



Peer Feedback Report

*Be Aware. Do Better.
Grow More.*

Report Prepared For:

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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

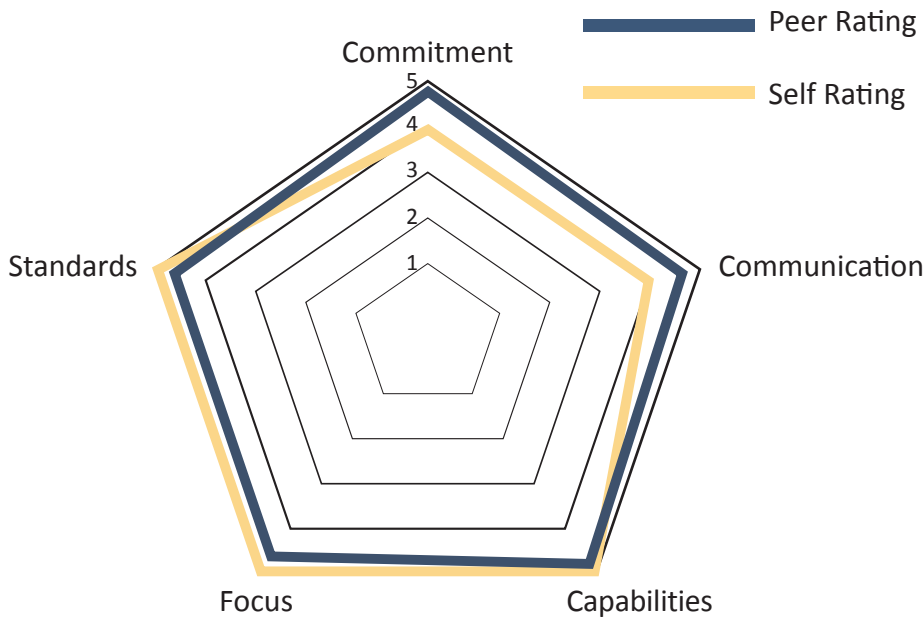
Setting Goals Based On Peer Feedback

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.

QUICK SUMMARY



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:

4.8 Outstanding

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

Communication:

4.7 Outstanding

This dimension is about communicating with team members.

Capabilities:

4.8 Outstanding

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

Focus:

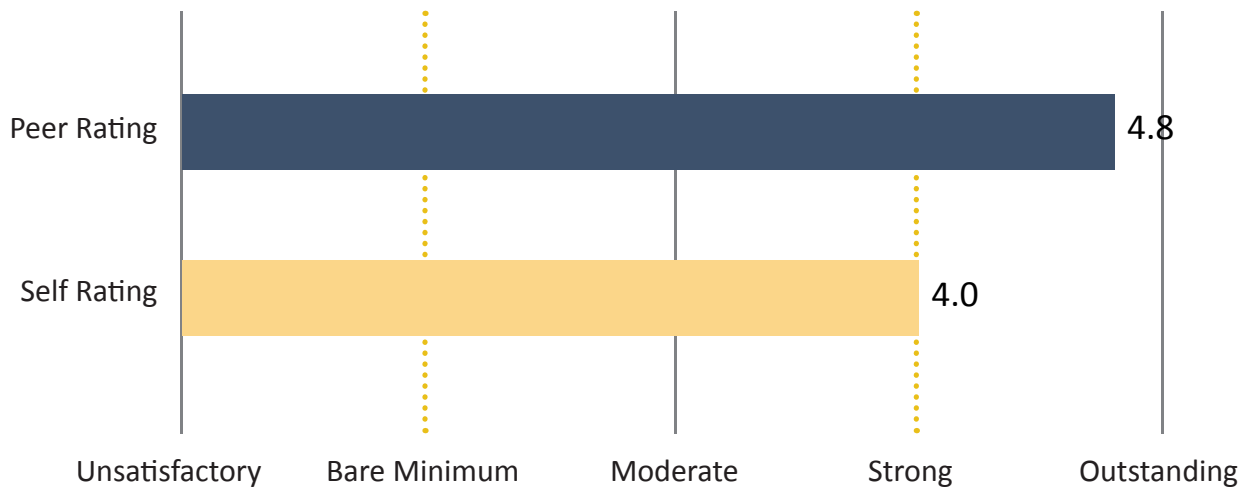
4.7 Outstanding

This dimension is about keeping the team on track.

Standards:

4.7 Outstanding

This dimension is about emphasizing high standards.



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:

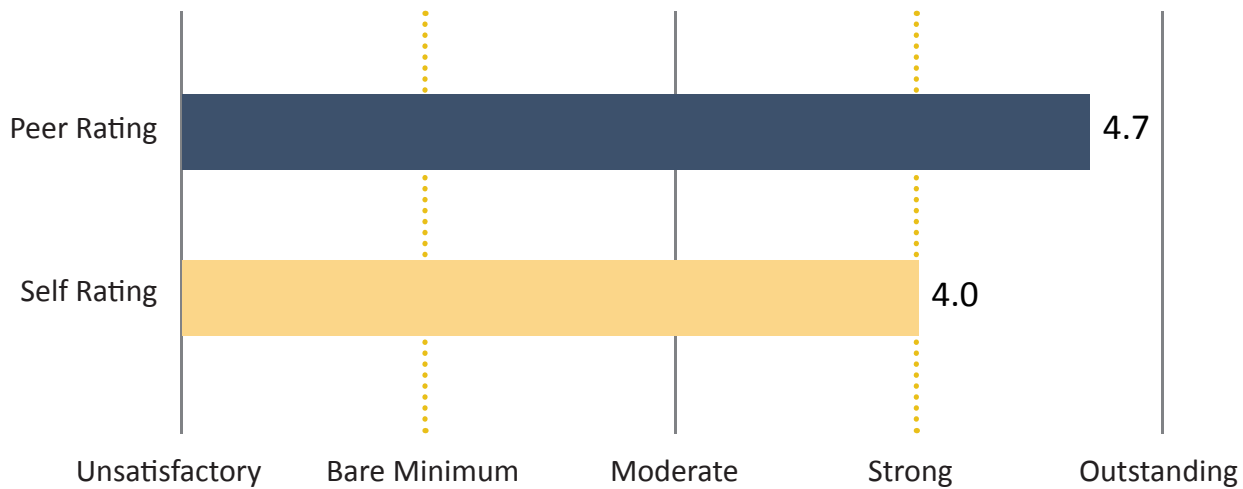
- Contributes appropriately to the team's work.
- Demonstrates commitment to the team's work.
- Prepared for team meetings.
- Keeps deadlines and delivering complete, accurate work.

Suggested Improvement Behaviours

You are making excellent contributions to the team. To maintain this score, continue to deliver quality work on time, and support others in doing the same. Be mindful of evenly distributing work so that each member has an opportunity to make meaningful contributions to the team's work, and so you don't burn out.

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



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.

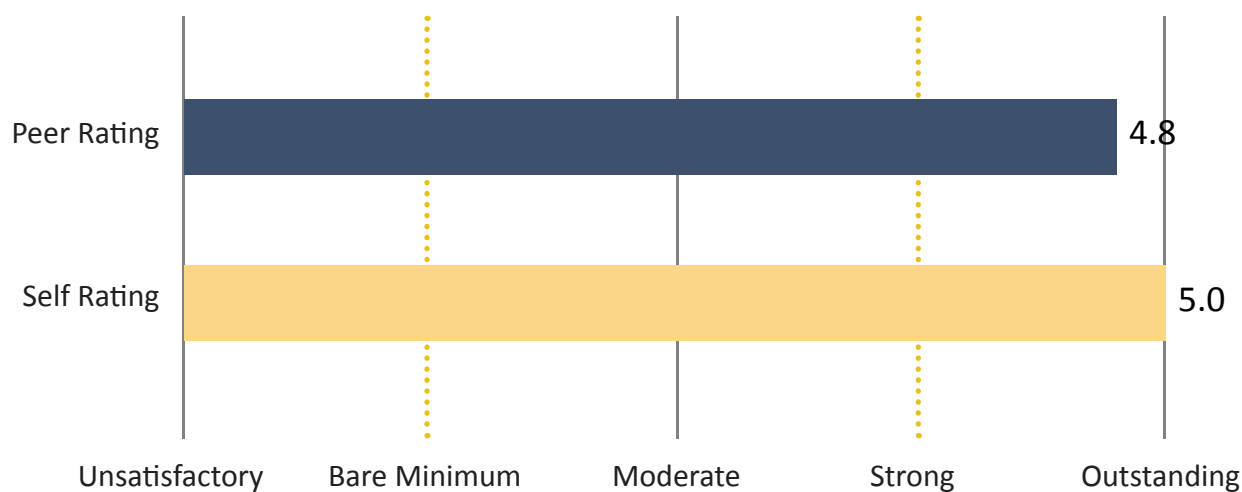
Suggested Improvement Behaviours

Your team views you as highly engaged and able to actively communicate information in a timely manner. Keep emphasizing frequent communication and information exchanges. Also, keep providing and seeking out feedback and input from your team members.

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

CAPABILITIES



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.

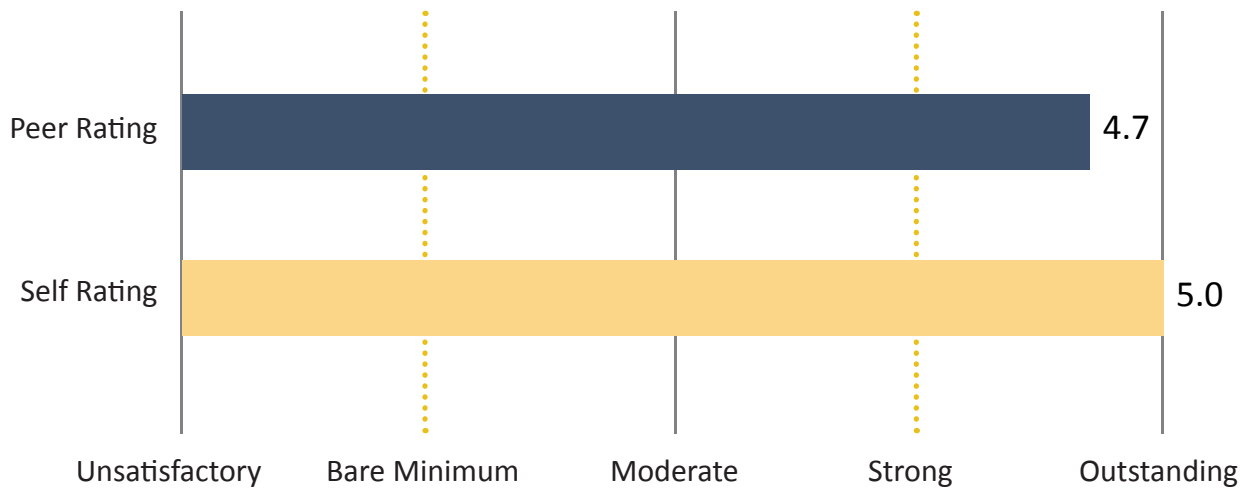
Suggested Improvement Behaviours

Your team feels that you are highly skilled and knowledgeable in activities related to the team's work. Look for ways to ensure your capabilities are being fully utilized by the team. Also, continue learning about other team member's roles, and continuously seek new expertise that will improve your contributions to the team.

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

FOCUS



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:

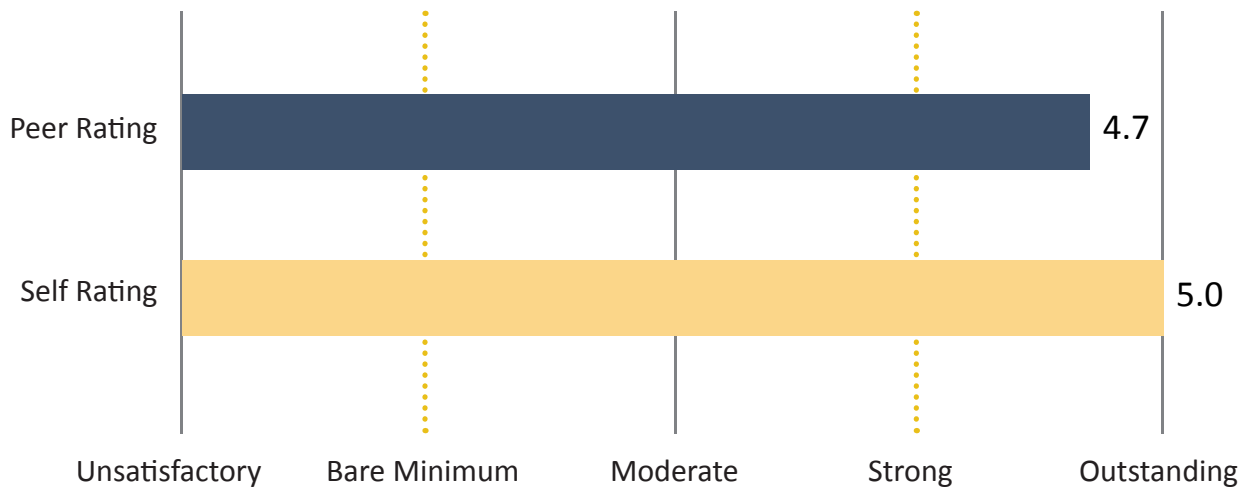
- Monitors issues that may affect the team and notices problems.
- Provides meaningful, growth-oriented, and regular feedback to members.
- Helps the team plan and organize work, and anticipates issues.

Suggested Improvement Behaviours

You have demonstrated a keen ability to monitor issues and address problems. Continue to provide team members with meaningful feedback, organize a smooth team workflow, as well as anticipate issues that may arise and suggest solutions to address them.

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



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

Excellent work encouraging high performance in your team. Maintain this skill by continuing to motivate your team to produce high-quality work, initiate conversations about expectations and standards, and compliment others on a job well done.

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

The following is feedback provided by members of your team:

"Stanley has been a bit busy near the end of the semester but I still think he contributed to project building the database connections and starting work on the WebSockets for the satellites and ground stations. Overall, he has been more active now and I would recommend he keeps up the same pace as he had before the middle of this semester."

"Stanley is very knowledgeable and helps the team understand what he has worked on. His videos were extremely useful and easy to follow. His work with dockerizing and the rabbit wrapper were important for the project.

He should not feel the need to figure out and complete the scheduler on his own, even for what we have to complete in the MVP.

So if he can split the scheduler into separate logical components, the team will be happy to share the work since it's a huge task."

"Doesn't stop working until a solution is found. A very hardworking individual who is also very team oriented. A great person to be around and work with."

"Stanley exhibits impressive focus and competence in handling the substantial aspects of the project, showcasing his ability to navigate complex tasks with ease. His commitment to consistent communication and regular progress updates ensures the team remains well-informed and aligned."

"Awesome teammate. Really gives his all. Provides great documentation and progress on tasks. Helps other people with their tasks if they are stuck as he has lots of programming skill. Feedback: STOP DOCKERIZING! jking."

"Stanley has shown remarkable work by making sure the architecture is as polished as it can be. He took initiative in refactoring the codebase and making sure the microservices are connected with each other. Great teammate overall!"

TEAM DEBRIEF

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.

TEAM DEBRIEF

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.