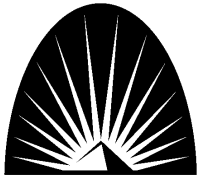


Vancouver



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Spectrum

Marketing Performance Technology to Top Management

Jack Zigon President, Zigon Performance Group

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Performance technologists and trainers seem to have a great deal of difficulty convincing line managers to let them use all of the technology they have in their "bag of tricks". These professionals are technically competent enough to know what is needed to improve performance, but cannot sell their recommendations to top management. This results in frustration for the professional, and less results for the organization. If they were more successful in their internal marketing efforts they'd experience a larger role in their organization's affairs, more fun and the satisfaction that comes from knowing you're making a difference.

How to "Sell" Performance Technology An important assumption

Let's start with a basic assumption: a Human Resources Development function *only* exists to help line management create and satisfy the company's customers. Why is this important? First, it eliminates all discussions concerning human performance technology as an end. Our technology is only a *means* for satisfying the company's customers. Second, the HRD department spends most of its time learning about the *business* of the company, and much less on the latest piece of videodisk technology or newest training fad.

What was Sold at Yellow Freight

Company background

Yellow Freight is the United States largest motor freight common carrier. It uses over 500 locations nationwide to move commodities over long distances. Its 21,000 employees generate \$1.6 billion in annual revenues. Because of the service nature of the business, over 60% of the company's expenses are people costs. Thus any technology that can improve the performance of its employees can have a significant impact on the company's bottom line.

HR Development at Yellow prior to 1981

In the early 70s, Yellow hired a Ph.D. in psychology to create a management development program. Yellow's Management Trainee Program recruited college graduates and taught them the basics of the industry along with information like Maslow's need hierarchy. Unfortunately the graduates were seen as "crown princes" and were never received well by field management. Next, a more practical "Supervisor Training and Education Program" was created. Every supervisor went through a week of orientation at the company's general office. There each department head spent 20-30 minutes describing what they did and who the supervisors should contact when they have questions.

During the 1973-74 recession the department was dissolved because it was a luxury the company could do without. From 1975 to 1981, the Management Trainee Program continued with 10 people/year as the only formal training in this \$750 million company.

HR Development at Yellow after 1981

In June 1981, Yellow hired the author to create an HRD function. Based on the Board of Director's insight that people were too important a resource to continue to be trained by "trial and error OJT", we defined the department's mission as "*helping Yellow's management team improve and manage the performance of its human resources*".

Its functions include helping to solve employee performance problems and improve employee

performance, assisting in recruiting and developing management personnel, and helping to set HRD policy. The department uses the following performance technologies:

- *Analysis* of performance systems using interviews, observation, and performance data analysis
- *Problem definition* including identifying the performer, accomplishments, measures, standards, actual performance, exemplary performance, and stakes
- *Cause analysis* looking at expectations, feedback, resources, incentives, skills & knowledge, capacity and motivation as reasons for the observed performance gap
- *Design* of performance improvement systems and training addressing all causes, delivery system design, workplan, and budget
- *Development* of materials including job aids, self-paced and group-paced training, job model and feedback systems, and incentive systems
- *Implementation* including client sign-offs, piloting, revision, implementation of performance system components, delivery of training and followup of training
- *Evaluation* for reaction, learning, use, and performance change

The department now consists of a Manager, four Performance Engineers, a Field Training Supervisor with 10 Field Trainers, a Supervisor of the Management Trainee Program and two support staff. The department reports to a VP-Human Resources, a Senior VP-Administration, and then to the President. Its budget was approximately \$100,000 in 1981. It grew to \$1.2 million in 1982, and held at \$3.5 million for the next three years.

Examples of projects

Performance management system - Management asked for training of supervisors, branch managers and sales reps. We conducted an analysis and designed a program to improve the performance management system of the company. We trained all managers to analyze performance problems, create

job models, feedback and reward systems, communicate expectations and coach poor performers. The same program was modified and delivered to all supervisors of union personnel, and then to all general office managers.

Sales performance improvement project -

Management asked us to train all sales reps in pricing. An analysis resulted in a program that included changes in the quota system, feedback system, procedures and sales job aids. Reps were trained in selling skills and product knowledge, and managers were trained in sales management and coaching skills.

Management trainee program - We took the program from a "time and topic" design involving 10 trainees/year to a criterion referenced program producing 30 trainees/year. Line management liked the graduates so much that HRD was asked to expand the program to 200 graduates/year. Yellow is now using self-paced training materials to cut down on training costs and improve consistency.

Results

HRD's evaluation methods are exemplified by the PMS program. It was evaluated at all four levels: reaction, learning, use, and performance change.

Reaction data - As of February 1, 1986, 1,046 managers have completed the program. On the average, they rated the program 4.9 out of 5.0 on a 5-point Likert scale when asked "how useful and relevant" has this training been.

Learning data - 1,043 out of the 1,046 managers have met the completion criterion of 8 out of 10 criterion tests passed. This is a 99.7% success rate.

Use data - As of February 1, 1986, 924 or 88% of the managers have produced evidence that they are using the skills on the job.

Performance change data - As of December 1, 1984, data from 249 locations covering 3-6 months performance has been collected. This represents 55% of the system of 450 terminals. The total value of the performance improvements that could be translated into dollars is over \$20.8 million. We stopped collecting data at that point at the President's request. The program was acknowledged as very successful, but the documentation of results

was starting to look like HRD was stealing the thunder of line management.

In summary, Yellow Freight has one of the top performance engineering departments in the country. They are fulfilling their mission of measurably improving employee performance and have won numerous NSPI national awards. Next we'll discuss the lessons we can take away to use in other organizations.

Some definitions

Here are definitions for nine key terms we'll need later:

Need - a lack of something that is causing a problem in the organization or preventing the achievement of some goal. The client must be willing to pay money to fill this need.

Market - the group of people whom you want to buy your product, service or idea

Market segment - a subgroup of the total market which has significantly different needs than the other market segments

Marketing - starting with a market's needs, creating a product that fits those needs, and then influencing the market to buy it

Market research - the act of identifying the needs, preferences, and buying habits of a market segment, and then *designing* the product, service, or idea to meet the needs of the segment

Promotion - taking a product or service that already exists and trying to convince people that they need it and should buy it

Advertising - using media to make a market aware, persuade them to act, and help them to buy what you want them to buy

Selling - Using people do the same thing as advertising

Public relations - Using media to enhance the image of a program or group of people to promote goodwill and understanding.

The most important two definitions have to do with marketing and selling. When most technologists talk about *marketing* the technology, what they really mean is *selling* it. The technology is a fixed thing that they want top management to buy. The

difference between marketing and selling is this: Selling starts with a product and tries to get you to buy it. Marketing starts with your needs and creates a product to fit those needs. That's why this article is titled "*Marketing, not Selling, Performance Technology to Top Management*".

Three helpful models

Here are three models we've found useful when looking back on how the department and its programs were sold at Yellow Freight. We didn't use them at the time, but like a technologist interviewing any subject matter expert, we derived the models and principles from observations of our's and the company's behavior.

The first model is the marketing planning matrix . It organizes the functions of marketing and expands what you can do to market your ideas. It does not make decisions for you, but merely helps you analyze the situation and plan how marketing can help you.

The three marketing functions, marketing, promotion and PR have been defined. Let's define the three types of market segments. **Users** are anyone affected by or actually using the program. **Decision makers** are people with the power to say yes to the use of resources like money, time or personnel. **Influencers** are people who affect the decisions of decision makers.

The model helps you plan what you can do (functions) to which market segments. In general, every cell should be filled with a specific plan to help move this segment through the selling cycle.

Selling ends with **action** - buying the idea or service. But before this can occur the prospect must understand how you can meet the needs and must feel that the value of your service exceeds its cost. Before this **persuasion** comes an **awareness** that you exist and that you have something of value to offer. The cycle repeats itself for each new set of needs.

Each function of marketing must contribute to the market segment's movement through the selling cycle. Another way to look at the selling process is to define the observable accomplishments we want to have happen . Individuals in our market segments move through the phases of :

- Suspect - ("I suspect they need what I have to offer")
- Prospect - ("I know who the decision maker is and I want to help him/her")
- Customer - ("I know the need, how much it is hurting, we've agreed on an approach and completed the first project")
- Repeat Satisfied Customer - (New needs are identified and satisfied)

The ultimate goal is a Repeat Satisfied Customer, for both your department and your organization! That's what assures continued growth and long term survival.

Use these models to think through the marketing implications of your analysis, design, development, implementation and evaluation activities. A checklist of techniques at the end of the article will also stimulate your thinking.

Sixteen principles and examples of their use

Models are only as good as the principles we can derive from them to guide our actions. This section will describe sixteen principles and give examples of how each one was used at Yellow.

1. **Find out how everyone who is affected by or who affects the situation sees it.** This means discover the problems, needs, decision criteria, personal values, and language they use to describe the problem. At Yellow, we interviewed the Chairman of the Board, President, and all key VPs personally. Those lower managers too numerous to talk to directly were surveyed by electronic mail. All critical political and geographic groups were included in the survey.

-
2. **Find out the *real* needs by conducting a performance audit.** This means identifying the critical functions and performers, the accomplishments, measures and standards, along with the exemplary and average performance data. It ends with a calculation of stakes and identifying the causes of the observed performance gaps. We did all of these at Yellow.
 3. **Give them what they *need* disguised as what they *want*.** Use their language, examples, and values, and forget your own jargon. Put something for every market segment into your program to insure they will want it. At Yellow, the cause of the gap was seen as a "lack of communication" even though we saw it as a lack of job models and good feedback systems. They expected a training program so we gave them one, but it taught them how to install the new performance management systems. We built the first program to include performance analysis, job models, feedback systems, rewards, interpersonal skills, and coaching poor performers to make sure everyone found something useful in it. They needed to learn Gilbert's model, but first we redesigned it for the trucking industry. Every written product had Yellow Freight examples, language and logos all over it. We even used yellow paper!
 4. **If you've done your market research well, and designed the product well, promotion only needs to focus on *awareness* to get them to buy it.** We made it simple, logical and as common sense as possible. As soon as anyone saw it or heard about it they said, "That will help me". Just like offering water to a thirsty person in the desert, no persuasion was necessary!
 5. **Nothing will sell a product that doesn't meet a real need, or is not packaged to communicate how it meets the need.** This means it is futile to try to *sell* performance technology. It isn't packaged to communicate how it meets a real need. And *nothing* can help us sell it! At Yellow, this meant *never* mentioning any of our jargon outside the department walls. Never mentioning "needs analysis", "criterion-referenced instruction" or anything else near and dear to our hearts. We only spoke line management's language and worked on real line management problems.
 6. **Test out your advertising messages with samples of all market segments.** Once you know what the solution is, keep trying to find the language that will communicate the solution in the market segment's words. If you have to say "In other words...", then you don't have the language correct yet. While doing our performance audit, we tried out different ways of describing the solutions with everyone we met until we found the language that worked every time.
 7. **Advertise your program.** Use all the existing media of the company (memos, letters, newsletters, quarterly reports, stockholder magazines, etc.) to make people aware, persuade them and give them a chance to act. We wrote a memo for the Chairman of the Board to send to all managers, modified the company newsletter to support the program, created a "pre-workshop module" with audiotape that described what everyone would learn and how it would help them in their job, and published monthly testimonials from upper level managers who had already gone through the program.
 8. **Sell your program.** Use yourself and your staff to personally talk to decision makers one-on-one to explain how your program will solve their problems and meet their needs. At Yellow, the Manager of HRD personally met with every key Vice President to explain the program and how it could help each individual reach his goals for his individual department.

9. Modify your presentation as you go from decision maker to decision maker. Start with the most supportive person and explain what you intend to do. Deal with any objections and ask how to explain it better. And especially ask how to explain it to those who will *not* be supportive. Modify your presentation as you move from person to person. After you've sold them all one-on-one, you're ready for a group final sign-off.

10. Make it easy for them to buy. You pay all the bills. Design an easy, low-cost first step like a pilot. Make it easy to change direction or back out if needs change. Yellow's HRD department had the entire training budget so no one had to give up any money to pay for training. We needed a staff of 20-25 but started with 8, and all but three of the people could be transferred into other company jobs if the needs changed.

11. Promote your group and yourself before the program starts. Build their trust by letting them know who you are, what you want to do for them, and why you're qualified. They need to see people's faces to help them feel comfortable. We put articles in all company publications profiling every staff member and the department's philosophy.

12. Publish results after the program is implemented. Tell them what was done and what results it produced. Get testimonials from opinion leaders early on and spread them around. Find people who will *give* you credit for performance improvements; never *take* credit for anything not given freely. We had trainees use the electronic mail system weekly to send their opinions of the program to top management. Testimonials were published monthly in company newsletters. Preliminary performance improvement results were collected and reviewed with each level of management to determine if the methods were valid and the numbers were real. Each level of management signed off on the data.



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ISPI Vancouver offers a host of benefits to its members:

- Monthly meetings (ten per year) either at the beginning of the day (8:00 - 10:30 am) or in the evening (6:00 - 8:30 pm) with refreshments provided
- Special professional development events (at additional cost)
- A membership directory
- A newsletter four times per year, with information about our chapter, upcoming events, articles, and book reviews from local and international ISPI members
- Fantastic networking opportunities.
- Opportunities to assist our executive in any of four areas: Services; Publications; Programs; and Special Events.

All this for only \$75.00 per year!

<http://www.ispi-van.org/>

13. Involve them in the creation. Get top management named to a steering committee to make resource decisions, and get respected line people named to a review committee to sign-off on all materials. Pick your pilot group to your specifications. In our case, the rough design was approved by VPs, and the ideas and content were pilot tested in the field. A politically and functionally selected review committee approved every page and scene of video. Each time we asked for input or feedback we used it as an opportunity to communicate how the program would help these people meet their job needs.

14. Do something fast to buy time for measurable results. Line management wants to see quick results but performance technology sometimes takes time to produce measurable results. Look for a quick and dirty project with high visibility that will help satisfy them until the real projects can produce measurable results. Implement job aids and measurement/feedback systems before you tackle any long term training development projects. You never know when an industry downturn will cause your management to question if they really need you. Just look at the trainers in the oil industry. We produced a time management seminar for mid-level managers. Another manager set up an audiotape library to provide training immediately all over the country. Both will buy the time to do the necessary analysis, design, development, etc. to get long-term results.

15. Cost is less important than potential payback and perceived value. If you can quantify the dollar cost of the problem and make sure that your solution is inexpensive *by comparison*, then getting the budget you need will be much easier. Our first program was based on a stakes analysis that showed that \$44 million/year was being lost because of the performance gap. Our request for \$1.2 million looked small (even though it was 12 times the previous year's budget!).

16. Long term success depends upon providing a real payback to the company. Find out what customer satisfaction measures will be used on your department and make sure you meet them. Learn what makes companies successful in your industry, how you make money, who your customers are, who the competition is, and who the high leverage departments are. When in doubt produce revenue increases, cost savings or productivity improvements - they're always welcome. We documented \$20 million in savings and revenue increases, and produced lots of satisfied internal customers who said they were happy with our services. As a result we had more work than we could keep up with, and sufficient budget to do the job right.

Summary

An HRD or performance engineering department's only reason for existence is helping the organization obtain and satisfy its customers. Too often performance technologists concentrate on selling our technology instead of creating solutions to real problems which sell themselves.

This article outlined how one department has been successful in selling performance technology. It also described three models that can be used to analyze and plan marketing strategies. The sixteen principles and their examples showed how the models can guide your performance as marketers of our technology.

Selling takes what is and tries to get people to buy it. Marketing takes people's needs and tries to create what they need to buy. Yellow Freight's HRD department is successful at selling performance technology because it *markets* the technology. We never *did* try to sell it.

Techniques for Marketing Performance Technology

Marketing Techniques

- Interview all key groups, top to bottom as market research
- Conduct a performance audit
- Pursue high stakes measures
- Package the product using their language
- Use company logos, etc.
- Keep it simple
- Pay for the training and installation
- Involve target population and decision makers in the creation of the program
- Field test any intervention ideas
- Get review committee sign off-on all materials

Promotion Techniques:

- Test messages on the audience
- Publish articles in company publications
- Send memo from top management
- Send pre-work module with statement of trainee benefits
- Publish testimonials key decision makers one-on-one
- Sell most receptive decision makers first
- Start small with plans for expansion
- Sell preliminary results report
- Have each management level sign-off on results data
- Publish review committee names

Public Relations Techniques:

- Publish biographies of department head and staff in company publications
- Publish articles on department activities
- Publish results and testimonials
- Accept credit given, don't take it
- Be seen with high-level management

Jack Zigon is President of Zigon Performance Group. A consulting team that specializes in performance appraisal, performance management, and performance measurement systems for hard-to-measure work and teams.

"It is not the strongest of species that survives, nor the most intelligent; it is the one that is most adaptable to change."

*Charles Darwin,
The Origin of Species*

A word from the Chapter President



Dear ISPI Members,

These are certainly interesting times. It has been heartening and inspiring to see the outpouring of care, support and volunteering that is going on around the globe. More than a few times this month I've heard people say "it's too bad that it takes something like the recent events in the States to get people focused on giving and sharing, but it sure is great to see." I've been thinking about this in terms of our own Chapter - - like the global community, we too, are a community that thrives through the collective energy of our people - - let's not wait to get involved.

In addition to global events, the health of the local economy has created a lot of buzz and some people are nervous about the job situation. Rather than worrying, I suggest two proactive strategies: professional development and networking - - to meet people in various industries with the same focus and to strengthen our skills. Those are two of the many benefits offered by ISPI.

Your ISPI Program team has a tremendous line-up of programs to support your professional development - - I hope you'll take the opportunity to benefit from the sessions.

I'd also like to encourage all of you to make the most of your ISPI membership and consider volunteering at the Vancouver chapter. Whether you have 1 hour every couple of months or more time that you could share, your contribution to the vitality and strength of this chapter are needed.

Performance technology offers tools to create healthier, happier workplaces - - emotionally and financially. By building our chapter, by building an awareness of human performance technology, we can become a catalyst in the strengthening of our local community. As HPT professionals, we can play a significant part in helping people and organizations tap and achieve their greatest potential.

If you have suggestions for upcoming programs, questions about volunteering or the direction of this chapter, please feel free to contact me. This is your Chapter, your community, and your opportunity to get involved.

Warm regards,
Adrienne White

PS: Don't forget to renew your membership if you haven't done so already.

Tips for Virtual teams

Excerpt from a presentation to Vancouver ISPI

Facilitator: Erica Groschler, Harold Stolovitch & Associates

A virtual team is distributed geographically and works together on a project without being in the same time and space. Interaction is conducted mainly online and via telephone with minimal, if any, face-to-face time. Here are some helpful tips for HPTers who find themselves working with or providing leadership to Virtual team.

- Create sense of team identity and membership.
 - Provide a strong project launch, ensuring team members get to know each other.
 - Clearly define member responsibilities and roles.
 - Encourage time to get to know each other.
 - Encourage members to share project challenges informally as well as formally.
 - Build structures for teamwork (e.g. setup team leads; mentors; buddy system).
 - Encourage social communication required for task completion.
 - Conduct at least one face-to-face meeting, as close to project launch as possible.
 - Facilitate communication. Communicate frequently. Check emails and virtual workspace on an ongoing basis.
 - Respond in a timely manner to questions and concerns. Set rules for response time (e.g. respond within 24 hours of receipt of email).
 - Inform team of times/days when you will not be available.
 - Schedule regular meeting times.
 - Establish a positive tone for communications.
 - Encourage feedback and provide feedback on team activities.
- Ensure effective information management (sharing of information). Ensure project documentation is easily accessible to all (shared database).
 - Add new documentation on an ongoing basis and replace outdated information. Manage versions transparently so no one is working with obsolete information. Archive historical information.
 - Provide up-to-date documentation to new members as they join the team.
 - Provide immediate updates on key decisions and project changes (e.g email; minutes from meetings).
 - Produce and distribute weekly status reports (collecting project team members' accomplishments; upcoming events and issues).
 - Apply rigorous project management techniques. Reiterate project goals.
 - Provide clear expectations to team members.
 - Involve team members in decision-making.
 - Provide task goal clarity & clear time management guidelines.
 - Customize project management tools to meet your requirements.
 - Integrate tools that fit the team environment; don't force the team to adapt its behavior to the "latest" software.

Newsworthy Notes!

Thiagi's in Town

Please join ISPI Vancouver on Monday, November 19, 2001 for an evening with Thiagi. Thiagi will be in Vancouver to present 2 keynote presentations and a post-conference workshop at the Second Annual International Trainer's Conference and Workshop. ISPI is delighted that Thiagi will join us after the conference to lead our November Special Event. The evening promises to be filled with magic, fun, and lots of learning.

The meeting will be held at BCIT's Downtown Campus, 555 Seymour Street. Members: \$50.00, Non-members: \$75.00. To Register: please RSVP on the ISPI voice mail line by November 15, 2001 (878-3484).

Conference Planner

Techlearn 2001 & The World e-learning Congress

Oct 28 to 31, (Orlando, Florida)
www.maisie.com

Organizational Development Network 2001 Conference

Nov 10-14, 2001 (Hyatt Hotel, Vancouver, BC)
Contact: Marilu Mayuga, (604) 266-7843,
mmayuga@telus.net

International Trainer's Conference and Workshop

November 16-19, 2002 (Vancouver, BC)
http://members.tripod.com/open_eye/index.htm

ISPI International Performance Improvement Conference

April 21-25, 2002 (Dallas, TX)
www.ispi.org

ASTD International Conference and Exposition

June 2-6, 2002 (New Orleans, Louisiana)
<http://www.astd.org/>



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Tel: 604.432-2855, Fax: 604.431-9151

New Habits of an e-Learner

Confessions by Elliott Masie

I can get pretty weird as an e-Learner. After approximately 500 hours as an on-line learner in a wide range of courses and activities, I notice some new habits have emerged.

Browsing is What the Browser Was Designed For:

I browse! I sample a wide range of learning programs as part of my choice. If you were to look at the Learning Management System report from our organization, you would see that my non-completion rate is code red high. Actually, those include browsing ones. It is the digital form of auditing a class in college the first week and then dropping the ones that I didn't like. But, the way that I choose a class is to start it conditionally. Actually, isn't browsing what the browser was meant for!

Triple Tasking: I triple task!

When I am participating in a synchronous e-Learning class or session, I am usually doing three tasks at once. I am participating in the event at hand (via listening, watching or clicking). However, I find myself using a second laptop in my office to do both one more task (such as email or instant messenger), but I am also jumping ahead of the instructor's pace. Sometimes, it gets to be a 4 level multi-task with food or print material. My wife Cathy will ask if I can concentrate that way and I tell her that I love to learn in this style.

Talking While I Learn:

I normally don't talk to myself, except, when I am e-Learning! My staff states that I mutter, talk to the screen and have been known to throw a piece of paper at a learning screen. In fact, the more engaged I am the more that I seem to talk. It is

downright dangerous when I am wearing a headset, since my voice gets way too loud. Actually, I find my talking a good way of getting engaged in the process.

I Compete With Instructional Times:

When an author says that a module can be done in 30 minutes, it is like the firing gun at a track meet. I compete the with times, as a side game for my interest and motivation. It is a good thing that most e-Learning offerings don't have a Top Scores Page, or I would really get time competitive. Now, sometimes I find myself having to choose between comprehension and completion. I will not tell you the choice in this format. :)

I Copy, Paste and Send:

When I am in the middle of a cool e-Learning course, I tend to copy, paste and send content segments to myself (for a form of note taking) and to colleagues who I think might be interested in the topic. It might not be totally kosher, but I find myself doing it a lot.

These are neither positive or negative behaviors. Just ones that I have noticed about myself, as I am in the e-Learner mode.

Elliott Masie is President of the Masie Center, an international ThinkTank focused on learning, training and technology. www.masie.com



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HAVE YOU MOVED????

We don't want to lose touch with you. If you have moved, please ensure that our VP of Membership has your new address.

Email: Brucet@ola.bc.ca



Web Watch

A guide to HPT resources on the Internet

This column is intended to help our members exchange addresses of the websites they find interesting and useful in their work as a Training or Performance Improvement professional.

<http://distancelearn.about.com>

Distance Learning at About.com

Good set of articles and sites on distance learning topics

<http://www.learnscope.anta.gov.au/>

LearnScope is a professional development initiative within the Australian Flexible Learning Framework 2000 - 2004. Its goal is to assist in achieving a nation of creative capable vocational, education and training (VET) practitioners through the development of skills, understandings and capabilities in the application of new technologies for teaching and learning.

<http://www.nasaga.org/>

North American Simulation and Gaming Association promotes use of simulations and games and to spread the principles and procedures of interactive, experiential approaches to education, training, management, problem solving and decision making.

<http://www.pcilearn.com/>

Performance Concepts International Limited (PCI) is an international center for learning, performance, and growth. PCI's goal is building excellence through people by focusing on knowledge for a lifetime. In today's fast and complex work environments, there is an ongoing need to increase productivity, develop new skills, change behavior, and learn new and complex material. As a result, people face the formidable task of adapting to the day-to-day challenges of having to learn and do more, better, faster!

<http://www.thestorynet.com/>

StoryNet is a virtual resource center for trainers, consultants, leaders, learners, educators, and managers. StoryNet recognizes the dynamic nature of story: that a story has a teller and a listener, and that each side affects the other. Our work addresses the needs of both.



The Bookshelf

E-Learning: Strategies for Delivering Knowledge in the Digital Age
by Marc J. Rosenberg

Author Marc Rosenberg provides one of the first books devoted to strategies for developing organization-wide, online learning. He goes beyond the obvious technological challenges of Web-based training to explain that technology and content are meaningless without a culture of learning. But creating this culture means confronting dramatic strategic, organizational and political issues. In this roadmap for building and sustaining a learning culture, Rosenberg offers an essential balance between the structure of e-learning (design and technology issues) and its implementation (acceptance and support issues). His book is an impassioned wake-up call to all executives who are concerned about the future of their organizations. To begin building your company's culture of learning, ... arm yourself with this practical, yet philosophical, manual — a weapon for professionals on the front lines of the revolution in workspace learning.

The Roi of Human Capital : Measuring the Economic Value of Employee Performance
by Jac Fitz-Enz

We all know that people--not cash, buildings, or equipment--are the lifeblood of any business enterprise. Yet, astonishingly, there has never been a reliable way to quantify the contribution of human capital to corporate profit...until now.

In THE ROI OF HUMAN CAPITAL, Jac Fitz-enz draws on years of quantitative and qualitative research by his prestigious Saratoga Institute to provide a breakthrough methodology for measuring the bottom-line effect of employee performance.

The Talent Solution
By Edward L. Gubman.. McGraw-Hill.
1998

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ISPI Vancouver

ISPI - Vancouver is a Chartered chapter of ISPI International. The Chapter's membership is comprised largely of professionals working in the field of Human Resource Development and Training. The Chapter and its members are committed to improving human performance by advancing the art and science of human performance technology and/or instructional technology.

Chapter Aims

As a chapter, we:

- provide professional development opportunities
- act as a liaison between educational institutions, business, and industry
- spearhead the development of post-graduate programs in performance technology
- help member organizations become more competitive
- promote the development of standards for performance technologists
- demonstrate professionalism and excellence in all our activities
- provide high quality, challenging, learning opportunities for performance professionals.

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Up-Coming Events

November 19, 2001
SPECIAL EVENT

**Paradoxes in Performance
Technology**

Sivasailam Thiagi Thiagarajan

Time 5:30 to 7:30 pm

Location: BCIT Downtown Campus,

*Registration: Please RSVP, call
878-3484 and leave a voice message by
Nov 15, 2001.*

Members \$50.00

Guests \$75.00

Dinner will be served

How to Contact ISPI Vancouver:

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