

A large crowd of people, likely students, is gathered in a school hallway or gymnasium. The room is decorated with numerous colorful balloons in shades of yellow, green, pink, and blue. Many people are looking towards the camera or holding up their phones to take pictures. The atmosphere appears festive and celebratory. In the background, there are posters on the wall, one of which has the words "POWER TURNER" and "HERE" visible.

THE TMP TLP NPS SURVEY GUIDE

Why** the survey, How to do **analysis** and what is the connection of the NPS Survey to the **Team Minimums

THE TMP TLP NPS SURVEY IS HERE!

Objectives of the survey

- To assess customer (TMP/TLP participant) satisfaction at the end of each experience
- Analysis of specific improvement of the TM Process or the TMP/TLP Product

3 main sections to the survey (7 level 1 issues)

- Introduction – Clarity on AIESEC Vision
- Team Experience of the Participant – Team Goals and Purpose, Education about the role, Individual responsibility and goals and Support from AIESEC
- Overall Impact – Personal and Professional development through the experience

Overall Analysis from Survey

- The best way to use the survey is to go through all the analysis and figure out what are the TM processes and what part of the TMP/TLP product can be improved. Remember – ALWAYS connect this to the results of the person/team/function in your LC or MC.
- The NPS issues are very connected to the team minimums – it will be good to compare the fulfillment rate of team minimums to NPS Promoter and Detractor issues at an LC and MC level
- Since members can pick their role/function in the NPS Survey, you can compare NPS results of EP and TN managers in GIP/GCDP to their EPs who have filled out NPS Surveys as well! It will give you insight into the connection of the experience of an EP/TN Manager with the EPs experience.
- The Survey asks every participant for their role and function – To view this you will have to EXPORT RESPONSES from CUSTOMER GUAGE. This will give you insight into specific process improvement/product development for a particular role (Eg: LCP) or function (Eg: Marketing)

Section 1: Introduction

INTRODUCTION

Clarity on AIESEC vision and your contribution towards it

Understanding of AIESEC vision and values

Understanding AIESEC Programmes (GCDP, GIP, TMP, TLP) and how they contribute to AIESEC's ambition

Understanding how your role contributes towards AIESEC's vision

Level 1

Level 2

CONNECTION TO TEAM MINIMUMS

This is very connected to the Team Minimums

- 1. Team** – Every team needs to have a Team Purpose connected to the purpose of AIESEC and the AIESEC Programmes
- 2. Plan and JD** – If an individual has a clear plan and JD then he/she will feel the ownership towards the vision of AIESEC and their contribution to it



Team



Plan



JD

Section 1: Introduction

INTRODUCTION

Clarity on AIESEC vision and your contribution towards it

Level 1

Understanding of AIESEC vision and values

Understanding AIESEC Programmes (GCDP, GIP, TMP, TLP) and how they contribute to AIESEC's ambition

Level 2

Understanding how your role contributes towards AIESEC's vision

PROCESS/PRODUCT IMPROVEMENTS
that can come out of this

PRODUCT:

PROCESS:

TMP TLP Product Packaging and messaging

The Induction Process

Section 2: Team Experience

Living team experience

- Having a clear team purpose and working towards it
- Collaborative learning environment
- Contribution to AIESEC's vision and values
- Being responsible for a team

Individual responsibility and goals

- Defined individual deliverables
- Clarity on your contribution to the team purpose
- Constant evaluation of my performance and support in its improvement

Education for the role

- Induction and Transition to the role
- Trainings for skill development needed to fulfill the role successfully
- Operational knowledge for the specific role
- Reflection spaces to capture your learnings
- Insights about leadership through trainings
- Learning by doing

Support from AIESEC throughout the experience

- Support in setting personal goals for the experience
- Support in achievement of personal goals
- Prompt response on issues or questions
- Alignment of the experience with initial expectations set

Section 2: Team Experience

Living team experience

Having a clear team purpose and working towards it
Collaborative learning environment
Contribution to AIESEC's vision and values
Being responsible for a team

CONNECTION TO TEAM MINIMUMS

- 1. Team** – Every team needs to have a Team Purpose connected to the purpose of AIESEC and the AIESEC Programmes , Each team has at least 3 members and 1 team leader
- 2. Plan and JD** – If an individual has a clear plan and JD then he/she will feel the ownership towards the vision of AIESEC and their contribution to it

PROCESS Improvement

- Specific Induction to the role process
- Personal Goal setting in a role
- Education in the LC/entity

PRODUCT Improvement

- TLP Product Packaging – especially if being responsible for a team is a key promoter or detractor issue (Depends on the comments)

Section 2: Team Experience

Individual responsibility and goals

Defined individual deliverables

Clarity on your contribution to the team purpose

Constant evaluation of my performance and support in its improvement

CONNECTION TO TEAM MINIMUMS

1. **Plan and JD** – Every team participant knowing his/her clear JD, KPI, MoS and contribution towards team purpose
2. **Tracking and Coaching** – Continuous performance tracking and coaching based on this
3. **Evaluation** – Goals vs. Achieved and of personal goals development etc.

PROCESS IMPROVEMENT

- Clear capacity planning – teams , JD and contribution to GIP and GCDP
- Performance Management process
- Education in the LC/MC aligned to team roles (To support improvement of performance)

Section 2: Team Experience

Education for the role

Induction and Transition to the role

Trainings for skill development needed to fulfill the role successfully

Operational knowledge for the specific role

Reflection spaces to capture your learnings

Insights about leadership through trainings

Learning by doing

CONNECTION TO TEAM MINIMUMS

- **Training** – Effective understanding of the role, training to implement fast in the role
- **Tracking and Coaching** – Tracking performance and coaching (education) based on this
- **Evaluation and Reflection** – Evaluating performance and personal development

PROCESS IMPROVEMENT

- Induction Process (in general and to the role)
- Planning for education
- Education cycle in the entity
- LEAD Programme
- Understanding results from here can support implementation (Especially from the MC level)

Section 2: Team Experience

Education for the role

Induction and Transition to the role

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CONNECTION TO TEAM MINIMUMS

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PRODUCT IMPROVEMENT/DEVELOPMENT

- Design of outer journey of TMP or TLP Participant depending on key level 2 promoter and detractor issues from here
- External and Internal Product Packaging that includes messaging around education and learning of participant

Section 2: Team Experience

Support from AIESEC throughout the experience

Support in setting personal goals for the experience

Support in achievement of personal goals

Prompt response on issues or questions

Alignment of the experience with initial expectations set

CONNECTION TO TEAM MINIMUMS

- **Team** – Setting of team Purpose, team MoS and personal goals
- **Evaluation and Reflection** – Evaluating goals vs. achieved and personal development

PROCESS IMPROVEMENT

- Pro active fire fighting with TMP and TLP Participants to ensure they are having a good experience
- Personal Goal Setting Process

Section 3: Overall Impact

OVERALL IMPACT

Personal Development due to this experience

- Understanding my personal values better
- Understanding my personal purpose in life better
- Understanding my strengths and weaknesses
- Belief in myself
- Becoming proactive in my learning
- Communication skills
- Adapting fast to new environments
- Open-mindedness
- Persistence to achieve results

Professional Development through this experience

- Knowledge gained in a specific functional area
- Language knowledge
- Practical skills and hard knowledge gained
- Expanded personal network

Section 3: Overall Impact

Personal Development due to this experience

Understanding my personal values better
Understanding my personal purpose in life better
Understanding my strengths and weaknesses
Belief in myself
Becoming proactive in my learning
Communication skills
Adapting fast to new environments
Open-mindedness
Persistence to achieve results

CONNECTION TO TEAM MINIMUMS

- **Evaluation and Reflection** – Evaluating results achievement and personal goals achievement and reflecting on learning from the experience
- **Tracking and Coaching** – Tracking personal development along with results achieved and coaching team based on this

PROCESS/PRODUCT IMPROVEMENT

- Learning and Development aligned to personal development of TM TLP Participants
- Team Leaders can go through results to lead their teams better
- Compare results of teams to personal development to see the clear connection

Section 3: Overall Impact

Personal Development due to this experience

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PRODUCT IMPROVEMENT/DEVELOPMENT

- TMP TLP Product Packaging and value proposition has key personal development areas (Can be customized to roles and functions since there is data around that)
- Outer Journey of a TMP or TLP participant can be made better/designed based on key promoter or detractor issues from here!

Section 3: Overall Impact

Professional Development through this experience

Knowledge gained in a specific functional area

Language knowledge

Practical skills and hard knowledge gained

Expanded personal network

CONNECTION TO TEAM MINIMUMS

- **Training** – Knowledge gained or not gained in a specific functional area can determine training design for a particular team/function
- **Tracking and Coaching** – Coaching teams based on knowledge and practical hard skills gained or not gained

PROCESS IMPROVEMENT

- Learning and Development aligned to personal development of TM TLP Participants (Induction, Functional physical or virtual training, coaching etc)
- Team Leaders can go through results to lead their teams better
- Compare results of teams to professional development to see the connection
- I and the WORLD – At the end of experience, reflect on how this professional dev can help my career.

Section 3: Overall Impact

Professional Development through this experience

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Role of MC

• MCVP TM

- Ensure all LCVPs and LCPs understand the logic of the survey and how to do analysis for teams in the LC
- Ensure LCVP TM has specific understanding on the issues and how to work with the connection of NPS, Team Minimums and results of a team (results of a team can also be tracked within the team minimums)
- Synergy with MCVP Marketing for any product improvement/development in TMP/TLP (Eg: short term TMP/TLP or improving value proposition of the product etc)
- Synergy with MCVP GIP, GCDP and OD for any process improvement based on responses
- Ensure high response rate in the entity and regular TMP TLP NPS Reports to LCs
- Once there are enough responses, identify LC wise promoter and detractor issues and action steps to take forward promoter issues and reduce detractor issues
- Action steps can also be created by function/role if there are similarities in responses!

Role of MC

- **MCVP GIP/GCDP/Other functions**

- Clearly understand the logic of the NPS Survey for TMP and TLP and how the responses can help you in your function
- NPS Responses can be filtered by function, so go through the responses of members in your function in detail
- Synergy with the MCVP TM to come up with the right action steps to improve experiences and results in your function
- For GCDP and GIP MCVPs, the survey has an additional question asking every member whether they would like to take up another role in AIESEC and if yes which role, if you export responses from time to time, you will know which members want to take up either a GIP or a GCDP experience
- For MCVPs GIP and GCDP you can connect NPS Responses of EP/TN Managers who are TMP TLP Participants to NPS Results of EPs realized
- For MCVP Marketing, you can go through results to see how to improve value proposition of TMP/TLP Product within a specific role/function or overall or how to package the product better!

Role of LC

- **LCVP TM**

- Ensure all LCVPs and LCPs understand the logic of the survey and how to do analysis for teams in the LC
- Synergy with LCVP Marketing for any product improvement/development in TMP/TLP (Improving value proposition of the product etc)
- Go through results in detail to check what improvements can be done in the short term to TM process in the LC
- Ensure high response rate in the LC
- Prompt fire fighting with members (especially passives and detractors)
- Once there are enough responses, identify key LC promoter and detractor issues and action steps to take forward promoter issues and reduce detractor issues
- Action steps can also be created by function/role if there are similarities in responses!
- Connect NPS Results to Team Minimums fulfillment tracking and results of teams in the LC!

Role of LC

• LCVP GIP/GCDP

- Clearly understand the logic of the NPS Survey for TMP and TLP and how the responses can help you in your function
- NPS Responses can be filtered by function, so go through the responses of members in your function in detail
- Synergy with the LCVP TM to come up with the right action steps to improve experiences and results in your function
- For GCDP and GIP LCVPs, the survey has an additional question asking every member whether they would like to take up another role in AIESEC and if yes which role, if you export responses from time to time, you will know which members want to take up either a GIP or a GCDP experience
- For LCVPs GIP and GCDP you can connect NPS Responses of EP/TN Managers who are TMP TLP Participants to NPS Results of EPs realized

Remember

In general, it makes sense for the MC to focus on product development and improvement rather than for LCs to focus on it too much!

LCs can focus on more on process improvement!