

# Accelerating Team Productivity Case Study

## Levels 4/3/2/1

### Course Purpose

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The purpose of Accelerating Team Productivity (ATP) is to help leaders focus teams on key results and outputs, build energy and momentum toward achieving goals, negotiate on their team's behalf, and handle difficult dynamics within a team that impact performance.

### Level 4 Measurement – Business Impact

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Respondents in each Area reported that the following annual business impacts were *solely* due to them using the new ATP knowledge/skills.

- Decreased costs **3%**
- Improved customer experience **23%**
- Increased productivity and efficiency **5%**
- Increased revenues **3%**
- Increased customers **11%**
- Strengthened our culture **9%**

### Level 3 Measurement – On the Job Application

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- Respondents in each Area use their new ATP knowledge and skills *during an average of 60% of each month's work.*
- **57%** of respondents in each Area use their new BA knowledge and skills *very effectively or effectively.*
- Respondents in each Area regularly use of each of the following objectives on the job:
  - **57%** regularly use “building team pride and purpose.”
  - **43%** regularly use “developing team agility.”
  - **71%** regularly use “resolving conflicts within your team.”
  - **86%** regularly use “negotiating resources for your team.”

### Level 2 Measurement – Participant Learning

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- Pre-Class Measurement – **59.3**
- Post-Class Measurement – **77.8**
- Percent of Knowledge Increase – **31.1%**

### Level 1 Measurement – Participant Reaction

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- Course Score – **3.25** (on a 1- 4 scale, with 4 being highest).
- Net Promoter Score – **8.7** (Participants are Neutral about this course.)

### Support for Application

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- **71%** of respondents in each Area reported “I *retained* the knowledge/skills enough for me to be able to use them.”
- **57%** of respondents reported “There was *enough time* on my job for me to apply the knowledge/skills.”
- **57%** of respondents reported “My *leader encouraged* me to apply the knowledge/skills.”
- **29%** of respondents reported “My *peers encouraged* me to apply the knowledge/skills.”
- **57%** of respondents reported “There were *motivators* for me to apply the knowledge/skills.”
- **86%** of respondents reported “There was *some or much need* in my present position for me to regularly apply the knowledge/skills.”

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### Barriers to Application

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- 29% of respondents in each Area reported “There was *not enough time* on my job for me to apply the knowledge/skills.”
- 14% of respondents reported “My *peers did not encourage* me to apply the knowledge/skills.”
- 14% of respondents reported “There was *little or no need* in my present position for me to regularly apply the knowledge/skills.”
- 29% of respondents reported “Other Barriers.”

### Qualitative Feedback

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The following are the comments received from respondents in each Area:

- Great course and great presenter!
- I am much more efficient when driving my team to perform.
- It enables me to continually focus on teamwork concepts and people development.

### Level Definition

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- L4 Measurement --- What the business impact is of participants applying their new knowledge and skills on the job.
- L3 Measurement --- How participants are applying their new knowledge and skills on the job.
- L2 Measurement --- How much the participants learned.
- L1 Measurement --- How participants valued the course and facilitators.

### Measurement Validity

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- L1 and L2 responses were near 100% and ensure an accurate view of the entire participant population. 162 participants were invited to complete the L4 and 57 to complete the L3. 19 responded to the L4 and 7 to the L3. 114 responses for the L4 and 50 for the L3 were needed to ensure an accurate view of the entire participant population according to standard statistical practices. Since these response levels were not met, these measurements can not ensure an accurate view of the entire population.