






ITP Metrics Assessment Tools

Assessment	WHAT is it	WHY use it	WHEN to use it	DO's & DON'Ts
<p>Team Health (10-15 mins)</p> 	<p>Provides students with detailed feedback on how well their team is functioning in four key areas (CARE model):</p> <ul style="list-style-type: none"> • Communication • Adaptability • Relationships • Education 	<p>Intended to act as a diagnostic tool to help teams identify their strengths and development opportunities.</p> <p>Allows teams to table their issues before they spiral</p> <p>Provides a framework for having discussions about raising team effectiveness</p>	<p>Administer assessment when teams have had sufficient time working together.</p> <p>When the team project requires a high degree of interdependency</p> <p>When a pause and reflect is needed to refine team development</p>	<p>DON'T administer this assessment past teams' project midpoint <i>unless</i> it is the second follow up administration of CARE.</p> <p>DO follow up with a debrief activity and have students make action steps based on results.</p>
<p>Peer Feedback (10 mins)</p> 	<p>Team members provide and receive anonymous peer feedback on five team member competencies.</p> <ul style="list-style-type: none"> • Commitment • Communication • KSAs • Focus • Standards 	<p>Allows students to gain an awareness of their teamwork abilities and development areas.</p> <p>Offers teams a safe platform for addressing problematic team member behaviours.</p> <p>When instructors want more context when dealing with struggling teams.</p>	<p>Administer assessment when teams have had sufficient time to observe each other's individual teamwork behaviours.</p> <p>After a team assignment for formative feedback</p> <p>When you want students to practice giving and receiving feedback</p>	<p>DON'T administer when teams consist of only two members.</p> <p>DO decide if you want to allow students to provide written feedback to each other, and decide if you want to moderate the feedback.</p> <p>DO plan a follow up activity that allows students to address any concerns raised</p>

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<p>Leadership (5-10 mins)</p> 	<p>Designed to help gain a better understanding of how team members perceive your leadership style.</p> <ul style="list-style-type: none"> • Scripts of leadership • Expressed Humility • Transformational 	<p>Allows students to develop their leadership abilities and receive anonymous feedback from their peers</p> <p>Prepares students for taking leadership roles in organizations</p>	<p>Administer later in a project after sufficient opportunity for leader member interactions</p> <p>Administer to students in upper level years (3rd and 4th)</p> <p>Can be an optional activity for students that want additional development opportunities</p>	<p>DON'T administer unless there is one assigned or emergent leader and the project required a substantial leadership role</p> <p>DO have the student leader complete associated reflection activities, with particular attention on differences between self vs other ratings (blind spots).</p>
<p>Conflict Management (5 mins)</p> 	<p>Students respond to a set of questions and receive a report detailing the degree to which they adopt each conflict management style:</p> <ul style="list-style-type: none"> • Dominating • Accommodating • Integrating • Avoiding • Compromising 	<p>Builds an understanding of self and others approach to conflict situations</p> <p>When you want to enhance strategies for dealing with conflict situations</p> <p>When you want students to gain greater self-awareness and help them develop interpersonal skills.</p>	<p>At the beginning of team development as a fun icebreaker</p> <p>Can use in situations where students are not in teams or the teamwork is less interdependent</p> <p>As part of an intervention and mediation tool for teams experiencing conflict</p>	<p>DON'T suggest that one style is better or worse. Instead recognize the pros and cons for each style by situation</p> <p>DO debrief with a fun activity and get students having conversations about their past conflict situations</p> <p>DO pair it with our other assessments to help students get a range of insights</p>

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<p>Personality (12 mins)</p> 	<p>Students respond to questions and are provided with a report that outlines their levels on five factors of personality:</p> <ul style="list-style-type: none"> • Openness • Conscientiousness • Extraversion • Agreeableness • Emotionality 	<p>To build an understanding of self and others, and for self-insights.</p> <p>To help students think about how personality traits can relate to team interactions and experiences</p> <p>As a fun activity to help students become familiar with their team members</p>	<p>At the beginning of team development as a fun introductory activity</p> <p>Can use in situations where students are not in teams or the teamwork is less interdependent</p> <p>Can administer this assessment at any point in the semester but earlier is better</p>	<p>DON'T suggest that certain characteristics are better or worse than others. Instead recognize the importance of diversity</p> <p>DO have students reflect on how their traits may impact their individual behaviors and team functioning.</p> <p>DO help students understand that the scores are normed against population averages. Thus, 50% is an average.</p>
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