying Best Practices in Building Effective Teams:
Rapid Literature Review

Clearinghouse Technical Assistance Team

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PennState

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Executive Summary

This report, developed in response to a request from an Air Force Community Support Coordinator, addresses research related to building effective teams as it relates to the best-selling book, *The Five Dysfunctions of a Team,* and the accompanying assessment. Because a lack of evidence exists to support the efficacy of *The Five Dysfunctions*, a program search and rapid literature review was conducted to identify best practices to enhance team effectiveness. A review of *The Five Dysfunctions of a Team* was made to identify evidence-informed components of the book's theoretical framework.

This report provides:
- a description of the literature review process on the topic,
- a summary of the best practices in building effective teams,
- recommendations for implementing best practices within teams,
- a brief description of each team dysfunction shared in *The Five Dysfunctions of a Team* and corresponding evidence-informed components,
- recommendations for programs to support team building and effectiveness, and
- a brief list of resources identified to build effective teams.

Please note that this rapid review provides a preliminary examination of the research on building effective teams; however, it is not intended to serve as a comprehensive review of the literature.

Introduction

The Technical Assistance team at the Clearinghouse for Military Readiness at Penn State (Clearinghouse) conducted a brief, rapid review of the literature on the topic of building team effectiveness. Research examining these topics were identified by searching peer reviewed journal articles limited to publications between 2000 and 2019. Search terms included *building effective teams, team effectiveness, team building,* and *team training*.

Teams are complex dynamic systems that exist in a context, develop as members interact over time, and evolve and adapt as situational demands unfold (Kozlowski, & Ilgen, 2006). To aid in understanding key terminology used in this report, please note the following definitions:

- **KSAs:** the knowledge, skills, and abilities of team members.

- **Taskwork:** the performance of specific tasks that team members need to complete in order to achieve team goals (Salas, Shuffler, Thayer, Bedwell & Lazzara, 2015).

- **Teamwork:** the shared behaviors, attitudes, and cognitions that are necessary for teams to accomplish tasks (Salas et al. 2015).

What is an Effective Team?

The shift from individual to team tasks in many organizations highlights the understanding that teams can be more effective than the sum of the work from individuals (Salas, Reyes, & McDaniel, 2018). Goodwin, Blacksmith, & Coats (2018) state that teams can take on more involved work than individuals can because team members can combine their diverse, complementary capabilities to provide backup behavior, monitor one another to reduce errors, and shift the workload as needed.

There are multiple factors that affect the makeup of a team and can influence the team's interactions and effectiveness. Teams can vary on their skill differentiation; level of task interdependence; life span; virtuality; authority differentiation; team size; and team composition of gender, culture, and personality (Hollenbeck, Beersma, & Schouten, 2012). Every team is composed to serve a specific purpose.

An effective team is equipped with KSAs, capable of high-quality team processes and can adjust to meet evolving performance demands (Lacerenza, Marlow, Tannenbaum & Salas, 2018). If team members collectively lack necessary KSAs or resources to resolve the team task, the team cannot be effective (Kozlowski& Ilgen, 2006).

Best Practices for Building Effective Teams

In many fields and industries, effective teams produce greater outcomes than individuals (Lacerenza et al., 2018). For teams to be effective, they must successfully perform both taskwork and teamwork (Salas et al., 2015). Both taskwork and teamwork are critical to successful team performance, with the effectiveness of one facilitating the other (Salas et al., 2015). Although taskwork often becomes a key focus for teams as they work toward goals, it is teamwork that ensures taskwork is performed effectively. The following section describes five evidence-informed practices to aid in building effective teams and strategies for implementing these practices.

Foster Psychological Safety

Psychological safety is a mutual belief among team members that the team can take interpersonal risks and are free from judgement or ridicule by others on the team (Lacerenza et al., 2018). Teams with psychological safety feel welcome to raise concerns and engage in difficult conversations about a problem. Psychological safety has been shown to be critical for effective teamwork (Salas, Reyes & McDaniel, 2018).

Benefits of establishing psychological safety within a team may include:
- Increases in open discussions among team members (Lacerenza et al., 2018).

- Reductions in the onset of interpersonal conflict, enabling team members to contribute constructively to team discussions (Lacerenza et al., 2018).
- Assistance with resolving conflicts, ensuring safety, mitigating errors, learning, and improving performance (Salas et al., 2018).
- Promotion of team learning behaviors such as seeking feedback, sharing information, experimenting, asking for help, and discussing error, which may influence team performance (Kozlowski& Ilgen, 2006).

Recommendations to foster psychological safety:
- Create an organizational culture that supports psychological safety (Kozlowski & Ilgen, 2006).
- Encourage effective modeling and coaching by the team leader (Kozlowski & Ilgen, 2006). When leaders admit their own faults, they make others feel they too can safely communicate errors they make (Salas et al., 2018).
- Develop and enhance psychological safety through effective team debriefs and leadership communication (Allen, Reiter-Palmon, Crowe, & Scott, 2018).

Participate in Team Debriefing

Team debriefing is a promising method for accelerating learning from experience (Eddy, Tannenbaum, & Mathieu, 2013). During a team debrief, team members reflect on a performance episode or experience. They discuss what happened during the event, uncover problems and improvement areas, confirm successes, and develop a plan for future performance periods (Tannenbaum, Beard, & Cerasoli, 2013). Team debriefs can be implemented during any point of an ongoing project (Gómez & Ballard, 2011). However, to sustain trained behavior and continue further learning, it is recommended that teams conduct debriefs directly after training and periodically over time (Salas et al., 2018).

Benefits of effective team debriefs may include:
- A shared understanding among team members about roles and responsibilities and about the team's priorities, strengths, and shortcomings (Lacerenza et al., 2018).
- A better understanding of events that have occurred and an adaptation of the strategies needed to be successful (Allen et al., 2018).
- Improvement in team effectiveness and a decrease in employee burnout (Lacerenza et al., 2018).
- Openness to new or opposing ideas including heightened levels of insight into problems and challenges (Lacerenza et al., 2018).

Recommendations to incorporate productive team debriefs:
- Focus on key events and learning objectives (Salas et al., 2018). Effective debrief leaders explain the debriefing process but do not lecture or dominate the discussion (Lacerenza et al., 2018).
- Incorporate After Action Reviews (AARs). AARs represent a team debriefing technique that originated in the U.S Army in which team members discuss teamwork related issues following an incident or event (Lacerenza et al., 2018).

- Incorporate guided team self-correction using a trained facilitator who focuses the team's discussion, creates and sustains a positive learning environment, encourages equal participation, demonstrates proper feedback practices, and coaches team members (Lacerenza et al., 2018).
- Encourage participation among all team members, ask open-ended questions targeting both team and task relevant KSAs, and encourage discussion of inhibiting team behaviors (Lacerenza et al., 2018).
- Structure team debriefs by performance related or teamwork related categories as these are more effective than debriefs structured chronologically (Lacerenza et al., 2018).
- Document conclusions and agreements and revisit decisions to facilitate follow-up on commitments and promote accountability (Salas, DiazGranados, Klein, Burke, Stagl, Goodwin, & Halpin, 2008).

Follow Proven Guidelines for Effective Team and Leadership Training

Team training is set of strategies or instructional processes, which are based on the science and practice of designing and delivering instruction to ensure understanding and enactment of appropriate team competencies (Shuffler, DiazGranados, & Salas, 2011). Team training instills KSAs that will improve job performance, team performance, and organizational effectiveness (Salas et al., 2015) and is used to address both in-performance team breakdowns and to prepare teams prior to working together (Shuffler et al., 2011). McEwan, Ruissen, Eys, Zumbo, & Beauchamp (2017) posit that the effects of teamwork training on teamwork outcomes were significantly larger for new teams and that the effects of teamwork training on team performance were stronger for established teams.

Recommendations for team training:
- **Ensure organizational support.**
  Supportive organizational conditions communicate the importance of teamwork to personnel, enhancing their effort to engage in effective teamwork (Salas, Reyes, & McDaniel, 2018). Individuals who have the ability to work effectively in a team may not exert the same effort to collaborate with others if they believe that team structures are incompatible with the organization (Salas et al., 2015).
  - o Provide resources and procedures that facilitate teamwork. These include providing teams with team training, extra compensation, emotional support, and time and space for meetings (Rosenfield, Newell, Zwolski, & Benishek, 2018).

- **Conduct a needs analysis.**
  Gather data to determine what training needs to exist so that the appropriate training can be developed to help an organization accomplish its objectives. Organizations should clarify the needs of the teams to determine the most appropriate team building components. A needs analysis boosts training effectiveness by identifying gaps between the existing and required skills and

tailoring the training to address those gaps (Lacerenza et al., 2018) and provides insight into whether the organization will support training transfer.
- o Identify the teams that require training.
- o Determine the KSAs necessary for effectively completing team tasks and for effective teamwork.
- o Identify organizational goals and other elements of the environment that will affect training success (Lacerenza et al., 2018).

- **Implement multiple delivery methods**
Effective delivery methods can be classified into three categories: information, demonstration, and practice. Although benefits exist for all three categories, research suggests the most effective programs tend to include a mix of the three (Lacerenza et al., 2018).
  - o Incorporate a combination of delivery methods when training teams. Suggestions include lectures, videos, interactive workshops, simulation training, role play, and on-the-job training (McEwan et al., 2017).

- **Provide constructive feedback**
When possible, trainees should receive feedback as part of their learning experience. Feedback can improve an individual's awareness of strengths and weaknesses and provides information on how to self-correct undesirable behavior (Lacerenza et al., 2018).
  - o Following a role play exercise, on-the-job training, or a related experience, relay feedback on performance. This can be done one-on-one and/or as part of a team debrief.

- **Evaluate the training**
Both team processes and outcomes should be measured to evaluate team effectiveness post-training.
  - o Survey team members before and after training to measure learning and KSA transfer.

Incorporate Components of Effective Team Building
Team building is an intervention designed to foster improvement within a team, providing individuals closely involved with the task with the strategies and information needed to solve their own problems (Lacerenza et al., 2018). This intervention works best when team members are involved in diagnosing their teams' problems and may be most applicable to already-existing teams that have some experience performing together (Shuffler et al., 2011).

Recommendations for team building:
- **Set goals**
Goal setting is one of the most effective components of team building (Lacerenza et al., 2018). Establish goals at both the individual and team level to help ensure

that all team members are clear in terms of what is required of them in order for the team to function effectively (McEwan et al., 2017).

- o Setting difficult yet specific goals can improve team performance (Lacerenza et al., 2018).

- **Manage interpersonal relationships**
  The interpersonal-relationship management component to team building focuses on developing trust and resolving conflict. Trust enables team members to overcome uncertainty and accept vulnerability toward teammates, enabling better team coordination and performance (Lacerenza et al., 2018). Managing interpersonal dynamics is critical as it is theorized that teams cannot operate effectively when these issues are present (McEwan et al., 2017).

  - o Utilize a facilitator to foster open conversations among team members to address issues, resolve existing conflicts, and subsequently improve trust among team members through these discussions.

- **Clarify team member roles and responsibilities**
  By establishing clear definitions of roles and responsibilities, team members can attain a better understanding of their own and the teammates' responsibilities. Role clarity can decrease confusion during task performance, facilitate backup behavior, and yield more effective outcomes (Lacerenza et al., 2018).

  - o Ensure each team member is aware of his or her roles and responsibilities to ensure that all team members are clear in terms of what is required of them in order for the team to function effectively (McEwan et al., 2017).
  - o For teams that may need to be adaptive, team members should discuss and determine the situations and task characteristics that require individuals to assume other team members' roles.

- **Problem Solve**
  Problem solving helps team members identify task-related problems and implement solutions accordingly. This component provides a structure for teams to work together, pooling individual resources, to address key team problems (Lacerenza et al., 2018). Team problem solving can enhance decision-making skills leading to more effective team performance (Lacerenza et al., 2018).

  - o Monitor important situations and conduct post-task debriefs.
  - o Encourage team members to solve problems that are limiting team goal attainment, make adjustments to the team's strategy, and provide verbal and behavioral assistance to teammates (McEwan et al. 2017).

Consider Emergent States, Processes, and Influencing Conditions on Teamwork

In order to build effective teams, processes should be identified that have well-established, research-based linkages to team effectiveness that therefore should be targets for interventions to improve team functioning (Salas et al., 2018). Salas, et al. (2015) identified six core emergent states and processes, as well as three influencing conditions that impact team effectiveness. In understanding the importance of these

states and processes, organizational leadership can monitor the attitudes, behaviors, and cognitions within teams and subsequently enact various interventions to develop and sustain teamwork.

Cooperation
Cooperation is the attitudes, beliefs, and feelings of the team that drive behavioral action (Salas et al., 2018). Collective efficacy, trust, and team/collective orientation as have been identified as team-level attitudes important for successful teamwork (Salas et al., 2015).

Recommendations to increase cooperation in teams:
- Incorporate early successes and goal achievement in newly formed teams (Salas et al., 2015).
- Establish and build trust in teams by discussing prior experiences relevant to the tasks to be performed in their team. This discussion of previous experience allows members to discover the abilities of others on the team and can aid in the facilitation of trust as well as related cooperative attitudes that can positively impact teamwork (Salas et al., 2015).

Conflict
According to Kozlowski & Ilgen (2006), conflict can be functional and contribute positively to team performance to the extent that it is moderate; focuses on task-relevant issues; and reveals different points of view, important information, or methods and solutions to problems. Team conflict can be either task-based, or relationship-based. Relationship conflict that is the most detrimental to team performance, while task conflict can positively impact team performance under certain conditions (Bradley, Postlethwaite, Klotz, Hamdani, & Brown, 2011). Teams that manage conflict directly are better able to create healthy, open, and constructive environments that enhance team performance (Salas et al., 2015).

Recommendations to manage conflict within a team:
- Set norms and guidelines regarding how to handle conflict through the adoption of appropriate conflict management strategies (Salas et al., 2015).
- Utilize team contracts or charters that state how team members agree to handle difficult situations (Salas et al., 2015).
- Assess and effectively manage conflict on a regular basis (Salas et al., 2015).
- Establish and build trust in teams. Team trust may play an important role in how teams manage different forms of conflict and may have the potential to be an important conflict-management tool (Kozlowski & Ilgen, 2006).

Coordination
Coordination is the process of organizing different individuals' skills, behaviors, and knowledge to meet a combined goal (Kozlowski & Ilgen, 2006). Coordination becomes even more important when multiple teams are required to work together toward a common goal (Salas et al., 2015).

Recommendations to promote coordination within a team:
- Define team member roles. Understanding of roles and responsibilities should be clarified in order to guide expectations regarding how to coordinate. Salas et al. (2015) state that teams should remain relatively flexible in the event that unexpected needs arise and members are needed to step in and fulfill other roles.
- Engage in team goal setting. Specifying goals reduces ambiguity by giving the team a shared understanding of the team's objectives (Salas et al., 2018).
- Conduct debriefs following performance events in order to review positive and negative aspects regarding their coordination efficiency (Salas et al., 2015).

Communication
Communication is the process of sending and receiving information between teammates (Salas et al., 2018) and can influence the team's ability to work together and accomplish goals. Research has found that the quality of communication is more important than frequency (Marlow, Lacerenza, Paoletti, Burke, & Salas, 2018). Salas et al. (2015) noted that professions such as the military recognize the importance of effective team communication in the reduction of errors, the ability to adjust plans, and the acknowledgment of proper information.

Recommendations to encourage communication within a team:
- Managers and leaders should encourage the sharing of unique information that is critical to teamwork success.
- Teams should establish procedures for such closed loop communication prior to performance in order to ensure that all team members receive information when needed, and that the receipt of the intended information is confirmed (Salas et al., 2015).
- Teams should use clear and understandable language when communicating. Avoiding jargon is recommended (Salas et al., 2018).

Coaching
Coaching is the enactment of leadership behaviors to establish goals and set direction that leads to the successful accomplishment of these goals (Salas et al., 2015). Coaching can come from one or several leaders internal or external to the team, including those formally acknowledged as serving in a leadership positions or informally stepping up when a need for leadership is recognized.

Recommendations to encourage coaching within a team:
- Diagnose and address team problems as they arise. Team coaches must be attuned to the needs of the team before, during, and after performance, not just during the performance period (Salas et al., 2015).
- Attend to both the overall needs of the team and individual needs of members and provide guidance in challenging situations.
- Encourage team members who face very challenging tasks requiring high degrees of interdependence to distribute leadership responsibilities among members,

based on expertise where possible, in order to avoid overloading a single individual (Salas et al., 2015).
- Engage in direction setting, role modeling, sense-making, and framing with the team (Salas et al., 2015).

Cognition
A shared understanding among team members that is developed as a result of team member interactions, team cognition includes knowledge of roles and responsibilities; team mission objectives and norms; the situation within which the team is operating; and familiarity with teammate knowledge, skills, and abilities (Salas et al., 2015). Having a shared understanding of team objectives, roles, expertise, and the operating situation may help teams avoid potential missteps and failures. Team cognition serves as an important foundation for teamwork and is strongly related to team processes, emergent affective states, and team performance (DeChurch & Mesmer-Magnus, 2010).

Recommendations to strengthen cognition on a team:
- Incorporate team training and interventions as these activities can be effective in developing team cognition and reducing errors (Salas et al., 2015).
- Establish a clear shared understanding of team functioning.
- Incorporate guided team self-correction. This type of team training has been found to help teams develop a more accurate set of team knowledge, which in turn improves team process and performance (Salas et al., 2015).
- Incorporate cross-training to develop a more accurate understanding of member roles and responsibilities. Cross-training is only beneficial when the benefits of learning a task outweigh the process loss in time and energy to learn the task (Salas et al., 2015).

Composition
Research has shown that generic teamwork skills determine team success above and beyond unique individual technical skills and abilities (Salas et al., 2015). Individuals selected for teams should be high on team orientation in order to ensure that members are willing to work in a cooperative manner (Driskell, Salas, & Hughes, 2010).

Recommendations to positively impact the composition of a team:
- Measure and select team members on teamwork generic skills in addition to taskwork-related knowledge.
- Incorporate team training and team building to strengthen teamwork among team members. Areas of focus may include providing and accepting feedback, adaptability, and problem solving.

Context
Context refers to situational characteristics or events that influence the occurrence and meaning of behavior, as well as the manner and degree to which various factors impact team outcomes (Salas et al., 2015). Context can be organized into categories, each requiring unique considerations in regards to team effectiveness. Organizational

context in the big picture; task context includes factors such as team or individual autonomy, uncertainty, accountability, and the resources available; and physical context includes visible features of the working environment (Salas et al., 2015). Context is critical to teamwork because it has the capability to shape the very nature in which team members interact with one another (Salas et al., 2015).

Recommendations to positively affect the context of a team:
- Anticipate contextual factors that may influence team success and create plans to address such factors.
- Training for extreme teams, such as military units, can emphasize standard protocols and developing decision-making skills to minimize errors of judgment in high-stakes or time-sensitive situations (Salas et al., 2015).
- Establish an organizational climate that fosters teamwork. This can be done through setting organizational policies, practices, and procedures that promote teamwork, such as the establishment of rewards based on team performance or creating collaborative and open work spaces (Salas et al., 2015).
- Closely align policies and procedures such as selection, reward, and performance measurement systems so that they support teamwork (Salas et al., 2015).

Culture
Culture is defined as the assumptions people hold about relationships with each other and the environment that are shared among a group of people and are reflected in individuals' values, beliefs, and norms for behavior (Gibson, Maznevski, & Kirkman, 2009). Cultural values shape the way that individuals view themselves in relation to the team and, thus, play an important role in shaping teamwork attitudes, cognitions, and behaviors (Shuffler et al., 2011). Culture may impact the performance, member satisfaction, and viability facets of individual, team, and unit effectiveness (Salas et al., 2018).

Recommendations to positively affect the culture of a team:
- Create a teamwork climate that emphasizes engaging in effective teamwork processes regardless of status (Salas et al., 2015).
- Develop a climate that emphasizes the norms and values of the organization.
- Create a team culture that embraces similarities and respects differences.
- Promote informal social interaction (Kozlowski & Ilgen, 2006).

The Five Dysfunctions of a Team: Identifying Evidence-Informed Components

The Five Dysfunctions of a Team, written by Patrick Lencioni, uncovers five principles that lead to the breakdown of teamwork through a fictional story of a struggling team and a leader's efforts to get the team back to an effective state. Lencioni outlines these principles in a model (see Figure 1) and recommends steps to overcome common

team challenges and build a cohesive, effective team. Each principle builds on and impacts the next in this hierarchical model.

Lencioni believes effective teamwork to be the ultimate competitive advantage in any organization (Lencioni, 2002, p. vii). In addition to the book, Lencioni is the founder of a consulting company, The Table Group, and has developed assessments and field guides related to *The Five Dysfunctions of a Team*.

To date, a study has not been conducted evaluating the effectiveness of The Five Dysfunctions model, support materials, and recommended strategies. However, many of the team struggles and suggestions made to positively build and repair teams are based in scientific principles. An overview of the model is provided below highlighting the evidence-informed components.

Figure 1: *The Five Dysfunctions of a Team* Model (Lencioni, 2002)

Dysfunction #1: Absence of Trust

Members of effective teams trust each other and are comfortable being vulnerable with one another about their weaknesses, mistakes, fears and behaviors. Lencioni (2002) claims that members of effective teams ask for help, appreciate and tap into one another's skills and experience, offer and willingly receive feedback, focus time and energy on important issues, and look forward to meetings and other opportunities to work as a group.

Evidence-Informed Components:
- Building psychological safety.
- Building trust within team.
- Encouragement for teams to coordinate and work collaboratively.
- Problem solving and sharing feedback is emphasized.

Dysfunction #2: Fear of Conflict

Team members must engage in discussions that are key to the organization's success. Teams do not hesitate to disagree with, challenge and question one another in order to find the best answers, discover the truth, and make the best decisions. Lencioni (2002) states that effective teams have lively meetings, solve problems quickly, and put critical topics on the table for discussion.

Evidence-Informed Components:
- Establishing and building communication.
- Managing conflict.
- Participating in team debriefing.

Dysfunction #3: Lack of Commitment

Teams should have buy-in to important decisions, even when members of the team may initially disagree. This requires clarity and alignment around a decision. Lencioni (2002) emphasizes that effective teams have clear direction and priorities, works toward common goals, learn from mistakes take advantage of opportunities before competitors do, move forward with decisions and are able to change directions without hesitation.

Evidence-Informed Components:
- Goal-setting.
- Role-clarifying.
- Fostering communication and cooperation among team members.

Dysfunction #4: Avoidance of Accountability

Teams that commit to decisions and standards of performance hold one another accountable. This requires team members to take ownership of holding other team members accountable and the willingness to address issues. Lencioni (2002) states that effective teams identify potential problems quickly and establishes respect among team members.

Evidence-Informed Components:
- Importance of establishing culture of accountability.
- Actively participating in team debriefing.
- Coaching to encourage team members to hold one another accountable with less reliance on leadership to do so.

Dysfunction #5: Inattention to Results

Teams must set aside individual needs and agendas to focus on what is best for the team. A true measure of a great team is that it accomplishes the goals it sets out to

achieve (Lencioni, 2005, p. 80). Lencioni (2002) also states that effective teams avoid distractions.

Evidence-Informed Components:
- Cooperation among team members.
- Setting goals.
- Clarifying team member roles and responsibilities and allowing for flexibility to achieve desired results.

Program Recommendations

Many programs exist that offer team building tips, tools, and frameworks. However, very few programs have published evidence on the effectiveness of their program. A recommendation is to identify a program that may meet the needs of your population and adapt the materials so that best practices are being implemented in every stage of training and implementation. The programs shared below were referenced in literature as being programs that lead to effective teams (Lacerenza et al., 2018; McEwan et al., 2017).

TeamSTEPPS
- The Agency for Healthcare Research and Quality and the Department of Defense developed TeamSTEPPS, a teamwork system that offers a solution to improving collaboration and communication within an institution.
- This program is designed to support teams operating in the health care field, but may potentially be adapted to other fields.
  - https://www.ahrq.gov/teamstepps/instructor/index.html

CATME (Comprehensive Assessment of Team Member Effectiveness) SMARTER Teamwork:
- CATME SMARTER Teamwork prepares students to function effectively in teams and supports faculty as they manage their students' team experiences.
- This program is designed for use in an academic setting but may potentially be adapted to use in other contexts.
  - https://info.catme.org/

Resources

Below is a list of free or low cost resources that provide team training tips, strategies, and materials. Please note that this does not serve as an endorsement for any listed resource. It is recommended that best practices are considered when selecting and implementing team building and training initiatives.

Books, Guides, and Manuals
- *Team Training Essentials: A Research Based Guide*

- *Team Training Essentials* outlines best practices for team training based in the latest organizational psychology research. This guide covers aspects of team training from design and delivery to evaluation, transfer, and sustainment methods.
    - Salas, E., Benishek, L., Coultas, C., Dietz, A., Grossman, R., Lazzara, E., & Oglesby, J. (2015). *Team training essentials: A research-based guide*. New York, NY: Routledge.

- **United State Agency International Development's** *Team Building Module Facilitator's Guide*
    - This manual, developed by John Snow, Inc. for the New Partners Initiative Technical Assistance Project (NuPITA), offers step-by-step instructions for conducting a workshop focused on team building.
        - https://www.usaid.gov/sites/default/files/documents/1864/Team-Building-Module-Facilitators-Guide.pdf

- *Overcoming the Five Dysfunctions of a Team: A Field Guide for Leaders, Managers, and Facilitators*
    - This book serves as a field guide for implementing the principles of achieving corporate goals through *The Five Dysfunctions of a Team* program. Exercises and real-world examples are included.
        - Lencioni, P. (2005). *Overcoming the five dysfunctions of a team: A field guide for leaders, managers, and facilitators*. San Francisco: Jossey-Bass.

Websites
- *Mind Tools*
    - Offers online training to individuals to promote excellence in the workplace. Leadership, team, and personal development training is available for individuals, businesses, government agencies and nonprofits.
        - https://www.mindtools.com/corporate/index.php

- *Positive Workspace*
    - This blog offers articles about positive psychology at the workplace. Scientific research is highlighted.
        - https://positivepsychology.com/category/positive-workplace/

- *Society for Human Resource Management (SHRM)*
    - SHRM's mission is to empower people and workspaces by advancing human resource practices and by maximizing human potential.
        - https://www.shrm.org/ResourcesAndTools/hr-topics/organizational-and-employee-development/Pages/default.aspx

Additional Assistance

The technical assistance specialists at the Clearinghouse for Military Family Readiness at Penn State are happy to assist you. We provide support to professionals in making informed decisions about which programs fit specific situations and are worth the investment. Whether it's connecting you with the resources and tools to conduct a needs assessment in your community, suggesting the best evidence-based program or practice for your situation, or developing an evaluation plan, our team of experts is simply a call or email away.

Please visit our website at www.militaryfamilies.psu.edu or call 1-877-382-9185 to speak with a TA specialist.

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