



The Individual and Team Performance (ITP) Lab at the University of Calgary has developed an online platform that can assess, track, and report on individual and team metrics. The ITP Metrics software strives to be an innovative platform for companies and universities to provide diagnostic feedback on individual and team performance.

## APPLIED RESEARCH AREAS

### Building team work capabilities in post-secondary graduates

Through partnerships with the Schulich School of Engineering and the Haskayne School of Business, we offer tools and training to help team members master teamwork.

### Virtual team effectiveness

Our research seeks to understand how technology and various configurations of team member distribution affects team dynamics, performance, and innovation.

### Identifying the key teamwork behaviors that influence resuscitation team effectiveness

Working with physicians at Alberta Children's Hospital, we seek to understand how teamwork can improve patient outcomes during resuscitation events.



Whether you're a student, consultant, organizational team member, or leader, we'd love to connect and see if one of our tools are a fit for you. The ITP Lab is located at the University of Calgary with meeting space located on the main floor of Administration Building (AD 145). For more information, please contact:

### Dr. Tom O'Neill, Founder

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🌐 <https://psychology.ucalgary.ca/profiles/thomas-o-neill>

🐦 @ITPMetrics

🌐 <https://www.itpmetrics.com/>



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## OUR INVOLVEMENT

Our vision is to create a world where all teams reach their full potential. In order to accomplish this, the ITP Lab works with both academic and industry teams. Through this work, we have identified the following stakeholder pain points that we strive to provide solutions for with our tools:







### INDUSTRY

-  Conflict reduces team members' health, well-being, and engagement.
-  Team dysfunction can result in accidents and mortality.
-  Interventions are generic and do not address the real team issues.
-  Team health at the organizational level is poorly understood.



### ACADEMIA

-  Student learning is reduced when they are focused on interpersonal conflicts.
-  Dealing with team conflict consumes an enormous amount of instructors' time.
-  Students lack the teamwork skills to meet industry demands and expectations.
-  Instructors lack the time and resources for effective teamwork skill development.



## OUR TOOL BELT



### Training & Development

Our skilled facilitators have developed training frameworks, workshops, resources, and reflection activities for deep, meaningful individual and team development.



### Self-Awareness

Personality and Conflict Management Styles assessments provide custom feedback for increased self-insight and interpersonal relationships.



### Team Dynamics

The CARE model is a snap shot of your team's health across four factors: Communication, Adaptability, Relationships, and Education.



### Peer & Leader Feedback

Peer and Leader feedback are two separate assessment tools that provide insight into both strengths and blind spots in teamwork and leadership.



### Visualization


Our visualization feature allows you to track teams over time and compare teams to one another in order to identify team and organizational trends.





## PUBLICATIONS


Our lab prides itself on providing evidence based tools and solutions. A full list of our research findings can be found at:


<https://psychology.ucalgary.ca/profiles/220-50881/thomas-o-neill-cv.pdf>

 O'Neill, T. A., McLaron, M. J. W., Hoffart, G.C., Woodley, H. J., & Allen, N.J. (in press). The structure and function of team conflict profiles. *Journal of Management*. Available online first. doi: 10.1177/0149206315581662

 O'Neill, T. A., & Salas, E. (in press). Creating high performance teamwork in organizations. *Human Resource Management Review*.

 O'Neill, T. A., Deacon, A., Gibbard, K., Larson, N., Hoffart, G., Smith, J., & Donia, M. (2018). Team dynamics feedback for post-secondary student learning teams. *Assessment and Evaluation in Higher Education*, 43, 571-585.

 O'Neill, T. A., Hoffart, G. C., McLarnon, M. J. W., Woodley, H. J., Eggermont, M., Rosehart, W., & Brennan, R. (2017). Constructive controversy and reflexivity training promotes effective conflict profiles and outcomes in student learning teams. *Academy of Management Learning and Education*, 16(2), 257-276.

 O'Neill, T. A., Allen, N. A., & Hastings, S. E. (2013). Examining the 'Pros' and 'Cons' of Team Conflict: A Team-Level Meta-Analysis of Task, Relationship, and Process Conflict. *Human Performance*, 26, 236-260.