ITP Metrics Assessment Tools

Assessment	WHAT is it	WHY use it	WHEN to use it	DO's & DON'Ts
Team Health (10-15 mins)	Provides students with detailed feedback on how well their team is functioning in four key areas (CARE model): • Communication • Adaptability • Relationships • Education	Intended to act as a diagnostic tool to help teams identify their strengths and development opportunities. Allows teams to table their issues before they spiral Provides a framework for having discussions about raising team effectiveness	Administer assessment when teams have had sufficient time working together. When the team project requires a high degree of interdependency When a pause and reflect is needed to refine team development	**DON'T** administer this assessment past teams' project midpoint *unless* it is the second follow up administration of CARE. **DO** follow up with a debrief activity and have students make action steps based on results.
Peer Feedback (10 mins)	Team members provide and receive anonymous peer feedback on five team member competencies. • Commitment • Communication • KSAs • Focus • Standards	Allows students to gain an awareness of their teamwork abilities and development areas. Offers teams a safe platform for addressing problematic team member behaviours. When instructors want more context when dealing with struggling teams.	Administer assessment when teams have had sufficient time to observe each other's individual teamwork behaviours. After a team assignment for formative feedback When you want students to practice giving and receiving feedback.	**DON'T** administer when teams consist of only two members. **DO** decide if you want to allow students to provide written feedback to each other, and decide if you want to moderate the feedback. **DO** plan a follow up activity that allows students to address any concerns raised
Leadership (5-10 mins)	Designed to help gain a better understanding of how team members perceive your leadership style. • Scripts of leadership • Expressed Humility • Transformational	Allows students to develop their leadership abilities and receive anonymous feedback from their peers Preparers students for taking leadership roles in organizations	Administer later in a project after sufficient opportunity for leader member interactions Administer to students in upper level years (3rd and 4th) Can be an optional activity for students that want additional development opportunities	**DON'T** administer unless there is one assigned or emergent leader and the project required a substantial leadership role **DO** have the student leader complete associated reflection activities, with particular attention on differences between self vs other ratings (blind spots).

ITP METRICS

Assessment	WHAT is it	WHY use it	WHEN to use it	DO's & DON'Ts
Conflict Management (5 mins)	Students respond to a set of questions and receive a report detailing the degree to which they adopt each conflict management style: • Dominating • Accommodating • Integrating • Avoiding • Compromising	Builds an understanding of self and others approach to conflict situations When you want to enhance strategies for dealing with conflict situations When you want students to gain greater self-awareness and help them develop interpersonal skills.	At the beginning of team development as a fun icebreaker Can use in situations where students are not in teams or the teamwork is less interdependent As part of an intervention and mediation tool for teams experiencing conflict	**DON'T** suggest that one style is better or worse. Instead recognize the pros and cons for each style by situation **DO** debrief with a fun activity and get students having conversations about their past conflict situations **DO** pair it with our other assessments to help students get a range of insights
Personality (12 mins)	Students respond to questions and are provided with a report that outlines their levels on five factors of personality: • Openness • Conscientiousness • Extraversion • Agreeableness • Emotionality	To build an understanding of self and others, and for self-insights. To help students think about how personality traits can relate to team interactions and experiences As a fun activity to help students become familiar with their team members	At the beginning of team development as a fun introductory activity Can use in situations where students are not in teams or the teamwork is less interdependent Can administer this assessment at any point in the semester but earlier is better	**DON'T** suggest that certain characteristics are better or worse than others. Instead recognize the importance of diversity **DO** have students reflect on how their traits may impact their individual behaviors and team functioning. **DO** help students understand that the scores are normed against population averages. Thus, 50% is an average.

ITP METRICS