

A Baldrige Performance Excellence Analysis of Customer Focus at Associated Students
of Madison: Appendix

Prestige Worldwide

Rebecca Fahney, Jake Humpal, Paige Neumeyer, Chikwe Obasih, Tian Qiu, and Justin
Weber

Management and Human Resources 300

April 29, 2015

A. Organizational Profile

• Org Environment:

- Associated Students of Madison is a grassroots organization that acts as the University of Wisconsin-Madison's Student Government that represents over 40,000 students.
- **Organization's Services:** ASM focuses on directly involving and empowering students to enhance their lives on campus by participating in strategic campaigns. ASM provides these services to students either directly through their campaigns or through funding programs outside of ASM.
 - Examples of these services include: student bus passes, funding Registered Student Organizations, support for students with disabilities, the funding, managing, and allocation of space of the Student Activity Center, day-to-day operations of StudentPrint, University Health Services, and the funding and maintaining of external services including the Unions, recreational sports facilities, and student counseling services.
- **Vision, Mission, and Core Values:** ASM's vision is to create a student body that are effective, engaged citizens who can coordinate and advocate for themselves. Their mission is to work directly with students in order to make their lives better by participating in strategic campaigns. ASM's core values consist of: Direct Action, Governance, and Service.
- **Core Competencies:**
 - Directly involving and empowering all students in improving student life
 - Directly participating in campaigns that work to better campus
 - An official part of the Wisconsin state government: statutorily charged agency that allocates student activity fees, in consultation with the Chancellor, and reviews and recommends changes to campus policy pertaining to student life, services, and interests.
 - An official department on campus including Students, Faculty, and Academic Staff
- **Profile of Organization's Workforce:**
 - Number of employees:
 - 33 elected or appointed students as a part of Student Council
 - roughly 50 student employees
 - 12 professional staff members

- 200 student appointees that sit on Shared Governance Committees
- Level of Education
 - Undergraduate students pursuing bachelor's degree
 - Post graduates with bachelor's degree as professional staff
- Demographics:
 - A lot of Political Science Majors
 - Politically active students interested in sustainability, diversity, and university affairs
- **Key Assets:**
 - \$43 million in segregated university fees every year used for funding
 - Student Activity Center: ASM funds, manages, and allocates office space for Registered Student Organizations
- **Key regulatory requirements:**
 - As a part of the Wisconsin State Government, ASM must comply with the Wisconsin State Law 36.09(5). This law requires the University of Wisconsin-Madison to be governed by Shared Governance, which means the students in conjunction with the Administration, Faculty, Academic Staff, and University Staff run the University. In addition, this law states that the University has to gain student approval of certain policy changes pertaining to them before they can go into effect.
- **Organizational Relationships:**
 - Structure of ASM:
 - Grassroots Organizations: 5 open, grassroots committees within ASM
 - Diversity Committee
 - Legislative Affairs Committee
 - Press Office Board
 - Sustainability Committee
 - University Affairs committee

Org chart!

- **Key Customers and Stakeholders and Their Requirements:**
 - Students of UW-Madison are ASM's key customers and stakeholders because they hold primary responsibility to grant student approval of certain campus policy changes regarding student life, services, and interests. The requirements of ASM are to support and engage students to actively participate in Shared

Governance of the university and to properly allocate the students' segregated fees and other resources in the most efficient and best way possible. Students are also a key customer because they make up the majority of the body of the organization. As members of the organization, it is ASM's duty to provide for their customers.

- Registered Student Organizations are another one of ASM's key customers because they are supported through funding provided by ASM for their programs and initiatives. They require ASM to support their organization's efforts and provide the resources needed to print materials, schedule space for meetings, and support their continuous presence on campus.
- Investors in the University of Wisconsin-Madison are stakeholders of ASM because they provide financial services and support to continually improve the quality of students' lives on campus. They require ASM to deliver exceptional service when providing support services to students and Registered Student Organizations and to fund and maintain strategic campaigns and student services.
- Employees are another group of stakeholders of ASM because they offer their support and effort to improve the ongoing presence of ASM on campus for students. They require ASM to provide exceptional and rewarding leadership and activism opportunities for students and interns within the organization.
- **Key Suppliers and Partners:**
 - Students, Faculty, and Academic Staff who are active participants in the overall governance of the university collaboratively supply ASM's resources and provide services to the student body.
- **Competitive Environment:**
 - **Competitive Position in Relation to its Competitors:**
 - ASM does not have any direct competitors regarding its' student government position; however, they do have competition with other student organizations in regards to recruiting new members due to time commitments and active interest in their activities.
 - **Changes that Affect Competitive Position:**
 - Currently, the only changes that are affecting ASM's competitive position are the increasing number of available opportunities to get involved on campus. These opportunities for students include other student organizations and intramural sports and recreational activities available that may not require as much of a time commitment or responsibility in one's duties.

- **Sources of Competitive Data:**
 - ASM obtains their competitive data by analyzing the relative involvement of students on campus and their commitment with other groups on campus.
- **Strategic Context:**
 - **Key Strategic Challenges:**
 - One of ASM's key strategic challenges include acquiring a broader range of students to become involved and excited to share their concerns about issues on campus. Also, it is difficult to retain students who want to develop ways in which to address these issues through the formation of grassroots organizations because of the time commitment and responsibility.
 - **Key Competitive Advantages:**
 - ASM's competitive advantages include being the only grassroots organization on campus that has the authority to allocate student activity fees and review and recommend changes to campus policy pertaining to student life, services, and interest due to it's position as an official part of the Wisconsin State Government.
 - **Performance Improvement System:**
 - ASM improves their performance by evaluating their retention of students who actively participate on the grassroots organizations and by ensuring that their campaigns are concrete to build a foundation and address the concern. The retention of key members include lightening of their workload or giving them a more appropriate duty. Also, establishing routine check-in meetings to listen to members' concerns, passions, and interests in order to ensure the best possible fit for the member and the organization to highly perform.

B. Methodology: Data Collection Methods and Data Analysis

Prestige Worldwide is a professional consulting company stationed within the beautiful Madison area. This semester, the group was tasked with evaluating and improving an area of need for an organization or company. Prestige Worldwide chose to work with the Associated Students of Madison (ASM) for the project, primarily because there was previous contact with a director within ASM. The team also generally knew about ASM but had ideas for the organization to improve their campus relations. In beginning to gather information, the team conducted an interview with the Director of Recruitment and Retention at ASM to discuss the organization and it's effectiveness

based on categories from the Baldrige Performance Excellence Framework. She explained the core values of the organization, their direct action, their mission and vision statements, and other information to introduce the organization as a whole. She also discussed issues ASM had been struggling with in the past and possible areas that could be improved. After analyzing the interview results and discussing as a team, Prestige Worldwide concluded that ASM had an opportunity for improvement in Customer Focus, area 3 of the Baldrige Performance Excellence Framework. As a student organization, ASM's customers include both their members and the students they serve. We found that ASM could specifically improve in their customer recruiting and retention to better the organization and enhance their abilities to provide needed services for the students of UW. Together, the team created more interview questions focusing on ASM's current customer focus strategies and outcomes. Further interviews were conducted with the Director of Recruitment and Retention to discuss questions and build understanding of ASM's current customer focus and recruitment and retention procedures. Prestige Worldwide concluded that a survey of both non-member students and current member students would produce critical data for understanding how ASM was currently interacting with and recruiting its customers. Prestige Worldwide developed a survey to determine non-member knowledge and opinions about ASM. This online survey was sent through email to the Management and Human Resources 300 class body and was also distributed among students through social media and word of mouth from Prestige Worldwide members. This brought in 68 student responses. In addition, the group conducted in-person surveys by polling non-member students on State Street outside the bookstore on a busy Thursday afternoon. Using Starbursts candy as an incentive to participate, the team was able to successfully interview 33 students in-person, totaling the sample size of the non-member student surveys to 101 responses. Additionally, a similar survey was generated and distributed through email to current members of ASM to obtain more information on member opinions of the organization. Information collected from interviews with the Director of Recruitment and Retention and data from non-member and member surveys were analyzed by the team to develop key results for the Customer Focus Performance Excellence Process Category and the Customer Focus Performance Excellence Outcome Category. Each key result was classified as a strength or an opportunity for improvement. The team used its knowledge of management and human resources and material from the 2015 MHR 300 class to generate key recommendations for ASM to capitalize on opportunities for improvement and enhance Customer Focus through recruiting for the organization.

C. Presentation of Raw Survey Data and Data Analysis

Student Surveys:

Questions: (1: Strongly Disagree, 2: Disagree, 3: Neither agree or Disagree, 4: Agree, 5: Strongly Agree)

Q1: I think I have a voice in what goes on at this University.

Q2: I am aware of where my segregated fees go towards on campus.

Q3: I am aware of the proposed education budget cuts, how they affect me, and what I can do to voice my opinion.

Q4: Have you heard of Associated Students of Madison? Y(Yes) or N(No)

Q5: Associated Students of Madison has opportunities to offer that I would be interested in.

Q6: If I was interested in getting more involved with Associated Students of Madison or on campus in general, I would know how to reach out and become active within the organization.

Q7: What year are you? (F: Freshmen, SO: Sophomore, J: Junior, SR: Senior, SU: Super Senior)

Student	Q1	Q2	Q3	Q4	Q5	Q6	Q7
1	1	1	4	N	1	5	SO
2	2	1	1	N	1	1	SO
3	2	1	1	N	1	4	SO
4	2	1	2	N	1	5	SO
5	2	1	2	Y	1	5	J
6	3	2	4	Y	3	5	SU
7	3	1	3	Y	3	5	SO
8	4	2	1	Y	5	5	F
9	4	2	2	Y	5	4	F
10	4	3	1	Y	5	3	F
11	3	1	1	Y	5	1	F
12	2	3	2	Y	1	1	J
13	3	1	4	Y	3	2	SO
14	1	1	1	Y	2	2	SR
15	1	1	2	N	1	3	F
16	1	1	2	N	1	4	J

17	4	2	5	Y	5	3	J
18	4	3	5	Y	4	3	J
19	4	1	4	N	3	5	SO
20	5	3	2	Y	4	5	SR
21	2	1	4	N	1	1	SO
22	2	2	3	N	3	1	SO
23	4	3	3	Y	3	2	SO
24	3	4	3	Y	3	3	SO
25	2	2	5	Y	3	2	SO
26	3	2	2	Y	3	4	SR
27	4	5	3	Y	5	5	F
28	3	4	2	Y	3	4	J
29	3	3	3	Y	3	4	F
30	3	4	2	Y	3	4	SO
31	2	1	4	N	4	3	F
32	3	1	4	N	4	3	F
33	3	1	4	N	4	3	F
34	4	4	2	Y	4	4	SO
35	4	4	2	Y	4	4	SO
36	3	4	2	Y	3	2	SO
37	2	2	2	N	1	2	SO
38	2	2	3	Y	3	2	SO
39	4	4	4	Y	2	4	J
40	4	4	4	Y	2	4	J
41	5	3	2	Y	4	2	SO
42	5	5	4	Y	1	1	
43	5	5	4	Y	1	1	

44	3	3	2	N	3	3	J
45	3	4	4	N	3	3	SO
46	3	4	2	N	3	3	J
47	2	2	3	Y	4	4	J
48	4	5	5	Y	5	4	SO
49	3	2	4	Y	4	4	SO
50	4	1	2	Y	2	5	SO
51	2	2	3	Y	3	4	SO
52	3	2	4	Y	3	5	J
53	2	2	4	N	3	3	J
54	2	2	3	Y	3	4	J
55	2	2	3	Y	3	4	SR
56	2	2	2	Y	2	4	SO
57	2	4	4	Y	4	5	F
58	2	2	2	N	3	4	F
59	4	2	2	Y	3	4	SO
60	2	2	3	Y	4	2	J
61	3	4	2	Y	2	5	SO
62	3	2	2	Y	1	1	SO
63	2	2	3	N	2	3	J
64	4	2	2	Y	2	4	SR
65	2	2	1	Y	2	4	SO
66	2	3	2	N	2	2	SU
67	2	2	1	Y	3	2	J
68	2	3	4	Y	3	4	J
69	3	2	4	N	3	4	F
70	2	1	1	Y	3	3	SO

71	2	3	4	Y	1	1	SO
72	1	2	2	Y	3	4	SO
73	2	2	4	Y	3	4	F
74	2	1	4	N	3	3	SO
75	3	1	2	N	3	4	SO
76	4	2	2	Y	2	4	SO
77	4	2	2	Y	2	4	SO
78	3	2	4	Y	3	3	SO
79	3	3	4	Y	3	3	SU
80	2	1	2	Y	3	2	J
81	2	2	3	Y	2	4	J
82	2	2	3	Y	2	3	SO
83	2	2	3	Y	3	3	J
84	3	4	2	Y	2	2	SO
85	1	1	2	Y	3	1	SO
86	2	4	3	Y	4	3	SO
87	3	2	3	Y	3	4	SO
88	3	2	5	Y	3	4	J
89	2	2	4	Y	2	5	SO
90	2	4	3	Y	2	2	SR
91	4	4	4	Y	2	4	SO
92	1	2	3	N	3	3	SR
93	3	2	4	Y	3	3	SO
94	2	2	2	Y	4	4	SO
95	4	4	3	Y	4	5	SO
96	2	1	5	Y	3	1	SO
97	4	2	2	Y	3	3	SO

98	2	2	2	Y	2	2	SO
99	2	2	2	Y	2	4	SO
100	2	4	4	Y	1	5	SR
101	2	2	2	N	3	2	SO
Average/ Totals:	2.73	2.37	2.85	Y: 76 N: 25	2.79	3.29	F:14 SO: 47 JR: 22 SR: 8 SU: 3

ASM Member Survey Data and Data Analysis:

Questions: (1: Strongly Disagree, 2: Disagree, 3: Neither agree or Disagree, 4: Agree, 5: Strongly Agree)

Q1: I am passionate and excited about the project(s) I'm working on at ASM.

Q2: I know how I can get more or less involved within ASM and different areas of the organization.

Q3: I feel as though I have created strong relationships with other members in ASM.

Q4: There are formal processes in place to evaluate member satisfaction within ASM.

Q5: There are accessible opportunities for advancement within ASM.

Q6: How did you learn about ASM?

Q7: What do you think would be a way to recruit more members for ASM?

Q8: What is one thing you think ASM could improve on as an organization?

Members	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
1	4	5	4	3	4	friends already involved	more outreach	more campus engagement
2	4	4	3	3	4	mass email	social network sites	connect members w/n ASM
3	5	5	5	5	5	mass email	reach out to issue based student orgs	staff to student group relations
4	4	5	5	4	5	Student	more	outreach

						org fair	outreach	
5	5	5	5	5	5	mass email	org outreach	more training for committee members
6	5	5	4	4	3	Previous ASM-funded group	Increase visibility of ASM's works	n/a
7	5	5	4	3	4	roommate	marketing Grassroots	increase Student knowledge of ASM work
8	5	5	4	2	4	ASM members	n/a	n/a
9	4	4	3	3	4	Student org fair	more advertising	improve awareness
10	5	5	4	2	4	org fair	publicize campaigns	outreach
11	4	5	4	2	4	friend	n/a	n/a
12	4	5	4	3	5	org fair	more grassroots	communication between leadership & members
Avg/ Totals:	4.5	4.83333 3	4.08333 3	3.25	4.25			

D. Presentation of Verbatim Responses from Interviews with Director of Recruitment and Retention

- *What is the goal of ASM?*
 - We want students concerns to be heard and we try to develop ways to address the issues students are having through creating grassroots campaigns. Overall, our goal is to advocate for the rights of students.
- *What are ASM's goals in general and in regards to recruitment and retention?*
 - Not goal oriented, we try to recruit as many people as possible instead of setting a goal and meeting a certain number of people.

- Think of recruitment as following the rule of halves, which means that you'll have initial contact with this many people, half will actually fill out the interest card, half will respond to interest emails and calls, and half will join ASM and stay involved.
- *What is one issue that ASM is involved in currently that you want students to know about or participate in?*
 - Budget cuts! Students should be concerned about the severity of cuts and the way that public authority will be involved in campus affairs. We want to make sure students understand what's going on and can voice their opinions about it. If students want their concerns to be known, ASM is constantly lobbying legislators for the things students want. We go to joint finance committee meetings in the Wisconsin Senate where they hold public hearings and people can come in and talk about concerns with state finances and the budget. We have been sending students to voice their concerns about tuition, funding, and the changing state budget.
 - We'd like 75% of students to know about the cuts and how they can get more involved to voice their thoughts (This was a rough estimate that the Director of retention and recruitment gave us when asked for an approximate goal. ASM does not have any formal goal processes currently in place).
- *What's the best way for an interested student to get involved in ASM?*
 - Students can come to our office and talk to ANYONE around (we're all experienced and can talk to you!). They could fill out the form on our website, or contact anyone with an email.
 - We'd want at least 30% of students to feel at ease in getting involved with ASM. (This was a rough estimate that the Director of retention and recruitment gave us when asked for an approximate goal. ASM does not have any formal goal processes currently in place).
- *Outreach on Campus: How does ASM recruit new members? Is it effective?*
 - We do tabling at Gordons and other dorms/campus locations to talk to students, set up booths at student organization fairs, and give speeches in big lecture halls. After we have a big kick-off that's a culmination of the whole recruitment drive. Here we explain more about ASM and try to get

people interested. There's food and breakout rooms where students can go meet with different committees to narrow down their interest.

Afterwards, we do follow ups with students to keep them interested!

- Recruitment is always pretty extensive and we focus on getting freshman involved.
- When we table we have students fill out interest cards to understand what parts of ASM, campaign, or committee the student could be involved in to best fit their interests.
 - Students check boxes, then I (Director of Recruitment and Retention) go through them and direct the students to the right leaders/committees based on their interests.
 - We database the cards, then try to get them to come to the kick-off by sending them both an email and a text. We try to get a hard yes or no if they're coming.
 - In fall semester of 2015 there were 358 cards filled out and 102 cards filled out in spring. We don't do as much for recruitment in spring so there's less interest.
- We also have members post about ASM on Facebook and other social media where students can fill out an online interest card.
 - In fall 2015 only 10 students filled out online form. This was kind of a last ditch effort to catch a few more people.
- We hand out flyers about the kickoff to people we can't get to fill out the interest form just so they know about the event.
- Everyone on Student Council (33 students) has to volunteer for at least four hours for retention and get a penalty if they don't do all their hours, this includes things like tabling and working at the organization fair.
 - When talking to interested members at an organization fair or tabling, we try to get the interested students involved by asking them questions and making ASM personally relatable to them. We use personal stories to get them excited!
 - Class talks get the most bang for the buck, but a lot of times it's not done effectively.

- For the fall semester we focus on getting as many members as possible, while spring semester we try to recruit people that will be really excited and focused on the issues we're working on.
- Totals for fall:
 - Talked in 12 classes, each with over 200 students
 - Tabling - twice a day during welcome week and first week of school
 - Gordons - 9 different times (2 hours during peak lunch/dinner)
 - Memorial Union - 2 times
 - Six different student organization fairs
 - 2,100 people at fall student organization fair
- Totals for spring:
 - Tabled 8 times at similar locations
 - 3 class talks
 - Much smaller kickoff
 - We sponsor the main student organization fair where we get the most interest and hand out the most cards overall.
- *How do you get people excited about joining ASM?*
 - It's difficult to get people excited about joining a student government. Typically we get a lot of political science majors and people that are interested in going into government. It's hard to get students excited from other areas or majors that are also really applicable in ASM, people just don't know about it. Sometimes it's hard to be able to connect with people quickly when tabling and actually understand what they're interested in and where ASM can meet their interests. ASM is a really broad organization that has something for a lot of people, but it's hard to find that one thing that might interest them in the initial brief contact. A student might not be interested in dealing with textbook affordability but might be more excited about helping to prevent sexual assault, which are both things we work on. It's just hard to be able to find that one thing that might excite them and get them interested in working on a campaign at ASM.

- We try to bring people in with hook issues, or big topics that apply to a lot of people. These are things like “Do you ever get annoyed that syllabi aren’t available before class? Do you want more student seating in football games? Are your textbooks too expensive?”
- We also talk about some of our strongest campaigns that we’re working on currently and use them to bring new people in, like language certificates. These are things that are really exciting to a lot of people and are big projects that we’re dealing with right now. We try to get the student talking so we can find out things that they’re interested in, but first the main goal is to get them to stop at our table or booth and talk with an ASM member. Once we have found something they might be interested in, we have them fill out an interest card, drop them a text about the kickoff, and get them to come!
- It’s really important to always make yourself available to meet with people and make them know they’re valued. If a student shows interest we should go above and beyond to keep them around.
- *What kind of opportunities are available for students?*
 - ASM has a lot of opportunities available, there’s something for everyone! We stress critical topics called ‘hook issues’ that students will be excited to be a part of, like new developments on campus and cool new ideas they might have to implement on campus.
 - We have different commitment levels also such as volunteer opportunities, internships and jobs.
- *How do you explain ASM and all the branches (without being overwhelming)?*
 - We don’t talk about it being a big organization because it tends to confuse and scare off potential candidates. Instead we focus on describing grassroots committees and learn about their interests.
 - We meet with them afterwards and go over ways that people can get involved within the organization as a whole.
- *Engagement: How do you keep members involved and wanting to come back? What is the environment and culture? (IS IT FUN?)*

- We have weekly committee meetings where members choose which committee they want to be involved in. The committees each have their own agendas and a chair gives members specific tasks.
- We have external events held by the grassroots committees, such as the sustainability fair, diversity day, SAC open house, and weekly volunteering opportunities.
- If there is a student who doesn't like their committee, they can go to the chair or advisors and talk about the right place for them.
 - This doesn't happen super often because most students can find their place from the options they know right away.
 - The students get involved and then want to advance in the organization.
- The student employees and Student Council are closed councils where the members chose to do this, so retention is not an issue because they are passionate about this type of work.
- Within grassroot committees, it is up to the chair to engage its members. I (Director of Recruitment and Retainment) talk to the chair and help them learn how to retain their members.
 - We give students specific tasks and let them know that they are wanted and needed by saying, "Hey I think you'd be good at this."
 - We make sure that students know they should stick around through one on one meetings just to get to know them.
 - We also have development and relational meetings because for some members it is not always about advancing their careers.
 - With concrete campaigns we DO NOT let them drop off, so we find a way to make it work because someone might be really invested.
 - We also engage students outside of the committees through activities and doing things for students that are actively engaged.

- *Do you think people enjoy being in ASM or are passionate and care about the things you're doing?*
 - The interns are passionate about their work because they chose to develop their own campaigns and receive a grade for their projects. They have to be invested, but they get really excited about their work.
 - Leadership is always engaged a lot even though there have long meetings.
 - The volunteers that are engaged move up into leadership and continue to get more involved.
 - Target goal: 70% of people excited about their projects (This was a rough estimate that the Director of retention and recruitment gave us when asked for an approximate goal. ASM does not have any formal goal processes currently in place).
- *How do you obtain information/feedback from your members and student body?*
 - We send emails to students to engage and obtain information from them.
 - Leadership gives feedback to each other; however, it is your own prerogative to get feedback. We send out stuff from leadership to obtain this information.
 - We also try to keep channels of communication open.
- *How do you determine satisfaction and engagement of members/students who attend events and meetings?*
 - We see what students are interested in; however, there is no formal way to determine this.
 - We also try to engage as many students that are involved to attend more events.
 - We'd like to be able to evaluate 40% of members. (This was a rough estimate that the Director of retention and recruitment gave us when asked for an approximate goal. ASM does not have any formal goal processes currently in place).
- *What kind of measurements do you use in feedback?*

- We don't have any measurements currently, nor do we have internal surveys.
- *Retention: What is ASM's approach for handling members leaving?*
 - We try to engage them in ways to better that person's experience and figure out a way for them to come back, whether diminishing workload or giving them a more appropriate duty.
 - Our attempts to learn include trying to obtain feedback from those who drop out on ways to improve for new and existing members.
- *What do you do to keep members involved?*
 - Our Student Council retention is well. We have a problem with retention in grassroots committees. We must let them know that they are wanted and needed, so we give students specific tasks and make sure they are celebrated for their efforts and that we want them retained. We do this by figuring out their interests through one-on-one meetings (for volunteers, interns, and chair members), which are not just business, but also relational in order to get to know members and give them the tasks that they want.
- *What ways do you boost morale?*
 - Volunteering together outside the work environment helps create close relationships as more than work members.
 - Interns are usually really motivated and passionate and members in leadership are usually really engaged and really care about what they're doing so we don't have to do much to increase their motivation.

E. Endnotes Page

Process Category Evaluation Criteria, Baldrige Performance Excellence Model, Strategic Management-Performance Excellence Topic, Talking Textbook Webinar

Results Category Evaluation Criteria, Baldrige Performance Excellence Model, Strategic Management-Performance Excellence Topic, Talking Textbook Webinar

SWOT Analysis, The Strategies Planning Process, Strategy Management Topic, Talking Textbook Webinar

SMART Goals, Goal Setting Theory, Work Motivation and Performance Management Topic, Talking Textbook Webinar

Knowing-Doing Gap, Key Success Factors, Introduction to OB Topic, Talking Textbook Webinar

Emotional Intelligence, Strategies for Managing Emotional Intelligence, Individual Differences & Personal Effectiveness Topic, Talking Textbook Webinar

Social Skill, Emotional Intelligence, Individual Differences & Personal Effectiveness Topic, Talking Textbook Webinar

PDCA Cycle, The Strategic Planning Process, Strategy Management Topic, Talking Textbook Webinar

Maslow's Hierarchy of Needs, Theories of Motivation, Work Motivation Topic, Talking Textbook Webinar

Suggestion System, General Guidelines for Effective Downward Communication, Communication Topic, Talking Textbook Webinar

Effective Downward Communication, General Guidelines for Effective Downward Communication, Communication Topic, Talking Textbook Webinar