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How can you foster teamwork skills? | December 7, 2018

Comprehensive Assessment of Team Member Effectiveness (CATME)

Team creation based on customized survey criteria

Inquiry based case explored and summative group assignment completed

Contributing to the Team’s Work

- Does more or higher-quality work than expected.
- Makes important contributions that improve the team’s work.
- Helps teammates who are having difficulty completing their work.

Generating score out of 5 for each domain

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- Asks for and shows an interest in teammates’ ideas and contributions.
- Makes sure teammates stay informed and understand each other.
- Provides encouragement or enthusiasm to the team.
- Asks teammates for feedback and uses their suggestions to improve.

Having Relevant KSAs

- Demonstrates the knowledge, skills, and abilities to do excellent work.
- Acquires new knowledge or skills to improve the team’s performance.
- Able to perform the role of any team member if necessary.

Expecting Quality

- Motivates the team to do excellent work.
- Cares that the team does outstanding work, even if there is no additional reward.
- Believes that the team can do excellent work.

Keeping the Team on Track

- Watches conditions affecting the team and monitors the team’s progress.
- Makes sure that teammates are making appropriate progress.
- Gives teammates specific, timely, and constructive feedback.

Self & Peer to Peer written feedback
- 1 Strength
- 1 Area for improvement

Anonymously or Non-Anonymously released to peers
Team creation questions

Questions related to:
- Previous educational experience
- Student availability for group work
- Learning Style
- Communication strength
- Self evaluated oral and written language skills
- Linguistic abilities

Example of CATME domain

Contribution to the team’s work

- Does more or higher-quality work than expected.
- Plays a leading role in the team’s work.
- Helps teammates who are having difficulty completing their work.

Demonstrates behaviors described immediately above and below.
- Completes a fair share of the team’s work with acceptable quality.
- Keeps commitments and completes assignments on time.
- Helps teammates who are having difficulty when it is easy or important.

Demonstrates behaviors described immediately above and below.
- Does not do a fair share of the team’s work. Delivers sloppy or incomplete work.
- Misses deadlines. Is late, unprepared, or absent for team meetings.
- Does not assist teammates. Quits if the work becomes difficult.

Peer to peer comment evaluation

<table>
<thead>
<tr>
<th>Peer</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Reflective and professional</td>
</tr>
<tr>
<td>4</td>
<td>Reflective</td>
</tr>
<tr>
<td>3</td>
<td>Less reflective</td>
</tr>
<tr>
<td>2</td>
<td>Minimally reflective</td>
</tr>
<tr>
<td>1</td>
<td>Not reflective</td>
</tr>
<tr>
<td>0</td>
<td>No written comments</td>
</tr>
</tbody>
</table>

- Aligns with CATME score given to each peer
- Strengths outlined with detail of specific behaviors that contribute to group
- Areas for improvements are clearly and supportively identified
- Framed as opportunities to improve rather than as weaknesses
- Acknowledges group dynamics as a contributing factor and potential resource for improvement
- All of the above elements are present, except improvements are not worked in a support way
- Not actionable suggestions for improvement
- Aligns with CATME domain scores
- Missing specific details of contribution to group learning and area for improvement
- Missing specific comments to each group member (e.g., cut & paste)
- Some alignment with CATME scores for peers
- Cut & paste comments for multiple group members (even if both strengths and areas for improvement are identified)
- Missing either strengths or areas for improvement
- Missing specific details of contribution
- Doesn’t align with CATME score
- Comments are unprofessional in nature
- Missing both specific strengths AND areas for improvement
- Generic comments
- No specific feedback (e.g., good job)
- Unprofessional comments
- CATME not completed

References:
Catme.org
Ohland, M et al. (2012). The comprehensive assessment of team Member effectiveness. Academy of Management Learning & Education. 11(4). pg 609-630