

PREPARING STUDENTS FOR CAREER SUCCESS

Tom O'Neill

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🐦 [@ITPmetrics](https://twitter.com/ITPmetrics)




INDIVIDUAL AND TEAM PERFORMANCE LAB

TEAM CARE MODEL

**Why
should I
C.A.R.E.
?**





Depending on the job requirements, many employers reported that they would hire someone exhibiting soft skills that had the required degree and no experience rather than a person with the technical skills and experience but lacking critical soft skills.

CareerSource Central Florida,
Brevard, and Flagler Volusia and
the Florida High Tech Corridor
Council



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SKILLS GAP

72% of executives perceive a mismatch between the skills needed in their organizations and applicants' current skill levels.

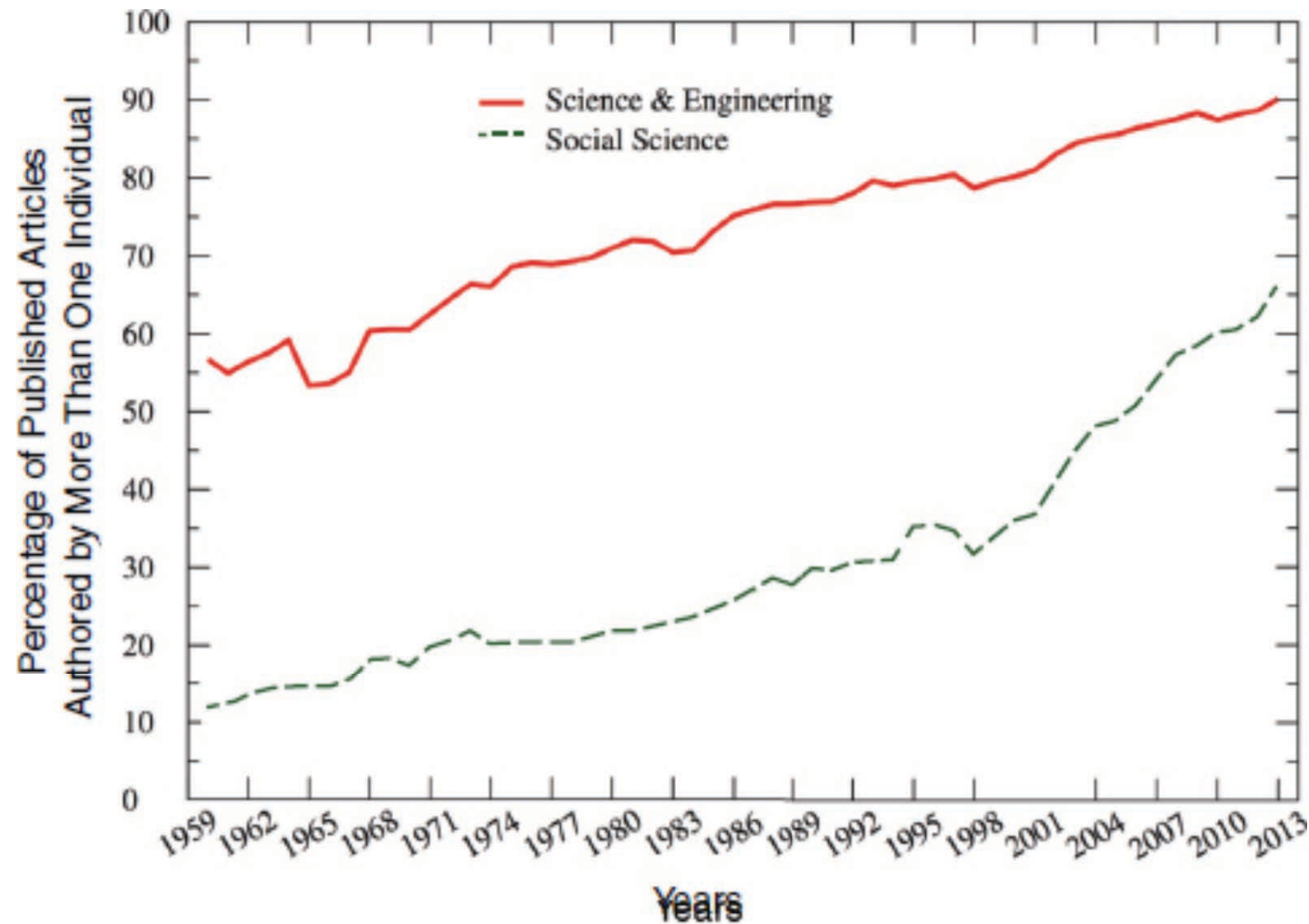
A Conference Board of Canada (2013) report estimates that the skills gap is responsible for

\$24.3B in forgone GDP in Ontario alone.

Further, estimates suggest it is increasing.



Increasing Collaboration



National Research Council, 2015



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STANDARDS & ACCREDITATION

- This has led to accreditation bodies requiring the demonstration of teamwork skill development within post-secondary faculties such as Business and Engineering.
 - AACSB (Bus international)
 - CEAB (Engg Canada)
 - ABET (Engg international)
- Using Teamwork in Classes...enough?



SSHRC FUTURE CHALLENGE AREA

“What new ways of learning, particularly in higher education, will Canadians need to thrive in an evolving society and labor market?”

I propose an integrated teamwork skills assessment platform to provide feedback and promote soft skill development.

SSHRC  CRSH



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WORKSHOP: PREPARING GRADUATES TO MEET INDUSTRY'S GROWING NEEDS



UNIVERSITY OF
CALGARY

Strengthening teamwork,
collaboration and communication
competencies in engineering
education



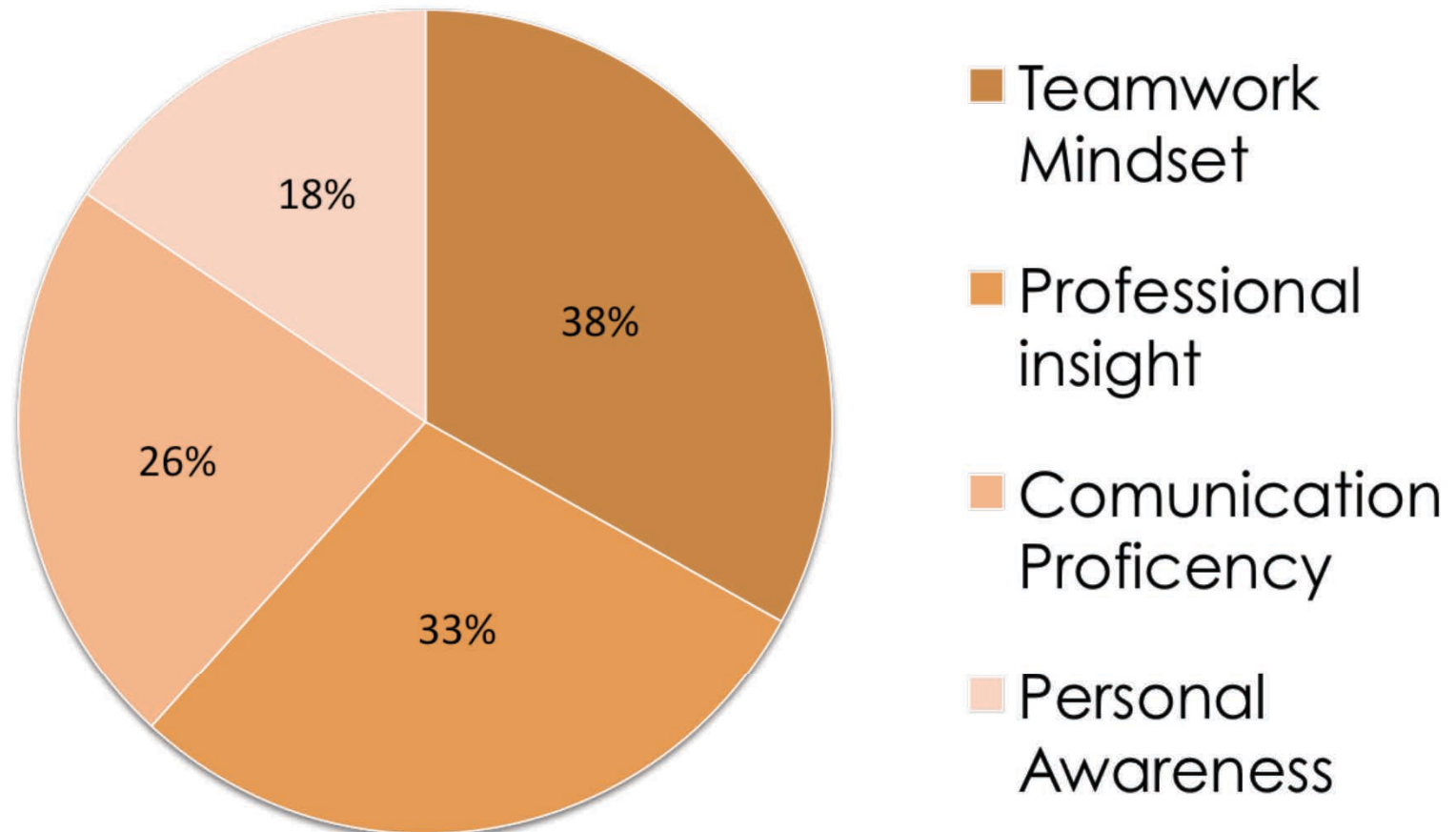
Dr. Tom O'Neill, Assistant Professor, Department of
Psychology

Dr. William Rosehart, Dean, Schulich School of Engineering



November 13 2014

WORKSHOP THEMES



Since 2006...



SCHULICH
School of Engineering



The University of Western Ontario



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$e (e^{\pi i} + \pi^2)^{-\frac{2\pi}{3}}$

Time: 3:05

Name: _____ Age: _____ years

regarding your team.

Neutral	Slightly Agree	Agree	Strongly Agree
4	5	6	<input checked="" type="checkbox"/>
4	5	6	<input checked="" type="checkbox"/>

Self-Awareness?



self-aware Bear



“Could you hire some other employees? The ones you have just can’t get along with me.”



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People were always talking about how mean this guy was who lived on our block. But I decided to go see for myself. I went to his door, but he said he wasn't the mean guy, the mean guy lived in that house over there. "No, you stupid idiot," I said, "that's my house."



Self and Personal Awareness

“I’m massively self-aware”

Jeff Bezos, CEO, Amazon



Create Awareness

Develop Strategies

Take Action



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TEAMWORK SKILLS

- Those with feedback on their teamwork become better team members over time
- Industry says personal awareness critical
- Accreditation bodies require soft skill development
 - Association to advance collegiate schools of business;
 - Canadian Engineering Accreditation Board



FOUNDED ITP LAB JULY 1ST, 2011

Building High Performance Teams



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RESEARCH PILLARS



- Traditional teams

1



- Distributed teams

2



- Resuscitation teams

3

ITP MANDATE

Mission: Growing Your People and Ours

Vision: A world in which all teams and team members reach their full potential

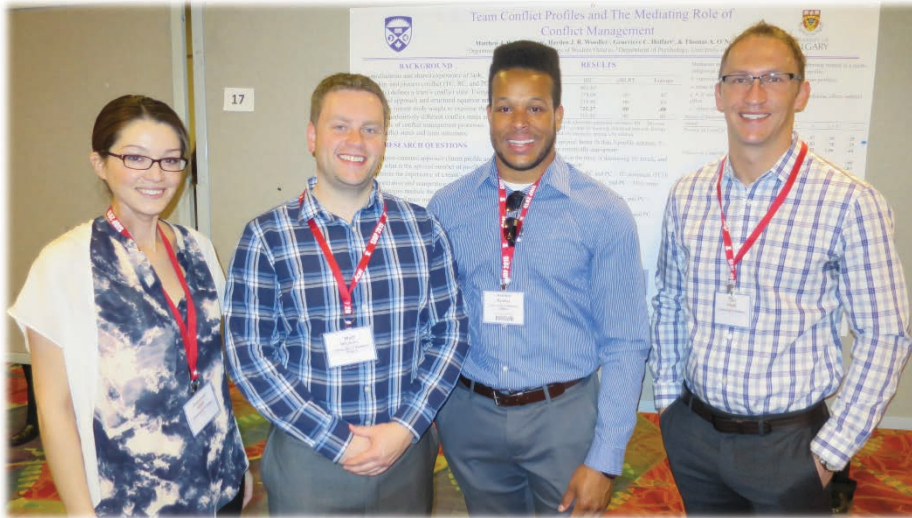
Goals: To influence the teamwork capabilities of 100,000 people in the next three years.

Values: Professionalism, Achievement, Relationships, Competence, Service



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ITP LAB AT CONFERENCES

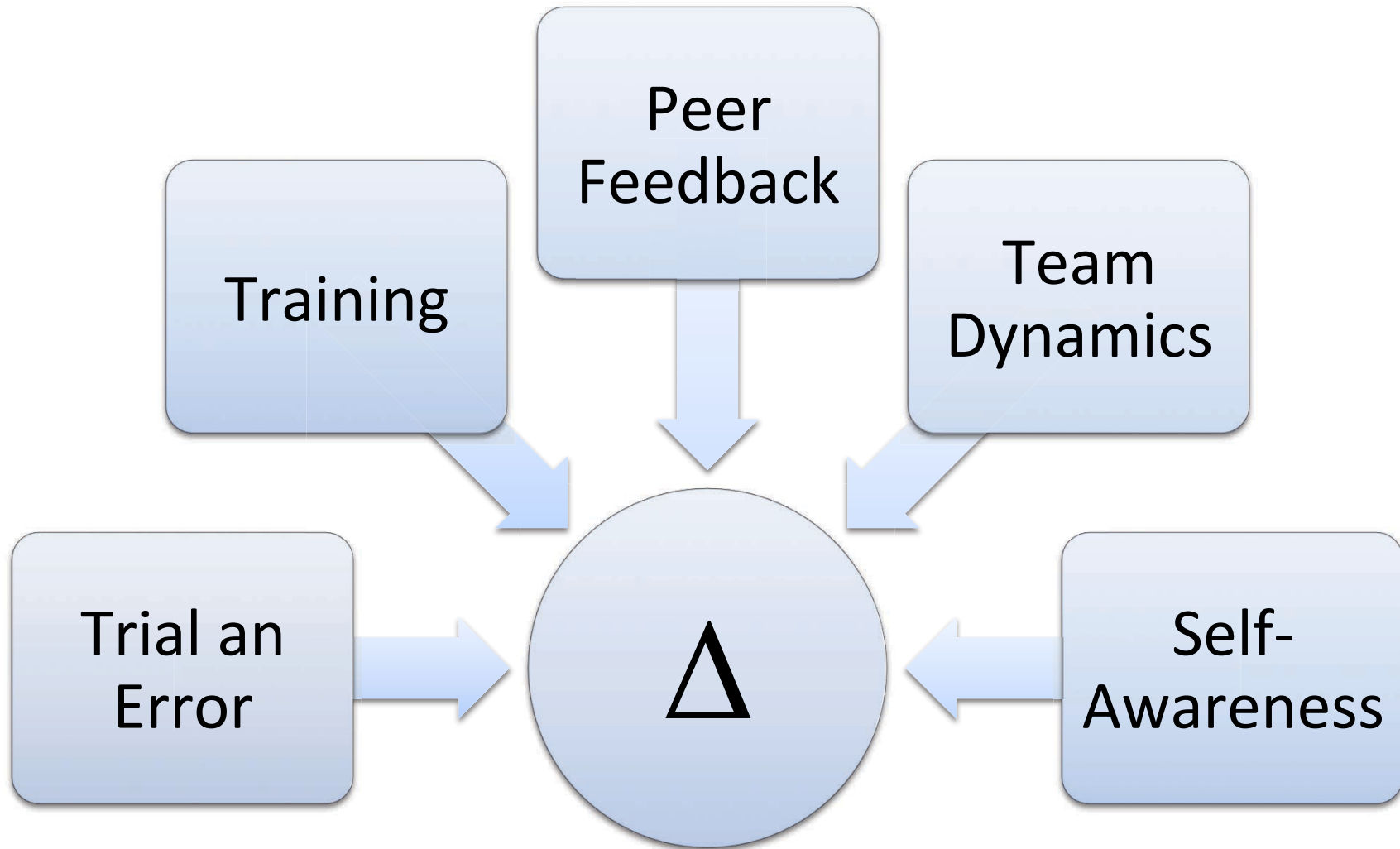


Top: SIOP 2015; Bottom: ASEE 2015



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ENHANCING TEAMWORK SKILLS



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Metrics

Growing your people and ours

Team assessments, backed by research



OUR TEAM

The Individual and Team Performance (ITP) Lab is dedicated to creating value in your teams while developing the skills and capabilities of our lab.

[Meet our team](#)



ASSESSMENTS

Our assessments are suitable for both professional and educational contexts, and include: **Team dynamics diagnostics, peer feedback, and behavioural assessments.**

[Learn more](#)



RESEARCH

We apply rigorous scientific methods to inform our assessments to increase the effectiveness of teams around the world.

[Read more](#)

[▶ Video Tour](#)

[Sign in](#)

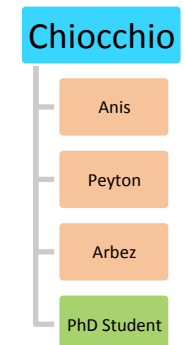
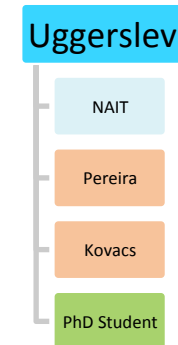
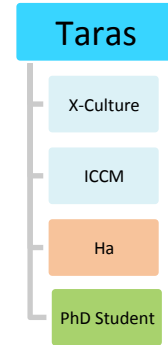
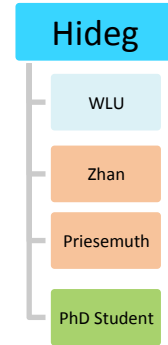
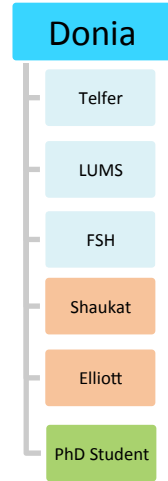
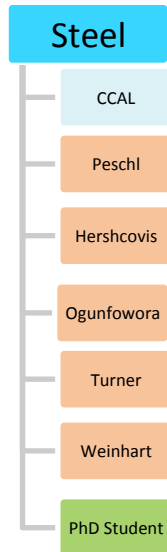
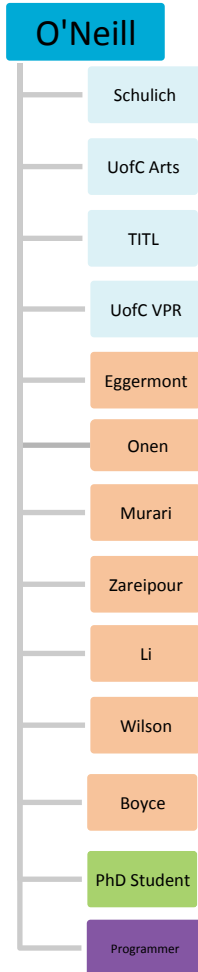
[Sign up for free!](#)

1,630,911 responses submitted and 12,553 assessments taken so far!

ENHANCING TEAMWORK SKILLS

- Mount Royal University
- University of Alberta
- University of Lethbridge
- University of Ottawa
- Royal Roads University
- Quinnipiac University, Hamden, Connecticut, United States



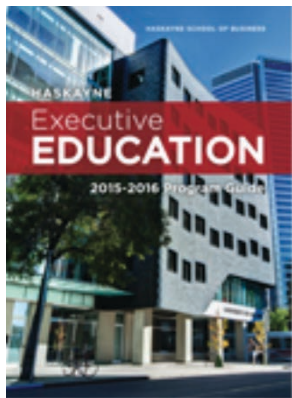


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Application in Management Teams



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MOST COMMON CHALLENGES (MGMT)?

- Very busy, does not help right away when others ask.
- Punctuality
- Can be too detail oriented, narrowing in and getting “lost in the weeds.”
- Does not often speak up in front of the group.
- Making impulsive decisions; not communicating rationale for decisions; not communicating team direction
- Delivery style in communications – too direct and harsh
- Email etiquette especially CC and time to response
- May not always let people finish speaking without assuming and moving forward or completing the sentence for them.
- Needs to work on better outlining individual role clarity as well as more effectively providing feedback, priorities, and direction.



MOST COMMON CHALLENGES (STUDENT)?

- Lack of a project plan
- Lack of role clarity
- Not tracking goal progression
- Lack of health task-related debate
- Differential expectations around desired achievement levels
- Not showing up prepared
- Not engaged
- Not willing to meet, cancels, doesn't show
- Interpersonal conflicts/tension



Behavior is regulated by comparison

Feedback:

How we're
seen



Standard:

How we
aspire to be
seen

*The bigger the feedback-standards gap,
the more we pay attention to it.*

DeNisi et al., 2000

Feedback Provides Information



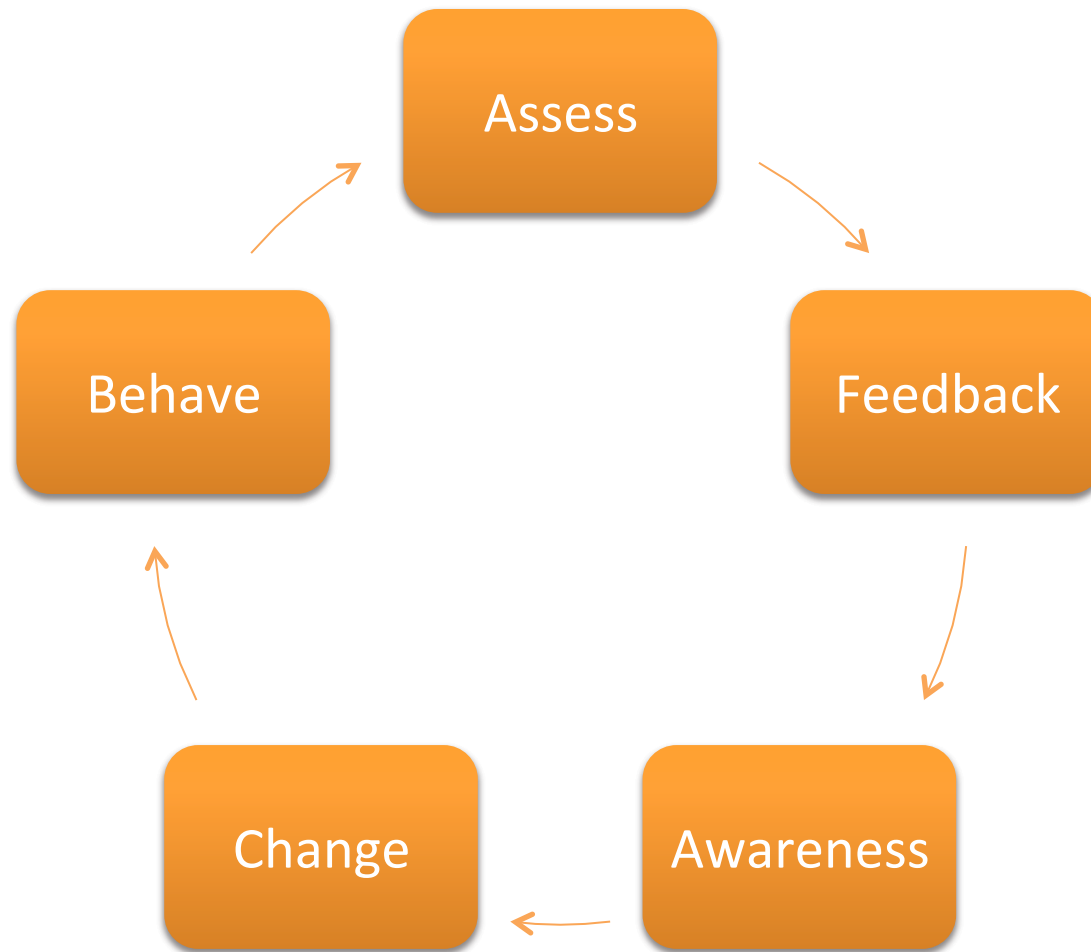
Information Redirects Attention



Attention Focused on Efficient Areas



ASSESSMENT MODEL



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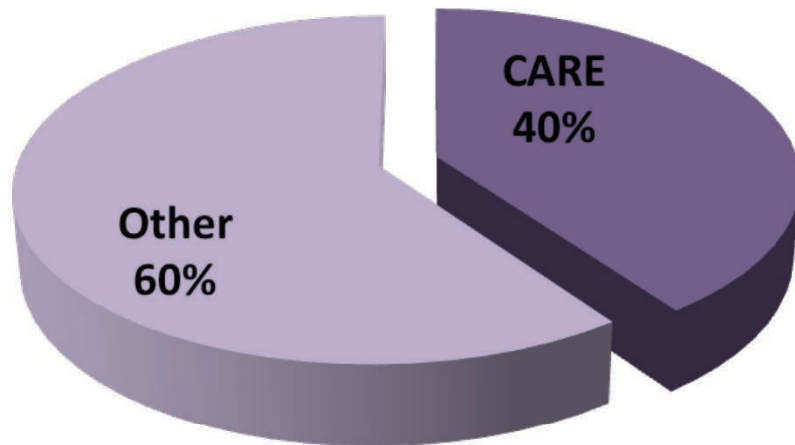
TEAM HEALTH



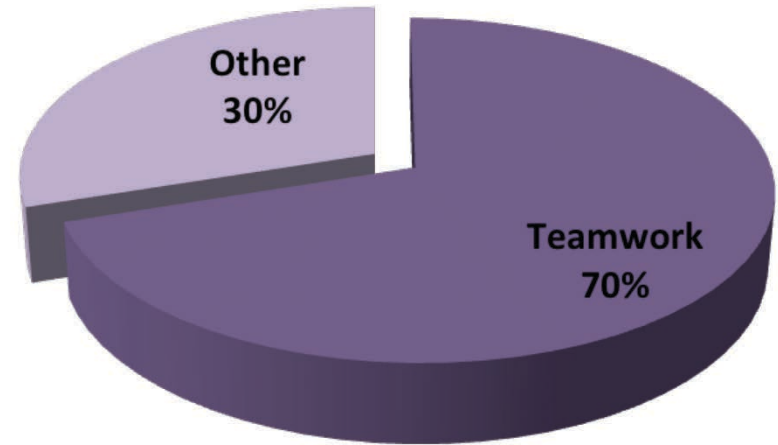
WHY SHOULD I CARE

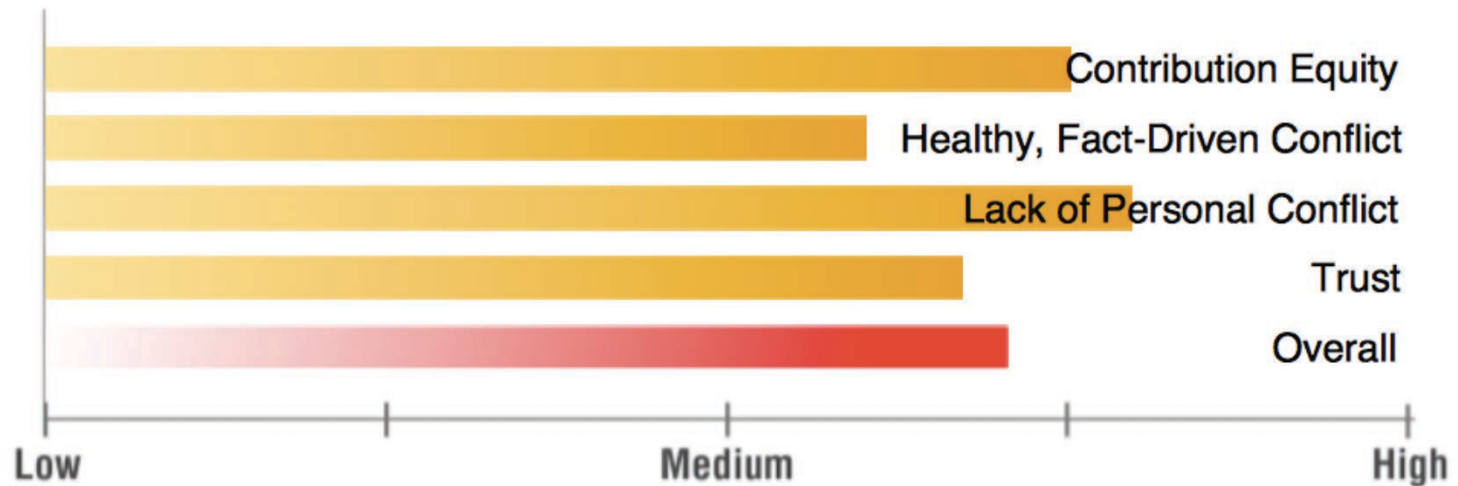


Our Data



Industry Estimates





Contribution Equity: Agreement in the adequacy of each member’s contribution to the team effort and objectives.

Healthy, Fact-Driven Conflict: The team freely and openly debates the merits of different perspectives, views, and opinions on an intellectual level.

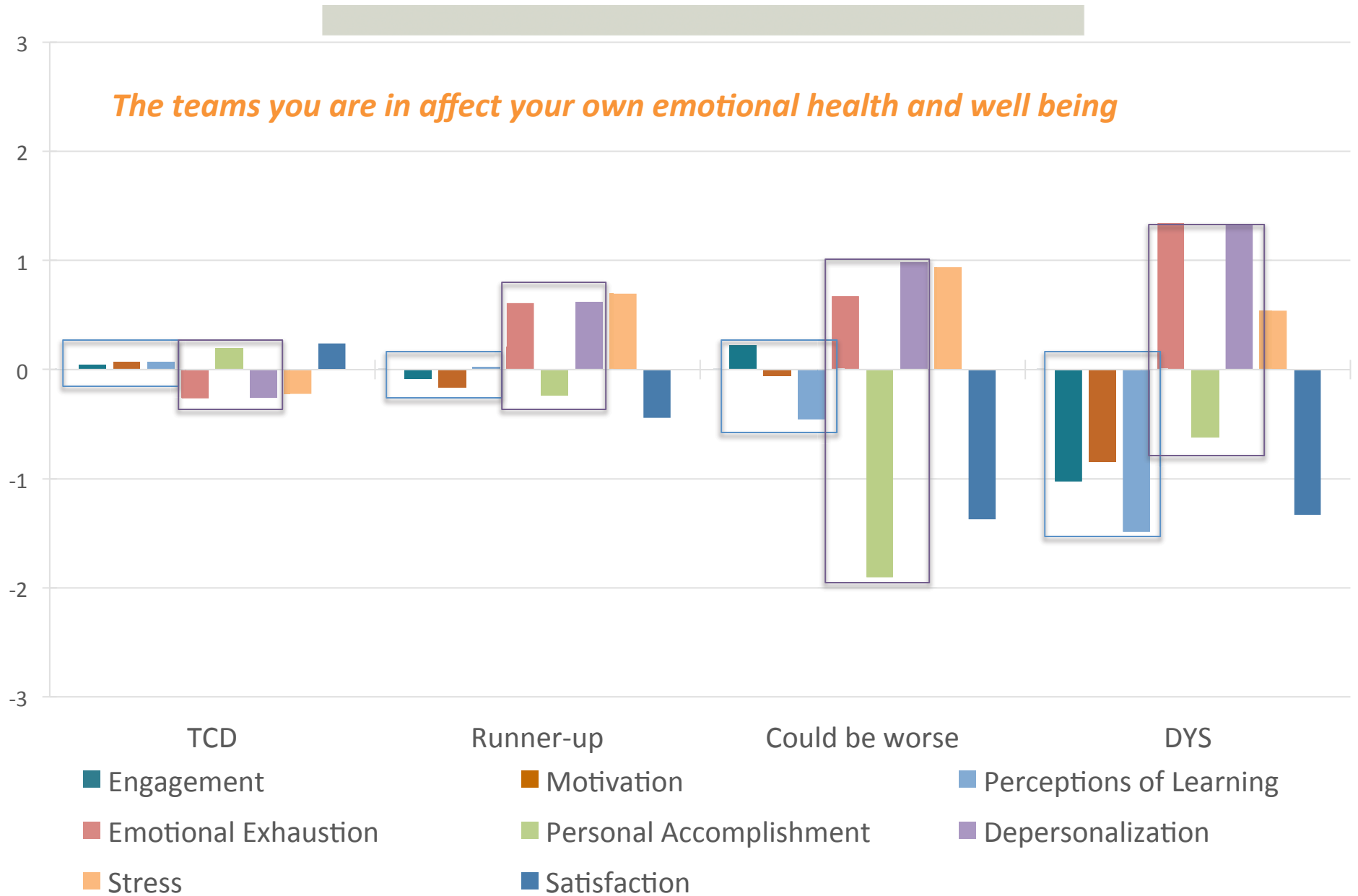
Lack of Personal Conflict: The team atmosphere is free of interpersonal tensions, friction, animosity, and personality clashes.

Trust: Extent to which team members perceive and have confidence in the integrity, reliability and overall trustworthiness of members within their work group.

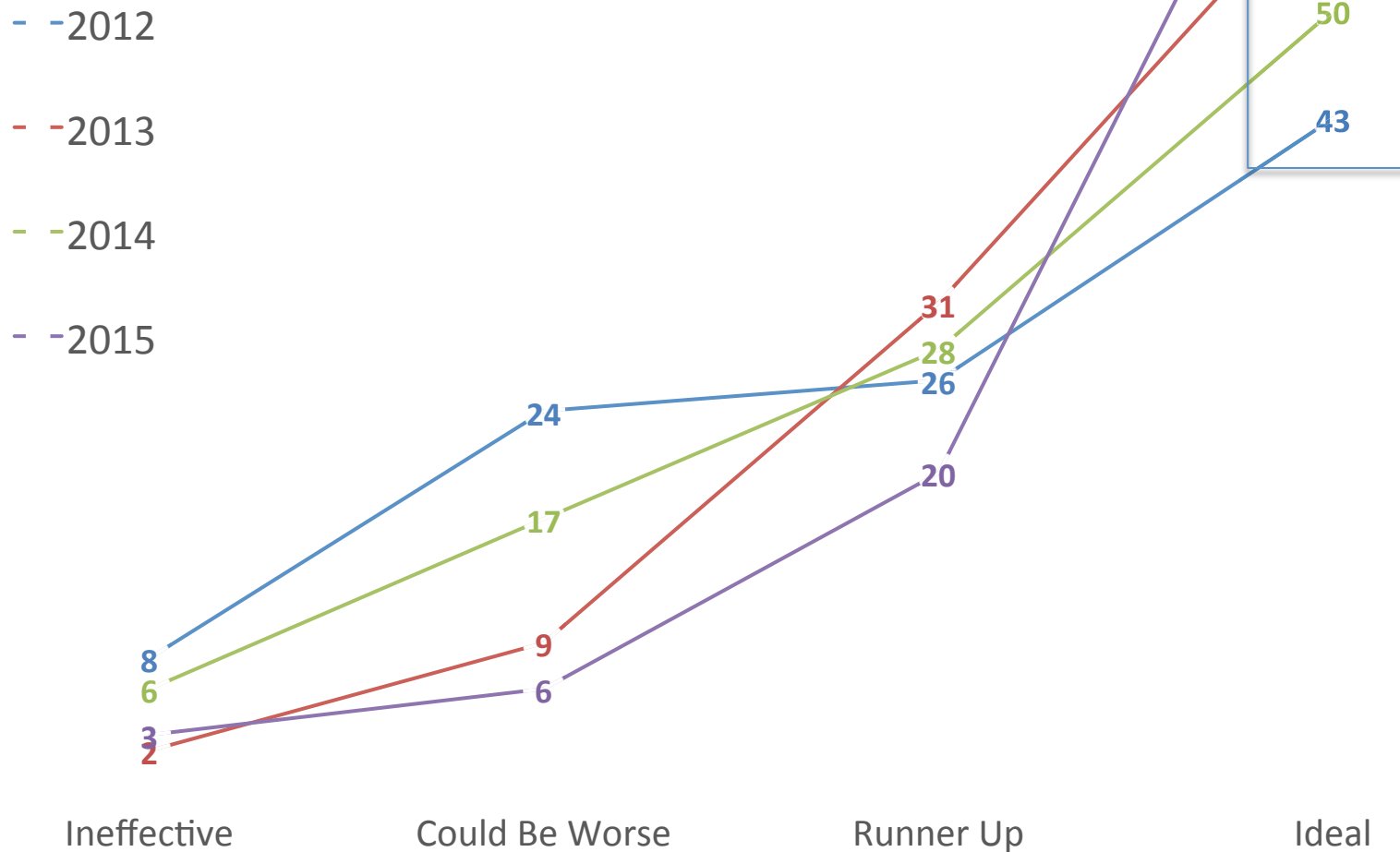


Our team’s strengths and our action plan for Relate:

The teams you are in affect your own emotional health and well being

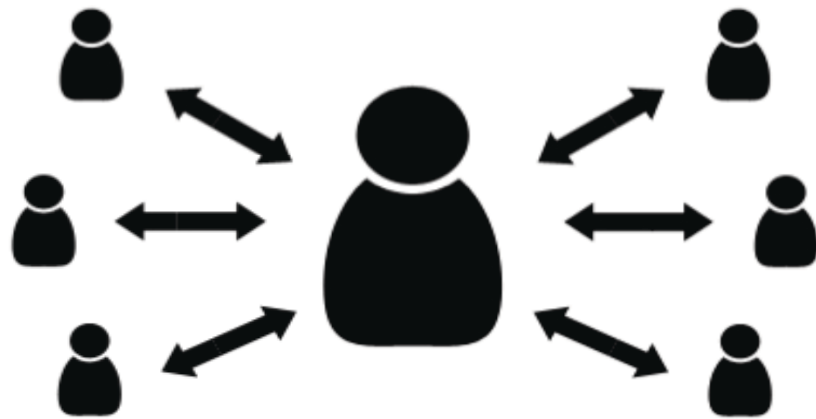


TRAINING & DEVELOPMENT



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PEER FEEDBACK



Team Competencies

- Contributing to the Team's Work
- Communicating with Teammates
- Strong Foundation of Knowledge, Skills and Abilities
- Encouraging High Performance
- Keeping the Team on Track

Prepared by:

The Individual & Team Performance Lab



This report summarizes your teammates' feedback of your teamwork competencies. Specifically, the following represents the average rating assigned by your team regarding your effectiveness as a team member. You can use this feedback to identify potential strategies for increasing your effectiveness as a team member.

Proficiency	Team Competencies	Potential Improvement Behaviors
Moderate	Communicating with teammates	Facilitate effective communication in the team. Exchange information with teammates more quickly. Listen even more to what teammates have to say about issues. Always get team input on important matters before going ahead.
Moderate	Strong foundation of knowledge, skills, and abilities	Always look for ways to improve your skills and expertise. Try to obtain more knowledge of teammates' jobs. Continue to build the skills and expertise to do excellent work.
Moderate	Contributing to the team's work	Increase your share of the team's workload. Take on and complete even more responsibilities. Prepare even more for team meetings. Improve the accuracy of your work, and complete it even more quickly.
Bare Minimum	Encouraging high performance	Express stronger expectations that the team will succeed. Express more of a belief that the team can produce high-quality work. Believe that the team will achieve high standards. Care even more that the team produced high-quality work.
Bare Minimum	Keeping the team on track	Maintain a better awareness of fellow team members' progress. Assess more often whether the team is making progress as expected. Provide more constructive feedback to others on the team. Continue to help the team plan and organize its work.

Adapted from the Comprehensive Assessment of Team Member Effectiveness; Ohland et al., 2012



Group	Completion	Team Dynamics	Peer Feedback		
1	✓	4.5	4.5	Details	Results
1	✓	4.5	4.8	Details	Results
1	✓	4.5	5.0	Details	Results
1	✓	4.5	5.0	Details	Results
1	✓	4.5	4.8	Details	Results
10	✓	4.1	4.8	Details	Results
10	✓	4.1	4.5	Details	Results
10	✓	4.1	4.5	Details	Results
10	✓	4.1	4.6	Details	Results
10	✓	4.1	4.7	Details	Results
11				Details	
11	✓			Details	
11				Details	
11	✓			Details	
11				Details	
12	✓	4.3	4.2	Details	Results
12	✓	4.3	4.4	Details	Results
12	✓	4.3	4.5	Details	Results
12	✓	4.3	4.8	Details	Results



You always take the initiative to get things done and volunteer to work on stuff so thanks for that! And good thing you caught the mistake in the video...which 4 of us missed haha!

Thank you for always showing up to meetings whenever you can, even after a long day at work. Your help and effort on the group project were really appreciated!

You did a good job on secondary research.

Hailey, you did a great job throughout the semester. You balanced your busy schedule (having a job) and managed to come to meetings and contribute well.

It was fun working with you! You could have contributed more to the completion of the BMC!

Thanks for the video and getting your friends to give us a quote for the website/advertisement, that helped us a lot. I wish you had not skipped as many classes and been to more meetings, I think it would have been really valuable to get more help from you.

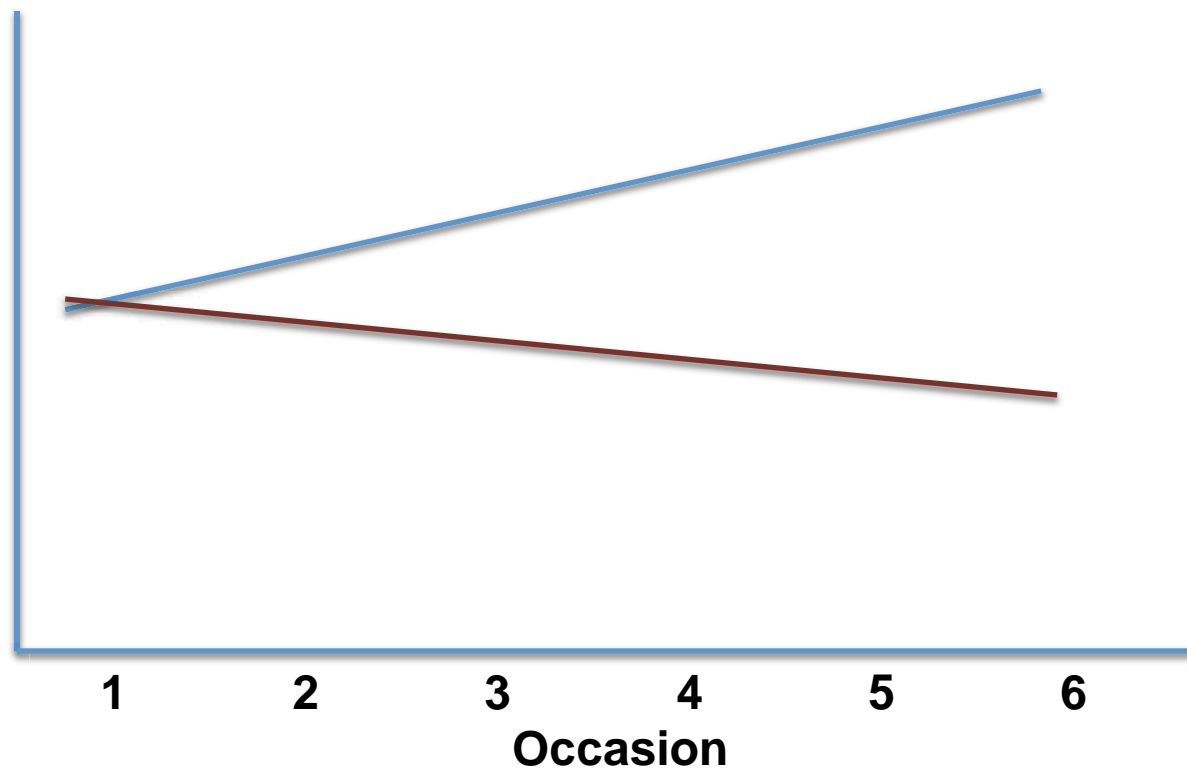


INDIVIDUAL

B

Donia, M., O'Neill, T. A., & Brutus, S. (Revise and Resubmit). Peer feedback increases team member performance, confidence, and work outcomes: A longitudinal study. *Academy of Management Learning and Education*.

Average Peer Rating



uOttawa
L'Université canadienne
Canada's university



UNIVERSITY OF
CALGARY



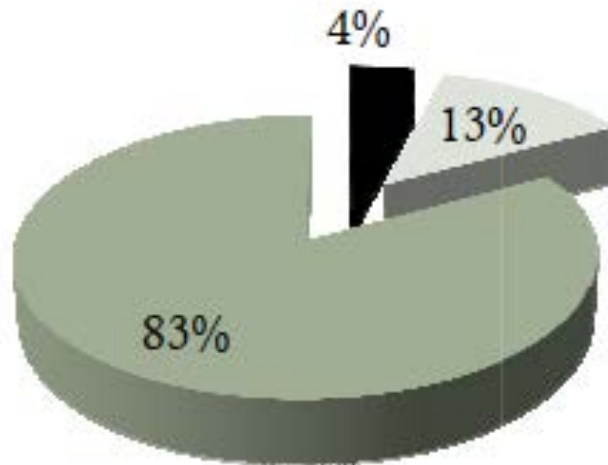
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PEER FEEDBACK

Smith, J., Hoffart, G., & O'Neill, T. A. (Submitted). Peer feedback on teamwork behaviors: Reactions and intentions to change. *American Society of Engineering Education*.

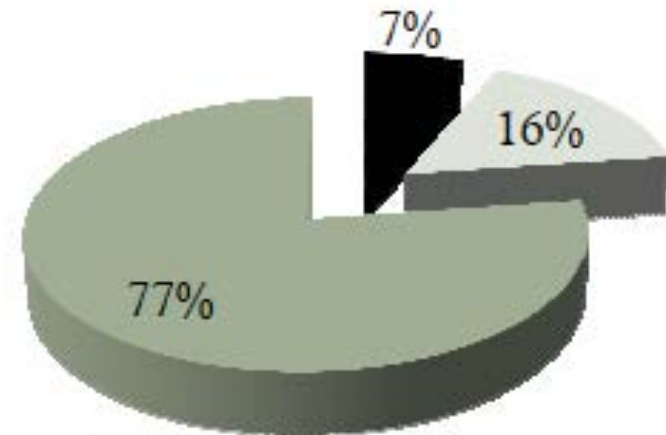
1st Peer Evaluation

■ Disagree ■ Neutral ■ Agree



2nd Peer Evaluation

■ Disagree ■ Neutral ■ Agree





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LEADERSHIP



SET Leadership Report

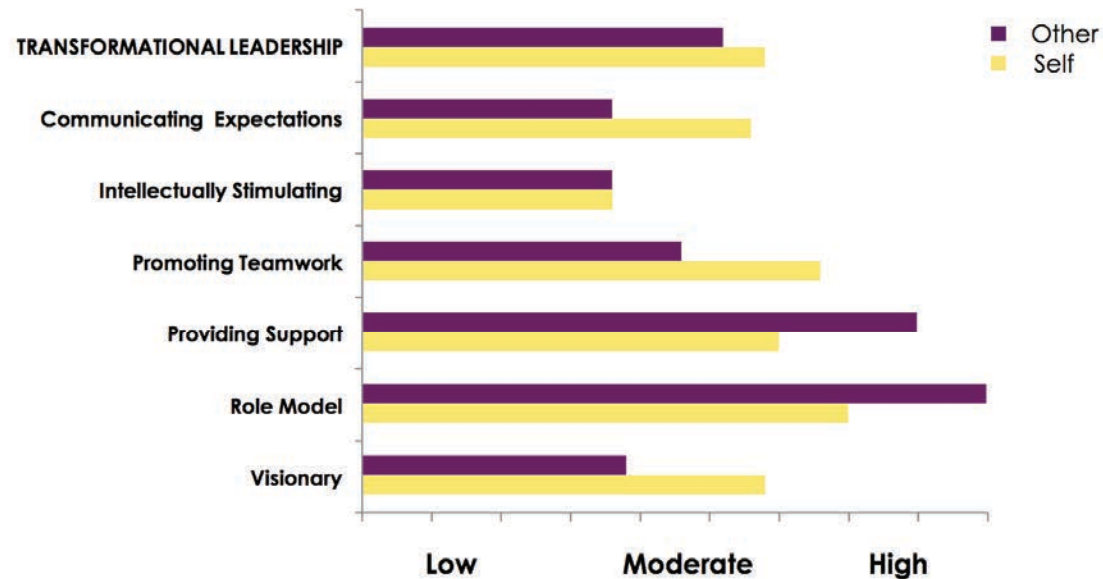
Setting your leadership in motion



Feedback

Transformational Leadership – Profile

This leadership style is characteristic of one who has a positive impact on the motivation, spirit, and performance of their group members. Transformational leadership is associated with team members' job satisfaction and positive feelings towards their work. For this component, responses were gathered from you and from designated raters familiar with your leadership style.



Feedback

"Tom is a motivating leader who is able to get the team excited about group goals and who clearly communicates that he sees a strong and successful future for the team, which is inspiring and encouraging. One potential development area is that of providing individual support and being cognizant of the different challenges facing team members; another potential development area is recognizing the achievements and hard work of team members."



- schedule 1:1
- ask specific challenges facing team members
- follow up on their goals for 2016

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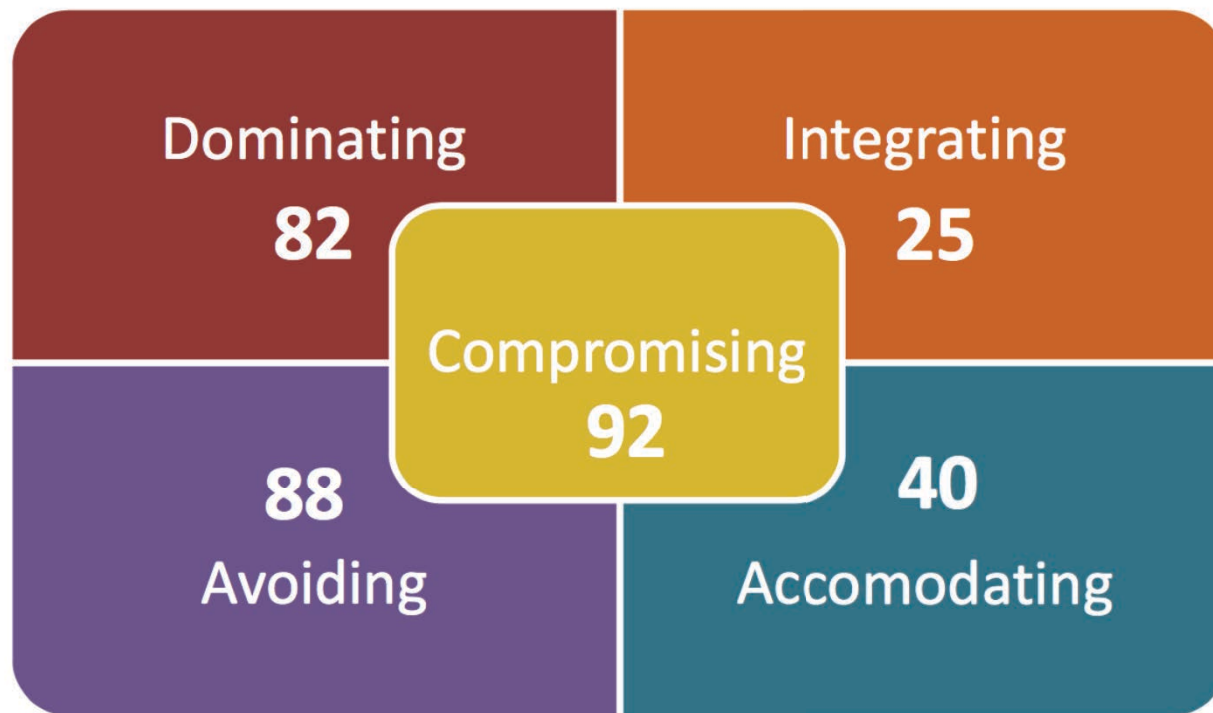
CONFLICT MGMT



CONFLICT MANAGEMENT STYLES:
BEHAVIORAL INVENTORY REPORT

What's Your Conflict Story?

Percentile (%)



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PERSONALITY



**PERSONALITY
REPORT**



The BIG Five

Openness to Experience

Conscientiousness

Extraversion

Agreeableness

Neuroticism/Emotionality

How to Participate

- Once your instructor uploads your class list to itpmetrics.com
 - Go to your email and follow the link OR
 - Go directly to ITPmetrics.com
- If you do not have a profile, you will be asked to register
 - Once registered, you can see your completed assessment reports and assessments that you've been invited to complete in your dashboard



ITP Peer Feedback Example

Time 1 – Peer Rating 2.8

I feel that you have the intellect and creativity to be an extremely powerful member of our group, however you do not attend enough classes or meetings for us to be able to fully utilize you. It would greatly help the team if you could become more involved.

One thing that you can work on is speaking up and participating in the group discussions. As we start to integrate the S.U.I.T model into our conversations, I hope you use this chance to get your ideas out there and be more actively involved in the conversation.

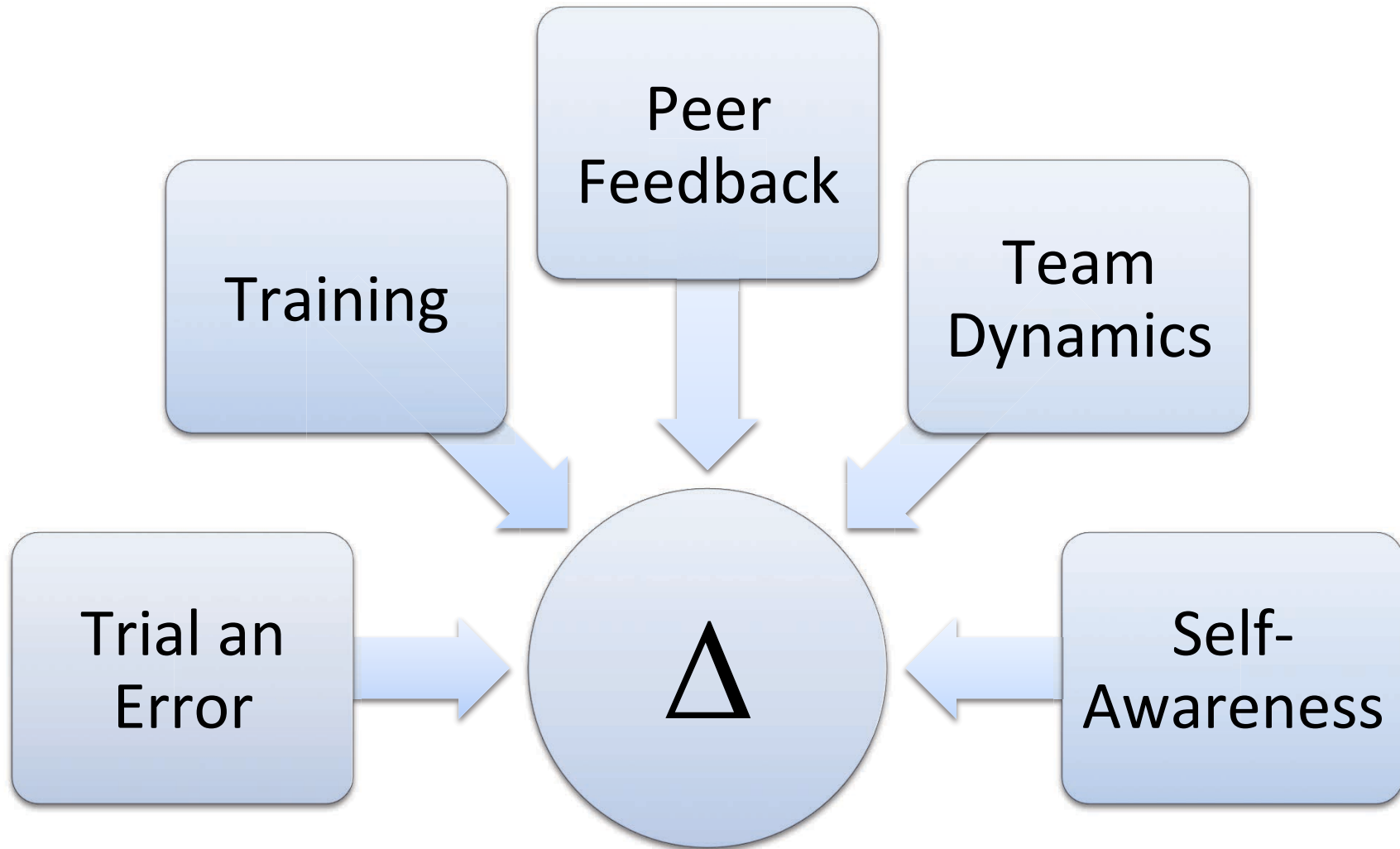
Time 2 – Peer Rating 3.7

Recently, you have taken a huge leap of change since the last peer review. You have become a super dedicated member, and I am happy to have worked with you through this project. Although you may be quiet at times, your sense of humor and intellect is brilliant and witty, and for that I am jealous. I highly recommend that you continue being you, because you are awesome!

I want to thank you for making the effort to come to every class and meeting on time and contributing to the discussion. It's nice when all five of us are together. I think in this last month, you have definitely stepped up to the plate and have gotten more involved in the group project and as a result, our group cohesion has gotten even stronger. I no longer have to worry if you will be on time or if you have gotten your work done yet. Thank you for all of your hard work.



ENHANCING TEAMWORK SKILLS



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Support

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HASKAYNE SCHOOL OF BUSINESS
Canadian Centre for Advanced Leadership in Business


 Alberta
SPOR SUPPORT
Unit

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Health
Solutions



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CANADA FOUNDATION FOR INNOVATION | FONDATION CANADIENNE POUR L'INNOVATION

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ENERGY | SUNCOR
ENERGY
FOUNDATION

SCHULICH
School of Engineering The logo for the Schulich School of Engineering at the University of Calgary, featuring a gear with the university crest inside and the text **SCHULICH** and School of Engineering.

ITP

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THANK YOU

Contact Tom O'Neill Free Access to our Debrief Materials

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