

The Comprehensive Assessment of Team Member Effectiveness (CATME) is copyrighted. For permission to use outside of research or classroom purposes, please contact Matthew W. Ohland at Ohland@purdue.edu or Misty L. Loughry at MLoughry@georgiasouthern.edu.

The same content is measured in multiple ways. We have a Behaviorally Anchored Rating Scale (BARS) version. We also have short and long versions that use Likert scales. The BARS version of the instrument can be administered on-line. See www.CATME.org for instructions.

To cite any of the Likert scale versions, please use the following citation:

Loughry, M. L., Ohland, M. W., & Moore, D. D. (2007). Development of a theory-based assessment of team member effectiveness. *Educational and Psychological Measurement*, 67(3), 505-524.

To cite the BARS version, please cite the paper above and the following:

Ohland, M. W., Loughry, M. L., Woehr, D. J., Bullard, L. G., Felder, R. M., Finelli, C. J., Layton, R. A., Pomeranz, H. R., & Schmucker, D. G. (2012). The comprehensive assessment of team member effectiveness: Development of a behaviorally anchored rating scale for self and peer evaluation. *Academy of Management Learning & Education*, 11(4), 609-630.

For assessment-related uses, please cite the above and the following:

Loughry, M. L., Ohland, M. L., & Woehr, D. J. (2014). Assessing teamwork skills for assurance of learning using CATME Team Tools. *Journal of Marketing Education*, 36(1), 5-19.

If you use the Team-Maker tool, available online at www.CATME.org, please cite the following:

Layton, R. A., Loughry, M. L., Ohland, M. W., & Ricco, G. D. (2010). Design and validation of a web-based system for assigning members to teams using instructor-specified criteria. *Advances in Engineering Education*, 2(1), 1-28.

<u>Your name</u>					Peer Evaluation					Section Number _____ Team Number _____					
<p>← Write the names of the people on your team including your own name.</p> <p>This self and peer evaluation asks about how you and each of your teammates contributed to the team during the time period you are evaluating. For each way of contributing, please read the behaviors that rating. Then confidentially rate yourself and your teammates by placing a mark in the relevant box.</p>															
Contributing to the Team's Work						<ul style="list-style-type: none"> Does more or higher-quality work than expected. Makes important contributions that improve the team's work. Helps to complete the work of teammates who are having difficulty. 									
						Demonstrates behaviors described in the row just above and just below.									
						<ul style="list-style-type: none"> Completes a fair share of the team's work with acceptable quality. Keeps commitments and completes assignments on time. Fills in for teammates when it is easy or important 									
						Demonstrates behaviors described in the row just above and just below.									
						<ul style="list-style-type: none"> 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. 									
Interacting with Teammates						<ul style="list-style-type: none"> Asks for and shows an interest in teammates' ideas and contributions. Improves communication among teammates. Provides encouragement or enthusiasm to the team. Asks teammates for feedback and uses their suggestions to improve. 									
						Demonstrates behaviors described in the row just above and just below.									
						<ul style="list-style-type: none"> Listens to teammates and respects their contributions. Communicates clearly. Shares information with teammates. Participates fully in team activities. Respects and responds to feedback from teammates. 									
						Demonstrates behaviors described in the row just above and just below.									
						<ul style="list-style-type: none"> Interrupts, ignores, bosses, or makes fun of teammates. Takes actions that affect teammates without their input. Does not share information. Complains, makes excuses, or does not interact with teammates. Accepts no help or advice. 									
Keeping the Team on Track						<ul style="list-style-type: none"> 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. 									
						Demonstrates behaviors described in the row just above and just below.									
						<ul style="list-style-type: none"> Notices changes that influence the team's success. Knows what everyone on the team should be doing and notices problems. Alerts teammates or suggests solutions when the team's success is threatened. 									
						Demonstrates behaviors described in the row just above and just below.									
						<ul style="list-style-type: none"> Is unaware of whether the team is meeting its goals. Does not pay attention to teammates' progress. Avoids discussing team problems, even when they are obvious. 									
Expecting Quality						<ul style="list-style-type: none"> 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. 									
						Demonstrates behaviors described in the row just above and just below.									
						<ul style="list-style-type: none"> Encourages the team to do good work that meets all requirements. Wants the team to perform well enough to earn all available rewards. Believes that the team can fully meet its responsibilities. 									
						Demonstrates behaviors described in the row just above and just below.									
						<ul style="list-style-type: none"> Satisfied even if the team does not meet assigned standards. Wants the team to avoid work, even if it hurts the team. Doubts that the team can meet its requirements. 									
Having Relevant Knowledge, Skills, and Abilities						<ul style="list-style-type: none"> 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. 									
						Demonstrates behaviors described in the row just above and just below.									
						<ul style="list-style-type: none"> Has sufficient knowledge, skills, and abilities to contribute to the team's work. Acquires knowledge or skills needed to meet requirements. Able to perform some of the tasks normally done by other team members. 									
						Demonstrates behaviors described in the row just above and just below.									
						<ul style="list-style-type: none"> Missing basic qualifications needed to be a member of the team. Unable or unwilling to develop knowledge or skills to contribute to the team. Unable to perform any of the duties of other team members. 									

Comprehensive Assessment of Team Member Effectiveness (CATME)

Past Tense Long Form

CONTRIBUTING TO THE TEAM'S WORK

Did a fair share of the team's work.

Carried at least a fair share of the team's workload.

Did an acceptable portion of the team's work.

Fulfilled responsibilities to the team.

Kept commitments to the team.

Followed through on obligations to the team.

Came to team meetings prepared.

Arrived on time for team meetings.

Prepared for meetings ahead of time.

Completed work in a timely manner.

Did assigned tasks by the time the team needed the work.

Completed team assignments by the due date.

Did work that was complete and accurate.

Used care when completing work for the team.

Carefully completed tasks assigned by the team.

Made important contributions to the team's final product.

Provided insights and ideas that improved the team project.

Made recommendations that improved the team's performance.

Kept trying when faced with difficult situations.

Remained effective under pressure.

Did not give up when faced with a challenge.

Offered to help teammates when it was appropriate.

Helped other team members when they needed assistance.

Helped teammates who were having difficulty.

INTERACTING WITH TEAMMATES

Communicated effectively.

Was specific when communicating information or feelings to teammates.

Expressed ideas clearly.

Facilitated effective communication in the team.

Helped improve communication among team members.

Facilitated the exchange of ideas among team members.

Exchanged information with teammates in a timely manner.

Shared information that affected others on the team.

Kept other team members informed about work-related issues.

Provided encouragement to other team members.

Was supportive of other team members.

Helped build teammates' confidence.

Expressed enthusiasm about working as a team.

Enjoyed working as part of a team.

Enjoyed teamwork.

Heard what teammates had to say about issues that affected the team.

Listened to teammates who had different perspectives.

Paid attention to what teammates had to say.

Got team input on important matters before going ahead.

Gave all team members a chance to participate in team decisions.

Requested a response from teammates before making important decisions.

Accepted feedback about strengths and weaknesses from teammates.

Was receptive to constructive criticism from other team members.

Accepted constructive criticism from other team members.

Used teammates' feedback to improve performance.

Took teammates' feedback seriously.

Acted on teammates' constructive criticism.

Let other team members help when it was necessary.

Asked teammates for help when necessary.

Allowed teammates to assist when help was needed.

KEEPING THE TEAM ON TRACK

Stayed aware of fellow team members' progress.

Monitored teammates to discover effective or ineffective performance.
Noticed whether or not teammates were doing their job correctly.

Assessed whether the team was making progress as expected.

Checked whether the team was on the right track.
Evaluated the team's work to improve team effectiveness.

Stayed aware of external factors that influenced team performance.

Monitored external conditions that influenced team success.
Noticed situations outside the team's control that affected the team's performance.

Provided constructive feedback to others on the team.

Provided feedback to teammates about their strengths and weaknesses.
Let teammates know how they were performing.

Motivated others on the team to do their best.

Encouraged others on the team to focus on meeting the team's objectives.
Motivated teammates to do a good job on their part of the team's work.

Made sure that everyone on the team understood important information.

Checked to make sure that everyone was clear on what needed to be done.
Made sure that everyone on the team knew what they were supposed to do.

Helped the team to plan and organize its work.

Made sure that the team had the necessary supplies, information, and resources.
Helped the team to develop clear objectives.

EXPECTING QUALITY

Expected the team to succeed.

Believed that the team could produce high-quality work.
Was confident that the team could get a lot done when it worked hard.

Cared that the team produced high-quality work.

Believed that the team should achieve high standards.
Wanted the team to excel at its work.

HAVING RELEVANT KNOWLEDGE, SKILLS, and ABILITIES

Had the skills and expertise to do excellent work.

Had the skills and abilities that were necessary to do a good job.

Had the skills necessary to contribute to the team's work.

Had enough knowledge of teammates' jobs to be able to fill in if necessary

Knew how to do the jobs of other team members.

Was able to perform other team members' roles.

Had skills and abilities that other team members lacked.

Had talents that the team needed and other team members did not have.

Had different skills and abilities than teammates had.