

KGI® GROUP PROFILE

Prepared for all Members of
another group test project coordinator
October 3, 2017



KLEIN GROUP INSTRUMENT®
for Effective Leadership and Participation in Teams

Developed by
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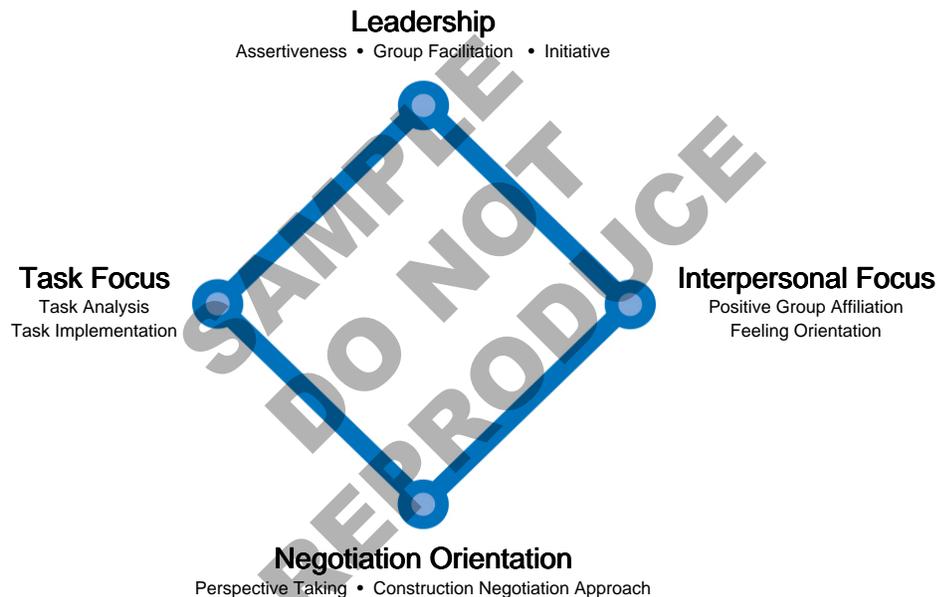


INTRODUCTION

Using the KGI® to Improve Team Performance

The Klein Group Instrument® (KGI®) Group Profile is designed to help your small group transition into a high performing team. The document provides information about your group's strengths, it and offers guidance about how to refine your group processes to make your collaboration more productive and successful.

The profile presents feedback about how frequently your members perform key behaviors related to four essential dimensions of group life—leadership, negotiation, task, and interpersonal. These dimensions constitute the major scales of the instrument and contain nine subscales that define vital activities in these areas. The diamond below expresses this basic structure.



Descriptors of the scales and subscales appear on the last page of this report.

The profile will assist you in evaluating your performance in these domains and in selecting smart strategies to improve your teamwork. In this process, members will also be able to build their personal leadership and membership skills. The intent is to make your group a learning team in which people learn from, and with each other, to create a flourishing group environment that leads to superior performance. In the following pages is information about communication and confidentiality, the team's composite graph results, action steps to boost performance, and detailed data about group activity in leadership, negotiation, task, and interpersonal relations. It will provide you with the tools you need to take your team to the next level.

Communication and Confidentiality

Each member has received a KGI® Individual Profile to expand his or her performance. The individual results have been anonymously combined to create this group profile. As the group devises a plan to strengthen its interactive processes, members can share information from their individual profiles, as appropriate, to enhance the analysis. This should be done with respect for confidentiality and the wishes of individual members. Together, members will strategize about ways to improve group operations and how to best utilize their current skills while providing everyone with opportunities to gain new skills.

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Empowering Teams by Respecting Individuals

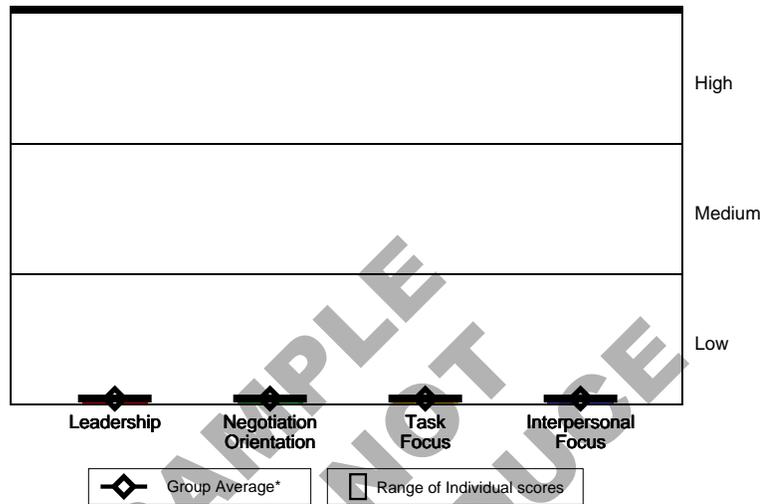
Central beliefs of the KGI system are that different members contribute different strengths to a team, and that all members have the capacity to expand their leadership and membership skills in meaningful ways. When challenges are identified for teams or individuals, the intention is to foster a constructive dialogue and a positive developmental process, not to criticize, stereotype, or label any member.

Though individual results are private, a team atmosphere of trust and mutual support allows members to share part or all of their KGI results with others. Such sharing is a critical component for building effective teamwork. The individual information will help the group better utilize its members' talents and it will assist in the formation of valuable mentoring relationships. Exchange of personal information should be voluntary and should be treated with respect and consideration.

Team Results: Composite Group Graphs

Here are the composite results for the team, based on the anonymous combination of individual member scores. On each column, there is a rectangular box that indicates the range of member scores, with the highest score on the top line and the lowest on the bottom. The line in the middle, marked with a diamond, shows the average score for the team.

Group Composite Major Scale Graph



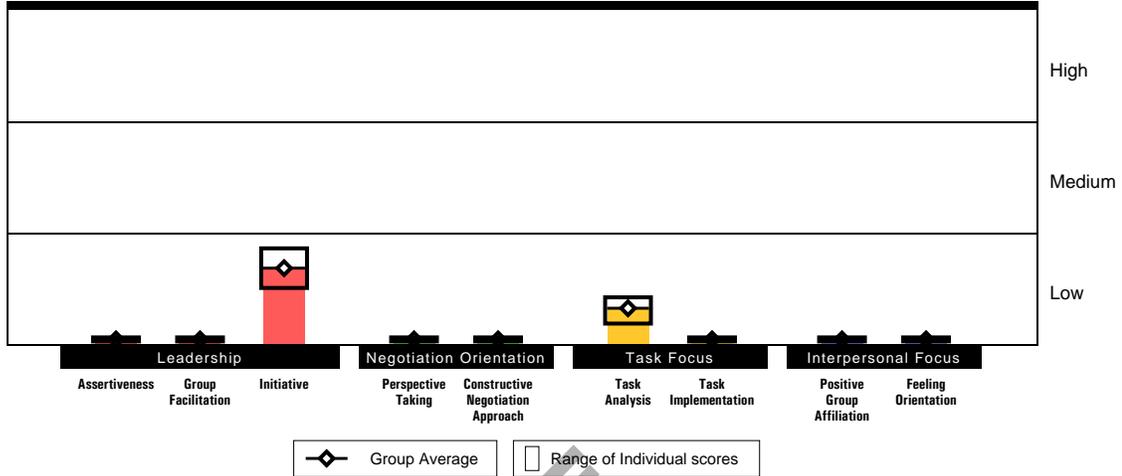
PLEASE NOTE: When one analyzes this graph, it is important to be aware of a statistical fact that is *counter-intuitive*. In evaluating team performance on a specific column, pay attention to the diamond-line marking the average score. The greater cluster of member scores will be *in the smaller area* above or below this line in the rectangular box. An initial assumption might be that there are more scores in the larger area on either side of the line; in fact, the opposite is true: more members are clustered in the smaller area. That's necessary to remember when interpreting the graph results.

This graph gives the group the “large” view of its performance. When evaluating this graph, identify the column that exhibits the highest level of performance, and the one with the lowest. The highest indicates the main area of attention, the place the group invests the most energy; accordingly, it is the place where the members tend to be most comfortable. Conversely, the lowest score usually indicates the area of least comfort. The group may be avoiding or repressing activity in this domain.

- With respect to the highest score, what is interesting and satisfying with this aspect of group activity? Tapping into this energy, wherever possible, can provide members with powerful motivation for the skill-building process.
- With respect to the lowest score, what might be uncomfortable or difficult in this area of activity? This will be helpful information for designing strategies to address these problems and for building new skills that can empower the group in this area.

Essentially, these two columns provide fundamental benchmarks about how the team operates. They set an initial framework for the skill-building process.

Group Composite Subscale Graph



This graph is the *critical item for performance analysis*. It displays all of the group’s subscale results in a continuous sequence, permitting an evaluation of strengths and challenges, and allows the group to reflect on ways to balance its performance to become a more versatile, potent team. Regarding any particular subscale, the ultimate goal would be to have all members performing in the zone from the upper range of medium to the middle of the high section.

- Assess the series of scores across the graph field. What patterns stand out—with regard to high scores, medium scores, and low scores?
- What areas should be elevated or refined in order to upgrade performance? Certainly, scores in the low area stand out as opportunities, as well as scores that fall in the lower medium section of the graph. If the team wishes to address any of these situations, it can turn to those subscale sections in the body of this report and choose from the suggestions about how to improve performance.
- There is also an opportunity to address scores in the upper region of the graph, the zone from the midpoint of the high section up to the top of the graph. In this area the team can be overusing the skills and could benefit from more selective use. It can be helpful to look at the subscale suggestions in this circumstance.
- In addition, it is worthwhile to examine the Inter-Subscale Combinations (ISC) on the graph. These are combinations of subscales that identify important functions that can be balanced to create high performance. What relationships among the subscales would it be beneficial for the team to address?

Here are the ISC groupings with relevant questions for the team to consider:

1. **Assertiveness** with **Perspective Taking**. How is the team balancing the management of speaking and listening in its discussions? How can everyone be involved in a productive manner? What needs to be adjusted?

2. Group Facilitation with Task Focus and Interpersonal Focus Subscales. How is the team dealing with the crucial task and interpersonal operations? Any low or low-medium scores for the task or interpersonal subscales would be valuable to attend to so the team can coordinate its efforts in a more profitable way.

3. Initiative with Negotiation Orientation, Task Focus, and Interpersonal Focus Subscales. Where do people have substantial skills in these areas? How might members share leadership roles, based on strong skill sets, to make the team more successful in these domains?

4. Constructive Negotiation Approach with Positive Group Affiliation. When these two subscales are in balance at a strong level, it helps to promote synergy on the team, the highest group performance. What is the team's energy investment in these two areas? How might the team adjust its actions to maximize this connection?

5. Task Analysis with Task Implementation. Which item has the higher score? Does the team lean too much in that direction? How can members strike a better balance between these task operations to elevate performance?

6. Positive Group Affiliation with Feeling Orientation. Is the group neglecting either one, or both? How can the team more competently build team spirit and attend to feelings issues? This creates a harmonious atmosphere that supports a robust task effort.

Points About the Range of Scores

- How do the range of members' scores appear on the various subscales—a wide range (where the rectangular box stretches through the low, medium, and high sections), a medium range (where the rectangular box stretches through two of the sections), or a narrow range (where the rectangular box is contained in just one of the sections)?
- For a wide range of member scores, it is possible for the people with higher scores to provide leadership in that domain if they are not already doing so. They can also mentor those with lower scores to help them with their skill development.
- For a medium range of scores, does the rectangle fall into the high and medium sections of the graph, or into the medium and low sections? With the former, the team has significant skill assets and can strategize on how to use them with more precision. With the latter, the entire team faces some challenges in this category and providing group training might be in order to increase all members' skill levels.
- For a narrow range of scores, the rectangle falls in just one section: high, medium, or low. If the box is in the high section, it is easy for members to overdo this activity since all members enjoy it and possess skills. The team can put too much time into this activity. The group should discuss this issue and make sure people don't get carried away.

- For a narrow range of scores, if the box is in the medium or low sections, the group may want to consider doing a training event so everyone can gain new skills. This will accelerate the advancement of overall group performance.

Action Steps

To implement the procedure for team improvement, take the following steps:

1. As the team analyzes its Composite Subscale Graph results, it should select the first two subscales it wishes to address.
2. For the two subscales, locate their subsections in the body of the report which follows this section. The group profile is designed in the same manner as the KGI® Individual Profile, with four major divisions—Leadership, Negotiation Orientation, Task Focus, and Interpersonal Focus. Subscale information is contained in the appropriate major domain.
3. In each subscale area, there is additional information to explain how the team is operating in this sphere. There is also a segment titled: *Suggestions to Improve Your Team's Performance*. There are 5-8 suggestions on new strategies the team might employ.
4. The team should discuss which suggestions it would like to implement. The team can consider how it might modify a suggestion to best suit its needs. Set up a system for applying the new procedures in group meetings and other activities. Be specific and concrete in designing the system so the team can evaluate its progress in making improvements, e.g., for five minutes at the beginning of a meeting the team will go around the table and have each member share a news item.
5. In designing this plan, pay attention to individual member's skill sets—how can people share leadership responsibilities that will enhance team performance? How can other responsibilities be delegated to increase group effectiveness? How can members stretch themselves to develop new skills that will benefit the group? How can certain members mentor others in their efforts to acquire new skills? This is where the sharing of personal information is so important for designing a sophisticated plan for team development.
6. The team is ready to try out the new procedures. Importantly, as they apply these strategies members should reflect together on their efforts and consider what went well and what adjustments might be made to further increase their productivity. They should become a learning team that develops a self-reflective practice that aims at ongoing adjustment and improvement. This would include sharing feedback with each other about how to refine individual performance, as well as acknowledging successes that occur along the way.
7. As the team masters the initial strategies, it can repeat the process by selecting additional subscale areas to address and choosing appropriate suggestions. In a step-by-step manner, the team can systematically refine its operations and elevate its performance. Since the KGI materials

TEAM RESULTS: *continued*

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introduce ideas from the top research in the fields of leadership and team development, the group is on its way to becoming a high-performing team. In addition, members are building individual skills that will expand their leadership and membership expertise.

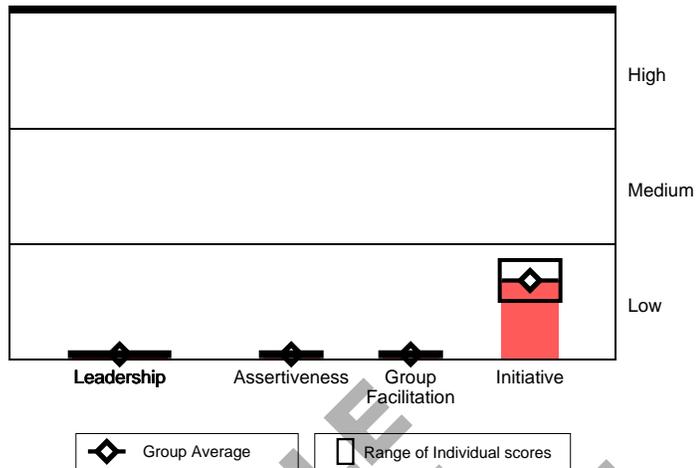
8. A key word in this process is persistence. The team needs to stay active in applying new strategies, evaluating performance, and implementing necessary adjustments. Success with various tactics will encourage members in their efforts. But they need to sustain a vision of excellence and consistently work towards it. Over time, they will see the fruits of their labors.

Final points

- On the last page of this document, there are one sentence descriptions for all of the major scales and subscales to provide an easy reference to the core ideas. The team can always refresh itself on these points to help focus its efforts.
- If the team would like to obtain additional information on graph interpretation and team development, it can look into the *Klein Group Instrument® Facilitator's Guide* which is available through CAPT.org.

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Leadership



Your team score on the Leadership scale ranks first out of the four major scales measured. More details follow for the three Leadership subscales.

Assertiveness

Your team score on this subscale ranks third out of nine. Efforts to improve performance in this area should be a lower priority for your team, relative to your overall profile.

IN BRIEF: Each team member can demonstrate leadership by asserting his or her opinion. To maximize effectiveness, it is important that each team member has an opportunity to contribute and to have his or her ideas heard by the other group members. This helps the team in three ways: (1) by providing important information needed to make good decisions, (2) by making new ideas about how to solve problems available to the team, and (3) by keeping team members engaged and involved.

TEAM ASSESSMENT: Your group scored LOW in Assertiveness. All of your group members' scores fell within the low range.

This Leadership subscale is a *challenge* for your team because when people do not speak up, the team may (1) get in a rut because the status quo is never questioned or (2) make poor decisions because not enough information is available. The goal for your team is to make sure that all team members have a chance to express their opinions.

Suggestions to improve your team's performance:

1. Circulate agendas prior to meetings, a practice that allows members the opportunity to prepare comments on relevant topics or issues. This may help people overcome hesitation about speaking or presenting before the group. Members who are not comfortable offering opinions spontaneously can prepare opinions in writing before the meeting.
2. Recognize and reward members for presenting.
3. Choose a group process, such as the following, that allows everyone a chance to speak:
 - a. Go around the table and ask people for their opinions in turn.
 - b. Appoint a group facilitator to monitor the discussion and encourage quieter members to respond and participate.
 - c. Assign leadership roles to team members based on subject expertise.
 - d. Rotate the role of facilitator among team members.
 - e. Allow some time on the agenda at the end of the meeting to ask for unexpressed opinions and ideas.
4. Conduct a straw vote after the initial presentation of an issue, and ask members to express the reasons for their votes.
5. Invite any members who may have scored medium or high on this subscale in their KGI™ Individual Profiles to identify themselves. These individuals can model behavior for assertiveness, but they should be sure they do not dominate meetings. They can also use their social energy to invite the quieter members to participate.
6. Review and implement some of the ideas in General Suggestions for Improving Team Performance, such as the creation of mentoring programs, use of a consultant, and expansion of skills through reading and multimedia tools. Your team's range of scores suggests that this may be an appropriate focus area for additional training for some or all of your team members.

Group Facilitation

Your team score on this subscale ranks fifth out of nine. Efforts to improve performance in this area should be a medium priority for your team, relative to your overall profile.

IN BRIEF: To maximize effectiveness, it is important that each team member play a role in facilitating the group. There are many aspects of group process that can be facilitated, including processes that address tasks and those that address people issues.

TEAM ASSESSMENT: Your group scored LOW in Group Facilitation. All of your group members' scores fell within the low range.

Because Group Facilitation is multifaceted, feedback (for this subscale only) includes two sets of suggested actions, targeting two aspects of this process.

The first aspect of Group Facilitation that appears to be a *challenge* for your team involves *learning how to give feedback to others*. Unless constructive feedback is given to team members, they may not be able to address behaviors that have a negative impact on the group. In fact, individual team members may not even be aware of such behaviors, so feedback must be shared appropriately or it can lead to conflict. Constructive feedback, properly given, enables members to acquire skills and grow on a variety of levels. Each team member needs to learn how to give and receive direct feedback so that the process flows smoothly.

Suggestions to improve your team's performance:

1. Develop guidelines and methods for giving and receiving feedback on your team. If necessary enlist the help of someone within the organization with expertise in this area, or hire a consultant.
2. Employ these techniques to improve giving and receiving feedback:
 - a. Emphasize the value of feedback in promoting learning and career skills.
 - b. Give feedback only with the recipient's permission and willingness to listen and engage in a constructive dialogue. Start by asking if the person is open to receiving feedback.
 - c. Limit feedback to observable behavior and to its observable impact on the group. Avoid statements about another person's personality, attitudes, or underlying motives.
 - d. Use positive and nonjudgmental language that is not emotionally charged.
 - e. Provide positive feedback about a person's strengths as well as feedback about areas for improvement.
3. Conduct a model feedback session as a training exercise involving two group members who are skilled at giving and receiving constructive feedback. Invite questions from the observers, and encourage adoption of the modeled behaviors.
4. Review and implement some of the ideas in General Suggestions for Improving Team Performance, such as the creation of mentoring programs, use of a consultant, and expansion of skills through reading and multimedia tools. Your team's range of scores suggests that this may be an appropriate focus area for additional training for some or all of your team members.

The second aspect of Group Facilitation that appears to be a *challenge* for your team involves *considering the human consequences of its decisions and actions*. If the team does not have a way to facilitate this, the group may hurt or offend others (even unintentionally), or cause team members or others in the organization or environment to lose motivation. Each team member needs to consider and respect others as the team formulates plans and makes decisions.

Suggestions to improve your team's performance:

1. Discuss as a group the moral or ethical principles or standards that are important to each person in the group.
2. Formulate a set of ethical principles for finding solutions and for making decisions and implementing them. Identify principles that inspire a sense of integrity in the team's work.
3. Consider and talk about the human consequences of the team's decisions and actions by asking questions such as the following:
 - a. Will the decision harm anyone?
 - b. How will it affect the people who are implementing it?
 - c. How will it affect people outside the team?
 - d. Are there any unintended consequences of this decision?
4. Conduct honest discussions as issues arise about how the results of decisions are affecting members of the team and those outside the group.
5. Review and implement some of the ideas in General Suggestions for Improving Team Performance, such as the creation of mentoring programs, use of a consultant, and expansion of skills through reading and multimedia tools. Your team's range of scores suggests that this may be an appropriate focus area for additional training for some or all of your team members.

Initiative

Your team score on this subscale ranks first out of nine. Efforts to improve performance in this area should be a lower priority for your team, relative to your overall profile.

IN BRIEF: To maximize the effectiveness of your team, it is important that each team member be comfortable taking initiative to move the team forward. When in this role, a team member must be willing to be in the spotlight and be the focus of attention. Taking initiative involves being in the middle of the action, attempting to significantly influence the activity of the group, and making efforts to energize other team members to accomplish the agreed-upon goals and tasks.

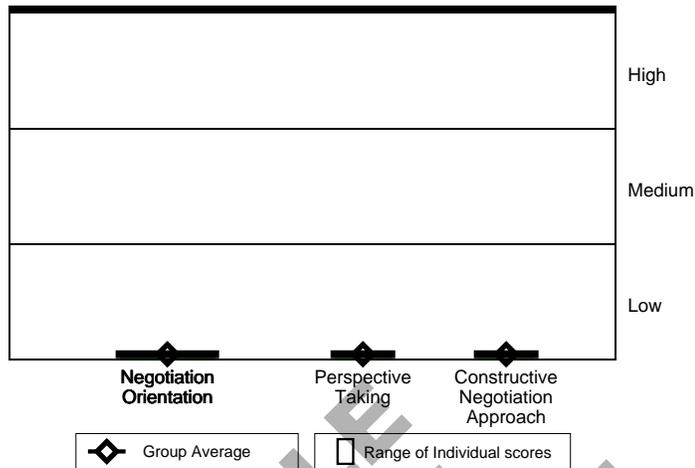
TEAM ASSESSMENT: Your group scored LOW in Initiative. All of your group members' scores fell within the low range.

A particular area of Initiative that is a *challenge* for your team is the *hesitancy for individual team members to step forward to take initiative*. Members may be unwilling to be in the spotlight or may be uncomfortable trying to influence others on the team.

Suggestions to improve your team's performance:

1. Each member should help the team clearly define and reach consensus on the group's direction, vision, or overall objective.
2. The team should state its vision or objective in simple, clear, and easily imaginable terms. Then reduce this statement to a key phrase, saying, or motto that will help members understand it and share it with people outside the group.
3. Once the goal is clear, the team needs members to step up and make suggestions about strategies or tasks that will help accomplish the goal. All members need to take responsibility very early in the process for getting discussions going and for progressing towards stated objectives.
4. The team should identify particular elements of the vision and related tasks that excite and energize various members so they are willing to take action based on their individual interests and skills.
5. As a team, try to achieve a small success right away to create a positive momentum for the work.
6. Recognize and reward suggestions and initiative; thank members when they make contributions to the discussion and help move the task forward.
7. Each team member must be willing to volunteer information and not wait to be asked. When a member thinks of an idea, he or she needs to verbalize it and not hold back potentially valuable knowledge, even if it's incomplete. Such comments may trigger a contribution from another team member that moves the work along.
8. The team should consider having members take turns leading meetings to help individuals practice initiative skills as well as for variety.
9. Members should review and implement some of the ideas in General Suggestions for Improving Team Performance, such as the creation of mentoring programs, use of a consultant, and expansion of skills through reading and multimedia tools. Your team's range of scores suggests that this may be an appropriate focus area for additional training for some or all of your team members.

Negotiation Orientation



Your team score on the Negotiation Orientation scale ranks second out of the four major scales measured. More details follow for the two Negotiation Orientation subscales.

Perspective Taking

Your team score on this subscale ranks fourth out of nine. Efforts to improve performance in this area should be a medium priority for your team, relative to your overall profile.

IN BRIEF: To be effective negotiators, each team member must listen closely to what others say and make an effort to understand underlying needs, values, and interests. The goal is to understand others from their own perspectives, to “step inside their shoes” or to “see the world through their eyes.” When this depth of understanding occurs, team members will be able to construct mutually beneficial agreements. This in turn will ensure buy-in and support from others.

TEAM ASSESSMENT: Your group scored LOW in Perspective Taking. All of your group members' scores fell within the low range.

This Negotiation Orientation subscale presents a *challenge* for your team because *it is difficult for team members to see things from perspectives other than their own*. This may lead to difficulties in making decisions when people disagree, to the most forceful persons getting their way, or to lack of support for an agreed-upon course of action.

Suggestions to improve your team's performance:

1. Team members need to consistently demonstrate and explicitly verbalize interest in each others' points of view.
2. The group can establish norms that promote respectful listening, such as establishing eye contact when a person is speaking. Team guidelines may also prohibit side conversations, checking e-mail, or taking cell phone calls during discussions.
3. When people express different positions during a discussion, the group needs to explore those differences in depth rather than glossing over them.
4. Members should practice active listening. They should pay close attention as a speaker explains his or her position, summarize their impressions of that point of view, allow corrections to any misperceptions or inaccuracies, and then summarize the position once again.
5. Team members should seek to get to know one another better. This can be done during meetings as time permits, or during a time set aside for social interaction. Members can explore each others' concerns, interests, and priorities.
6. Team members need to reflect on and clarify the assumptions that underlie their positions and their perceptions of others' positions. They may need to suspend such personal "filters" to better understand the perspective of others.
7. Members can review and implement some of the ideas in General Suggestions for Improving Team Performance, such as the creation of mentoring programs, use of a consultant, and expansion of skills through reading and multimedia tools. Your team's range of scores suggests that this may be an appropriate focus area for additional training for some or all of your team members.

Constructive Negotiation Approach

Your team score on this subscale ranks sixth out of nine. Efforts to improve performance in this area should be a medium priority for your team, relative to your overall profile.

IN BRIEF: Using constructive negotiation means setting a positive tone for the discussion, investigating other members' interests and concerns as fully as possible, and proposing solutions that bring together various interests in a way that can satisfy team members. A constructive negotiation approach can help team members find acceptable accommodations and thus reach an agreement. Obviously, it is not possible to satisfy everyone all of the time, but the purpose of this approach is to accommodate varying interests as much as feasible.

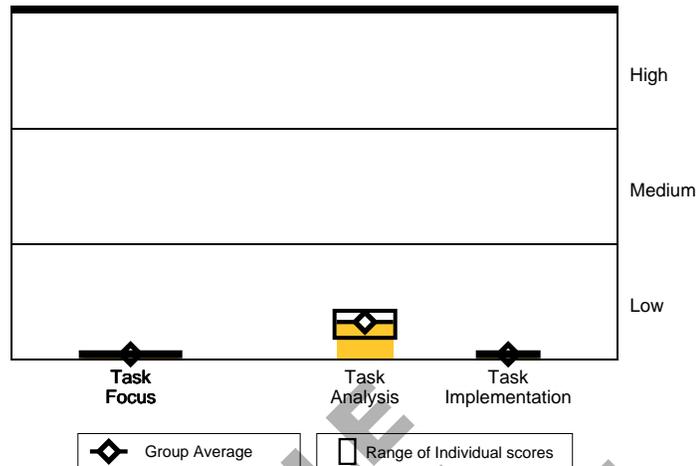
TEAM ASSESSMENT: Your group scored LOW in Constructive Negotiation Approach. All of your group members' scores fell within the low range.

This Negotiation Orientation subscale is a *challenge* for your team because *team members may not be skilled in reaching agreements that accommodate various viewpoints*. As a result, everyone may defend his or her own position and seek to win an argument instead of seeking a win-win solution in which everyone has some stake and receives benefit.

Suggestions to improve team performance:

1. Use a proposed definition of constructive negotiation, such as a collaboration of equals seeking the best results at the highest possible level of agreement, with the understanding that perfect agreement on all points and perfect satisfaction are rare. Discuss what “negotiation” and “win-win” mean to your team.
2. Remind team members that the focus of any discussion should be on team performance, not individual accomplishment; the goal is to find a way for the team to win, not one individual.
3. Summarize and compare the decision options that are under consideration. Allow each person to express an opinion and inquire about changes that might gain his or her support. Try to blend various options to create a superior solution members can agree on.
4. Construct a chart listing the various options along with the pluses and minuses for each option to help the team visualize its alternatives, investigate trade-offs, and reach an agreement.
5. Use humor, when appropriate, to defuse tense situations, but never at the expense of another team member.
6. Assign a facilitator whose role is to (a) make sure everyone has an opportunity to speak, (b) remind everyone about the ground rules for perspective taking, and (c) keep asking people to identify common ground. Rotate this position among team members from meeting to meeting.
7. Review and implement some of the ideas in General Suggestions for Improving Team Performance, such as the creation of mentoring programs, use of a consultant, and expansion of skills through reading and multimedia tools. Your team’s range of scores suggests that this may be an appropriate focus area for additional training for some or all of your team members.

Task Focus



Your team score on the Task Focus scale ranks third out of the four major scales measured. More details follow for the two Task Focus subscales.

Task Analysis

Your team score on this subscale ranks second out of nine. Efforts to improve performance in this area should be a lower priority for your team, relative to your overall profile.

IN BRIEF: Task analysis and problem solving are the vital first steps for achieving a goal. A group needs to look at a range of possible solutions and critically evaluate which ones have the most promise of success. Finding a workable structure for solving problems will help the team be more effective.

TEAM ASSESSMENT: Your group scored LOW in Task Analysis. All of your group members' scores fell within the low range.

This Task Focus subscale is a *challenge* for your team because if everyone doesn't contribute to analyzing and solving problems, *the team may end up with ineffective solutions, solutions with unintended consequences, or solutions that address symptoms instead of the underlying problem.*

Suggestions to improve your team's performance:

1. Invite members to collaborate in a thorough analysis of the task or problem, including different perspectives on both the big picture and details. Assign a facilitator to insure opportunities for quieter members to share their thoughts.
2. Have the members who are skilled at analysis encourage others to lead some discussions, and refrain from jumping in and taking over.
3. Ask a team member who does not usually participate in problem solving or task analysis to act as summarizer for the discussion.
4. Work on the problem or analyze the task by first identifying the facts in the case. Then generate solutions and evaluate these ideas (both logically and in human terms). Seek plans that everyone can live with. The following steps may help, especially if different members are assigned different roles:
 - a. Identify the facts about the problem, the task, the current situation, and the current resources: What is known? Unknown? Has anyone encountered this before, and what worked or didn't?
 - b. Use brainstorming techniques to generate possible solutions or task strategies.
 - c. Explore the pros and cons for each idea. Consider both the *logical* and the *human* consequences (intended and unintended), and then develop and discuss best case, worst case, and most-likely case scenarios.
 - d. Identify potential obstacles to solving the problem or doing the task (e.g., time pressures or budget constraints) and discuss how to overcome them.
5. Remind the team that ideas, not people, are being discussed and evaluated; that no idea is perfect; and that this is the time for frank analysis of potential pitfalls of any decision or plan.

Task Implementation

Your team score on this subscale ranks ninth out of nine. Efforts to improve performance in this area should be a high priority for your team, relative to your overall profile.

IN BRIEF: Once a group has engaged in problem solving and decided on a strategy for accomplishing a particular task, the team must then take the necessary steps to follow through. Research shows that successfully executing a strategy is far more challenging than formulating one. Success requires the team to track progress toward its goals and make adjustments as necessary. Team members need to maintain clear communication, stay focused on necessary responsibilities, and collaborate efficiently. All members need to maintain a significant energy level and commitment to the task if the group is going to produce its best effort. It is equally important that members take personal responsibility for doing their parts of the task.

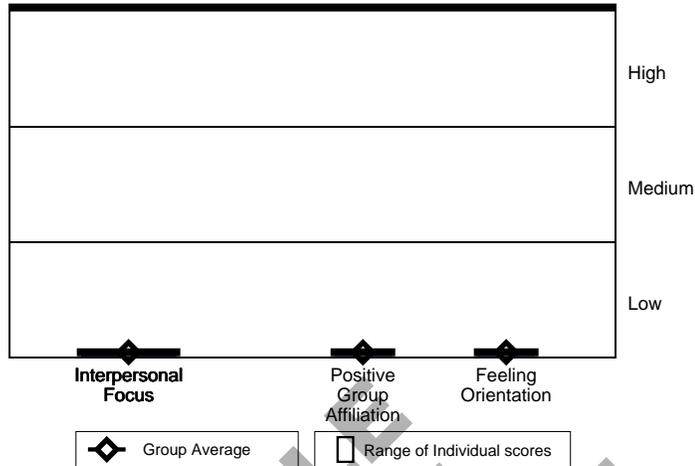
TEAM ASSESSMENT: Your group scored LOW in Task Implementation. All of your group members' scores fell within the low range.

The *challenge* for your team involves *assigning roles, monitoring progress, and making midcourse adjustments*. If the team does not meet this challenge, the task may never be accomplished, or an achieved goal may be rendered irrelevant if circumstances have significantly changed and the team has not adjusted.

Suggestions to improve your team's performance:

1. Your team should systematically and honestly evaluate its performance, especially around the midpoint of a task or project. The team needs to make adjustments that help it to work better and faster as the task progresses, producing a superior effort and outcome.
2. Specific questions to ask during the evaluation include the following:
 - a. Have the interim targets been met?
 - b. Is the overall project on schedule? Does the schedule need to change?
 - c. Is the project on budget?
 - d. Are additional resources (time, people, money, materials) needed?
3. Process questions to ask during the evaluation include the following:
 - a. How well are members collaborating? In what ways can people work together more efficiently?
 - b. Does everyone understand the goal and his or her role in achieving it?
 - c. Is everyone on the team doing his or her part?
 - d. What is the quality of the information sharing, progress reporting, and communication within the group? If things are off track, are members alerting the team?
4. The team should re-examine task assignments and spell out specific work remaining for the team and individual members. The team can look for constructive ways to provide feedback to help members who may be struggling to complete tasks or meet their goals.
5. The team should collectively explore reasons why some members may be struggling:
 - a. Do these members have the necessary skills and content knowledge?
 - b. Are they clear about goals, roles, and deadlines?
 - c. Do they have the support and/or resources to accomplish the task?
 - d. Do incentives need to be changed to motivate these members?
 - e. Do they need mentoring from other group members?
6. The group should recognize notable accomplishments, both team and individual. The more important the accomplishment, the more elaborate the celebration should be. The team can also publicize accomplishments outside the group when appropriate.
7. The team can consider project management software to help manage tasks and create reminders.
8. Review and implement some of the ideas in General Suggestions for Improving Team Performance, such as the creation of mentoring programs, use of a consultant, and expansion of skills through reading and multimedia tools. Your team's range of scores suggests that this may be an appropriate focus area for additional training for some or all of your team members.

Interpersonal Focus



Your team score on the Interpersonal Focus scale ranks fourth out of the four major scales measured. More details follow for the two Interpersonal Focus subscales.

Positive Group Affiliation

Your team score on this subscale ranks eighth out of nine. Efforts to improve performance in this area should be a high priority for your team, relative to your overall profile.

IN BRIEF: Teams work together more smoothly and solve problems more efficiently when team members come to know and trust one another. Knowledge of other members can also make difficult tasks and problem solving more enjoyable. A positive group affiliation is also valuable in creating a team's cohesiveness, identity, and spirit, which can increase motivation.

TEAM ASSESSMENT: Your group scored LOW on Positive Group Affiliation. All of your group members' scores fell within the low range.

The particular aspect of Positive Group Affiliation that is a *challenge* for your team involves *learning to trust one another*. Lack of trust can lead to inefficiency or even conflict and can inhibit open and direct feedback that is necessary for people to learn new behaviors.

Suggestions to improve your team's performance:

1. Ask team members to discuss and agree upon certain norms and standards for performance and accountability in the group. For example, discuss what it means for each team member to be punctual, committed, engaged, and reliable. Once consensus is reached about a set of standards, ask each team member to personally commit to these norms.
2. Apply these norms and standards equally to every member of the team.
3. Promote direct communication among team members. When one member has a problem with another member, he or she should approach the other party in a timely fashion and discuss the concern in a respectful manner.
4. Encourage candid communication. Create a safe environment where members feel free to express their honest opinions or to admit mistakes or shortcomings. Leaders can model this value by sharing personal stories of mistakes and recoveries.
5. Encourage team members to demonstrate support for one another.
6. Establish a norm that confidences are respected—confidential information is not to be repeated or used to gain advantage.
7. Give honest, constructive feedback to others, and accept feedback in the spirit in which it is intended. Constructive feedback enables people to gain insights into their behavior and improve their performance. It should never be given or taken as personal condemnation.
8. Review and implement some of the ideas in General Suggestions for Improving Team Performance, such as the creation of mentoring programs, use of a consultant, and expansion of skills through reading and multimedia tools. Your team's range of scores suggests that this may be an appropriate focus area for additional training for some or all of your team members.

Feeling Orientation

Your team score on this subscale ranks seventh out of nine. Efforts to improve performance in this area should be a high priority for your team, relative to your overall profile.

IN BRIEF: When tensions arise as the team works on a task, all team members need to feel comfortable expressing their feelings and values so as to be able to work through interpersonal conflict. Team members also need to tune into the emotional undercurrents in the group, be receptive to nonverbal behaviors as well as members' verbal communication, and be sensitive to the potential emotional consequences of proposed actions.

TEAM ASSESSMENT: Your group scored LOW in Feeling Orientation. All of your group members' scores fell within the low range.

The particular aspect of Feeling Orientation that is a *challenge* for your team is *discussing feelings with others on the team*. If team members don't recognize and discuss their emotional reactions, the team won't be able to manage its emotional life effectively. Members will not be able to communicate emotions in a reasonable, constructive way; address conflicts in a rational, balanced manner; or harness positive emotions to increase passion for the work.

Suggestions to improve your team's performance:

1. Encourage all group members to reflect on their emotional reactions, while recognizing that sensitivity to emotions will vary for different team members.
2. Make emotional expression acceptable and support one another in expressing feelings in honest, thoughtful ways. Positive emotions, such as may follow a success for the team or an individual, are a good starting point. Leaders can model this behavior by expressing their own emotions and supporting others who do so.
3. Encourage people in the group to speak up and share their feelings when they are frustrated or confused.
4. Establish ground rules for the safe expression of feelings in the group, such as the following:
 - a. Listen respectfully when other members share feelings.
 - b. Be specific in explaining the source of the feeling, e.g., "I get frustrated when the group..."
 - c. Ask whether other team members understand the feelings being expressed.
 - d. Give others the opportunity to share their reactions, e.g., "How are you feeling about...?"
 - e. Avoid making judgments about feelings.
5. Pay attention to nonverbal body language that expresses emotion, such as facial expressions and physical posture, especially when these contradict the content of what someone is saying. Mention what has been observed and invite the person to share his or her reaction to it.
6. Review and implement some of the ideas in General Suggestions for Improving Team Performance, such as the creation of mentoring programs, use of a consultant, and expansion of skills through reading and multimedia tools. Your team's range of scores suggests that this may be an appropriate focus area for additional training for some or all of your team members.

Brief Descriptions of the KGI® Major Scales and Subscales

Leadership, as measured by the KGI, is the ability of members to guide the group towards effective collaboration and successful task completion.

1. **Assertiveness:** the expression of ideas in the group.
2. **Group Facilitation:** the coordination of the group's efforts with regard to negotiation, task, and interpersonal relations.
3. **Initiative:** the willingness of members to assume primary leadership roles in different aspects of the group's work.

Negotiation Orientation, measures the ability of members to listen closely to one another and to construct mutually acceptable agreements.

1. **Perspective Taking:** the skill of investing and understanding other people's values, interests, and needs.
2. **Constructive Negotiation Approach:** the promotion of a win-win negotiation method so that all members benefit from an agreement.

Task Focus measures the ability of members to devise a sound strategy for the task and to carry out the plan fruitfully.

1. **Task Analysis:** the examination of problems, opportunities, and task solutions.
2. **Task Implementation:** the competent execution of a plan with appropriate strategic adjustments along the way.

Interpersonal Focus measures the ability of members to develop a team spirit and to attend to the feeling issues of the group.

1. **Positive Group Affiliation:** the promotion of mutual respect, acceptance, and rapport among members, with the aim of forging a team spirit.
2. **Feeling Orientation:** attention to the emotional issues in the group.

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