



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

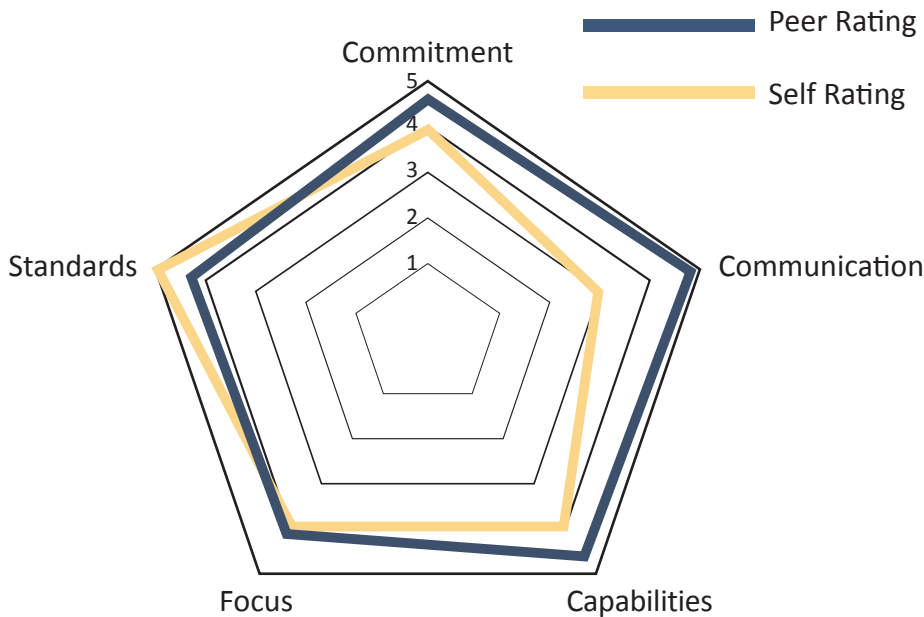
Setting Goals Based On Peer Feedback

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:

4.7 Outstanding

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

Communication:

4.8 Outstanding

This dimension is about communicating with team members.

Capabilities:

4.7 Outstanding

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

Focus:

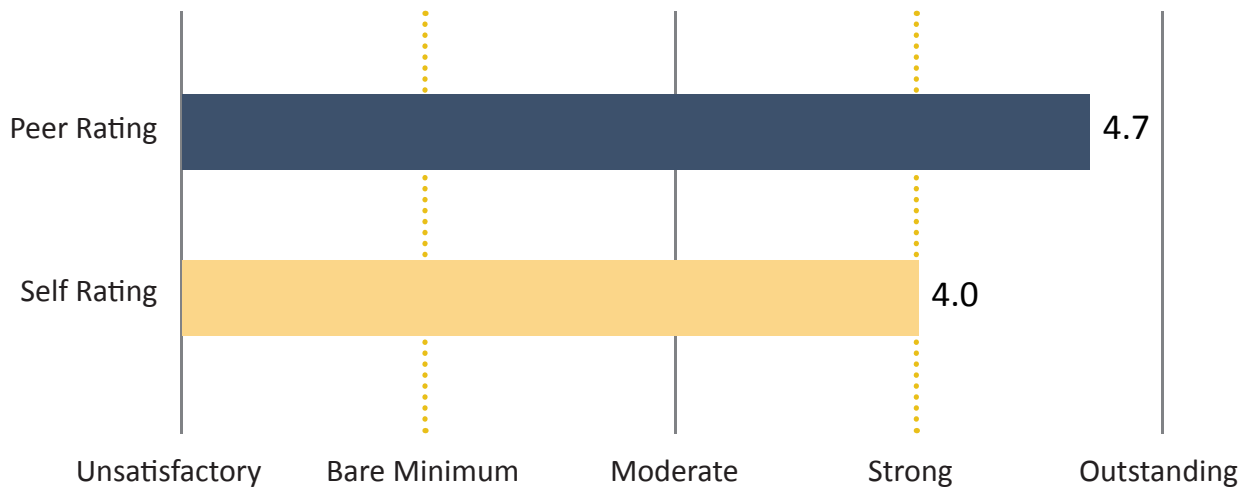
4.2 Strong

This dimension is about keeping the team on track.

Standards:

4.3 Strong

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:

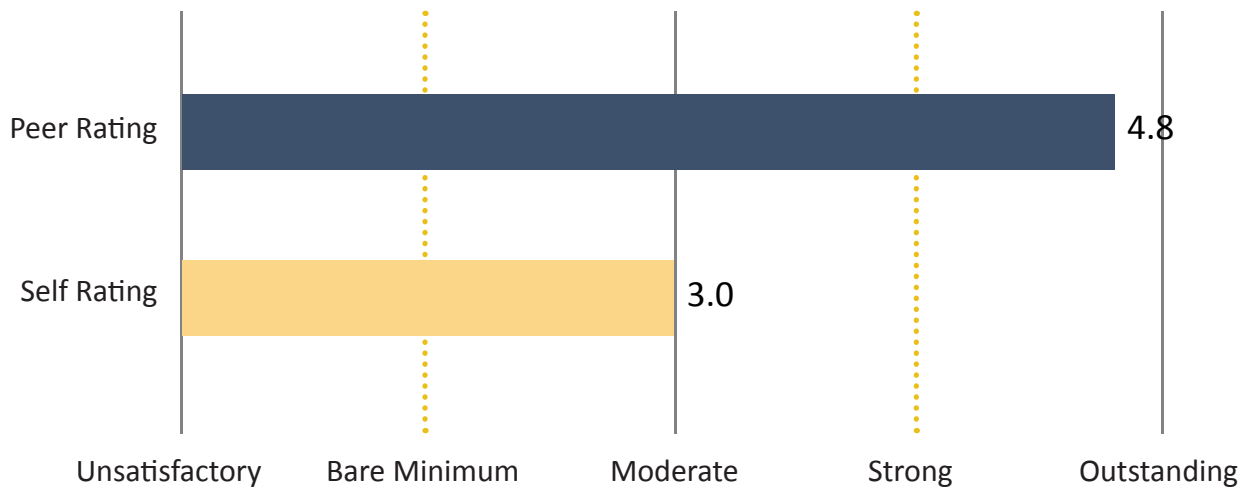
- Contributes appropriately to the team's work.
- Demonstrates commitment to the team's work.
- Prepared for team meetings.
- Keeps deadlines and delivering complete, accurate work.

Suggested Improvement Behaviours

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



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:

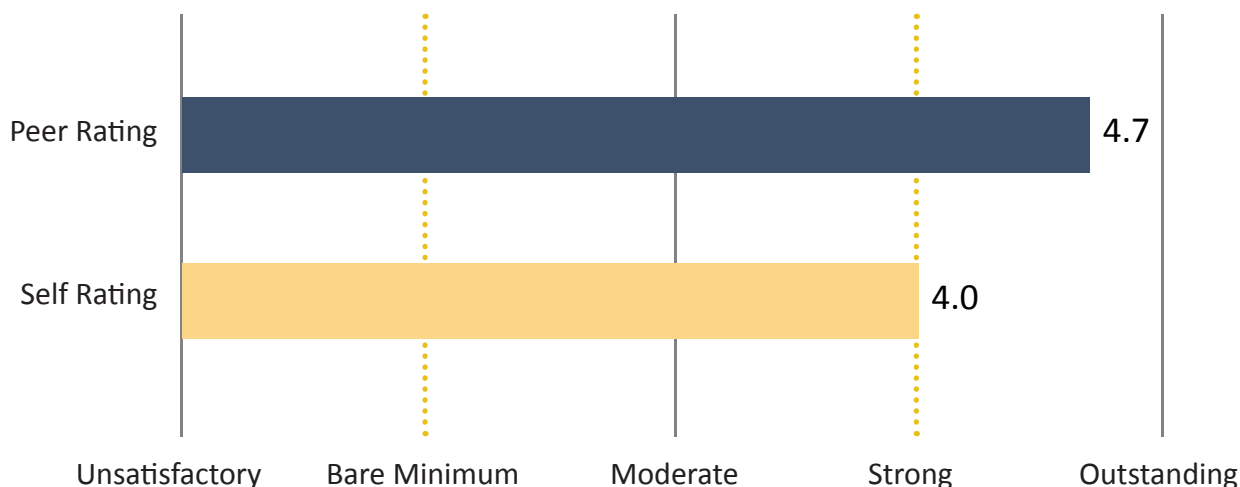
- Effectively communicates and openly shares information.
- Exchanges information with teammates in a timely manner.
- Requests feedback regularly and incorporates feedback from team members.
- Seeks appropriate team input before taking action.

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



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:

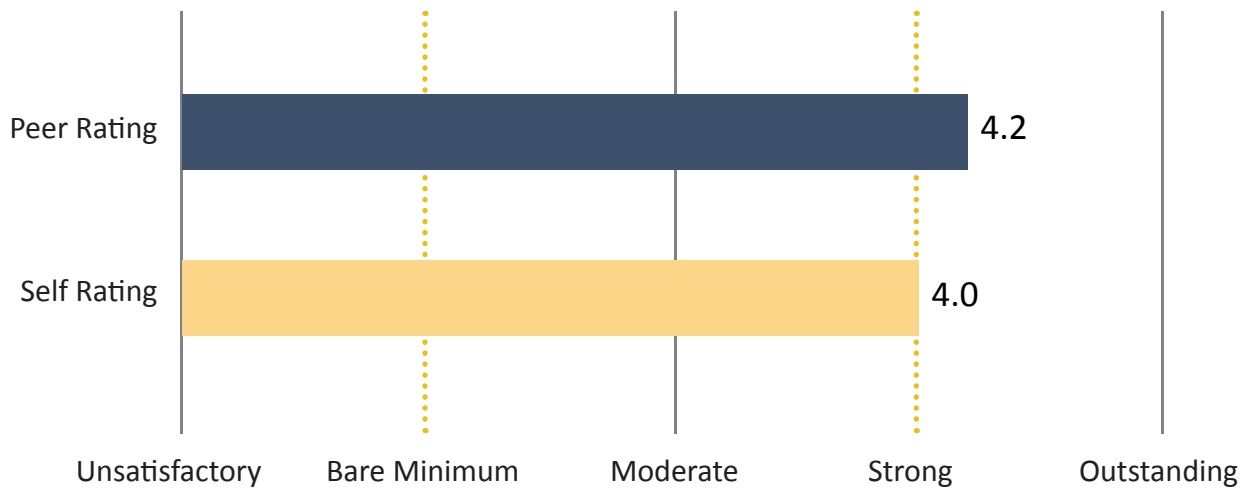
- Seeks to gain the knowledge, skills, and abilities needed by the team.
- Learns about other teammates' tasks and roles.
- Demonstrates the capabilities needed for the team to perform.

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



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:

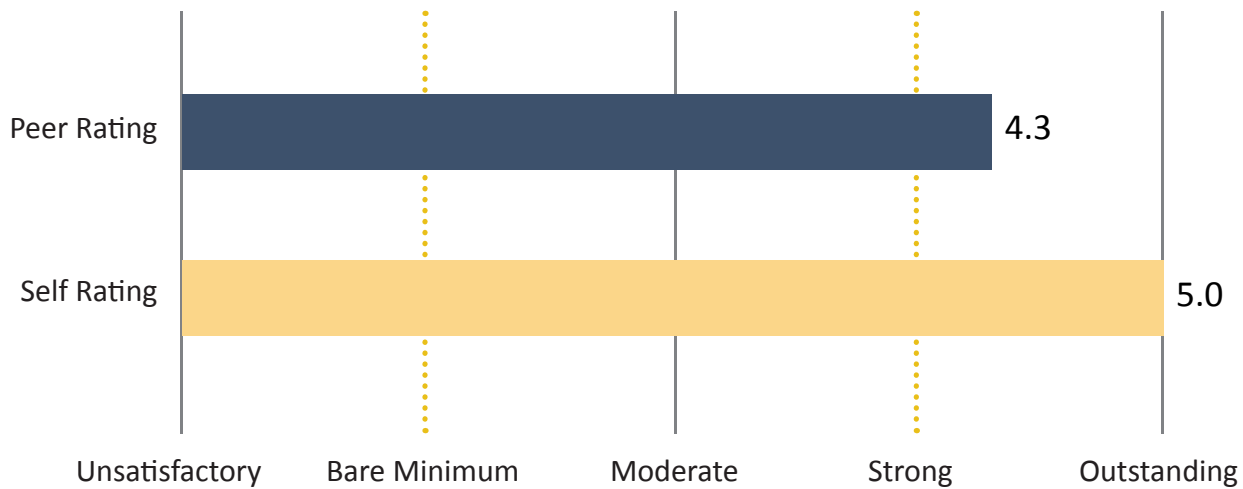
- Monitors issues that may affect the team and notices problems.
- Provides meaningful, growth-oriented, and regular feedback to members.
- Helps the team plan and organize work, and anticipates issues.

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



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

The following is feedback provided by members of your team:

"Ruth always seeks to gain a better understanding of the system, and is diligent in contribution to the project in meaningful ways and identifying when there are problems to the current system, while consulting the team, and coming to a solution"

"Ruth possesses a thorough understanding of the project and isn't scared of bringing up any uncertainties or concerns about the project. She can communicate openly making them a valuable asset to the team, showing a collaborative and supportive work environment. Furthermore, she consistently demonstrates reliability by completing tasks and demonstrates courage in seeking clarification through asking questions."

"Ruth is a committed individual. She always submits work on time, makes sure to communicate her progress and any concerns she faces to the team. Overall she is a well-rounded individual with meaningful impact and support to the team."

"Ruth has continued to work on the ground station outbound code that would simulate how the ground stations send out the schedules to the satellites. She has continued to work meticulous on the code and ensure all functions work with other team members codes and that she is up to date with all the changes in the requirements as well as helping with the transformation of the requirements for the progress report. Overall, she is very hardworking and dedicated to the team."

To improve, I would recommend that Ruth shows the code and tests it to certain extents to see if the code makes sense to the rest of the team. I know that she does this from time to time, but if she were to do it more consistently, that would be nice."

"Ruth is present in all the meetings and is always asking questions to ensure she understand the project from end to end. Evidently, I believe she will benefit more by being more confident and being proactive in the discussions."

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.