Building effective healthcare team development interventions in uncertain times: Tips for success

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Organizations are facing uncharted waters with a global pandemic, an uprising against racial discrimination, and landmark cases in the LGBTQ and Me Too movements. To successfully navigate these and other challenges, people need to come together to team, and intentional interventions are often needed to help them manage conflict, avoidance, and other challenging behaviors that are naturally inherent to working in diverse teams, whether in an operating room caring for a patient or in an administrative taskforce charged to implement a new policy. In healthcare, working in diverse teams is now the standard for delivering safe, reliable, high quality patient care. Unfortunately, the use of these teams has outpaced the integration of teamwork and collaboration competencies into healthcare education. This leaves many teams ill-equipped for addressing teamwork challenges, especially during heightened times.

As a stop gap, Team Development Interventions (TDIs) have become pervasive. TDIs encompass a variety of activities aimed at improving teamwork competencies and team processes, with the overall goal of increasing team effectiveness. As the use of teams has been on the rise for decades, and the need for collaboration and teamwork identified as a top human capital trend, the desire to offer help to these teams in the field has also increased. What is clear is that bringing together technical experts is not enough to guarantee success; these experts must possess teamwork skills to successfully integrate their knowledge and skills in pursuit of shared goals. Toward this end, TDIs can be targeted at the individual or team level, and fall into four overall categories (see Table 1).

The good news is TDIs can work; they can improve communication, coordination, attitudes toward one another,

clinical care, and patient outcomes. The bad news is that not all interventions are created equal and sometimes they just don't move the needle or can even have negative ramifications. Why? We suggest that TDI effectiveness rests largely on the way the intervention is introduced and integrated into the organization. Below are seven tips for designing and delivering effective interventions whether in normal operations or crisis, whether in-person or virtual. The tips are built around an evidence-based framework for team effectiveness (see Fig. 1).

FRAMEWORK FOR TEAM EFFECTIVENESS

The proposed team effectiveness framework is grounded in the science of teamwork and our collective experience working with teams in the field. The **Foundations** of team effectiveness lay the groundwork for successful teamwork. If you don't have these elements in place initially, it can negatively impact components at higher levels of the pyramid. Similarly, if you don't focus on the foundations at the outset of a TDI, any gap in these essential building blocks for a high performing team may undermine developmental efforts focused at a higher level.

Organizational Conditions that reinforce and support effective teamwork send the message that teaming is important, and that individual teamwork skills are valued. This support must come from the top down, with senior leadership communicating the message and organizational policies and procedures in place to back up the message. Team Leadership creates a shared leadership structure where leadership can and should be enacted by everyone

Table 1 Summary of Team Development Intervention Categories (see Lacerenza et al., 2018 for more information)

| Category	Description	Audience	Examples
Leader Training	Interventions systematically designed to enhance leader knowledge, skills, abilities, and other components	Leaders	Coaching, Roles Play Sessions
Team Training	Formalized, structured learning experiences with preset objectives and curriculum that target specific team competencies	Intact or Ad Hoc team, individuals	Workshop with case studies, Simulations
Team Building	Interventions that provides teams the strategies and information needed to solve their own problems	Intact Team	Facilitated session where the team walks through the decision making process
Team Debriefing	Reflection and discussion on previous performance or experiences	Ad hoc or intact teams	Pre-brief, huddle, de-brief
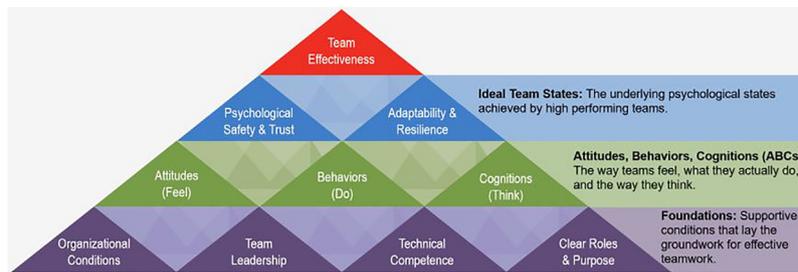
Figure 1 A Framework for Team Effectiveness

on the team. This structure requires team members to "step up" and perform leadership functions (e.g., providing feedback, setting goals and expectations, designing approach to tasks) when necessary. Technical Competence ensures the team has the right number of people with the right mix of expertise to achieve team objectives. Finally, Clear Roles and Purpose ensures all team members have a shared understanding of the team's goals and priorities, the plans to achieve these goals, and each other's responsibilities. In this way, the team takes advantage of member's strengths by having people lead when their knowledge and skills are best suited.

The **ABCs** of team effectiveness identify the way team members feel, think, and interact with each other. Attitudes are team members' view or perspective toward other team members and the team's work. They encompass feelings and beliefs about how team members treat each other and the team's ability to achieve its goals. Team attitudes can influence the level of motivation and engagement in team tasks, and ultimately affect the level of effort from team members. Attitudes also greatly affect team member's willingness to collaborate with each other and to put shared team goals ahead of individual goals. Behaviors are the interdependent actions team members take to coordinate their efforts. Through team behaviors, individual knowledge, skills, and attitudes are combined to create a sum greater than any of the individual parts. Team behavior is influenced by a number of factors, including the composition of the team, the environment or situation the team works in, and each individual team member's ability and motivation. Team Cognition includes a shared understanding

of the team's task, the expertise and preferences of team members, team member roles, and the team's priorities. This shared understanding also includes an awareness of situation, or the internal and external factors that can influence the team's work now and in the future.

Finally, the **Ideal Team States** are achieved once the first two levels of the pyramid have been put in place and allow teams to be more open to changes and resilient to challenges or stressors. Under these ideal states, team members feel comfortable to speak up and fully contribute, mistakes are viewed as opportunities to improve team processes, and teams are continuously learning together. With rapid changes being made to the way we work, these ideal team states also allow teams to adjust as necessary, changing team member's roles, priorities, or approach to work. Equally important during times of change, these teams also need to manage the associated stress that comes with uncertain and ambiguous environments to maintain a greater sense of well-being.

TIP FOR SUCCESS

We chose these tips because they apply to almost any TDI and any type of healthcare team and because they are relevant in times of uncertainty and in the remote environment. The tips below provide guidance on where to target team development resources. They have implications for team members, team leaders, and/or organizational change agents, all of who can contribute to team development (see Table 2 for a summary).

Table 2   Summary of Tips

Tip	Applies to . . .		
	Team Members	Team Leaders	Org Agents
1. Do not overlook the importance of the foundations of teamwork.		x	x
2. Combine TDIs with broader organizational efforts to support teams.			x
3. Leaders need to actively engage and prepare to invest time in the TDI.		x	x
4. Show caring for one another with a focus on the Attitudes displayed during TDIs.	x	x	x
5. Communication underscores team Behaviors and should be a focus of TDIs			x
6. When we are changing the way we work, don't forget to reflect on progress.	x	x	x
7. During times of uncertainty and change, follow predefined steps to make sure employees can speak up.		x	

Tip 1 — Do Not Overlook the Importance of the Foundations of Teamwork

TDIs aimed at trust, psychological safety, adaptability, or resilience are worthwhile, but without consideration for the foundations on which these are built, they are likely to fall short of their full potential. For example, Amy Edmondson introduced the concept of psychological safety as essential to team learning and performance. Psychological safety is the belief that team members can take interpersonal risks such as speaking up or admitting mistakes. The concept gained visibility with Google's investigation of high-performing teams, which found the number one predictor of high performance is a psychologically safe climate. Google's highly publicized findings spurred teamwork interventions aimed at creating a climate in which employees feel empowered to speak up and learn from error.

Interventions aimed at Ideal Team States (e.g., Psychological Safety) likely raise awareness and can set a team in the right direction, but we argue that the foundations and the ABCs of teamwork build upon each other to create psychological safety *over time*. This is in line with how Edmondson and colleagues introduced psychological safety: as a team state that is enabled by a clear and compelling team goal, adequate resources, a clear direction, coaching, team leadership, and conflict management. We suggest that you can't skip ahead. If you neglect the foundations, fundamental gaps may be overlooked that create barriers that greatly limit the efficacy of an otherwise sound intervention.

Today's environment is requiring employees to learn or relearn new or expanded functions. The reassignment of employees to augment new processes is becoming commonplace — e.g., employees screening patients and employees at the front entrance of hospitals; research nurses pulled back into the clinical realm. Virtual tools have become a new technical requirement that all are expected to gain proficiency in quickly, whether collaborating synchronously (e.g., conducting breakout rooms, chat features, polling) or asynchronously (e.g., discussion boards, shared documents). Training is essential to enable employees to successfully perform their new tasks and ensure competence as they

work together. You can't work on psychological safety within the team if the team members aren't up-to-speed on their roles and responsibilities and haven't had sufficient training to perform them effectively. In fact, trust is likely to breakdown in a team when members doubt the competence of one another. Working on building trust in the team would be missing the underlying foundation that a skill gap exists. Building the competence, even leveraging one another's expertise to learn, could serve as a step toward building the desired trust.

As an example, we worked with team leaders who wanted to improve information exchange between their faculty and clinical staff members. When the TDI was failing to get off the ground, we followed up by talking with team members individually. What we discovered was the team was significantly understaffed. The TDI required already strained healthcare professionals to step out of the field for training, and as a result, a well-intended intervention led to team members feeling undervalued. Bottom line — leaders should first evaluate the foundations and intervene where appropriate before implementing a TDI that focuses on the higher-levels of team effectiveness.

Keep in mind that a leader's initial perceptions of the issues may not reflect the team's actual challenges. Using a diagnostic tool to help surface your team's primary needs increases the likelihood of focusing on what is most important for the team right now. This doesn't have to be time-intensive, a short survey or a few interviews can help clarify where the team currently falls on each of the foundations and ABCs. You can then choose an intervention that targets those focused needs and follow up to assess progress. Seeking a team's input prior to choosing a TDI can also increase buy-in and ensure employees feel like their voices have been heard.

Tip 2 — Combine TDIs with Broader Organizational Efforts to Support Teams

TDIs are not a panacea for addressing all the challenges inherent to teamwork in healthcare. Any TDI is more likely to

be successful when supplemented by a broader effort to support team effectiveness. One such effort that has received considerable attention in both the science and practice of organizational development is coaching.

Leader and peer coaching efforts can both complement TDIs. Leader coaching has historically been underutilized in healthcare, but it has started to gain ground as its benefits become clearer. A well-coached leader is better equipped to implement and follow up on any team-focused intervention. In contrast to leader coaching, peer coaching focuses on team members at similar stages of their career and provides a mechanism for them to develop together. Many of the interpersonal risks we need to take in order to learn on the job (e.g., asking questions, admitting we need help) feel less threatening when we are with our peers than with our boss, so peer coaching can be a useful way to stimulate learning within a team. Within the healthcare environment, providers are being asked to extend themselves to care for an ailing community. Coaching can provide the necessary self-care providers need to attend to themselves and mitigate possible burnout.

Other organizational resources can also be used to complement TDIs. For example, an individual or team experiencing significant conflict can be referred to the Ombud's office to manage disputes and learn conflict management skills. Moreover, an Ombud provides a confidential outlet for employee's to voice concerns. Another useful resource is the Employee Assistance Program (EAP). Poor team functioning can take a toll on an employee's well-being, particularly in times of stress and uncertainty, and a team member who is dealing with personal struggles is likely to affect the team. An EAP can offer confidential counseling when employee well-being issues extend beyond the reach of the TDI. Finally, the Office of Performance Improvement (OPI; sometimes referred as Healthcare Systems Engineering) is an excellent resource when team's face issues of quality and efficiency. OPI offices often have tools (e.g., time and motion studies) that can help set performance expectations and streamline team processes.

As an example, one author was brought in to help a team where the pressure to produce was high but the level of psychological safety for the staff was low, resulting in almost palpable anxiety amongst team members. Unfortunately, the leaders had been contributing to the problem—they struggled with open dialogue, conflict management, and accountability, and this behavior was picked up on and imitated by the rest of the team. Team development efforts with the entire team were limited until the leaders were better prepared. So, each leader was assigned a coach to work on blind spots and enhance their team leadership capabilities, starting with the highest level leader, who shared her personal journey with coaching, modeling the way for the rest of the team. Additionally, OPI was brought in to conduct a time and motion study to help the team leaders set challenging yet achievable productivity goals to which members could hold each other accountable.

Tip 3 — Leaders Need to Actively Engage and Prepare to Invest Time in the TDI

When teamwork or performance issues arise, leaders often look for a quick, one-time fix — "let's conduct a team building session." But team issues usually develop over time, and can't be fully resolved without sustained, focused attention. Leaders need to identify and pay attention to what is really affecting their team, because trying to fix everything can result in fixing nothing. With more employees working remotely and healthcare teams finding themselves in a hybrid model with some onsite and some remote, a one-time event is unlikely to fill the void of the connections felt when physically surrounded by team members.

These connections are especially important as the organization looks to build upon the changes presenting in society. The leader must go first though. Historically, discussions of race, religion, sexual orientation, and politics have been taboo topics in the workplace. The reality is the whole person comes to work and leaders need to set the tone for what the organization stands for. The leader must acknowledge when society has failed and the challenges that individuals have faced in their lives. Racism is a sensitive topic that can be difficult for teams to discuss. The leader need not have the answers, but the leader does need to set the stage, open the dialogue, and make it an ongoing focus.

It's essential that the leader understand and commit the resources (e.g., time, effort) needed to create change, and set a vision for what change will look like. We often ask leaders, "What would success look like in 6 months? In 1 year? What resources are needed to get there?" In turn, communicating a vision to the team, and clarifying the expected effort and participation needed to attain the vision, shows its importance, creates the stage for accountability, and motivates team members.

Tip 4 — Show Caring for One Another with a Focus on the Attitudes Displayed During TDIs

Employees are facing situations that have turned their personal and professional lives upside down. A pandemic combined with an outcry against racism create an environment unlike what most have experienced. With deaths in the community exceeding numbers seen in wartimes, the difficult times need to be acknowledged. Employees bring their whole selves to work, and the challenges we are facing outside of work cannot be left at the door. Team members need to care for one another with an empathy that can begin to repair the past.

Following the leader's example (see Tip 3), team members need to hold discussions about what employees have experienced. Conversations that show how they are feeling can open the door to the caring conversations that are needed. These moments can occur throughout the day by holding a 'what's on your mind session' or lunch breaks to check in. Checking in can be as simple as taking a moment before a meeting, training, or town hall. These types of TDIs speak to the human side of what we are all facing. That said, not all team members may be comfortable in embarking on these conversations or have the skills to do so. It's necessary to ensure training is available to employees to give them the knowledge and tools to engage in these caring conversations on culturally sensitive issues.

Tip 5 — Communication Underscores Team Behaviors and Should be a Focus of TDIs

For many of us, remote work is here to stay. With more employees working in different locations in addition to

different capacities, the frequency and quality of communication needs to increase. Employees are also looking for transparency. While the message may be difficult (e.g., shutting down business lines, suspending promotions and raises), employees are to be respected. Organizations have had to furlough and lay-off employees, and those members of the team remaining are likely feeling overworked and mourning the loss of their former team members. Again, this needs to be acknowledged and not ignored.

At a systemic level, organizations supporting TDIs need to send the message that team development is still important—or even more important— and is needed as a mechanism to support employees. This needs to go beyond a one-time message; it's communication that bears repeating and reinforcement. To that end, organizations often have weekly and monthly messaging that goes out to all employees, which can serve dual purposes — staying transparent with the state of the institution and keeping team development front-and-center as a means to support the employees through the challenging times. At a local level, teams need to address communication as part of almost any intervention. One such TDI that keeps communication at its core is understanding team members' personal communication preferences, strengths, and opportunities for improvement. This understanding can be achieved using personality assessments, team coaching sessions, and team debriefs after important events. As an example, the first author recently worked with a team that had seen a significant increase in workload and the demands placed on the team due to the pandemic. These added environmental stressors were creating conflict the team was not experienced in managing. Team members came together for a series of facilitated discussions to answer (1) how individual's define conflict and personally feel about engaging in conflict, and (2) how they prefer to be approached when resolving conflict. The team also discussed some positive outcomes of engaging in conflict (e.g., more informed decision making, more creative solutions) as well as behaviors at the team level that were enabling or hindering productive conflict.

Further, intentional interventions can focus on team communication norms — or informal rules that teams agree on to establish open and transparent communication. This may be particularly salient for newly formed teams or teams that have newly adopted a hybrid work model, as these teams will need to communicate with new colleagues and through new methods. Intentional interventions can be targeted at a specific team, and include what tools to use to communicate, when to communicate, what warrants priority, and how information cascades throughout the team or department. For example, a senior leadership team (SLT) that recently transitioned to remote work identified several areas where communication could be improved through intentional planning. First, the team needed norms for disseminating or distributing information within their own team and throughout the rest of the department. Communication on urgent matters spread more quickly when the staff was co-located, but when remote, important issues slipped through the cracks and senior staff members or stakeholders were sometimes the last to know. The SLT focused on establishing communication norms, including the use of ad hoc 'communication huddles' for alignment on issues with immediate impact on staff (e.g., what was the message, who

is responsible for communicating), guidelines on what message would come directly from the senior leader versus what would be cascaded through team members, and regular monthly updates for staff.

Tip 6 — When We are Changing the Way we Work, Don't Forget to Reflect on Progress

We are constantly re-designing the way we work, whether due to the introduction of new technology, advancements in knowledge and best practice, new laws and regulations, or a shift in working location. As we learn new roles or re-learn a new way to approach our existing roles, reflecting on and capturing lessons learned becomes critical to avoiding repeated mistakes, reducing redundancy of efforts across the organization, and creating a continuous learning environment where individuals and teams can be agile. Reflecting also leads to greater awareness of the self and the situation, deeper learning and skill development, and greater resilience.

Whether at the individual or team level, stopping to reflect includes pausing, reviewing previous experience (e.g., what could have been done differently, what you learned, how new knowledge can be applied moving forward), and planning for future success. Unfortunately, it's human tendency for us to rely on habit or "auto-pilot" behavior, especially when busy trying to keep up or racing to meet deadlines, and we don't regularly set aside that time to pause.

At an individual level, to overcome the natural tendency to always be in action, schedule regular time for yourself to reflect. This can be at the beginning or end of each day, the end of each week, or at critical points of a project. One easy way to do this is to keep a reflection journal. Use the journal after any event that did not end in the outcome you intended or you think could have been managed differently to capture lessons learned. First, describe the situation, including what happened, who was involved, and when and where it occurred. Next, reflect to capture how you behaved, the thoughts, feelings, and attitudes associated with the situation, any internal or external factors that influenced the situation, and your expected outcome. Consider what behaviors might have changed the outcome, any assumptions made, and what you learned from the experience. Lastly, experiment by looking for anything within your control that could've been done to change the outcome. What else could have been said? What might you think, feel, or do differently to change the outcome of similar situations in the future?

For example, after meeting with a co-worker who did not deliver on a project as promised, you might respond out of character by getting angry and raising your voice. Raising your voice then caused your colleague to withdraw and become uncommunicative. You may find that after reflecting what you were feeling was not anger but anxiety toward completing an important project. You may also reflect on your colleague's communication preferences and conflict approach or any assumptions you've made about their workload. Expressing your concern over completing the project and asking your colleague for help might result in a very different outcome. With greater self-awareness, next time this emotion arises you might be able to recognize it and take a more effective approach.

At a team level, reflection can be structured with after-action-reviews (AARs) to debrief a situation or project. Most teams are continuously moving to the next assignment or the next challenge and lose sight of what lessons could have been learned so as not to repeat them in the future. An AAR can take the form of what happened, including what went well and what could be improved (i.e., creating a shared understanding), what there are gaps in knowledge or where there could be more support (i.e., gaining clarity) and how similar situations can be handled in the future (i.e., aligning action). Teams who engage in this type of intervention, similar to individuals who engage in self-reflection, will see improved performance and greater trust over time.

For example, debriefs can be conducted in the form of 'Knowledge Sharing' sessions for teams. Team members are experiencing a shift in their roles as the nature of work changes, and while team members often work on different functions and projects, many of the challenges we are facing are the same (e.g., What are the best tools for virtual communication and how do you use them? How can we stay connected as team members and build cohesion in a virtual environment? What types of virtual training result in the greatest engagement?). Team members can choose an experience (re-designing a role, development of a project or new process) and share their challenges, insights, and lessons learned with the rest of the team.

Tip 7 — During Times of Uncertainty and Change, Follow Predefined Steps to Make Sure Employees Can Speak Up

After attention has been given to the foundations and the ABCs of teamwork, focus can shift to creating an environment where employees feel psychologically safe or safe to speak up. Like reflection, psychological safety may be of even greater importance in times of uncertainty because it allows us to learn as individuals and teams. In psychologically safe teams, employees can ask questions, ask for help, and admit they don't know something- saving time, avoiding missteps in projects, and making better informed decisions. Team members can also challenge the status quo and try out new ideas without fear of failure, leading to greater innovation. As Amy Edmondson, pioneer of the research on psychological safety, makes clear, a psychologically safe environment does *not* mean that everyone will agree with or support your ideas. In fact, a safe environment is one where colleagues can disagree with each other openly while maintaining a good working relationship.

But speaking up is not always easy. It's human nature for us to manage our impressions whether at work or at home, and there are many factors of the self, others, and situation that can make it difficult to speak up. For example, we've heard from employees in our work that when they don't feel confident in their own knowledge or expertise, when they feel they should already know, or when they feel they won't be viewed as a team player that they become hesitant to contribute. In team situations, if the conversation is being dominated by a select few, or we are interrupted or ignored (or even if this has happened in the past!), or when others are busy, we may not feel our voice will be heard even if we do speak up. The situation also plays a role; when we are new,

Table 3   Summary of Steps for Tip 7

1. Acknowledge uncertainty.
2. Recognize we are all human.
3. Model curiosity.
4. Play devil's advocate.
5. Explain your thought processes.

when others have more perceived influence, if we fear being punished or penalized, or think our input won't affect outcomes, we tend to keep to ourselves.

The leader undoubtedly plays a critical role in creating a safe environment where teammates feel safe to speak up and communicate openly. But creating a safe environment is the responsibility of all. Below, we present five steps that could be incorporated into a TDI separately or in conjunction, depending on the context (see Table 3 for a summary of these steps). First, as Edmondson emphasizes, the team needs to **acknowledge uncertainty**. If a team is facing a lot of complexity or uncertainty (as we all are to some extent!) everyone understands intellectually that missteps or mistakes will happen and things will not always run exactly to plan. But emotionally, because we are by nature impression managers, many have a mindset that limits willingness to admit mistakes, take risks, and be wrong. Set the stage and help team members speak up by reminding them that the team is facing uncertainty, and the work they do can be complex and sometimes ambiguous. *Normalizing* uncertainty makes it easier to talk about it and share any challenges and concerns.

Second, **recognize we are all human** and there's a chance we might miss or overlook something, or we may not have all the information. Because of this, we find it hard to say "I don't know." But acknowledging our own doubt is a powerful way to create the space for others to do the same, to promote thoughtfulness, and to find better solutions. Admitting mistakes when they happen and framing them as an opportunity to improve and learn by openly analyzing why a mistake happened can inspire a trusting and non-punitive environment. To encourage others to speak up, say "I need another opinion. Can you double-check, review, point out, etc. anything I don't see?"

In some instances, team members are happy to share but they feel like they need to be asked. They don't want to impose, but if they're invited to participate (in a brainstorming session, a review, or conversation) they may be excited to. Within the team, **model curiosity** and ask questions in a way that makes it clear the team is open to ideas. Asking questions from a place of curiosity shows we're trying to understand or debating ideas rather than judging ideas. For example, ask "Can you help me understand your thought process on that?" Also, invite team members to speak—especially if a person or small group of people are dominating the conversation. This shows we are interested in what everyone has to say. Ask, "What do you think?", "What's your perspective on the issue?", or "I see you reflecting; what's on your mind?"

Give team members permission to give a different opinion. Ask for it by soliciting someone to **play devil's advocate** in the team with questions such as, "Does anyone have a different way to approach this?" Or, ask the team to specifically list out

pros and cons of an idea so they have to offer differing views. If teams do this regularly, it will become a part of the team's norms. Within a team, members need to take time to ***explain their thought processes***. A common team member concern is lack of voice or lack of input. Understanding that not *all* ideas, even if they are great ideas, can be implemented and explaining the thought process behind why can make team members feel heard even when their input is not implemented. The explanation can provide a foundation for trusting one another because they know *why* — and they can feel their input is considered (which is often all that matters) regardless of it is used.

Creating a psychologically safe climate takes time, a planned approach, and commitment. Leaders can set the stage by introducing the concept, its importance or 'why you should care', and its benefits for team learning and innovation. One effective and simple way to achieve this is to set aside just ten minutes at a large department gathering, such as a town hall, to speak to these points. At a local level, teams can hold individual discussions around the following questions: (1) How can you make it easier for your colleagues to disagree or challenge your point of view? (2) how can the team ensure disagreements aren't taken personally? (3) what's a recent mistake the team made and what did we learn from it? Ask individuals to share: (1) what are your strengths or skills?, and (2) what areas are you currently trying to develop? Finally, this effort can be complemented by individual coaching sessions, with lessons learned brought back and debriefed with the team.

CONCLUSION

TDIs are not a panacea for what is occurring across organizations. However, they can be effective when implemented properly. We introduced a team effectiveness framework and shared seven tips for implementing TDIs effectively based on that model. In addition, we shared five steps for building the psychological safety that is needed for any TDI to work during uncertain times.

AUTHOR CONTRIBUTION

All authors contributed significantly to the development of the framework and creation of the tips drew from our collective experience. All authors also contributed to the initial manuscript and revisions to the resubmitted manuscript.

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