Peer Feedback Report

Be Aware. Do Better.
Grow More.

Report Prepared For:

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ITP METRICS

The Peer Feedback Report

Team members provided anonymous feedback on 5 team member competencies that are associated with team effectiveness. This report summarizes your team members' feedback regarding these competencies, allowing you to gain a stronger sense of your strengths and areas for development. The final page of the report offers a framework for discussing the Peer Feedback assessment within your team.

5 Key Teamwork Competencies

Commitment: commitment to the team's work
Communication: communicating with team members
Capabilities: having a strong foundation of knowledge, skills and abilities
Standards: emphasizing high standards
**Focus:** keeping the team on track

Setting Goals Based On Peer Feedback

The report provides space to record self-selected development goals for each competency. Take a moment to reflect on your peer rating benchmarked against your self-assessment. Identify one development goal that will allow you to improve or maintain your current score on that teamwork competency. Remember that you are more likely to achieve your goal when it is specific (what will you do), actionable (how will you do it), measurable (what indicates improvement), and has a timeline (milestones or deadlines).

Talk To The Team

To obtain maximum value from this assessment, we recommend having a team meeting to discuss the results. This allows each team member to self-identify strengths and development areas (you don't have to share your individual reports). The last two pages contain a template for guiding your team through a Peer Feedback debrief.

Peer Rating

Self Rating

Commitment
5
4
3
2
1

Communication

Capabilities

Focus

Standards
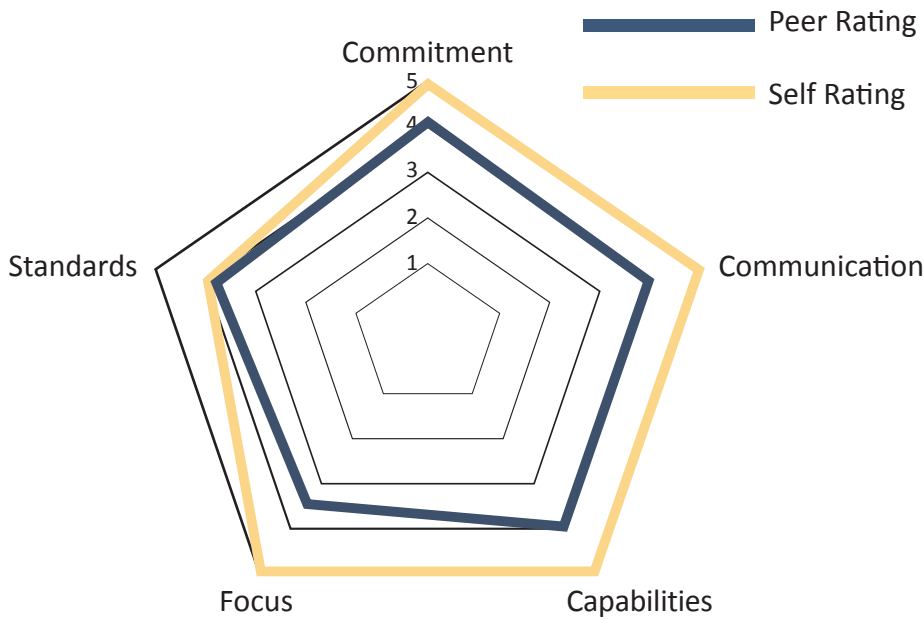
The above graph presents you with a bird's-eye view of your peer feedback results. Each corner of the pentagon represents one of the 5 teamwork competencies. Lower scores are points that fall closer to the center of the graph and higher scores are associated with points that extend toward the edge of the graph. For example, if you scored 5 on Capabilities, that point would stretch to the outer edge of the graph.

When the yellow line extends past the blue line for any competency, this is a **Blind Spot**, meaning you rated yourself higher than your peers rated you on that competency. When the blue line extends past the yellow line, this is also a **Blind Spot**, but in this case your peers rated you higher than you rated yourself on that competency. Your score on each competency is displayed along the right-hand side of this page.

4.5 to 5.0 = Outstanding
3.5 to 4.5 = Strong
2.5 to 3.5 = Moderate
1.5 to 2.5 = Bare Minimum
1.0 to 1.5 = Unsatisfactory

Commitment:
4.2 Strong

This dimension is about your commitment to the team's work.

Communication:
4.0 Strong

This dimension is about communicating with team members.

Capabilities:
4.0 Strong

This dimension is about having a strong foundation of knowledge, skills, and abilities needed by the team.
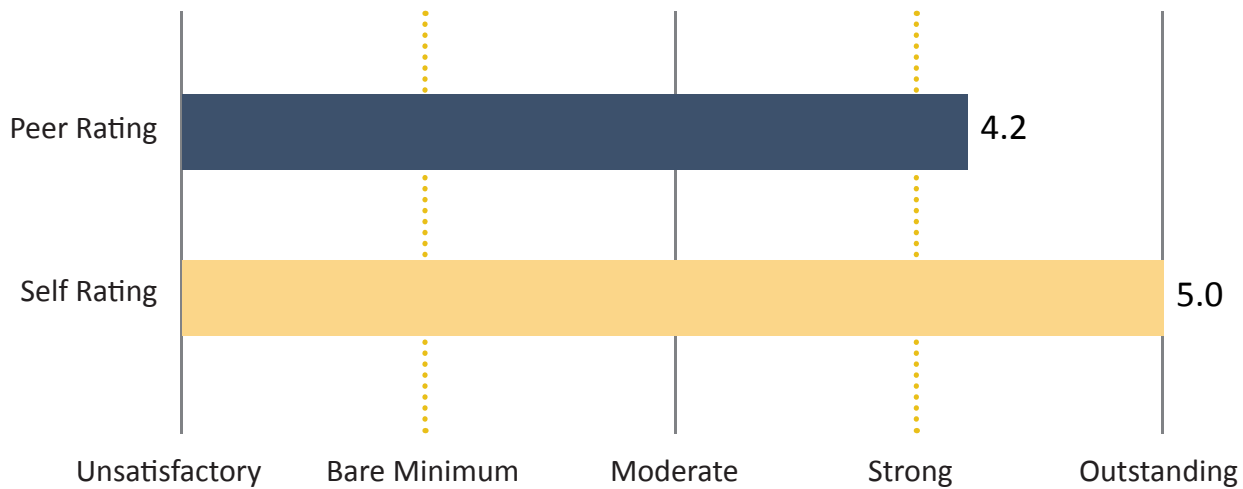
Focus:
3.5 Strong

This dimension is about keeping the team on track.

Standards:
3.8 Strong

This dimension is about emphasizing high standards.

Peer Rating **4.2**

Self Rating **5.0**

Unsatisfactory | Bare Minimum | Moderate | Strong | Outstanding

Commitment to the Team's Work

This teamwork competency is related to your peers' perceptions of your commitment and contributions to the team's work. Some examples of these behaviours include:

- Contributes appropriately to the team's work.
- Demonstrates commitment to the team's work.
- Prepared for team meetings.
- Keeps deadlines and delivering complete, accurate work.

Suggested Improvement Behaviours

Your team views your work and commitment level positively but there is still an opportunity to improve. To gain an even higher score, continue attending meetings prepared with well-developed ideas, and go above and beyond expectations. Also, continue to provide accurate work and meet deadlines, and encourage others to do the same.

Write one specific, actionable, and measurable development goal to work toward that will help you improve or maintain your score on this teamwork competency.
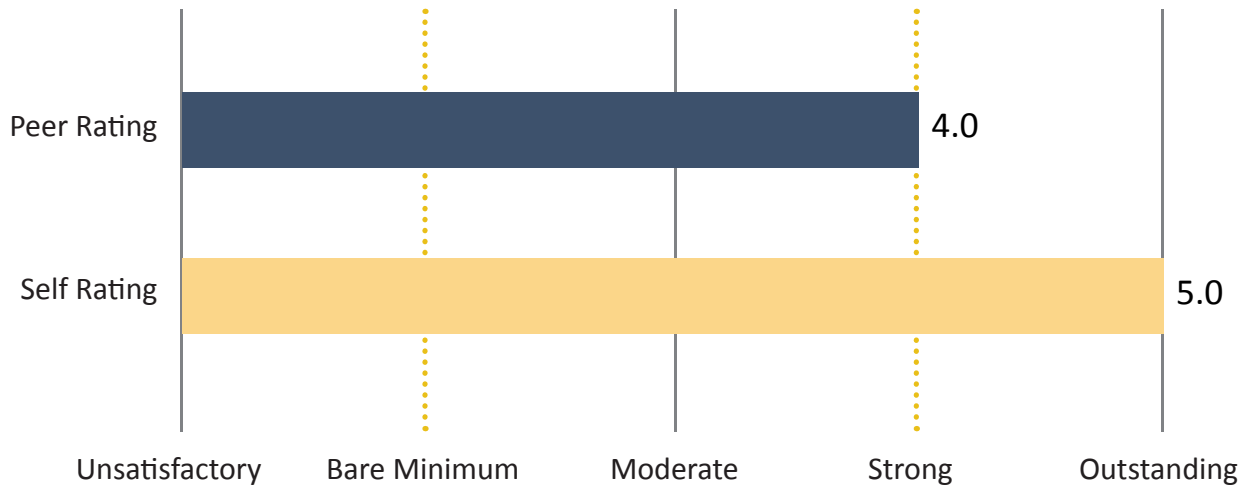
GOAL

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Peer Rating 4.0

Self Rating 5.0

Unsatisfactory | Bare Minimum | Moderate | Strong | Outstanding

Communicating with Team Members

This teamwork competency is related to your peers' perceptions of your interactions with team members and your ability to communicate with the team in an effective manner. Some examples of these behaviours include:

- Effectively communicates and openly shares information.
- Exchanges information with teammates in a timely manner.
- Requests feedback regularly and incorporates feedback from team members.
- Seeks appropriate team input before taking action.

Suggested Improvement Behaviours

You appear to be effectively communicating with team members but it is still possible to raise your performance. Build this competency by continuing to seek feedback from others and acting on their suggestions. Find ways to engage your team in faster communication and information exchanges.

Write one specific, actionable, and measurable development goal to work toward that will help you improve or maintain your score on this teamwork competency.
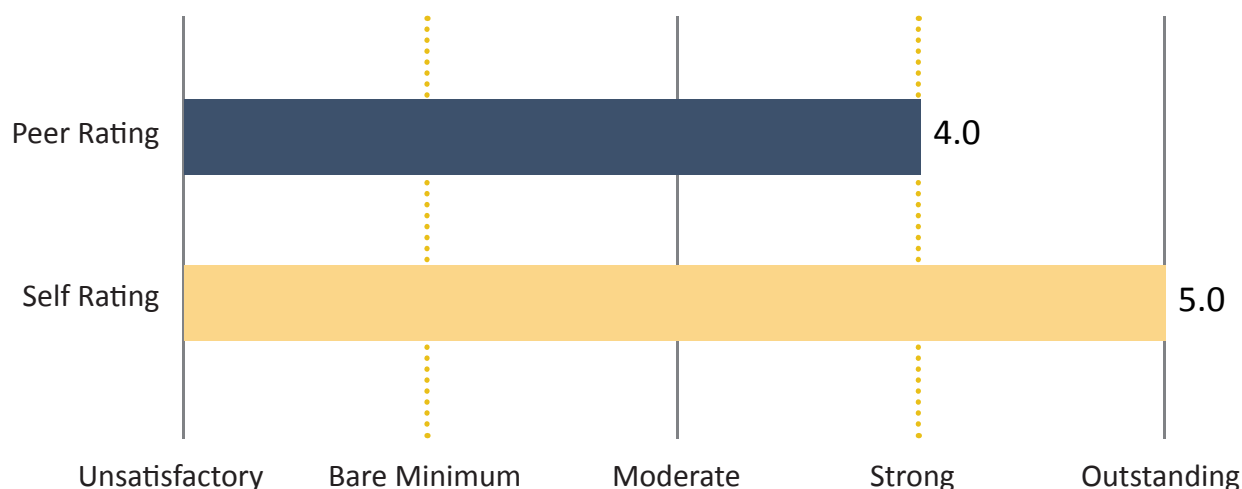
GOAL

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Unsatisfactory	Bare Minimum	Moderate	Strong	Outstanding

Peer Rating: 4.0
Self Rating: 5.0

Capabilities

This teamwork competency is related to your peers' perceptions of your ability to be able to accomplish outstanding work. Some examples of these behaviours include:

- Seeks to gain the knowledge, skills, and abilities needed by the team.
- Learns about other teammates' tasks and roles.
- Demonstrates the capabilities needed for the team to perform.

Suggested Improvement Behaviours

Your team feels that you have a strong foundation of knowledge and abilities required for the team's activities, but you're not fully maximizing your potential. Try to gain more knowledge of each team member's role, and dedicate time to learning crucial skills and abilities that will increase your own technical skill set.

Write one specific, actionable, and measurable development goal to work toward that will help you improve or maintain your score on this teamwork competency.
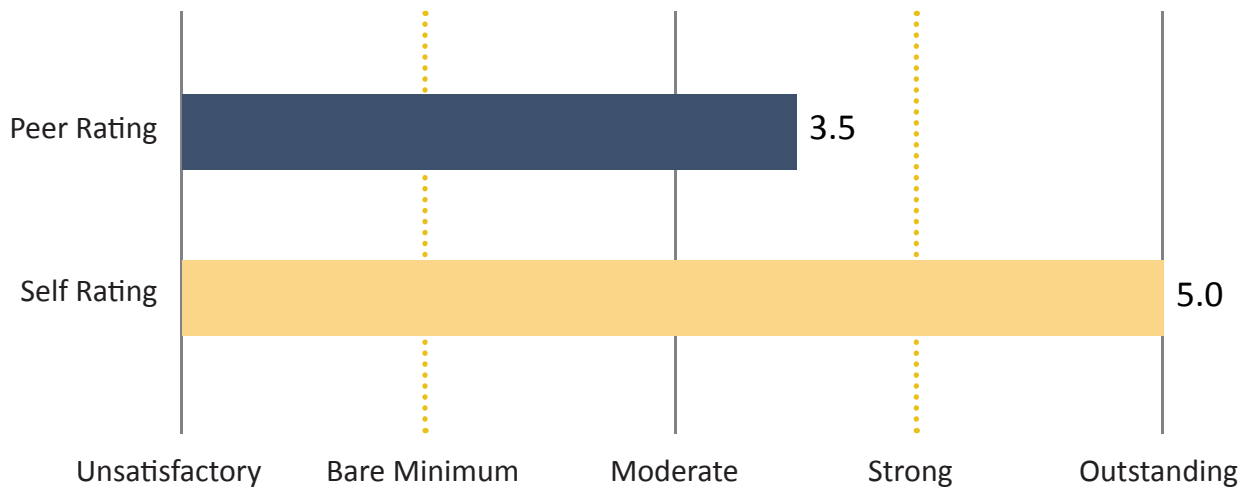
GOAL

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Peer Rating **3.5**

Self Rating **5.0**

Unsatisfactory   Bare Minimum   Moderate   Strong   Outstanding

Focus

This teamwork competency is related to your peers' perceptions of your ability to keep the team on track and focused on goal accomplishment. Some examples of these behaviours include:

- Monitors issues that may affect the team and notices problems.
- Provides meaningful, growth-oriented, and regular feedback to members.
- Helps the team plan and organize work, and anticipates issues.

Suggested Improvement Behaviours

Your score on this skill suggests that you are maintaining an awareness of potential factors that could derail the team's work. Ensure all members are aware of real or anticipated issues that may hinder your team's performance, and facilitate discussions to address the issues.

Write one specific, actionable, and measurable development goal to work toward that will help you improve or maintain your score on this teamwork competency.
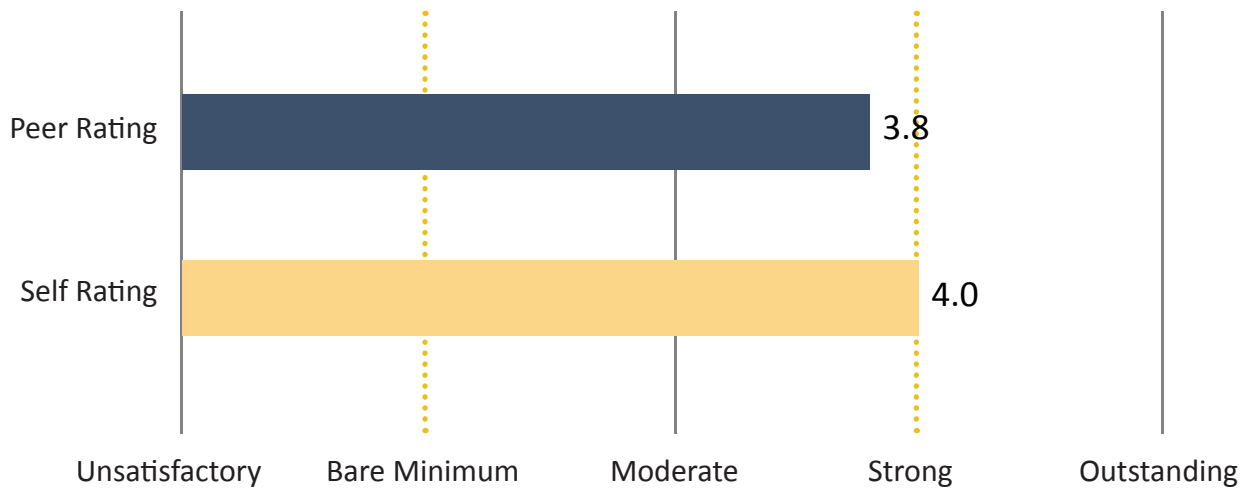
GOAL

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Peer Rating			3.8	
Self Rating			4.0	
Unsatisfactory	Bare Minimum	Moderate	Strong	Outstanding

Emphasizing High Standards

This teamwork competency is related to your peers' perceptions of the degree to which you hold high standards for the quality of your team's work. Some examples of these behaviours include:

• Encourages and motivates the team.
• Shows confidence in the team's ability to perform.
• Believes that the team will achieve high standards.
• Cares about the quality of the team's work.

Suggested Improvement Behaviours

Your score on this teamwork skill indicates there is room to make a slight improvement. Achieve a higher score by continuing to show that you care about the quality of the team's work. Compliment others on their work, and look for ways the team can improve performance.

Write one specific, actionable, and measurable development goal to work toward that will help you improve or maintain your score on this teamwork competency.

GOAL

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The following is feedback provided by members of your team:

"Walid has been very helpful in creating tests for the system, ensuring the quality of the system, and in creating the endpoint for receiving user input into the system"

"Walid communicates well regarding tasks but has missed several meetings without prior notice. Nevertheless, he contributes positively as a team member."

"Walid has been trying his best to contribute to the project which is much appreciated He tries to be proactive in our communications and with the right guidance, he is able to manage tasks. As an improvement, I would recommend to weight out the different pros and cons more and consider researching the nature and domain of the tasks for a more efficient implementation."

"Walid has been doing a great job working on testing the backend code. He is great at communicating."

"Walid has become very active compared to last semester, he actively participates in conversations and meetings regarding the testing environment and unit and integration testing needed to be done for the back-end. I think that Walid is doing well and contributing the the team a lot in terms of testing the web-app but could take on a bit more work.

My only feedback is when communicating with other team members or asking questions, Walid has a habit to rebuttal the answers made by stating he already knew how a certain function or tool works which I think is arrogant at times. However, this is something easy to fix and I just wanted to point this out to Walid."

Purpose & Guidelines

This is an opportunity for team members to reflect on their teamwork competencies. Team debriefs are a valuable development opportunity because team members who set goals for behaviour change and vocalize their commitments to the team are more likely to take action on them. The following sections will offer a framework for successfully facilitating the debrief.

Before beginning the team debrief discussion, all team members should review their feedback and record their development goals for each of the 5 teamwork behaviours. Make sure that all team members bring their report to the meeting for quick reference.

Remember that peer feedback reports are designed to be anonymous and private. Team members are NOT required to show their scores or any written comments. Each team member will share only what they are comfortable sharing with the team.

The debrief is most effective when discussions are future-oriented, focusing on forward-looking agreements with minimal discussion of problems occurring in the past.

Development goals should be as specific, actionable, and quantifiable as possible. After each member presents their development goal, the team should offer strategies to support that member toward goal accomplishment.

Follow these steps for debriefing results:

1 Choose one member of the team to facilitate the debrief. The facilitator´s role will be to keep the conversation on track and make sure that the guidelines outlined above are being followed. Have the facilitator read the Purpose and Guidelines to the team at the beginning of the meeting.

2 Ask each team member to share one personal strength that emerged from their feedback report. Identify how each individual can leverage their strengths to enhance the team's overall performance. Have someone record each team members' strength in the space provided below.

3 Team members recorded one development goal for each of the 5 teamwork competencies on their individual reports. Now each member should select one or two of these goals to become their primary development objective. Have someone record each team member's commitment in the space provided below.

4 Wrap up the session by summarizing themes involving the team's overall strengths and development areas, and record the themes in the space provided below.

NAME	PERCEIVED STRENGTH	DEVELOPMENT AREA

Strengths

Development

Others

ATTRIBUTIONS & ACKNOWLEDGEMENTS

The peer feedback assessment at ITPmetrics.com adapts work from Dr. Ohland (e.g., Ohland et al., 2012) and recommended practices for measurement. As described in a reliability and validity study published by O'Neill et al. (2019), ITPmetrics.com builds on and adapts dimensions provided by Ohland et al. (2012), which are the following (adapted terms used in ITPmetrics in parentheses):

- contributing to the team's work (Commitment);
- having relevant knowledge, skills and abilities (Capabilities);
- interacting with teammates (Communication);
- keeping the team on track (Focus),
- expecting quality (Emphasising High Standards).

Given that the five dimensions of team member effectiveness were identified through rigorous work by Dr. Ohland and colleagues, a variation of those dimensions was used in the ITPmetrics.com platform with naming revisions as well as adjustments to the description of the dimensions to ensure to the best of our judgment that they resonated with students, the rating form was user-friendly and easy to use, and the feedback report was rich and comprehensive in supporting the user's development.

We wish to highlight some of the outstanding work that preceded us by Dr. Ohland and colleagues (see https://scholar.google.ca/citations?user=qnDbTpYAAAAJ&hl=en&oi=sra for Dr. Ohland's other many contributions on the subject, as well as his faculty page https://engineering.purdue.edu/ENE/People/profile?resource_id=22358). Some of Ohland et al.'s foundational published work can be read in these articles:

Ohland, M. W., Loughry, M. L., Woehr, D. J., Bullard, L. G., Felder, R. M., Finelli, C. J., ... & Schmucker, D. G. (2012). The comprehensive assessment of team member effectiveness: Development of a behaviorally anchored rating scale for self-and peer evaluation. Academy of Management Learning & Education, 11(4), 609-630.

Loughry, M. L., Ohland, M. W., & DeWayne Moore, D. (2007). Development of a theory-based assessment of team member effectiveness. Educational and psychological measurement, 67(3), 505-524.

More details on the revisions made by Dr. O'Neill for ITPmetrics.com is available in the article below or by contacting him directly: toneill@ucalgary.ca

O'Neill, T., Larson, N., Smith, J., Donia, M., Deng, C., Rosehart, W., & Brennan, R. (2019). Introducing a scalable peer feedback system for learning teams. Assessment & Evaluation in Higher Education, 44(6), 848-862.