

Table S3: Content of instruments measuring teamwork context (enabling conditions; individual attitudes) ^{1,2,3,4,5.}

	primary care																other health care																non health care																								
	Alemni 2001 [1]	Anderson 1998 [2]	Hearnshaw 1998 [3]	Lukas 2009 [4]	Shortell 1991 [5]	Shortell 2004 [6]	Adler-Milstein 2011 [7]	Baker 2010 [8]	Caldwell 2003 [9]	Campion 1993 [10]	Costa 2011 [11]	Dobson 2009a [12]	Duckers 2008 [13]	Edmondson 1999c [14]	Fulmer 2005 [15]	Gould 2002 [16]	Heinemann 1999 [17]	Irvine 2000a [18]	Irvine 2002 [19]	Lemieux-Charles 2002a [20]	Lewis 2003 [21]	Lichtenstein 1997 [22]	Lubomski 2008 [23]	Millis 2004 [24]	Millward 2001 [25]	Schouten 2010 [26]	Thyefors 2005 [27]	Allen 1998 [28]	Barczak 2010 [29]	Brav 2009 [30]	Bunderson 2010a [31]	Carlless 2000b [32]	Driskell 2010 [33]	Eby 1997 [34]	Kirkman 1999a [35]	Kirkman 1999b [35]	Langfred 2005 [36]	Manz 1987 [37]	Mathieu 2006 [38]	Shaw 2000 [39]	Staples 2008a [40]	Staples 2008c [40]	van den Bossche 2006a [41]	van der Vegt 1998 [42]	Wageman 2005 [43]												
ENABLING CONDITIONS																																																									
Task design																																																									
Interdependence (task, goal, outcome)																																																									
Autonomy (structural empowerment)																																																									
Significance or meaningfulness																																																									
Complexity & achievability																																																									
Team composition & structure																																																									
Size (appropriateness of)																																																									
Tenure, stability of membership, history working together																																																									
Clear membership (bounded)																																																									
Competencies of team members ¹																																																									
- knowledge, skills, expertise																																																									
- influence (e.g., ability to access external support/resources)																																																									
Diversity (knowledge, perspectives, profession, status etc)																																																									
Structure (extent to which team is structured)																																																									
Organizational climate for teamwork																																																									
Perceived support for teamwork																																																									
- external leadership (support from, style of)																																																									
- other organizational members																																																									
Collaboration / learning																																																									
Resources (including time, information, systems)																																																									
Rewards and recognition for teamwork																																																									
Training, education, external coaching																																																									
ANTECEDENTS (individual level)																																																									
Attitudes, beliefs, values about teamwork																																																									
Team orientation (collective v. individual orientation; preference for teamwork)																																																									
Beliefs about specific teamwork processes																																																									
Belief about consequences & outcomes of teamwork																																																									
Beliefs about teamwork capability (self-efficacy)																																																									
Commitment to specific team goals or project																																																									

¹ 'a' and 'b' are used to label instruments when multiple instruments are reported in a single paper. ² Shading denotes instruments excluded from Stage four (these instruments not in Table S6 or Additional File 7). ³ An 'X' may represent a single item, multiple items or an entire scale. ⁴ A '#' indicates a focal construct measured by the instrument. For these instruments, constructs marked with an X* are measured in relation to the focal construct (#). For example, Baker 2010 is a measure of attitudes (the focal construct). It measures attitudes about team composition and leadership. ⁵ Few of the instruments had names assigned by their developers; therefore, we used the first authors' name and year of publication from the first of the main reports.

Table S4a: Content of instruments measuring team process (healthcare settings) 1,2,3,4,5

	Alemni 2001 [1]	Anderson 1998 [2]	Lukas 2009 [4]	Shortell 1991 [5]	Shortell 2004 [6]	Adler-Milstein 2011 [7]	Baker 2010 [8]	Caldwell 2003 [9]	Campion 1993 [10]	Costa 2011 [11]	Deeter-Schmelz 2003a [44]	Deeter-Schmelz 2003b [44]	Dobson 2009b [12]	Duckers 2008 [13]	Edmondson 1999a [14]	Edmondson 1999b [14]	Fulmer 2005 [15]	Irvine 2000a [18]	Irvine 2000b [18]	Irvine 2002 [19]	Lemieux-Charles 2002a [20]	Lewis 2003 [21]	Lichtenstein 1997 [22]	Lubomski 2008 [23]	Mills 2004 [24]	Millward 2001 [25]	Schouten 2010 [26]	Thompson 2009 [45]	Thylefors 2005 [27]	Vinokur-Kaplan 1995 [46]	Wilkins 2006 [47]
	primary care					other health care																									
Regulation of team performance																															
Goal specification and planning																															
- problem/task analysis	X	X	X								X				X						X						X				
- goal specification	X		X	X							X										X							X			
- planning and strategy formulation	X				X	X					X						X*			?		X		X	X	X					
Monitoring performance and adjustment																															
- monitoring progress toward goals (e.g., data collection, analysis)	X	X	X	X	X	X									X									X	X	X					
- monitoring team processes		X				X									X	X*		X													
- feedback and reflection on performance		X	X	X	X	X	X	X	X	X					X	X*		X									X	X			X
- seeking external ideas, feedback & support	X		X			X*									X								X	X		X					
- adaptation		X	X	X	X	X	X	X	X	X*					X	X*										X	X				
- backing up behaviors		X				X*		X																							
Collaborative behaviors and interpersonal processes																															
Communication			X	X	X	X	X*		X		X	X	X	X	X*		X		X		X		X	X	X	X					
- information exchange & knowledge sharing	X	X	X	X	X	X	X*	X	X	X	X	X*							X	X	X		X		X				X	X	
Constructive controversy	X		X												X					X		X					X			X	
Collaborative problem solving & decision making	X	X	X	X	X	X	X	X	X	X			X	X	X	X*		X	X	X	X		X		X	X	X	X	X	X	
Participation, cooperation & workload sharing	X	X	X	X	X	X	X*	X	X	X			X		X	X*	X		X	X	X	X	X	X	X	X	X	X	X	X	
- making full use of members capabilities & perspectives		X		X	X								X		X					X					X	X	X	X	X		
- effort	X				X															X							X	X	X		
Coordination						X								X							X							X			
Conflict		X				X*														X	X	X									#
Team maintenance																															
Conflict management behaviors			X				X					X	X	X*									X	X		X					
Motivation and confidence building																											X		X		
Affect management																															
Learning behaviors	X									X					#												X				
Leadership behaviors (intra-team; designated or informal leader)																															
Coaching (for task performance or team process)																					X							X			
Empowering			X																	X											
Shared & emergent leadership																X*		X								X	X				
Leading by example (e.g., modeling, high self standards)						X*																									
Other style or type (e.g., authentic, person or task centered)			X			X*																	X	X	X						

1 'a' and 'b' are used to label instruments when multiple instruments are reported in a single paper.
 2 Shading denotes instruments excluded from Stage four: review of measurement properties (hence, they do not appear in Table S6 or Additional File 7).
 3 An 'X' may represent a single item, multiple items or an entire scale.
 4 A # indicates that this is a focal construct measured by this instrument. For these instruments, constructs marked with an X* are measured in relation to the focal construct (#). For example, Baker 2010 is a measure of attitudes (the focal construct). It measures attitudes about aspects of team process, but is not a measure of team process (i.e. it does not measure use of specific team process behaviors)
 5 Few of the instruments had names assigned by their developers; therefore, we used the first authors' name and year of publication from the first of the main reports.

Table S4b: Content of instruments measuring team process (non healthcare settings) ^{1,2,3,4}

	Allen 1998 [28]	Arnold 2000 [48]	Barczak 2010 [29]	Brav 2009 [30]	Bunderson 2003 [49]	Bunderson 2010a [31]	Bunderson 2010b [31]	Coyle-Shapiro 2003 [50]	de Jong 2010a [51]	Driskell 2010 [33]	Eby 1997 [34]	Edmondson 1999c [14]	Hiller 2006 [52]	Hoegl 2001 [53]	Janssen 1999 [54]	Jehn 2008a [55]	Kuhn 2000 [56]	Manz 1987 [37]	Mathieu 2006 [38]	Savelsbergh 2009 [57]	Schippers 2007 [58]	Seers 1989 [59]	Staples 2008a [40]	Tjosvold 1986 [60]	Van den Bossche 2006b [41]	Wageman 2005 [43]	
	non health care																										
Regulation of team performance																											
Goal specification and planning																											
- problem/task analysis													X						X	X	X				X		
- goal specification	X				X						X*	X					X*	X	X								
- planning and strategy formulation	X				X					X*	X									X	X						
Monitoring performance and adjustment																											
- monitoring progress toward goals (e.g., data collection, analysis)	X	X*						X										X*	X	X							
- monitoring team processes		X*						X										X*	X	X						X	
- feedback and reflection on performance		X*	X					X				X						X*	X	#	X					X	
- seeking external ideas, feedback & support	X		X																	X							
- adaptation	X							X												X	X						
- backing up behaviors		X						X				X	X									X					
Collaborative behaviors and interpersonal processes																											
Communication																											
- information exchange & knowledge sharing	X	X*	X			#							X					X	X	X	X	X	#	X	X	X	
Constructive controversy																											
Collaborative problem solving & decision making	X	X*	X						X*	X*		X	X	X			#	X	X	X	X	X			X	X	
Participation, cooperation & workload sharing	X	X*	X			X	X	X		X*	X	X					X					X			X	X	
- making full use of members capabilities & perspectives	X												X							X							
- effort						X	X	X					X													X	
Coordination																											
Conflict										X*		X	X				#									X	
Team maintenance																											
Conflict management behaviors																											
Conflict management behaviors	X									X*		X	X	X												X	
Motivation and confidence building																											
Motivation and confidence building	X*	X				X						X	X					X*	X							X	
Affect management																											
Affect management	X*											X															
Learning behaviors																											
Learning behaviors				X															X	#	X			X	#	X	
Leadership behaviors (intra-team; designated or informal leader)																											
Coaching (for task performance or team process)																											
Coaching (for task performance or team process)	X												X													X	
Empowering																											
Empowering	#																									X	
Shared & emergent leadership																											
Shared & emergent leadership										X*		#														X	
Leading by example (e.g., modeling, high self standards)																											
Leading by example (e.g., modeling, high self standards)	X																										
Other style or type (e.g., authentic, person or task centered)																											
Other style or type (e.g., authentic, person or task centered)	X																										

¹ 'a' and 'b' are used to label instruments when multiple instruments are reported from a single paper.

² Shading denotes instruments excluded from Stage four - review of measurement properties (hence, they do not appear in Table S6 or Additional File 7).

³ An 'X' may represent a single item, multiple items or an entire scale.

⁴ A # indicates that this is a focal construct measured by this instrument. For these instruments, constructs marked with an X* are measured in relation to the focal construct (#). For example, Arnold 2000 is a measure of leadership behaviors (the focal construct). It measures leadership behaviors intended to support various team processes. It does not measure the team's use of these processes.

⁵ Few of the instruments had names assigned by their developers; therefore, we used the first authors' name and year of publication from the first of the main reports.

Table S5a: Content of instruments measuring proximal team outcomes (healthcare settings)
1,2,3,4,5

	Alemni 2001 [1]	Anderson 1998 [2]	Lukas 2009 [4]	Shortell 1991 [5]	Shortell 2004 [6]	West 2003 [61]	Adler-Milstein 2011 [7]	Caldwell 2003 [9]	Campion 1993 [10]	Costa 2011 [11]	Deeter-Schmelz 2003b [44]	Dobson 2009a [12]	Dobson 2009b [12]	Duckers 2008 [13]	Edmondson 1999b [14]	Irvine 2000a [18]	Irvine 2000b [18]	Irvine 2002 [19]	Lemieux-Charles 2002a [20]	Lemieux-Charles 2002b [20]	Lewis 2003 [21]	Lichtenstein 1997 [62]	Lichtenstein 2004 [63]	Lubomski 2008 [23]	Mills 2004 [24]	Millward 2001 [25]	Schouten 2010 [26]	Thompson 2009 [45]	Thylefors 2005 [64]	Tucker 2007 [65]	Vinokur-Kaplan 1995 [46]	Wilkins 2006 [47]		
	primary care						other health care																											
EMERGENT STATES (MEDIATORS)																																		
Beliefs about team capability																																		
Efficacy		X	#																															
Potency		X							X	X					X										X	X								
Knowledge (collective, shared)																																		
Mental models (shared understanding of team process, team task or both)																																		
- goal clarity (shared understanding of goals)		X		X		X							X												X	X	X	X						
- role clarity (shared understanding of roles, including leadership roles)						#						X*	X								X						X	X						
- task clarity (shared understanding of tasks & strategies)		X	X			X															X													
Transactive memory systems (shared understanding of and ability to use member knowledge & expertise)																					#						X							
Empowerment (perceptions of; psychological)		X	X																				X											
Cohesion																																		
- interpersonal/social cohesion		X	X			X	X					X													X	X								
- task cohesion (shared commitment to goal or task)		X		X		X			X	X		X							X					X	X	X	X	X		X				
- group pride																										X								
Trust (trustworthiness, propensity to trust)		X	X			X		#			X	X									X												X	
Psychological safety (non-threatening & safe for risk taking)		X	X			X									#						X			X									#	
Team identification (affiliation with a specific team; individual commitment to the team)										X	X	X				#								X		X								
Team climate (intra-team)		#								X																								
Focus on innovation and improvement		X					#																				X						X	
Quality orientation		X	X																X															
Learning orientation (learning v. performance focus)							X																											#
Valuing differences, respect, openness		X	X			X	X	X		X		X	X		X				X					X	X	X	X	X		X				X
Team norms (behavioral expectations)		X				X	X	X	#					X				X	X		X			X	X			X					X	
PERCEIVED TEAM EFFECTIVENESS																																		
Task performance outcomes																																		
Perceived task performance																																		
- team member perception (e.g., perceived impact)	X		X									X			#		X	X			X	X		X	X					X				
- external perception (manager, consumer etc)																																		
Attitudinal outcomes																																		
Team viability (willingness to continue with team)																																		
Satisfaction with team (task performance, team process)																			X	X		X											X	
Ongoing commitment to team																				X														
Behavioral outcomes (team functioning)																					X	X		X	X	X								

¹ 'a' and 'b' are used to label instruments when multiple instruments are reported from a single paper.

² Shading denotes instruments excluded from Stage four - review of measurement properties (hence, they do not appear in Table S6 or Additional File 7).

³ An 'X' may represent a single item, multiple items or an entire scale.

⁴ A # indicates that this is a focal construct measured by this instrument. For these instruments, constructs marked with an X* in this or other tables are measured in relation to the focal construct (#).

⁵ Few of the instruments had names assigned by their developers; therefore, we used the first authors' name and year of publication from the first of the main reports.

Table S5b: Content of instruments measuring proximal team outcomes (non healthcare settings)
1,2,3,4,5

	Allen 1998 [28]	Arnold 2000 [48]	Barczak 2010 [29]	Bishop 2005 [66]	Brav 2009 [30]	Bunderson 2003 [49]	Bunderson 2010a [31]	Carlless 2000a [67]	Coyle-Shapiro 2003 [50]	de Jong 2010b [51]	Edmondson 1999c [14]	Guzzo 1993 [68]	Hoegl 2001 [53]	Janssen 1999 [54]	Janssen 2008 [69]	Jehn 2008a [55]	Jehn 2008b [55]	Jehn 2008c [55]	Kirkman 1999a [35]	Kuhn 2000 [56]	Mathieu 2006 [38]	Savelbergh 2009 [57]	Seers 1989 [59]	Staples 2008b [40]	Tjosvold 1986 [60]	Van den Bossche 2006a [41]	Wageman 2005 [43]	
	non health care																											
EMERGENT STATES (MEDIATORS)																												
Beliefs about team capability																												
Efficacy																	X											
Potency								X		#									X							#	X	
Knowledge (collective, shared)																												
Mental models (shared understanding of team process, team task or both)	X																											
- goal clarity (shared understanding of goals)	X					X				X		X																X
- role clarity (shared understanding of roles, including leadership roles)	X					X																						
- task clarity (shared understanding of tasks & strategies)	X																						X					
Transactive memory systems (shared understanding of and ability to use member knowledge & expertise)																												
Empowerment (perceptions of; psychological)																				#								
Cohesion																												
- interpersonal/social cohesion			X				#	X				X				X										#	X	
- task cohesion (shared commitment to goal or task)							#	X				X													X	#		
- group pride				X				X				X																X
Trust (trustworthiness, propensity to trust)			#					#	#							X				X			#			X		
Psychological safety (non-threatening & safe for risk taking)		X		X																		X			X	#		
Team identification (affiliation with a specific team; individual commitment to the team)	X		#												#												X	
Team climate (intra-team)																												
Focus on innovation and improvement			#		X																	X						X
Quality orientation	X	X*	X																			X						
Learning orientation (learning v. performance focus)							#																					
Valuing differences, respect, openness			X													X					X	X			X	X		
Team norms (behavioral expectations)	X								X						X						X	X			X	X		
PERCEIVED TEAM EFFECTIVENESS																												
Task performance outcomes																												
Perceived task performance																												
- team member perception (e.g., perceived impact)	X																		X								X	
- external perception (manager, consumer etc)																												
Attitudinal outcomes																												
Team viability (willingness to continue with team)																			#								X	
Satisfaction with team (task performance, team process)	X												X	#	X		X		X		X						X	
Ongoing commitment to team															X													
Behavioral outcomes (team functioning)																												

¹ 'a' and 'b' are used to label instruments when multiple instruments are reported from a single paper.

² Shading denotes instruments excluded from Stage four - review of measurement properties (hence, they do not appear in Table S6 or Additional File 7).

³ An 'X' may represent a single item, multiple items or an entire scale.

⁴ A # indicates that this is a focal construct measured by this instrument. For these instruments, constructs marked with an X* are measured in relation to the focal construct (#). For example, Arnold 2000 is a measure of leadership behaviors (the focal construct). It measures leadership behaviors that emphasize quality (quality orientation). It does not measure whether the team has a quality orientation.

⁵ Few of the instruments had names assigned by their developers; therefore, we used the first authors' name and year of publication from the first of the main reports.

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