

knowledge differed across team members depending on their roles and responsibilities. The team benefited the most from the knowledge held by the team member who occupied the most critical position in the workflow. Implications of these findings for future research and practice are discussed.

**2- Baker, D. P., Horvarth, L., Campion, M., Offermann, L., & Salas, E. (2005). Study entitled: "The ALL teamwork framework. International adult literacy survey, measuring adult literacy and life skills: New frameworks for assessment"**

This research presents a framework for assessing Teamwork as part of the Adult Literacy and Life skills survey (ALL). The framework was developed from the literature on teams and what is currently known about teamwork. Overall, the framework serves three purposes. First, it bounds the problem domain by clearly specifying the critical components of teamwork to assess. The goal here is to target the most fundamental aspects of teamwork. Second, the framework drives the approach to measurement. Strategies that are most effective for assessing team knowledge, skills, and attitudes should be identified and selected. Finally, based on the measurement strategies identified, the framework serves as the template for item development. Items should be developed to target key aspects of teamwork that are specified in this framework.

The framework is divided into five sections. The first presents a detailed discussion of the literature on teams. The second section draws on the results of literature review to build a model of teamwork. In particular, it propose that the teamwork measure should assess what team members bring to a team (e.g., attitudes, past experience, etc.) and what