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Title: Engagement and Leadership on Large (20+ Student) Aerospace Capstone Teams

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Engagement and Leadership on Large (20+ student) Aerospace Capstone Teams

Introduction

Undergraduate enrollment at the University of Colorado Boulder Ann and H.J. Smead Department of Aerospace Engineering and Sceinces has more than doubled from 550 students in 2015 to 1,285 students in 2025. This has placed a strain on the department's capstone course: a two-semester, hands-on sequence where students work in teams to design, prototype, and test aerospace systems. In Academic Year (AY) 2024-25, 293 students enrolled across 24 teams, and produced 24 prototypes. However, the department's fabrication spaces struggled to accommodate this load.

To address this challenge, a new course structure was implemented in AY 2025-26. Students are now organized into six sections of up to 48 students. Each section is advised by a faculty member who develops an aerospace design project in their technical area. Within each section, students work in large teams (23-48 students) divided into functional sub-teams. For example, the aircraft design section is divided into airframe, aerodynamics, propulsion, flight mechanics, and internal structure sub-teams. Students must work within and across sub-teams to design their subsystem and ensure full system integration.

In this new structure, faculty were concerned that some students would not contribute to these large teams, relying on others to carry the workload. Faculty also questioned student leaders' ability to effectively guide their peers, and whether students would have a positive learning experience in larger teams. This led to the following research questions:

RQ1: What percentage of students actively engage in these large teams?
Engagement is defined as a student's constructive involvement in team-based work, reflected in both their technical and interpersonal contributions to the team [1].

RQ2: Do peers rate their leadership team as effective on these large teams?
Effective leadership is defined as peers' perceptions that their leadership team seeks input from many members of the team, effectively delegates decisions, and creates schedules and system interfaces that allow for project success [2].

RQ3: Do these large teams have an inclusive learning environment that allows students to share ideas and take risks?
An *inclusive learning environment* is defined as a collaborative team climate in which students feel valued and able to contribute their ideas without fear of negative consequences [3].

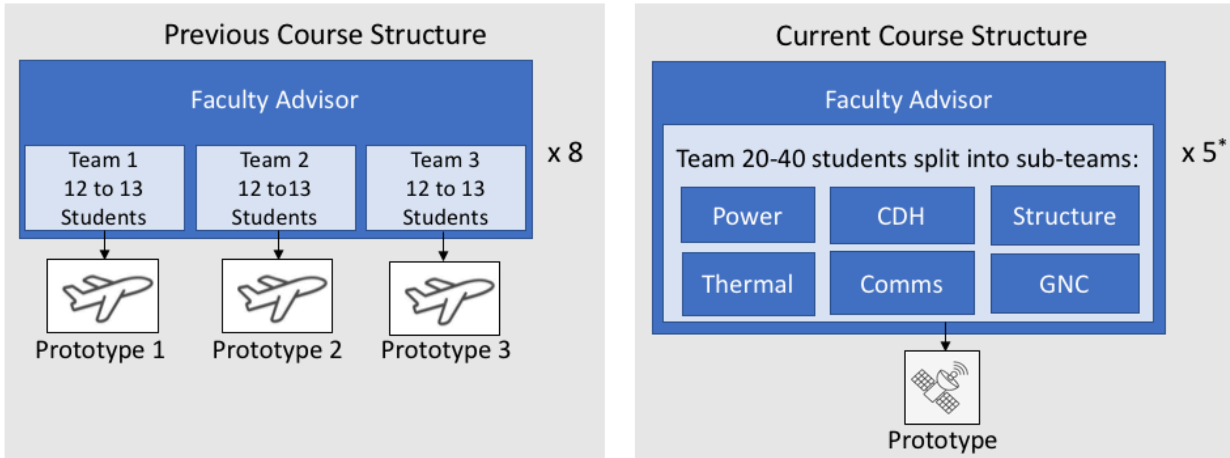
To evaluate these research questions, a 28-item survey was distributed in AY 2024-25, to study engagement and leadership in engineering teams. This IRB-approved voluntary survey covers team structure, peer engagement, leadership effectiveness, learning environment, engineering identity, and demographics. Faculty grades of a student's individual performance were used to contextualize and corroborate the self-reported student data. This paper analyses this data in the context of the research questions and develops recommendations for advising large teams of students.

Course Structure

ABET requires all undergraduate engineering programs to culminate in a major design experience that (1) incorporates appropriate engineering standards and multiple constraints, and (2) builds knowledge and skills developed in earlier coursework [4]. Consequently, most capstone design programs provide real-world projects that require students to apply analytical knowledge from previous courses [5], [6]. These courses typically require students to work in a team to strengthen interpersonal communication, project management abilities, and increase exposure to diverse problem-solving approaches and creative processes [6.] Additionally, capstone design courses emphasize design thinking by encouraging students to identify risk, quantify levels of uncertainty, iterate solutions, and apply systems engineering principles to make informed design decisions [7]. To this end, the capstone design course in the Ann and H.J. Smead Department of Aerospace Engineering and Sciences (AES) was developed to have students tackle an open-ended aerospace design problem that required 1) integration across several different sub systems, 2) designing to requirements and industry standards, and 3) applying knowledge from previous aerospace courses. In the first semester, students perform design trades and analyze engineering models to develop a preliminary design of an aerospace system which meets a defined set of requirements. In the second semester, students fabricate or simulate their systems, test their designs to verify requirements are met, validate the system can complete mission objectives, and close the loop between model predictions and actual system performance.

Fig. 1 shows the contrast between the previous and new course structures. In the previous course structure, faculty advisors developed an open-ended aerospace project in their area of expertise. The faculty advisor then advised three student teams of 12 to 13 students each over the course of the academic year. Each team would develop, prototype, and test their design. The team's progress was assessed twice per semester in a design review with a board consisting of the faculty advisor and other faculty members teaching the class. However, in AY 2024-25, 293 students were enrolled in the class. There were eight faculty members, each advising three teams, for a total of 24 teams. Therefore, 24 prototypes were built and tested within the department's fabrication spaces. This overwhelmed the department's fabrication spaces and resources, necessitating a new sustainable course structure.

In the new (current) course structure being piloted, faculty advisors still develop an open-ended aerospace project in their area of expertise and advise typically one or two large teams of 23 to 48 students. Each large student team develops a single prototype. To do this, these large teams are further split into smaller sub-teams that work on a specific sub-system. For example, the aircraft design teams are divided into leadership, airframe, aerodynamics, propulsion, flight mechanics, and internal structure sub-teams. The teams developing a lunar terrarium are split into structures, thermal, command and data handling, communications, power, sensing, and life support. Students must work within their small sub-team to develop the sub-system design, and across sub-teams to ensure their sub-system will integrate into the larger system prototype. Team progress is still assessed twice per semester in design reviews with a board consisting of the faculty advisor and a few other faculty members teaching the class.



Course Enrollment	293 students
Faculty Advisors	8
Teams	24
Prototypes	24

Course Enrollment	226 students
Faculty Advisors	6
Teams	10
Prototypes	10

Fig. 1: A contrast between the previous and current senior projects course structure. *In the AY 2025-26, there are six total sections, and one section remains in the style of previous course structure.

In AY 2025-26, 226 students enrolled in the class. There are six faculty members each advising their own section. One faculty member utilized the previous course structure, which provides a control group, and broke their section into 4 small teams that would each build a small prototype. Four of the six sections comprised of large teams of 27 to 48 students, and one section split into two teams of 23 students, each building a single prototype. This resulted in a manageable number of 10 prototypes built as compared to the 24 prototypes in the prior year.

Survey Procedure, Measures, and Data Methods

This study was approved by the University of Colorado Institutional Review Board under IRB # 24-0512. The survey was conducted in AY 2024-25 (Year 1, previous course structure) and AY 2025-26 (Year 2, current course structure). Five surveys were sent per year, with three occurring in Fall (late Sept, late Oct, early Dec) and two in Spring (late Jan, early April). For the purposes of this paper, we used only the second timepoint from Year 1 and 2. Data from time points 3-5 are still being collected and analyzed and will be included in the final presentation. At the first timepoint, participants had recently formed teams. For Year 1, 51 students participated in Survey 2. The 24 teams ranged from 10 members to 14 members ($M = 12.23$, $S.D. = 0.90$). For Year 2, 78 students participated in Survey 2. The ten teams ranged from 7 members to 48 members ($M = 31.10$, $S.D. = 12.75$). In both years, surveys were sent out via Canvas to students. Rather than a required portion of course, survey participation must be voluntary per IRB protocol, and the survey was standardized for use across the college of engineering. Students received survey completion award incentives, such as gift cards, based on the number of surveys they completed throughout the year while the survey results were still anonymized. In Year 2, we also had in-person surveyors to encourage survey completion and offered food incentives for students who demonstrated that they completed the survey. The full survey can be seen in Appendix 1.

For RQ 1: Student Engagement and RQ2: Leadership Effectiveness, we collected one-item peer ratings of student engagement in teamwork, taskwork, and their effectiveness as a leader in a round-robin rating design. In a round-robin design, each student rates themselves and their peers on short survey items. Students could elect *not* to rate other members. For both years, each peer rating item stem read "Select how much each statement describes each of your team members. Right now, this person..."

For peer ratings of teamwork and taskwork that pertain to RQ1: Student Engagement, we asked participants to rate whether the peer "has been an effective technical contributor (completes tasks, tools, systems for the project)" and "has been an effective team member (coordination, support of others, cooperation, professionalism)". These items were measured on a 1 to 5 Likert scale (1 = not at all, 5 = to a great extent).

For peer ratings of leader effectiveness that pertain to RQ2: Leadership Effectiveness, we used one item ("is a very good leader on this team") on a 1 to 5 Likert scale (1 = strongly disagree, 5 = strongly agree). For Year 2, we used the same item for leader effectiveness but added a qualifier of "informal" before "leader" to each item to reflect the new expanded leadership structure present in large teams. This still allows comparison from Year 1 to Year 2, for all students who took on some form of leadership role not only limited to Program Manager, Financial Lead, System Engineer, Technical Lead(s), etc. that are present in both course structures and duplicated or expanded on in the new structure.

For Year 1, students were asked to rate all members of the team. The average number of members that participants rated was 2.65 (S.D. = 2.31). For Year 2, participants were presented with a roster of members of their teams and asked to select up to ten members that they had interacted with enough to provide peer ratings. The average number of members that participants rated was 1.97 (S.D. = 1.52). The S.D. numbers highlight that we had a wide variation in the number of team members a student felt qualified to rate. Some students chose to only rate a few team members, while others (who likely had leadership roles and interacted with more team members) rated up to 10 students. From these round-robin ratings, we computed each person's "incoming" rating based on the average peer ratings for the focal member across the team. We also computed the number of ratings per focal member and excluded from our analysis any members that did not receive two or more ratings.

For RQ 3: Learning Environment, we also asked participants to rate three different scales pertinent to the perceived climate of their teams. First, students rated six items about the inclusive climate of the team [3]. A sample item includes: "Members of this team are valued for who they are as people, not just for the roles that they fill." Ratings were on a 1 to 5 Likert scale (1 = strongly disagree, 5 = strongly agree). Coefficient (Cronbach's) alpha was 0.87 across the two years for the first two timepoints. We also measured psychological safety using the

Edmondson scale [8]. This scale includes seven items (α = .73) and was measured on a 1 (strongly disagree) to 5 (strongly agree) Likert scale. Sample items include: “It is safe to take a risk on this team” and “If you make a mistake on this team, it is often held against you.” (reverse coded). To examine differences across years, we used a categorical variable (year 1 = 1; year 2 = 2). We also computed for Year 2 a categorical variable for the large team and small teams (0 = teams of < 10 and 1= teams >10). For Year 2, we also computed a categorical variable for whether the student was in a formal leadership team or not (0 = team member, 1 = formal leader).

We analyzed the data using Stata Version 19.5. For RQ1: Student Engagement, we examined the frequency of responses. We also examined how, in Year 2, the categorical variable for large versus small teams predicted these two incoming ratings. For RQ2: Leadership Effectiveness, we examined how, in Year 2, formal ratings of leader effectiveness were predicted by the categorical variable for “leaders” vs “non-leaders” as well as large and small teams. We also examined how this year impacted these ratings. For RQ3: Learning Environment, we examined how year impacted perceived inclusive climates and perceived psychological safety.

Results

To examine the RQ1: “What percentage of students actively engage in these large teams?”, we asked participants to rate whether the peer “has been an effective technical contributor (completes tasks, tools, systems for the project)”. We measure technical contributions as “taskwork”. We also asked if the peer “has been an effective team member (coordination, support of others, cooperation, professionalism)”. We measure team member effectiveness as “teamwork”. These items were measured on a 1 to 5 Likert scale (1 = not at all, 5 = to a great extent). 186 students were ranked via the survey, which is 80% of the class. Fig. 2 below shows the results as a histogram of the average peer rating for each student.

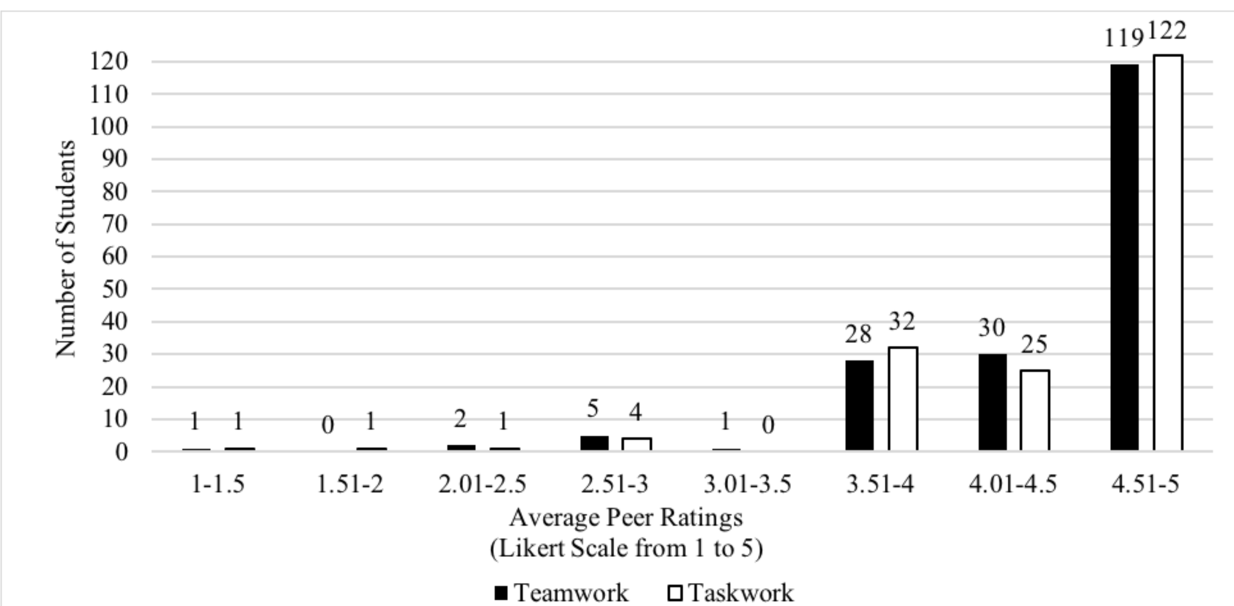


Fig. 2: Histogram showing average peer ratings for each student who was rated in AY 2025-26. Black bars indicate ‘teamwork’ engagement, which measures if a peer was an effective teammate. White bars indicate ‘taskwork’ engagement, which measures a peer has been an effective technical contributor.

Note that 80.11% of these 186 students were rated above 4 for teamwork and 79.03% were rated above 4 for taskwork. Only 4.30% of students were rated below a 3 or below in teamwork and 3.79% were rated as a 3 or below for taskwork (neutral/disagree/strongly disagree that the student was an effective technical contributor OR teammate). This suggests that the majority of the 186 students that were rated by their peers did engage in their senior projects' teams in terms of both technical contributions and effectiveness as a team member. Note that we did not have peer ratings for 40 students, and therefore roughly 20% of the class was not rated.

Next, we also examined if the size of the team created differences in peers’ taskwork and teamwork ratings. This data is shown in Fig. 3. Using a one-way ANOVA, we did not find a significant difference for teamwork (F (1, 185) = 2.43, p = 0.12) or taskwork (F (1, 185) = 1.32, p = 0.25) between large and small teams.

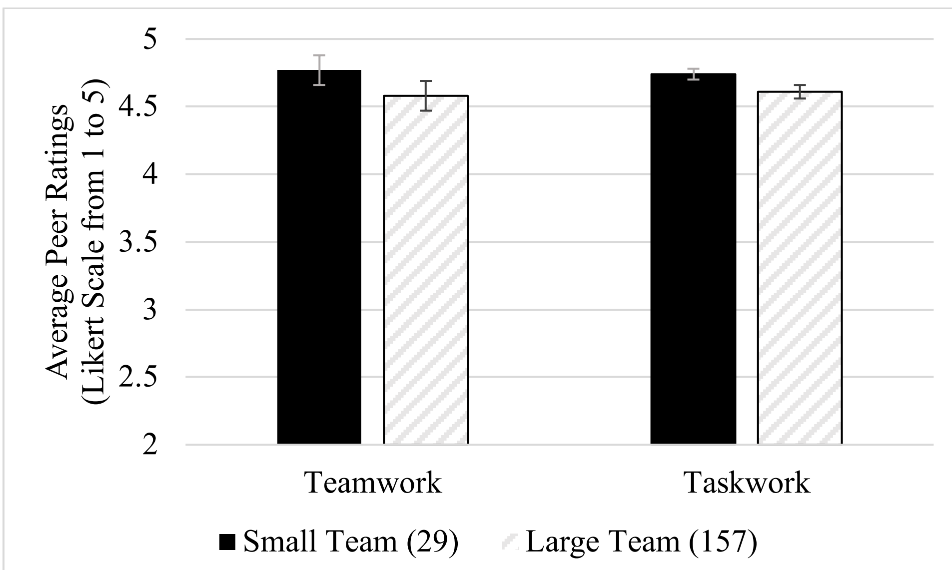


Fig. 3: Comparison of peer ratings for ‘teamwork’ and taskwork’ on a Likert scale across small and large teams. Black bars indicate small teams, with the number of students with at least one rating n = 29, and white bars indicate large teams, with the number of students with at least one rating n = 157.

To examine RQ2: “Do peers rate their leadership team as effective on these large teams?” we utilized peer ratings of the survey item (“is a very good leader on this team”) on a 1 to 5 Likert scale (1 = strongly disagree, 5 = strongly agree). Figure 4 shows data from a one-way ANOVA comparing how peer ratings for “leadership effectiveness” differ by academic year, leadership status (was the student a member of the team: “non leader” or a leader of the team: “leader”), and team size. Currently, there are no statistically significant differences between peer ratings of leader effectiveness on small teams and large teams this year. We found that leaders of large teams had higher leader effectiveness than the non-leaders in AY 2024-25 ($p = 0.03$), but there were no statistically significant differences in peer ratings of leadership effectiveness between last year and leaders/non-leaders of small teams or members of large teams. Overall students are neutral to positive about the effectiveness of student leadership, with averages ranging from 3.05 to 4.04.

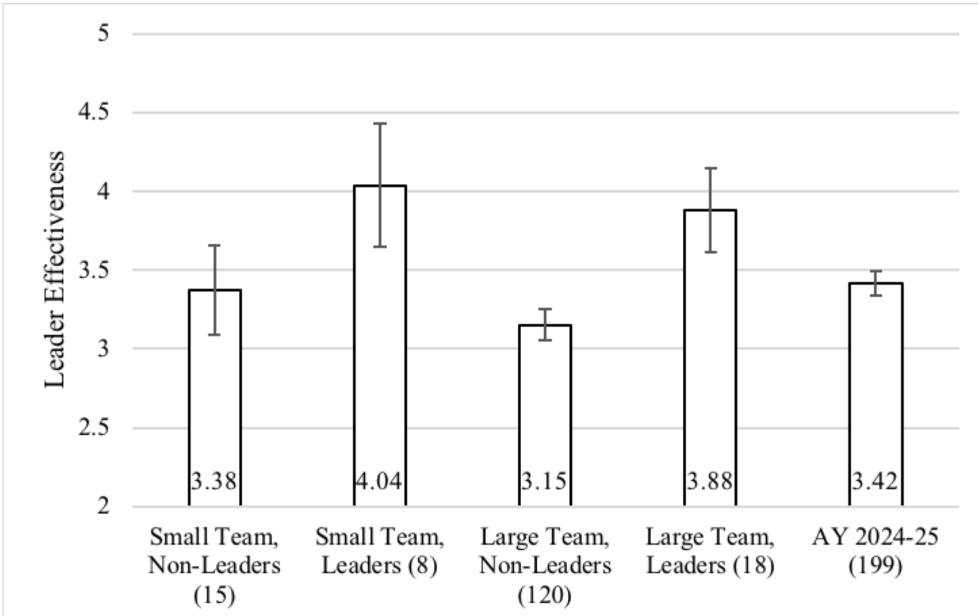


Fig. 4: Comparison of peer ratings for the effectiveness of a student's leadership, varying academic year, leadership status, and team size. Large and small teams are both AY 2025-26.

To understand RQ3: "Do these large teams have an inclusive learning environment that allows students to share ideas and take risks?", we examined both the inclusion and psychological safety of the teams by having survey participants rate three different scales pertinent to the perceived climate of their teams. We did not find significant differences for inclusive climates ($F\,(2, 114) = 0.62$, $p = 0.54$) or psychological safety ($F\,(2, 132) = 0.73$, $p = 0.48$) between small teams, large teams, or teams from the previous year.

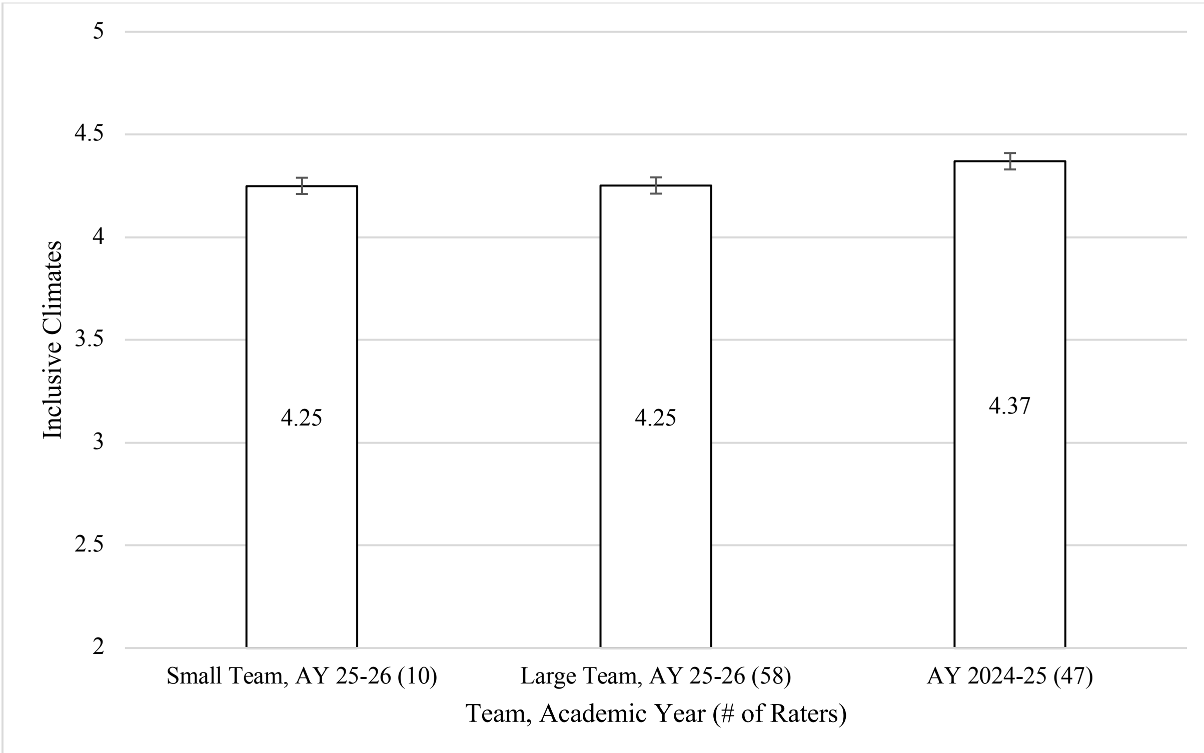


Fig. 5: Comparison of student ratings of their team's 'inclusive climate' on a Likert scale, varying academic year and team size.

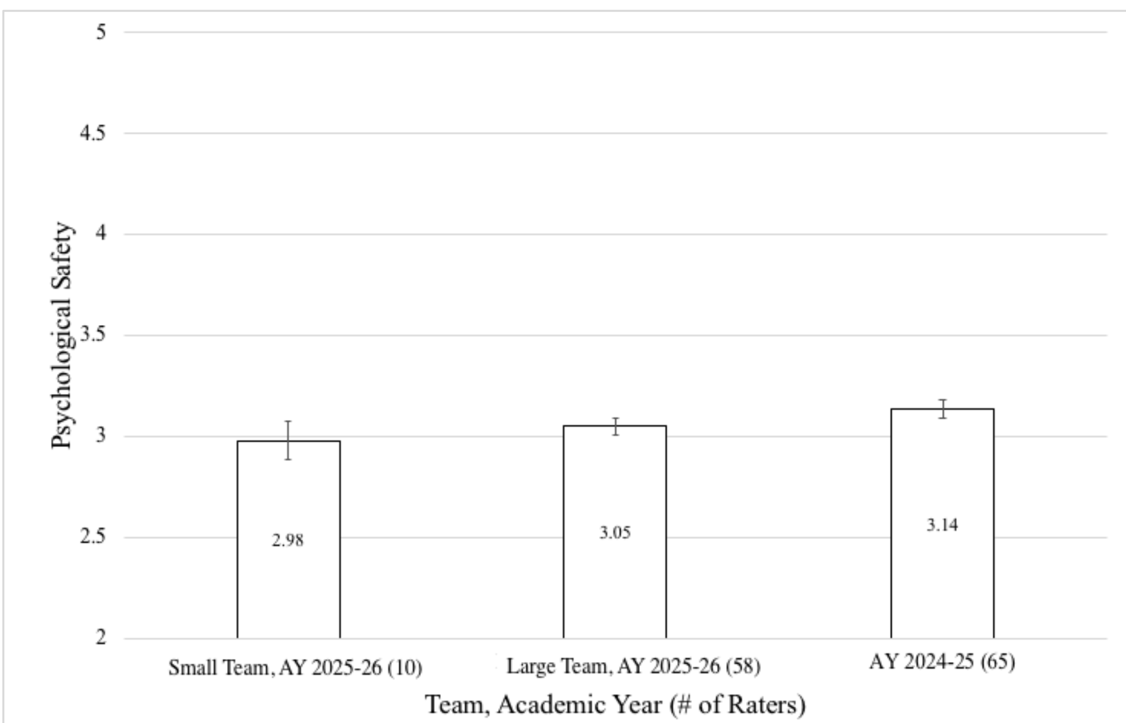


Fig. 6: Comparison of student ratings of their team's 'psychological safety' on a Likert scale, varying academic year and team size.

Discussion

Adams et al.'s model of highly effective teams states that such teams share a common purpose, have clearly defined goals and role clarity, demonstrate mature communication, engage in productive conflict resolution, maintain high psychological safety, and have accountable interdependence. Accountable interference refers to the dependence that all team members have on each other to produce a high-quality product and is sometimes referred to as group interdependence [9]. To support large teams in this course, faculty advisors provided the following project items, structure, and required assignments shown in Table 1 below.

Table 1: Course structured to emphasize teamwork model variables

Teamwork Model	**Teamwork project items, structure, and assignments provided by course faculty advisors**
Common Purpose	A clear project mission, reviewed for clarity and scope by a board of faculty members
Clear Goals	A list of design requirements, again reviewed for clarity and scope by a board of faculty members
Role Clarity	A well-defined team hierarchy, structure, and assigned roles with outlined responsibilities
Mature Communication	A MS Teams platform to allow for communication that is supervised by both faculty and industry mentors. This platform also hosts tools for file sharing and revisioning
Conflict Resolution	Teams were required to develop a team charter stating their team's decision making and conflict resolution process
Psychological Safety	A lecture and a 1-hour workshop on team dynamics
Accountable Interference	70% of a student's grade in the course was a team grade, meaning that the individual's grade depends heavily on team performance. Peer evaluations took place at two points in the semester

Student Engagement

When examining RQ1, "What percentage of students actively engage in these large teams?", recall that we asked participants to rate whether a peer "has been an effective technical contributor" to measure taskwork and "has been an effective team member" to measure teamwork. These items were measured on a 1 to 5 Likert scale (1 = not at all, 5 = to a great extent). At the timepoint of this data (October 2025), of the 186 students that were rated in this survey, roughly 80% of students were rated above 4 by their peers in terms of engagement in teamwork and taskwork. This is in-line with the faculty evaluation of each student, where over 90% of students in the class received an individual performance grade that indicated strong contributions to their team. Note that at the timepoint of this data (October 2025), there was no statistical difference in taskwork and teamwork peer ratings between small teams (8-12 students) and large teams (23-48 students).

Our results suggest that, in this class, most students were engaged in their teams halfway through the fall semester, regardless of whether they were working on small or large teams. This finding may be related to students' position in their undergraduate careers. Seniors in the AES curriculum are required to work in small teams for a minimum of five engineering courses prior to the capstone course. In addition, most students who reach the senior level are typically performing well, having successfully progressed through the earlier stages of the curriculum. Anecdotally, faculty observed that seniors appeared enthusiastic to tackle an open-ended project in which they could develop their own models and make independent design decisions as opposed to being given the highly prescriptive problems common in earlier engineering courses.

At this point in the course, the high student engagement may also be driven by several key decisions in the course structure. Students were allowed to self-select into project sections, and many may have been intrinsically motivated by the project's mission. As a result, most students within each section were committed to the team's common purpose. Faculty felt that providing a required structure for the large teams—particularly clear role definitions—was essential to student success. In addition, students knew they would complete two required peer evaluations during the semester and that faculty would use this feedback to help determine individual performance grades. This, combined with team-based grading, provided motivation for students to engage meaningfully. This suggests high accountable interference: the team's overall performance in design reviews, together with peer assessments of individual contributions, largely contributed to each student's grade. These observations are consistent with Murzi et al., who reported that role clarity and accountable interference are critical factors in the success of students working in large teams [10]. Note that throughout the AES department's courses, students frequently identify peers' lack of participation in evaluations, as they do not want individuals who did not contribute equitably to receive the same grade.

Leadership

To evaluate RQ2: "Do peers rate their leadership team as effective on these large teams?", we examined the student response to the survey question ("is a very good leader on this team") on a 1 to 5 Likert scale (1 = strongly disagree, 5 = strongly agree). The students rated the leadership on large project teams as 3.9 (where 3 is 'neutral' and 4 is 'agree'). Note that at the October 2025 time point, there were no significant differences between the leadership effectiveness ratings for large teams (23–48 students) and small teams (8–12 students).

To support leadership on large teams, faculty clearly defined the work breakdown structure and team hierarchy to promote role clarity. Faculty also interviewed students interested in senior leadership positions, such as program manager, systems engineer, and chief engineer, and assigned these roles to students with substantial prior leadership experience from extracurricular activities or internships. Students seeking to develop leadership skills but lacking significant experience were assigned sub-team leadership roles.

In contrast, smaller teams (8–12 students; AY 2024–25 and AY 2025–26) were given greater autonomy. Although these teams were required to designate a project manager and systems engineer, leadership positions were self-selected without faculty intervention. Team structure, hierarchy, roles, and communication practices were determined by the students.

In informal discussions evaluating the course structure, the five faculty members who taught the course sections with large teams indicated that the assigned leadership roles, predefined team structures, and required communication platforms felt critical to support effective leadership on large teams. Note that interpretation of the survey results should also consider that most students lacked prior experience with large-scale team projects, as no comparable projects exist within the AES curriculum.

Prior research indicates that leadership effectiveness in multidisciplinary engineering teams depends on factors such as constructive communication, adaptability, conflict management, and the ability to foster collaboration [11]. Like many engineering programs, the AES curriculum emphasizes technical content and does not include required coursework focused on leadership skill development [12]. Unlike military institutions where leadership courses are required every year of the curriculum, formal leadership training in this program is limited to a one-hour workshop and any advising provided by faculty advisors in the course. Consequently, leadership performance in our program likely depends largely on individual strengths and prior life experiences.

Inclusive Climate and Psychological Safety

At the October 2025 timepoint, we found no differences between large and small teams in student ratings of inclusive climate or psychological safety. Students on both large and small teams rated their team's inclusive climate at an average of 4.25 out of 5 on a Likert scale—slightly above "agree" but below "strongly agree." Inclusive climate survey items included statements such as, "Members of this team are valued for who they are as people, not just for the roles that they fill," and assessed the extent to which students felt included in their team.

More concerning, students reported neutral perceptions of psychological safety on both small and large teams, with average ratings of approximately 3 out of 5. Psychological safety was assessed using statements such as "It is safe to take a risk on this team" and "If you make a mistake on this team, it is often held against you". A meta-review suggests that, in industry settings, positive leader relations, autonomy, interdependence, role clarity, and a supportive work context are all positively associated with psychological safety [13]. Although we attempted to promote role clarity, positive leader relations, group interdependence, and a supportive work environment through the course structure (see Table 1), there is room for improvement in encouraging teams to foster high psychological safety. The literature suggests that several practices are critical for creating strong psychological safety in teams: introducing the concept of psychological safety early in the semester; explaining its relationship to team success in design projects; encouraging students to explore and value one another's unique backgrounds and strengths; and teaching strategies for reframing conflict [13]. We plan to implement several of these approaches in future offerings of the course.

Limitations

Several limitations should be considered when interpreting the results of this study. Most of the data were collected through student surveys in which participants ranked their peers on engagement and leadership and reported on their own experiences related to inclusivity and the learning environment within their teams. Although faculty assessed student engagement through an individual performance grade, they did not directly assess leadership or inclusivity. Faculty calculated each student's individual performance grade based on peer evaluations, self-assessment, and faculty observations in team meetings, design reviews, and portions of the written report.

First, most students lacked prior experience with large-scale engineering team projects, as no comparable projects exist within the AES curriculum. While a small number of students may have gained relevant experience through extracurricular engineering teams (e.g., Hyperloop or Rocket Club), these experiences were not common across the cohort. Therefore, when assessing student leadership or team inclusivity, many students may not have a baseline for comparison.

As assessment of student engagement is partially conducted through a survey utilizing peer evaluations, and assessment of leadership is conducted entirely through peer evaluations, we must acknowledge the advantages and limitations of peer evaluations. The literature indicates that peer evaluations can enhance motivation, increase the level of feedback, and support the development of professional communication skills [14]. However, when peer evaluations are used, students are often concerned about the impartiality of their peers, the potential damage to their relationships, and the time required to complete evaluations [14]. Further, researchers have found that students may rely on memory or subjective experiences when making assessments [15]. To mitigate some of these concerns, all surveys were conducted with peer-level anonymity, a condition identified as a prerequisite for high-quality peer evaluations [16].

Finally, when interpreting findings related to inclusivity and psychological safety, it is difficult to disentangle the influence of course design and instruction from broader departmental culture and external societal factors. Elements such as student culture within the department, and the broader political and social climate may all have shaped students' perceptions of inclusivity and psychological safety. As a result, observed outcomes cannot be attributed solely to the course structure or instructional approach.

Advantages and Applications

Overall, we found that integrating students into large teams offered some advantages. While students in leadership roles (e.g., program managers and systems engineers) had a significant and challenging workload, they did gain experience requiring genuine coordination and leadership. Students in both leadership and non-leadership roles experienced a large-team structure that mirrored the aerospace industry: sub-teams were required to collaborate with one another to ensure their designs would integrate into a larger system. Furthermore, students learned firsthand how critical it is to stay up to date on design decisions made by other groups and to understand how those decisions would affect their own work.

The use of large teams in engineering projects is not limited to aerospace; such teams can be effective in interdisciplinary, software, civil, mechanical, electrical, computer, or systems engineering projects. For example, Coppit et al. utilized teams of 30 students in a software project in which students developed a software system and integrated thousands of lines of code. They reported that their students “experienced the difficulties of a large project in which no one person fully understood the entire system,” which closely reflects our students’ experiences as well [17]. Murze et al. implemented large teams in a civil engineering capstone course intentionally structured around a teamwork model and found that students “feel more ready to face the professional engineering working environment as they now recognize teamwork is a key required competency” [10]. When a course is carefully designed around a structured teamwork model that provides an organized team hierarchy and clear communication platform, the use of large teams in design projects can enable students to better understand the integration and collaboration challenges found in professional engineering practice.

Conclusion

In conclusion, fall student engagement in these project teams was high regardless of whether students were assigned to small teams (8–12 students) or large teams (23–48 students). Additionally, there was no difference in perceived leadership effectiveness between small and large teams. Overall, students reported positive perceptions of team inclusiveness, rating the inclusive climate of both small and large teams at an average of 4.25 out of 5. However, students expressed neutral perceptions of psychological safety on both small and large teams, with average ratings of approximately 3 out of 5.

The faculty felt the design of the course structure was fairly successful in supporting students in large teams in terms of student engagement and leadership. Specifically, providing a common purpose, clearly defined team roles, supervised communication platforms, and team grades that required accountable interference may have been especially helpful for the success of these large teams. In future offerings of this course, faculty plan to introduce additional lectures and assignments on psychological safety and conflict reframing to foster phycological safety on teams.

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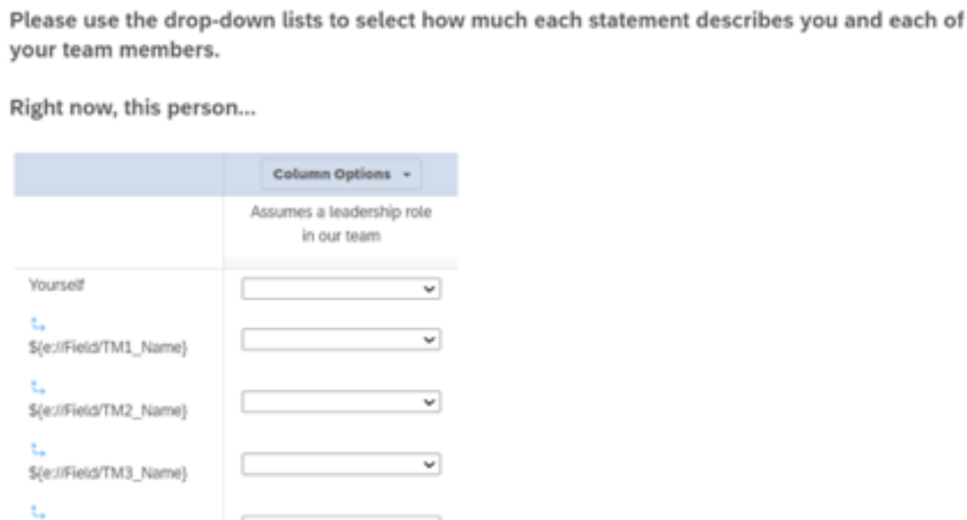
Appendix 1: Survey Items

AY 2024-2025 Survey Round Robins:

Leadership Emergence:

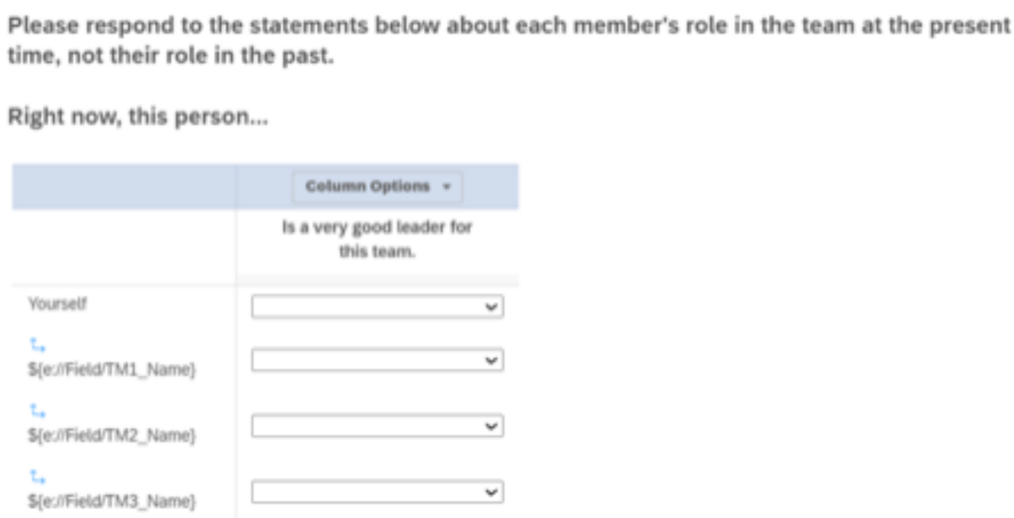


Please use the drop-down lists to select how much each statement describes you and each of your team members.

Right now, this person...

	Column Options
	Assumes a leadership role in our team
Yourself	
${e://Field/TM1_Name}	
${e://Field/TM2_Name}	
${e://Field/TM3_Name}	

Leadership effectiveness:



Please respond to the statements below about each member's role in the team at the present time, not their role in the past.

Right now, this person...

	Column Options
	Is a very good leader for this team.
Yourself	
${e://Field/TM1_Name}	
${e://Field/TM2_Name}	
${e://Field/TM3_Name}	

AY 2025-2026 Survey Round Robins:

teammates Pick your teammates from the list below that you can confidently rate. In other words, only select people you've worked with or talked with enough that you can judge their contributions accurately.

▢ ${e://Field/tm1} (4)

▢ ${e://Field/tm2} (5)

▢ ${e://Field/tm3} (6)

▢ ${e://Field/tm4} (7)

▢ ${e://Field/tm5} (8)

▢ ${e://Field/tm6} (9)

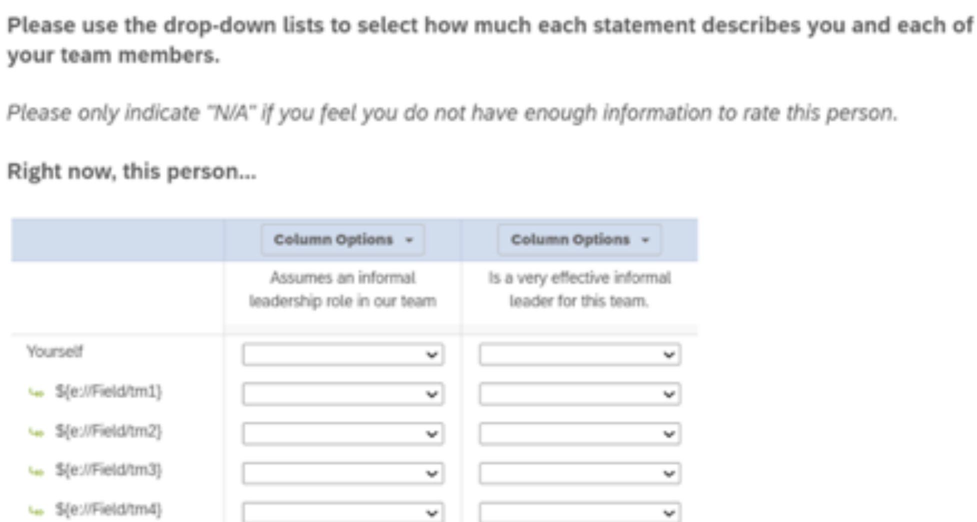
▢ ${e://Field/tm7} (10)

▢ ${e://Field/tm8} (11)

▢ ${e://Field/tm9} (12)

▢ ${e://Field/tm10} (13)

▢ ${e://Field/tm11} (14)

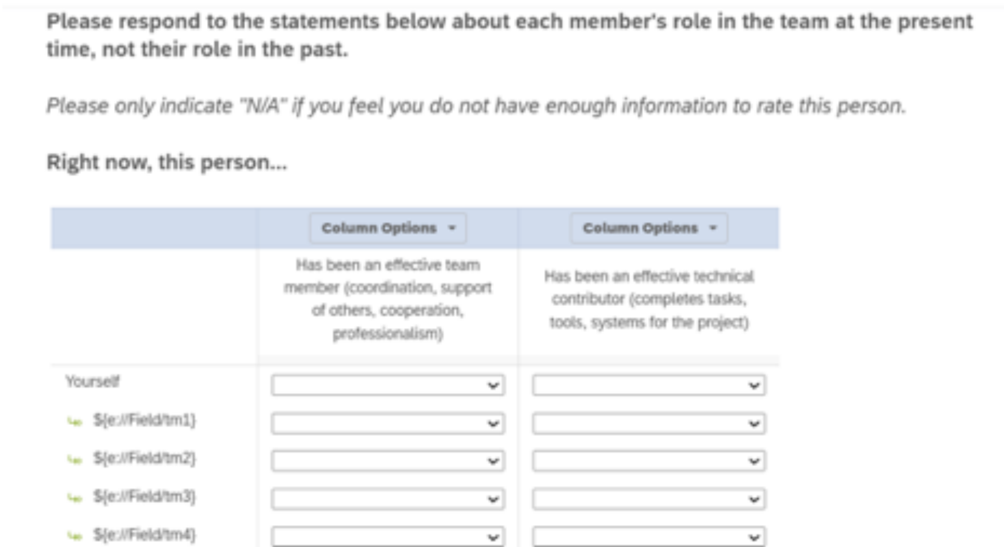


Please use the drop-down lists to select how much each statement describes you and each of your team members.

Please only indicate "N/A" if you feel you do not have enough information to rate this person.

Right now, this person...

	Column Options	Column Options
	Assumes an informal leadership role in our team	Is a very effective informal leader for this team.
Yourself		
${e://Field/tm1}		
${e://Field/tm2}		
${e://Field/tm3}		
${e://Field/tm4}		



Please respond to the statements below about each member's role in the team at the present time, not their role in the past.

Please only indicate "N/A" if you feel you do not have enough information to rate this person.

Right now, this person...

	Column Options	Column Options
	Has been an effective team member (coordination, support of others, cooperation, professionalism)	Has been an effective technical contributor (completes tasks, tools, systems for the project)
Yourself		
${e://Field/tm1}		
${e://Field/tm2}		
${e://Field/tm3}		
${e://Field/tm4}		

Common across both AYs:

inclusionclimate

Right now, to what extent do you agree with the following statements?

	Strongly disagree (1)	Somewhat disagree (2)	Neither agree nor disagree (3)	Somewhat agree (4)	Strongly agree (5)
This team commits resources to ensuring that members are able to resolve conflicts effectively.	o	o	o	o	o
Members of this team are valued for who they are as people, not just for the roles that they fill.	o	o	o	o	o
This team has a culture in which members appreciate the differences that people bring to the workplace.	o	o	o	o	o

In this group, members' insights are used to rethink or redefine our work	o	o	o	o	o
In this team, everyone’s ideas for how to do things better are given serious consideration	o	o	o	o	o
In this team, problem-solving is improved when input from different roles is considered.	o	o	o	o	o

psychsafe

Please rate the extent to which you agree or disagree with the following items since the last survey:

	Strongly disagree (1)	Disagree (2)	Neither agree nor disagree (3)	Agree (4)	Strongly agree (5)
If you make a mistake on this team, it is often held against you. (1)	o	o	o	o	o
Members of this team are able to bring up problems and tough issues. (4)	o	o	o	o	o
People on this team sometimes reject others	o	o	o	o	o

for being different. (5)					
It is safe to take a risk on this team. (6)	o	o	o	o	o
It is difficult to ask other members of this team for help. (7)	o	o	o	o	o
No one on this team would deliberately act in a way that undermines my efforts. (8)	o	o	o	o	o
Working with members of this team, my unique skills and talents are valued and utilized (9)	o	o	o	o	o