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# INTRODUCTION

## 

## DOCUMENT OVERVIEW

This document presents a comprehensive evaluation of both individual and team performance. It aims to assess each team member's contributions and the collective efficacy of the team. The evaluation is structured to provide clear insights into various aspects of performance, including task execution, communication effectiveness, problem-solving skills, and adaptability to changing project dynamics. This document also includes guidelines for constructive feedback, aimed at fostering professional growth and enhancing team synergy. The overarching goal is to identify areas of strength and opportunities for improvement, thereby driving project success and personal development.”

## DOCUMENT PURPOSE

This document is a vital tool for evaluating and enhancing key skills and teamwork critical to the success of projects. It addresses the risk of unrecognized team strengths and weaknesses, which can lead to inefficient dynamics and project delays. By offering structured feedback and actionable insights, it not only aligns individual contributions with project goals but also promotes a culture of continuous improvement. This alignment is crucial for achieving project objectives effectively and collaboratively. Additionally, the document serves as a valuable reference for future projects, enabling teams to build on their experiences and implement best practices more consistently.

# INDIVIDUAL PERFORMANCE ASSESSMENT

## ASSESSMENT OVERVIEW

The individual performance assessment for this project will focus on measuring soft skills, particularly aimed for leadership positions. It aims to provide insights into each team member's capacity for critical thinking, innovation, and effective decision-making.

## PURPOSE

This assessment aims to measure and illuminate an individual's soft skills, providing insights into their strengths and areas for improvement. Understanding one's soft skills helps in identifying potential areas of success and areas needing development. It also aids in foreseeing potential future challenges, enabling proactive planning and skill enhancement. Additionally, assessing independent self- management skills is crucial in a team environment where everyone for the effective management and execution of project tasks, fostering a more efficient and capable team.

## METHODOLOGY

The methodology that will be used to evaluate individual performance will be the soft skills self-assessment tool from Biz-Library. This tool is specifically designed to gauge various aspects of soft skills, including communication, teamwork, adaptability, problem-solving, and more. It involves a series of questions and scenarios that participants respond to, providing a quantitative and qualitative measure of their soft skills.

|  |
| --- |
| Soft Skills Self-Assessment   1. **I define the importance and the urgency of tasks to prioritize them.**   □ Very Rarely □ Rarely □ Sometimes □ Often □ Very Often   1. **I internally recognize and accept my emotions as they come.**   □ Very Rarely □ Rarely □ Sometimes □ Often □ Very Often   1. **I offer to help colleagues with their work when they need it.**   □ Very Rarely □ Rarely □ Sometimes □ Often □ Very Often   1. **When I'm struggling with a problem, I ask others for help.**   □ Very Rarely □ Rarely □ Sometimes □ Often □ Very Often   1. **Before making decisions, I think through both expected and unexpected outcomes.**   □ Very Rarely □ Rarely □ Sometimes □ Often □ Very Often   1. **I put time into doing the things that are most valuable to me.**   □ Very Rarely □ Rarely □ Sometimes □ Often □ Very Often   1. **After someone speaks to me, I think of open-ended questions to ask them.**   □ Very Rarely □ Rarely □ Sometimes □ Often □ Very Often   1. **My colleagues and managers see me follow through on my word.**   □ Very Rarely □ Rarely □ Sometimes □ Often □ Very Often   1. **The goals I set have clear expectations and standards for how to achieve them.**   □ Very Rarely □ Rarely □ Sometimes □ Often □ Very Often   1. **If someone starts speaking to me while I'm working on something, I pause what I'm doing and give that person my full attention.**   □ Very Rarely □ Rarely □ Sometimes □ Often □ Very Often   1. **I plan ahead so I know what I'll be working on the next day.**   □ Very Rarely □ Rarely □ Sometimes □ Often □ Very Often   1. **After I set a goal, I create a plan with milestones to show my progress toward the goal.**   □ Very Rarely □ Rarely □ Sometimes □ Often □ Very Often   1. **When creating goals, I look at the goals of others in my organization or family to see how they align.**   □ Very Rarely □ Rarely □ Sometimes □ Often □ Very Often   1. **I'm able to connect with people easily – they listen to what I have to say.**   □ Very Rarely □ Rarely □ Sometimes □ Often □ Very Often   1. **I can make sense out of ambiguous and complex problems.**   □ Very Rarely □ Rarely □ Sometimes □ Often □ Very Often   1. **repeat points back during a conversation to ensure I understand what the other person is saying.**   □ Very Rarely □ Rarely □ Sometimes □ Often □ Very Often   1. **I create goals for personal and professional growth.**   □ Very Rarely □ Rarely □ Sometimes □ Often □ Very Often   1. **I take time to analyze why I feel the way I do about different situations.**   □ Very Rarely □ Rarely □ Sometimes □ Often □ Very Often   1. **I don't let the impulse of the moment make decisions for me.**   □ Very Rarely □ Rarely □ Sometimes □ Often □ Very Often   1. **I look for multiple perspectives when determining what caused a problem.**   □ Very Rarely □ Rarely □ Sometimes □ Often □ Very Often   1. **I use my past experiences to help me in new and unfamiliar situations.**   □ Very Rarely □ Rarely □ Sometimes □ Often □ Very Often   1. **I allow myself to feel emotions fully, rather than suppressing them.**   □ Very Rarely □ Rarely □ Sometimes □ Often □ Very Often   1. **I try to understand widely diverse perspectives, ideas, and experiences.**   □ Very Rarely □ Rarely □ Sometimes □ Often □ Very Often   1. **When others are debating something, I can understand the viewpoints of all sides, whether or not I agree with them.**   □ Very Rarely □ Rarely □ Sometimes □ Often □ Very Often   1. **When arguments become heated, I quickly de-escalate myself and others.**   □ Very Rarely □ Rarely □ Sometimes □ Often □ Very Often   1. **I hit deadlines and keep my commitments.**   □ Very Rarely □ Rarely □ Sometimes □ Often □ Very Often   1. **I'm able to communicate why changes are happening so that others get on board with those changes.**   □ Very Rarely □ Rarely □ Sometimes □ Often □ Very Often   1. **I create positive outcomes from accepting my emotions.**   □ Very Rarely □ Rarely □ Sometimes □ Often □ Very Often   1. **When approaching a problem, I ask "What else could be the problem?" to help identify the root cause.**   □ Very Rarely □ Rarely □ Sometimes □ Often □ Very Often   1. **I look for more efficient ways to do things.**   □ Very Rarely □ Rarely □ Sometimes □ Often □ Very Often   1. **I don't ignore difficult conversations.**   □ Very Rarely □ Rarely □ Sometimes □ Often □ Very Often   1. **When faced with making a decision, I see both the logic and the emotions involved.**   □ Very Rarely □ Rarely □ Sometimes □ Often □ Very Often   1. **To keep myself accountable, I share my goals with others.**   □ Very Rarely □ Rarely □ Sometimes □ Often □ Very Often   1. **I research information to help support my case when proposing an idea or solution.**   □ Very Rarely □ Rarely □ Sometimes □ Often □ Very Often   1. **I anticipate and plan for problems that could occur when going through major changes.**   □ Very Rarely □ Rarely □ Sometimes □ Often □ Very Often   1. **I follow up on my solutions to problems to see if the effects were positive.**   □ Very Rarely □ Rarely □ Sometimes □ Often □ Very Often   1. **I balance logic and emotion to explain my viewpoints to others.**   □ Very Rarely □ Rarely □ Sometimes □ Often □ Very Often   1. **When conversing with someone, I can accurately read their body language.**   □ Very Rarely □ Rarely □ Sometimes □ Often □ Very Often   1. **When I come up with a solution to a problem, I think through any new problems that solution could create before implementing it.**   □ Very Rarely □ Rarely □ Sometimes □ Often □ Very Often   1. **I seek out feedback and constructive criticism.**   □ Very Rarely □ Rarely □ Sometimes □ Often □ Very Often   1. **When I tell others about changes, I ask what they think.**   □ Very Rarely □ Rarely □ Sometimes □ Often □ Very Often   1. **I objectively weigh the costs and benefits of each possible solution when making a decision.**   □ Very Rarely □ Rarely □ Sometimes □ Often □ Very Often   1. **I keep myself from jumping into a conversation while others are speaking.**   □ Very Rarely □ Rarely □ Sometimes □ Often □ Very Often   1. **When making a decision, I seek others' perspectives to view it from multiple angles.**   □ Very Rarely □ Rarely □ Sometimes □ Often □ Very Often   1. **I'm curious about what else I can learn.**   □ Very Rarely □ Rarely □ Sometimes □ Often □ Very Often   1. **When I come up with a solution to a problem, I think through any new problems that solution could create before implementing it.**   □ Very Rarely □ Rarely □ Sometimes □ Often □ Very Often   1. **I keep myself from jumping into a conversation while others are speaking.**   □ Very Rarely □ Rarely □ Sometimes □ Often □ Very Often   1. **I find ways to compromise so everyone involved in a conflict is satisfied with the solution.**   □ Very Rarely □ Rarely □ Sometimes □ Often □ Very Often   1. **I'm comfortable with adapting to new situations.**   □ Very Rarely □ Rarely □ Sometimes □ Often □ Very Often   1. **When I'm involved in a conflict, it's resolved quickly and fairly**.   □ Very Rarely □ Rarely □ Sometimes □ Often □ Very Often   1. **I use my past experiences to help me in new and unfamiliar situations.**   □ Very Rarely □ Rarely □ Sometimes □ Often □ Very Often   1. **I follow up on my solutions to problems to see if the effects were positive.**   □ Very Rarely □ Rarely □ Sometimes □ Often □ Very Often   1. **To keep myself accountable, I share my goals with others.**   □ Very Rarely □ Rarely □ Sometimes □ Often □ Very Often   1. **I calm myself down before responding to an emotional situation.**   □ Very Rarely □ Rarely □ Sometimes □ Often □ Very Often |

Legend for Assessment Responses:

**Very Rarely**: Indicates that the behavior or skill is almost never exhibited or applied.

**Rarely**: Suggests that the behavior or skill is seldom exhibited or applied.

**Sometimes**: Implies that the behavior or skill is exhibited or applied occasionally, but not consistently.

**Often**: Means that the behavior or skill is frequently exhibited or applied.

**Very Often**: Indicates that the behavior or skill is almost always exhibited or applied consistently.

After the assessment is completed, participants receive a graph of their skills based on their answers such as the following:

A chart with a diagram

Description automatically generated with medium confidence

In a Scrum project, these skills are crucial for effective collaboration and project success for the following reasons:

**Influencing Others**: Essential for gaining buy-in and commitment from team members and stakeholders, facilitating collaboration and shared vision.

**Active Listening**: Critical for understanding requirements, concerns, and feedback from team members and stakeholders, fostering effective communication and collaboration.

**Self-Management**: Important for maintaining productivity, managing workloads, and ensuring responsibility for individual tasks within the team.

**Problem Solving**: Vital for addressing impediments and challenges that arise during sprints, ensuring continuous progress and innovation.

**Time Management**: Crucial for meeting sprint deadlines and effectively managing the workload, ensuring that the team delivers value consistently.

**Decision Making**: Key for making timely and effective decisions that impact the project’s progress and outcomes.

**Learning Agility**: Enables the team to adapt to new information, technologies, and methods rapidly, maintaining the team's competitiveness and effectiveness.

**Goal Setting**: Essential for defining clear objectives for sprints and the overall project, guiding the team's efforts, and ensuring alignment with stakeholders' expectations.

**Managing Change**: Important for adapting to changes in project requirements, market conditions, or team dynamics, ensuring the project remains relevant and effective.

**Conflict Management**: Necessary for resolving disagreements and conflicts within the team constructively, maintaining a positive and productive team environment.

### FREQUENCY

The assessment will be conducted once prior to the commencement of the project. This timing ensures that the insights gained can be effectively applied throughout the project's duration.

### ADMINISTRATION

The Scrum Master will administer the assessment. As a facilitator and coach within the team, is well-placed to understand the dynamics of team collaboration and individual contributions. By administering the assessment, the Scrum Master can gain insights into each team member's skills, which can inform their approach to guiding the team throughout the project.

### COMMUNICATION OF FINDINGS

Each participant will receive a personalized email containing their individual assessment results. This email will highlight their strengths and areas for improvement in a clear and concise manner. Along with the results, the email will include links to digital guides and resources tailored to their specific development needs. These resources will offer actionable steps and strategies for enhancing the skills where they scored lower, facilitating their personal and professional growth. This email will be created by Scrum. This approach ensures privacy and personalization, allowing each team member to focus on their unique development journey.

### RECIPIENTS OF FINDINGS

While individual team members will receive their respective results, the Scrum Master will also have access to these findings. This dual approach allows for personal development and enables the Scrum Master to tailor their facilitation and support strategies based on the unique skills and needs of each team member.

### UTILIZATION IN WORK PROCESSES

The team will use the assessment results to tailor work processes and team dynamics. Understanding individual strengths and weaknesses allows for better task allocation, team formation, and support structures. This strategic approach aims to enhance overall team efficiency and project success.

## Rationale of Methodology

The rationale behind using the Biz-Library soft skills assessment tool lies in its comprehensive approach to evaluating a wide range of soft skills essential for project success. It provides a structured, user-friendly, and reliable method for understanding and developing the interpersonal and problem-solving skills critical to collaborative work environments. Moreover, the tool's design facilitates objective self-reflection, encouraging personal and professional growth.

# TEAM PERFORMANCE

## ASSESSMENT OVERVIEW

The team performance assessment focuses on evaluating the collective skills and dynamics of the Scrum team, particularly in areas crucial for project success.

## PURPOSE

This assessment aims to identify the strengths and weaknesses of the team and foster honest communication about this with all members. Without this, issues related to collaboration, communication, and problem-solving would go unaddressed. This could potentially lead to inefficiencies, conflicts, and hindrances achieving project goals which may even recur.

## METHODOLOGY

The methodology will involve a structured self-assessment approach, allowing team members to reflect on and rate their competencies in key areas relevant to Scrum projects. This method promotes self-awareness and encourages continuous improvement.

|  |
| --- |
| Soft Skills Self-Assessment   1. **My team is knowledgeable about the stages of development teams can be expected to go through.**   □ Very Rarely □ Rarely □ Sometimes □ Often □ Very Often   1. **Team members are provided with a great deal of feedback regarding their performance.**   □ Very Rarely □ Rarely □ Sometimes □ Often □ Very Often   1. **Team members are encouraged to work for the common good of the organization.**   □ Very Rarely □ Rarely □ Sometimes □ Often □ Very Often   1. **There are many complaints, and morale is low on my team.**   □ Very Rarely □ Rarely □ Sometimes □ Often □ Very Often   1. **Team members don't understand the decisions that are made, or don't agree with them.**   □ Very Rarely □ Rarely □ Sometimes □ Often □ Very Often   1. **People are encouraged to be good team members and build good relationships.**   □ Very Rarely □ Rarely □ Sometimes □ Often □ Very Often   1. **Team members are provided with development opportunities.**   □ Very Rarely □ Rarely □ Sometimes □ Often □ Very Often   1. **Meetings are inefficient and there is a lot of role overlap.**   □ Very Rarely □ Rarely □ Sometimes □ Often □ Very Often   1. **Team members are encouraged to commit to the team vision, and leaders help them understand how their role fits into the big picture.**   □ Very Rarely □ Rarely □ Sometimes □ Often □ Very Often   1. **Team members are often given a chance to work on interesting tasks and stretch their knowledge and capabilities.**   □ Very Rarely □ Rarely □ Sometimes □ Often □ Very Often   1. **The team understands what it needs to accomplish and has the resources needed to be successful.**   □ Very Rarely □ Rarely □ Sometimes □ Often □ Very Often   1. **Conflict and hostility between members are a pervasive issue that doesn't seem to get better.**   □ Very Rarely □ Rarely □ Sometimes □ Often □ Very Often   1. **People feel that good work is not rewarded, and they are not sure what is expected of them.**   □ Very Rarely □ Rarely □ Sometimes □ Often □ Very Often   1. **Team members balance their individual needs for autonomy with the benefits of mutual interdependence.**   □ Very Rarely □ Rarely □ Sometimes □ Often □ Very Often   1. **Working relationships across units or functions is poor, and there is a lack of coordination.**   □ Very Rarely □ Rarely □ Sometimes □ Often □ Very Often |

Legend for Assessment Responses:

**Very Rarely**: Indicates that the behavior or skill is almost never exhibited or applied.

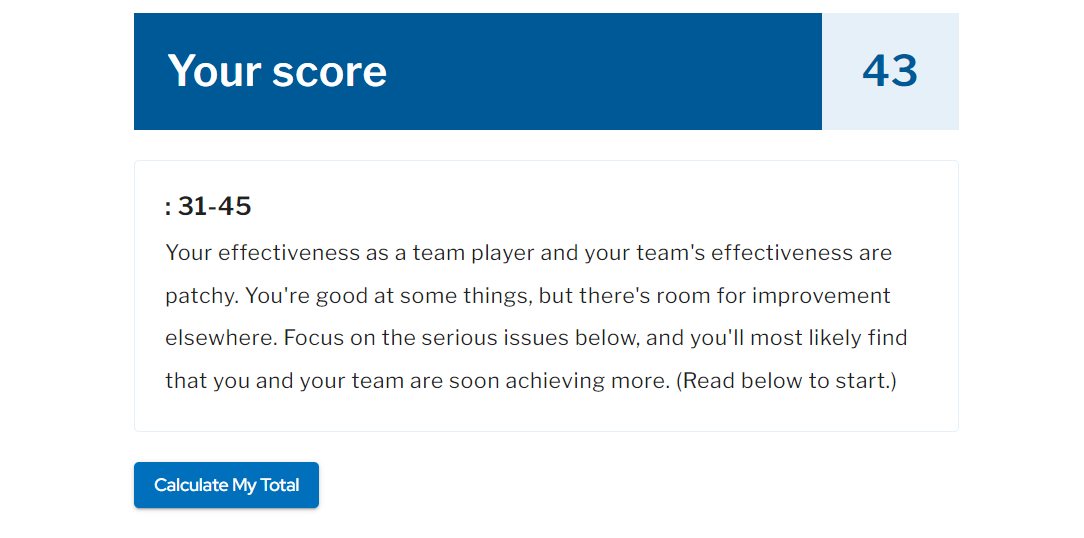
**Rarely**: Suggests that the behavior or skill is seldom exhibited or applied.

**Sometimes**: Implies that the behavior or skill is exhibited or applied occasionally, but not consistently.

**Often**: Means that the behavior or skill is frequently exhibited or applied.

**Very Often**: Indicates that the behavior or skill is always exhibited or applied consistently.

Once individuals have completed the assessment, they will be shown the results of their assessment along with what their results mean. Such as the following:



### FREQUENCY

Conducted at the end of every sprint, during the Sprint Retrospective meetings. This regular assessment ensures ongoing monitoring and adaptation of team dynamics, ensuring better and better results with progression.

### ADMINISTRATION

The Scrum Master, being closely involved with team dynamics and project progress, is best positioned to administer this assessment. Their role in facilitating team processes makes them ideal for interpreting and applying the results. Thus, they will be the ones who will provide the members with the assessment and record each of their results along with the end of retrospective discussion notes.

### COMMUNICATION OF FINDINGS

Findings will be shared in a team meeting, fostering an open environment for discussion and collective growth. This will also further encourage transparency and collaborative problem-solving.

### RECIPIENTS OF FINDINGS

While individual members will receive personalized insights, the entire team, including the Scrum Master, will have access to aggregated data to understand team-wide trends as individual results will then be discussed as a group after.

UTILIZATION IN WORK PROCESSES

Results will be used to enhance team collaboration, task allocation, and conflict resolution strategies, directly impacting future sprint execution and successes, which will affect the overall project. This will be through a thorough discussion of all team member’s results during the spring retrospectives.

RATIONALE OF METHODOLOGY

This approach is chosen for its alignment with Scrum principles, emphasizing continuous improvement, team collaboration, and adaptability. It provides actionable insights for enhancing team performance in a dynamic project environment and gives voice to each individual member at the same time. Therefore, this approach allows for a more transparent and collaborative retrospective overall. Without it, all members may not get a chance to provide insight on the process, which could lead to the group missing key bits of information they could’ve planned for in future sprints. Further, the team also may miss out in considering all aspects of the process, which having this assessment, helps them think back on.

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# MARKING GUIDE

|  |  |  |
| --- | --- | --- |
| **Criteria** | **Comment** | **Marks** |
| **Action Plan discussed with Senior BA** | This was the most difficult I think because I didn’t know where to start so it took me quite a bit of time. | **Y/N** |
| Include dates for each section to engage the S. BA for review |
| Include Research strategies on how to approach the assessment |
| Included component of different things researched |
| **Document Formatting** | 5/5 | **5** |
| Title page contains useful information |
| Table of Contents is correctly formatted |
| Page numbers are correctly formatted |
| Headings are descriptive and useful |
| Font/text styles are useful and consistently applied |
| Margins and white space are consistent |
| All formatting is formal, consistent, and useful to the reader |
| Zero marks will be rewarded without the marking guide and inflection |
| **Review the Document Purpose with S. BA** | This should be reviewed last | **Y/N** |
| **Document Purpose** | 5/5  As always, I incorporated “what would happen without it,” to help me truly justify it. | **5** |
| Describes the rationale behind creation of the plan |
| **Review the BA Work Process with S. BA** |  | **Y/N** |
| **BA Work Process Assessments** | 15/15  I believe it is simple and clear/ | **15** |
| Each assessment is included, and its description/instructions are clear and accurate |
| Each assessment is relevant and non-trivial | 5/5 – I tied it back to the project | **5** |
| Assessments, as a group, are sufficient to assess work processes | 10/10 | **10** |
| Assessments selected are consistent with the approach chosen for the project | 5/5 – they would together with scrum and are tools within its process. | **5** |
| **Review the Assessment Details with S. BA** |  | **Y/N** |
| **Additional Information About Assessments** |  | **15** |
| why the assessment was selected |
| how often the assessment will be used | 15/15 | **15** |
| when the assessment will be applied |
| how the assessment will be administered |
| who will administer and apply the assessment |
| how the findings will be communicated |
| to whom the findings will be communicated |
| how the team will use the assessment to improve its work process |  | **20** |
| **Spelling & Grammar** |  | **(-10)** |
| A deduction of 10 points will be awarded if there are more than two spelling/grammar errors. |
| **Total** | | **100** |

## REFLECTION

I think this was an easy project by the end of it. I think getting started was the biggest struggle. The changes Sunny suggested for our action, or incorporating our starting points, I will be taking for future action plans. However, maybe it’s because I had conceived the project to be more than it was, that it took me a while to find researchable websites. While the websites for the action plan was found through ai, I faced the same issue in trying to find an assessment for each part.

I’m also happy with how this document turned out. It is a physical representation that documents don’t have to be hard to be good. It’s simple, it’s satisfying, and in my opinion, holds all the functional information. And that’s one of the biggest takeaways from this course I think I have; That things should be thought out thoroughly, but do not necessarily need to be overly difficult, which is often how I made things out to be in the past.