



## **KNOWLEDGE TEAM EFFECTIVENESS PROFILE**

**REPORT ON MEMBERS' PERCEPTIONS OF THE EFFECTIVENESS OF**

*Sample Team: "PW Development Team"*

*The report contains...*

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*Report prepared for debriefing by...*

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## WHAT IS THE KNOWLEDGE TEAM EFFECTIVENESS PROFILE?

KTEP assesses knowledge-team members’ perceptions of how effectively their team operates. It uses 51 questions to generate scores on 17 factors in four groups or clusters. The seventeen factors have been demonstrated by research in R&D organizations to be important in the success of research and knowledge teams. The four factor clusters and the 17 individual factors are shown in the following table. Definitions for each of the factors are shown on page 26.

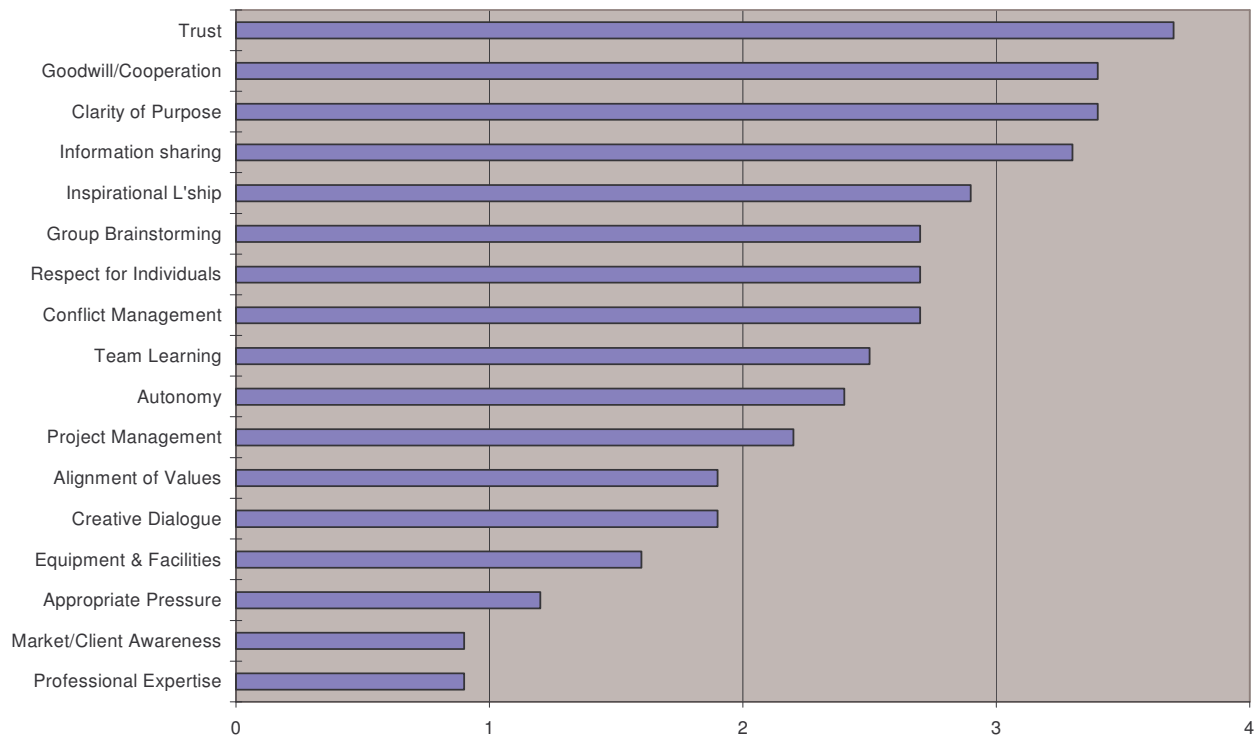
<b>Leadership</b>	<b>Resources</b>	<b>Dynamics</b>	<b>Processes</b>
Inspirational Leadership	Professional Knowledge & Expertise	Trust	Conflict Management
Project Management	Equipment and Facilities	Respect for Individuals	Team Brainstorming
Clarity of Purpose	Information Sharing	Goodwill and Cooperation	Team Learning
Autonomy	Market/Client Awareness	Alignment of Values	Creative Dialogue
		Appropriate Pressure	

### *The Relative Importance of Each Factor in Understanding Your Team*

While each of the factors has been shown to be critical to the success of R&D and knowledge teams, some factors are more significant in differentiating between highly successful and less successful teams. For example, the level of professional and technical expertise in a team is not a high differentiator between very successful and less successful teams because very successful and less successful teams have high scores on this factor. It is therefore a necessary but not sufficient factor. The level of trust in a team is a high differentiator because successful teams score highly on this factor and less successful teams have lower scores. The importance of factors in differentiating between highly successful and less successful teams is shown in Figure 1 on the following page.

*Success* in this context is used to mean *the capacity of the team to achieve the objectives for which it was established.*

**Figure 1. Ranking of Differences between Most and Least Effective Knowledge Teams.**



The graph demonstrates that the factors which show the greatest difference between the most and least effective teams are the “soft skill,” or interpersonal dynamics, factors such as *Trust* and *Goodwill and Cooperation*. Leadership factors are also significant differentiators. The results imply that the greatest scope for increasing the effectiveness of most knowledge teams is to focus on team dynamics, team process and leadership issues.

A more complete description of the research on which these results are based is contained in the paper, *Teams in the Test Tube*.<sup>1</sup>

### ***What Else do the Factors Reveal?***

The pattern of correlations between the factors is shown on the following page. The chart shows that there is a strong relationship between most of the factors in each of the cluster groupings. The exception is the cluster of Resource factors where the correlations within the cluster and between factors in other clusters are low. (Factors with correlation coefficients of less than 0.55 have been omitted from the chart.)

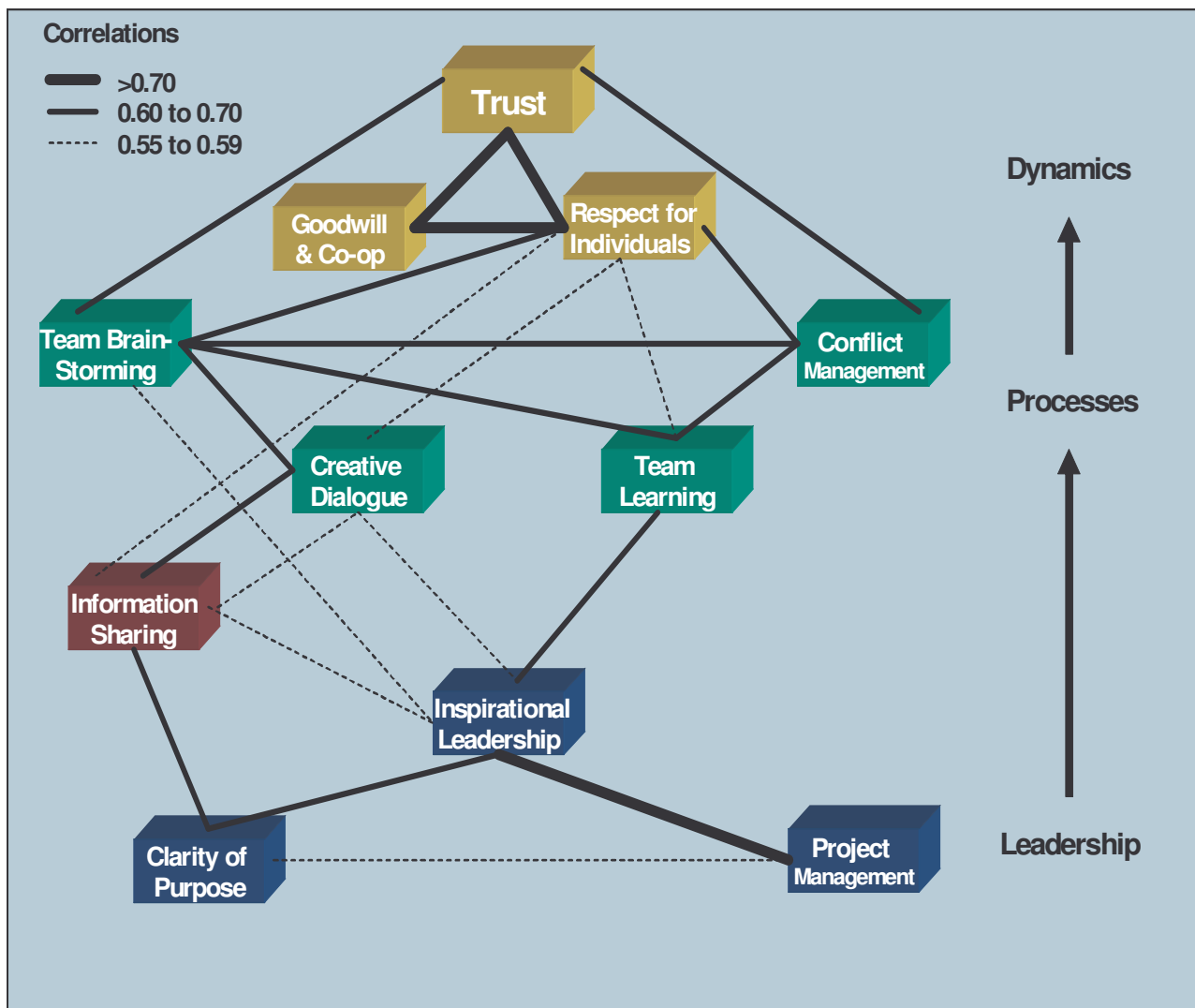
It is very useful to see the relationship between factors because the pattern of connection provides further pointers to the most effective team development activities. It is normally not possible to infer a causal

<sup>1</sup> Marshall, R. J. and Lowther, J. M. (1997). *Teams in The Test Tube. The 1997 International Conference on Work Teams*. The University of North Texas: Dallas.

connection on the basis of a statistical correlation. However, the statistical technique of structural equation modeling allows the formulation of hypotheses about the direction of correlations and to test these hypotheses in a large database. The results of this research, using the large KTEP database, show that there is a direction in the correlations (indicated by the arrows in Figure 2 below). Leadership factors positively influence process factors and process factors positively influence team dynamic factors.

This is an important finding for enhancing team effectiveness. The team dynamics factors at the top of the chart are strongly related to each other and to most of the leadership and process factors. They are also the highest differentiators between the most and least effective teams. However, these factors are more difficult to address directly. For example, *Trust* is a characteristic which develops over time as a result of positive experience and deepening understanding between team members. However, team processes can be relatively easily learned and implemented by team members and leaders. It is likely therefore that interventions based on developing more effective techniques for *Conflict Management*, *Brainstorming*, *Team Learning* and *Creative Dialogue* will have a significant and direct impact on the team dynamic factors, *Trust*, *Goodwill and Cooperation* and *Respect for Individuals*.

Figure 2. Factor correlations





## **SUGGESTIONS FOR DEBRIEFING KTEP RESULTS WITH YOUR TEAM**

Awareness is the first step in changing individual or team behaviours. A significant advantage of a diagnostic approach is that it increases members' awareness of team performance and the factors which contribute to it. People like to know how well they are doing, the implications of their current performance and they like to have a sense of how things could be improved.

It is likely that team members' interest has already been aroused by the simple act of completing the questionnaire. They will probably be interested in the results and what they mean for the team. It is therefore important that you present and discuss the results at a team meeting and that you take time to prepare for the meeting. There is no standard recipe or format for doing this. The best approach will depend on your own leadership style, the level of openness and awareness in the team and their level of team process skills.

Some suggestions for planning and conducting the meeting are shown below.

- Allow at least an hour at a team meeting for this discussion. List it as an agenda item so that team members know the discussion will take place.
- Provide the context for collecting the data, for example, your own participation in a development program.
- Present the results and encourage discussion about any surprises or confirmation of expectations.
- Practice your active listening and inquiry skills and demonstrate non-defensive behavior.
- Consider the range of options for enhancing team performance shown in the following tables.
- Seek suggestions from team members on how they would like to enhance performance. Suggestions generated and owned by the team will usually be more powerful than suggestions you make.
- Try to reach consensus on a few actions which you can implement quickly rather than making wholesale changes which will be difficult to sustain.
- Schedule discussion on team performance (how you are working) on a regular basis at team meetings.
- Consider administering the profile again in 6 or 12 month's time to monitor progress.



## YOUR TEAM'S RESULTS

**This page first contains a summary interpretation of the team's results.  
This summary has been omitted from this sample report.**

A full analysis of the team's results is provided in the following pages. The analysis consists of:

- a line graph showing the team's results compared with norms from the KTEP database;
- a scatter plot showing the same results and indicating priority areas for attention;
- a verbal interpretation of the results for each of the 17 team effectiveness factors; the pattern of results and the level of agreement between members in their ratings
- practical suggestions for enhancing the effectiveness of the team.

The results for your team are shown in two different graphical formats on the following pages.

### Mean Scores in Relation to Most and Least Effective Teams

Figure 3 is a line graph showing your team's results in relation to norms from the KTEP database.

The blue dots show the mean score of all the team members on each of the factors. The standard error is shown by the blue bars above and below the mean. If the error bars are close to the mean, there is a high level of agreement between members on that factor. If the error bars are further apart, a wider range of perception has been indicated.

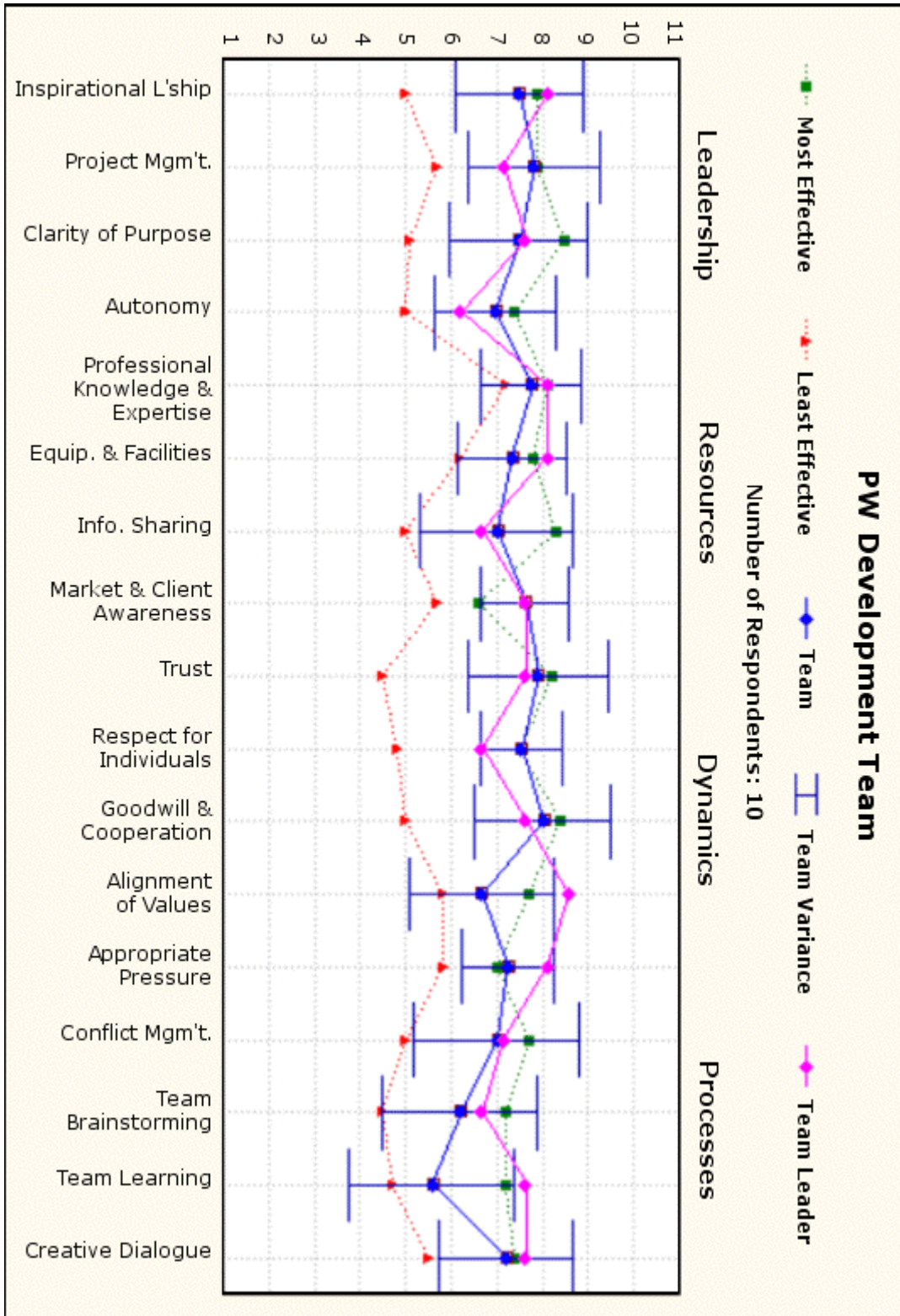
The green dotted line connects the scores for the most effective teams in the KTEP database. The red dotted line connects the scores for the least effective teams.

These two (red and green) dotted lines from the databases are shown as a basis for comparison with your results. If the results for your team are close to or above the green line on some factors, it is likely that your team is performing well on these factors. If your results are closer to the red line on some factors, you should consider what the team could do to enhance its performance in these areas.

In this graph, the Team Leader's score is broken out and shown as the pink line. This is useful to understand how the Team Leader's perception of the team differs from the aggregate perceptions of the rest of the team members (as shown by the blue line). To preserve confidentiality, the "Team Leader breakout" is only shown on the chart given to the team leader for his/her own information & learning.

An indication of the factors which are likely to have the most impact on enhancing the performance of your team is provided by the scatter plot (figure 4).

Figure 3 Aggregate Team, Team Leader, and Best & Worst Performing Team scores





## YOUR TEAM'S RESULTS (CONTINUED)

### Mean Scores in Relation to Differentiator Effect

The second graph, Figure 4, is a scatter plot and shows the KTEP results in a different format.

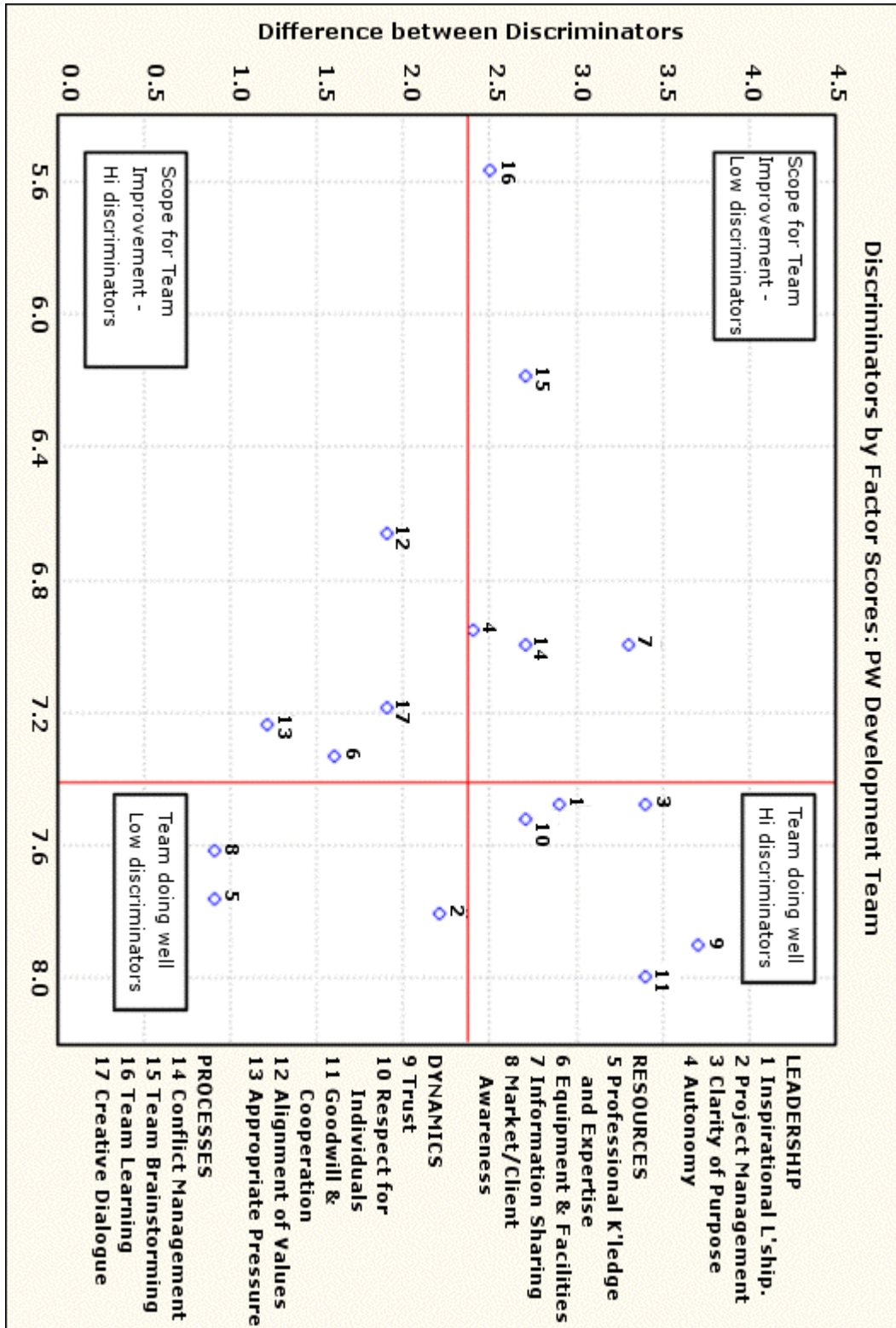
The Y or vertical axis represents the size of the difference between the most and least effective teams on each of the factors. In other words, it shows the importance of the factors as differentiators between the most and least effective teams. The position of each factor on the Y axis is determined by the KTEP data base.

The X or horizontal axis represents the mean scores for your team. The further to the right, the higher your team is rating on the factor.

Factors which plot in the two right-hand quadrants have been scored highly by your team. Factors in the left hand quadrants are those in which there is scope for improvement.

Any factors in the top-left quadrant are likely to have the greatest impact because these are high differentiators of team effectiveness and factors on which your team is perceived to be performing less well. **Improvement in these factors is likely to have the highest pay-off for your team.**

Figure 4 Scores in Relation to Discriminators





## KTEP CUSTOM INTERPRETATION – WHAT IT ALL MEANS

**Note: Pages 10-25 removed from this Sample Report.**

**Sixteen (16) pages of custom interpretation and valuable team performance improvement tools have been removed from this sample report. In this section we provide detailed information for you and your client teams about specific actions you can take to enhance each of the factors in order to improve team performance.**

**What follows is an outline of the content of those 16 pages:**

### **1. Leadership Factors:**

Inspirational Leadership

Project Management

Clarity of Purpose

Autonomy

Table 1 – Options and Activities to Develop Leadership Factors

### **2. Resource Factors:**

Professional Knowledge & Expertise

Equipment and Facilities

Information Sharing

Market/Client Awareness

Table 2 - Options and Activities to Develop Resource Factors

### **3. Interpersonal Dynamics Factors:**

Trust

Respect for Individuals

Goodwill and Cooperation

Alignment of Values

Appropriate Pressure

Table 3 - Options and Activities to develop Interpersonal Dynamics Factors

### **4. Process Factors:**

Conflict Management

Group Brainstorming

Team Learning

Creative Dialogue

Table 4 - Options and Activities to develop Process Factors

### **5. Analysis of Level of Agreement Between Team Members**

### **6. Pattern Interpretation**

### **7. Summary and Recommendations**



## FACTOR DEFINITIONS

<b>Leadership Factors</b>	
<b>Inspirational Leadership</b>	the capacity of the designated leader(s) to develop a shared vision, stimulate creative thinking and gain the commitment of members
<b>Project Management</b>	the capacity of the designated leader(s) to gain resources, set performance standards and deliver results within time and budgets
<b>Clarity of Purpose</b>	the extent to which the goals and objectives of the team are clear to all members and each understands his/her role
<b>Autonomy in Operation</b>	the degree of control and flexibility within the team to plan and conduct its work
<b>Resource Factors</b>	
<b>Professional Knowledge &amp; Expertise</b>	the quality and diversity of professional knowledge and expertise relevant to the team's work
<b>Equipment and Facilities</b>	the access to equipment, facilities or specialist techniques required to undertake the work
<b>Information Sharing</b>	the access to information required to do the job and understanding of the capabilities of others in the team
<b>Market/Client Awareness</b>	the level of understanding of all members of the team of the needs and expectations of clients or funding agencies
<b>Dynamics Factors</b>	
<b>Trust</b>	the extent to which members feel they can be open, honest and direct and can rely on each other for support
<b>Respect for Individuals</b>	the extent to which the different capabilities and personal styles or preferences of individual members are respected and valued
<b>Goodwill and Cooperation</b>	the capacity of the team members to cooperate and achieve results through informal and intuitive understandings
<b>Alignment of Values</b>	the extent to which individual values and beliefs are aligned with team goals and priorities
<b>Appropriate Pressure</b>	the sense of pressure generated by clients or by the intrinsic interest of the work
<b>Process Factors</b>	
<b>Conflict Management</b>	the ability of the team to use conflict constructively as part of the team's creative process
<b>Team Brainstorming</b>	the level of synergy achieved from sharing new thoughts and sparking ideas off one another
<b>Team Learning</b>	the ability of the team to evaluate its performance, build on its successes and learn from its mistakes
<b>Creative Dialogue</b>	the extent to which divergent or lateral thinking is encouraged through team meetings and other communication processes



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