

TABLE 1: The Big Five and the Coordinating Mechanisms of Teamwork

<i>Teamwork</i>	<i>Definition</i>	<i>Behavioral Makers</i>	<i>Selected Citations</i>
Team leadership	Ability to direct and coordinate the activities of other team members, assess team performance, assign tasks, develop team knowledge, skills, and abilities, motivate team members, plan and organize, and establish a positive atmosphere.	Facilitate team problem solving. Provide performance expectations and acceptable interaction patterns. Synchronize and combine individual team member contributions. Seek and evaluate information that affects team functioning. Clarify team member roles. Engage in preparatory meetings and feedback sessions with the team.	Cannon-Bowers, Tannenbaum, Salas, and Volpe (1995); Hinsz, Tindale, and Vollrath (1997); Marks, Mathieu, and Zaccaro (2000); Salas, Stagl, Burke, and Goodwin (in press); Stewart and Manz (1995); Zaccaro, Rittman, and Marks (2001).
Mutual performance monitoring	The ability to develop common understandings of the team environment and apply appropriate task strategies to accurately monitor teammate performance.	Identifying mistakes and lapses in other team members' actions. Providing feedback regarding team member actions to facilitate self-correction.	McIntyre and Salas (1995).
Backup behavior	Ability to anticipate other team members' needs through accurate knowledge about their responsibilities. This includes the ability to shift workload among members to achieve balance during high periods of workload or pressure.	Recognition by potential backup providers that there is a workload distribution problem in their team. Shifting of work responsibilities to underutilized team members. Completion of the whole task or parts of tasks by other team members.	Brigg (1968); Marks, Mathieu, and Zaccaro (2000); McIntyre and Salas (1995); Porter et al. (2003).
Adaptability	Ability to adjust strategies based on information gathered from the environment through the use of backup behavior and reallocation of intrateam resources. Altering a course of action or team repertoire in response to changing conditions (internal or external).	Identify cues that a change has occurred, assign meaning to that change, and develop a new plan to deal with the changes. Identify opportunities for improvement and innovation for habitual or routine practices. Remain vigilant to changes in the internal and external environment of the team.	Campion, Medsker, and Higgs (1993); Cannon-Bowers, Tannenbaum, Salas, and Volpe (1995); Kozlowski, Gully, Nason, and Smith (1999); Klein and Pierce (2001); Priest, Burke, Munim, and Salas (2002).

Team orientation	Propensity to take other's behavior into account during group interaction and the belief in the importance of team goal's over individual members' goals.	Taking into account alternative solutions provided by teammates and appraising that input to determine what is most correct. Increased task involvement, information sharing, strategizing, and participatory goal setting.	Bandura (1991); Campion, Medsker, and Higgs (1993); Driskell and Salas (1992); Eby and Dobbins (1997); Hackman and Oldham (1980); Shamir (1990); Wagner (1995).
Shared mental models	An organizing knowledge structure of the relationships among the task the team is engaged in and how the team members will interact.	Anticipating and predicting each other's needs. Identify changes in the team, task, or teammates and implicitly adjusting strategies as needed.	Cannon-Bowers, Tannenbaum, Salas, and Volpe (1995); Klimoski and Mohammed (1994); Mathieu, Heffner, Goodwin, Salas, and Cannon-Bowers (2000); Stout, Cannon-Bowers, Salas, and Milanovich (1999); Zaccaro, Rittman, and Marks (2001).
Mutual trust	The shared belief that team members will perform their roles and protect the interests of their teammates.	Information sharing. Willingness to admit mistakes and accept feedback.	Bandow (2001); Webber (2002).
Closed-loop communication	The exchange of information between a sender and a receiver irrespective of the medium.	Following up with team members to ensure message was received. Acknowledging that a message was received. Clarifying with the sender of the message that the message received is the same as the intended message.	McIntyre and Salas (1995)