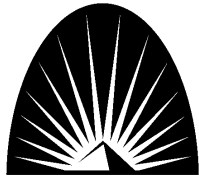

Vancouver



INTERNATIONAL
SOCIETY FOR
PERFORMANCE
IMPROVEMENT

Winter 2002

Spectrum

Optimizing Performance Under Stress

Dr. John Parrino

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Beyond an optimal level, stress impairs performance. A clear, specific example of this psychological principle, sometimes referred to as the Yerkes-Dodson Law, is the case of a 12-year old championship skater, Alicia, who was failing to perform a jump that should have been easy at her skill level.

In my work with Alicia, I instructed her to imagine the jump in her mind's eye while I recorded her tension levels with an Electromyograph (EMG), an instrument that measures signals from the brain to various muscles of the body. Each imagined performance produced an abnormal level of tension in the leg that was hitting the ice prematurely, thus disrupting Alicia's rhythm. When I increased her awareness of the stress response and taught her how to relax the tension, her execution of the jump began to improve. Alicia was learning to optimize performance under stress. The relationship of efficiency of functioning and level of emotional arousal of stress has been validated by a number of studies since the Yerkes-Dodson Law was discovered in 1908 (Hebb, 1955; Spielberger, 1962). These studies indicate the optimal relationship between performance, and stress gets stronger when the learning situation is more complex. What implications does this law have for organizational settings? Based on my work with stress, performance, and reinforcement in the last 20 years, I believe the implications are profound. Let me illustrate by using another example stemming from my work with a business client.

Clark was referred to me by the president of his company, as he put it, "to work on an attitude problem that seemed to be affecting his sales performance." Clark had been a star performer with his previous company and was hired by his current boss to "make things happen in the sales department." Six months later, the star had dimmed considerably. Clark and his boss both asked the same question, "What happened?" In simple terms, Clark's substantial sales ability had not transferred to his new environment. What was not readily apparent was that the stress of entering a new, and quite different, work situation had impaired his performance and reduced the frequency of reinforcement he was accustomed to receiving from his managers. Instead, Clark was being punished for poor performance, resulting in a stress cycle that pushed him beyond his optimal level of functioning. Clark had never learned to cope with the stress of punishment and had begun to withdraw into a shell for protection. This strong avoidance behavior prevented him from obtaining the positive reinforcement that had sustained his top performance in the past. Clark was trying to function well beyond his optimal level of stress.

My work with Clark focused on reducing his stress level with standard stress management techniques (relaxation, imagery, training, and biofeedback). Once his stress level returned to an optimal range, we worked on homework assignments, focusing on using his new coping skills with potential customers, peers, and his boss. Clark's emergence from the shell allowed him to utilize his formidable skills, once again, to receive the reinforcement he was accustomed to receiving. Soon, his sales figures began to improve dramatically.

During the baseline of the research, Clark's percentage of quota achieved was 70 percent. The onset of stress management training in the last few months of 1993 was followed in 1994 by Clark achieving 110 percent of quota, a 45 percent increase. A recent follow-up showed that Clark consistently hit quota by the first six months of 1995.



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- 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
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Although a definite correlation between stress management training and these dramatic results cannot be claimed with complete certainty, the results are very suggestive, particularly since Clark and his boss attribute much of his success to his new coping skills.

The relationship between stress, performance, and reinforcement is often overlooked in an organization's day-to-day operations. My experience is that many potential top performers never get their chance to become stars due to stress-induced avoidance behavior or shell responding. And, many top performers who slip in their performance because of life's tough circumstances never get the chance to bounce back to the high level of positive reinforcement they once received.

As in the Peter Principle, one might say: "People are stressed to the level of their incompetence." On the other hand, my experience in using an old law (Yerkes-Dodson) to understand how stress affects performance and limits positive reinforcement tells me that... you can teach an old law new tricks

Dr. John Parrino is a clinical and consulting psychologist in Atlanta, Georgia. His behavioral stress management program, "Optimizing Performance Under Stress," and book "From Panic to Power: The Positive Use of Stress", are tools designed for individuals in corporate settings.

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TechLearn 2001 - One Delegate's Perspective

by Roberta L. Westwood, C.H.R.P

"The events of September 11, 2001 will magnify and facilitate the use of e-learning."

- TechLearn Trip Report, Michael Parmentier, Director, Readiness & Training, US Department of Defense

TechLearn 2001 was a microcosm of the online learning world today in North America.

Held in Orlando, Florida in late October 2001, TechLearn is put on jointly by The MASIE Center and Advanstar Collaboration & e-Learning. This was my first trip to this annual event, and it was well worth every penny and even every hour of travel. With registrations down 50% from the previous year – a trend that has been impacting conferences everywhere – 1600 delegates took time out to reflect, dialogue and cast an eye to the future.

As a Canadian who was profoundly impacted from afar by the events of September 11th, attending a US based conference, where I constantly seemed to be meeting people from New York, watched the raised hands when Elliott asked how many expected to be working for a different employer a year from now (lots), heard people's pain and lived under the eye of tightened Disney security, it was a sobering experience.

Yet the four days were also enlightening, informative and inspiring. Stories abounded where learning professionals are influencing positive change. Today, more than ever, learning professionals can, and need to, make a difference through their work.

I had the opportunity to attend Elliott Masie's pre-conference workshop entitled, "Re-Thinking Learning in Difficult Times: A Planning Briefing

Focused on Tighter Economies and Travel Reduction”. This session was a great place to orient myself to the theme of the conference, “Now, more than ever”. Now, more than ever, organizations need to collaborate. Now, more than ever, with downsizing and restructuring, bringing people together for training will be a challenge. Now, more than ever, online learning makes sense.

Personally, hearing a story about the US Department of Health and Human Services recent project for designing and rolling out an online Anthrax training program nationwide – in 10 days no less – brought the point home. When I think of the months spent on course design on the projects I have been involved with, this was an inspiring role model. This example speaks to one of the trends that was discussed widely at TechLearn, that of the palate of organizations today is for ‘pretty good and fast’, rather than ‘perfect and slow’.

Whether arising out of crisis, the downturn in the economy or reduced travel, or all three, today organizations are demanding faster development cycles and shorter implementation spans. I found this an interesting paradox in light of all the research on the impact of poor e-learning, versus good e-learning, on learners and organizations. The truth will lie in thoughtful and astute instructional design as part of an accelerated development model that, perhaps, has less bells and whistles, but more substance. It will be interesting to see how this trend plays out over the year ahead.

Unquestionably, the fallout from September 11th has stimulated increased organizational interest in online learning and the opportunities it offers. e-Learning is an idea whose time has come. In particular, the market is ripe for collaboration and its tools, such as web conferencing software.

Suddenly, learning professionals that were struggling to secure resources for new platforms that enable collaboration found interest and buy-

in. The fact that these tools will be used first for business meetings, and only later for online learning, is a blessing in disguise. The more that virtual collaboration is part of the way people do business, the more transparent the boundaries between learning and ‘real work’ will become – as it should be.

On the flip side, organizations that had web collaboration tools in place prior to September 11th found new demand for access to their tools. In some cases, training folks are finding it hard to get space on their own platforms. Challenging, but what a great catalyst for building buy-in to virtual collaboration, in which the power of online learning really lies.

Another interesting trend was related to enterprise-wide e-learning initiatives. Initial research by The MASIE Center is indicating a decline in enterprise capital budgets and a deferral of enterprise-wide technology rollouts. Yet budgets at the divisional level are generally still intact, and the demand for technologies high.

This dynamic will bring some interesting challenges for integrating systems further down the line. With some careful planning and collaboration between divisions, many of these obstacles can be overcome. Yet, with the reality of divisions making autonomous decisions, expect multiple Learning Management Systems and the like. This trend is a great example of how emerging standards will be a saving grace in the long term. Elliott had a special word for vendors, cautioning them to take a step back from taking the enterprise perspective exclusively, and to be more open to smaller contracts at the divisional level.

If you haven’t attended TechLearn in the past, it’s worth considering in 2002. I won’t miss it.

Resources

If you are interested in learning more about TechLearn, be sure to visit the post-event website

where you will find a transcript of Jack Welch's keynote, a trip report of conference highlights, session handouts, selected audio recordings and more: <http://www.techlearn.net>

For information on The MASIE Center and future TechLearn conferences, visit:
<http://www.masie.com>

To listen to Bill Clinton's inspiring address at the 2001 Online Learning Conference held in late September, go to:
<http://www.vnulearning.com/highlights.htm>

For a good snapshot on the impact of September 11th on learning and development, be sure to read "Slowing Economy Sparks Boom in e-Learning" in the Nov 12th issue of Information Week:
http://www.informationweek.com/shared/printableArticle?doc_id=IWK20011108S0012

Roberta Westwood is President of Westwood Dynamics Learning & Development, and is based in Vancouver, BC. As a member of the faculty of the Walden Institute, Roberta instructs the Certified Online Instructor Program, delivered entirely online, to students internationally. As well, Roberta designed and leads E-Learning Week at the University of British Columbia. Roberta can be reached at robertaw@westwood-dynamics.com

HAVE YOU MOVED????

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

Email: Brucet@ola.bc.ca



Vancouver Spectrum is the quarterly newsletter of the Vancouver, Canada, chapter of the International Society for Performance Improvement (ISPI).

Editor: Julie Spink, julie.spink@telus.com

Submission of articles or other newsworthy material related to ISPI Vancouver or the field of HPT are WELCOMED. Submissions must include permission of the copyright owner for publication on the chapter web page. The Spectrum Editor reserves the right to include and make editorial changes to contributed materials. Please forward submissions as electronic copy in ASCII text or MS Word (PC) format.

Send submissions to the editor by email, or on diskette via post to: Julie Spink, TELUS, 3777 Kingsway. Burnaby BC, V5H 3Z7
Tel: 604.432-2855, Fax: 604.431-9151

Learning Blobjects

From ONLINE LEARNING NEWS

<http://www.vnulearning.com/archive.htm>

Dec 19,2000 issue

Are they learning objects? Or are they learning blobjects? Know the difference, suggests Dale Zwart, CEO with Generation21 Learning Systems in Golden, Colo.

He is responding to a question about the efficacy of learning objects from a reader having trouble finding learning objects that work the way advocates say they should.

Learning objects are the much-discussed bundles of ready-to-go code that training designers dream of plugging into e-courses to speed development. A questioning reader said that the psychology of learning "points toward constructivist theory, with learners building up semantic links through context and application". "That", the reader argued, "is the antithesis of the learning-object approach." The reader indicates that " Learning objects are barely reusable and when strung together, strip out the structure, narrative, context and build' ". The reader asked for "evidence from the psychology of learning" to support the learning-object approach. Here's how Generation21's Zwart responds:

What many vendors call learning objects are actually "blobs of data" that, in theory, can be reused, says Zwart. In practice, however, such blobs lack enough internal context to stand alone, or to sequence with other learning objects, says Zwart. He blames a "lack of discipline in the development process" more than faulty technology. If a learning object is developed for a specific learning objective, it should be reusable -- "because the proper context would be contained in the object itself," says Zwart. Ideally, each object has a specific set of attributes and behaviors that allow it to act autonomously. "Most vendors have not followed these principles," claims Zwart -- leaving users with "chunks of data that are not

able to interact with other chunks. They are simply blocks of information presented in sequence."

Zwart says the importance of good learning objects goes beyond reuse. A more significant value, he argues, is "the modeling of data into information hierarchies that will support learning. "Good knowledge management requires such hierarchies -- data organized "into an information structure that matches the context" of what a learner is trying to learn. "Learning objects are very well-suited to creating this contextual organization of data," Zwart says." The successful deployment of these objects, however, requires a sophisticated engine to retrieve and group the objects into the proper context for a given situation," he adds -- be it learning, performance support, e-books or another setting. Learning objects aren't the only way to deliver-learning, Zwart concludes. Indeed, they can sometimes be a bother.

Learning objects "should only be used to support dynamic or tailored content delivery," he says. "True objects are very granular, and require extra effort to build." Authoring tools without learning-object capability often will suffice for designing e-learning, Zwart says. However, to manage knowledge, relate data to jobs and tasks and support multiple delivery modes, Zwart suggests "a true object-based system. "He claims that the extra effort will be worth it: "You won't believe," he says, "where this technology is going.

Online Learning News is a weekly email newsletter that targets readers who want know-how on the practice and process of e-learning. To receive OnLine Learning News, go to <http://www.vnulearning.com> and click FREE E-newsletters.

Newsworthy Notes!

Conference Planner

BC Human Resources Management Conference HR In Business

March 24th - 26th, 2002 (Vancouver, BC)
www.bchrma.org.

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/

Techlearn 2002

Oct 27 to 30, (Orlando, Florida)
www.maisie.com

ISPI Vancouver offers Advertising Space to Chapter Members

ISPI Vancouver is pleased to announce an exciting opportunity for the members of our local Chapter. We have received several recent inquiries from our members asking about the availability of advertising space in some of our Chapter Publications.

For members interested in advertising their HPT services or events to the ISPI Vancouver

membership, we are pleased to offer advertising through the following publications:

- Email Distribution to our current membership
- Spectrum Quarterly Newsletter
- ISPI Annual Membership Directory

Print advertising in the Spectrum and Membership directory is available in the following sizes and formats:

- Full page (letter size)
- 1/2 page
- 1/4 page
- 1/8 page (business card size)

Advertisements related to the field of HPT are WELCOMED. The ISPI Vancouver executive reserves the right to review and refuse any advertisement. Please submit advertising as a copy ready electronic image (TIF format preferred).

For more information about this service, pricing and advertising deadlines, please contact VP of Marketing: David Cory.

Just for Smiles

The Washington Post's Style Invitational asked readers to take any word from the dictionary, alter it by adding, subtracting, or changing one letter, and supply a new definition. Here are some recent winners.

Giraffiti: Vandalism spray-painted very, very high.

Sarchasm: The gulf between the author of sarcastic wit and the person who doesn't get it.

Inoculatte: To take coffee intravenously when you are running late.

Intaxication: Euphoria at getting a tax refund, which lasts until you realize it was your money to start with

A word from the Chapter President



Dear Members:

I'm sure I speak for many, if not all, when I say that there is nothing scarier than a blank page and a deadline. As I sit down to write this, the first Spectrum letter of my term as President of ISPI Vancouver, I have many thoughts to share. I am really excited about the coming year and the opportunities our Chapter will have to learn together and build an even stronger HPT community in Vancouver. I believe there has never been a more exciting time to be a professional in the field of Human Performance Technology. More and more organizations are embracing the critical link between people and organizational performance. Our skills are needed and the opportunities are rich!

I want to let you know that your Executive Team is working hard to look for ways to continually add value to your ISPI membership. Our focus this year will be "Reaching Out" both to our members and to the extended HPT community. I want to encourage anyone in our Chapter who is interested to share their ideas, suggestions and support to build a stronger chapter. Our membership is a talented and enthusiastic group and I hope you'll step forward to volunteer some of your time. Also, don't be surprised if you are asked for your opinions or assistance in the coming months.

We've started 2002 with another set of excellent programs for professional development and networking. In January, Harold Stolovitch, delighted ISPIers with his recent research findings on incentives and performance. In March, we're hosting a special half-day workshop with Cy Charney, a leading Canadian consultant in the area of organizational performance. These Special Events are very important to our chapter. We strive to bring in leading consultants and inspirational speakers at a fraction of the cost of regular for profit events and, whenever possible, we use proceeds from our Special Events to host high profile speakers at our regular meetings at no additional cost to our members. I look forward to seeing you at one of our events soon.

In closing, I wish to say that any feedback on how the chapter executive team can improve is most appreciated. Please feel free to contact any member of the executive team with your comments.

Sincerely

Lori Smith
ISPI – Vancouver President

Use Templates To Speed Up Your Instructional Design

Dr. Sivasailam "Thiagi" Thiagarajan

In 1965, I learned a standard procedure for teaching any procedure: First you demonstrate the procedure. Then you ask the learner to do it while you coach him or her. Finally you test the learner. I have been using this template, attributed to Tom Gilbert, for the past 32 years.

In 1967, Susan Markle taught me a template for teaching concepts: First you present a clear example. Then you present pairs of examples and borderline non-examples. Then you present a set of divergent examples. I have been using this template for the past 30 years to teach everything from technical concepts such as *data field* to soft concepts such as *leadership*.

In 1967, I learned from Gagne's *Conditions of Learning* that there are effective procedures (aka templates) for different types of learning. Later, I learned from Gagne a super template for teaching anything to any one called the *Events of Instruction*.

Templates speed up any design and production process. They can definitely accelerate your instructional design process. Here are some thoughts about different sources of effective ID templates:

Articles. Beginning with the August 1989 issue of *Performance & Instruction*, Timothy Newby and Donald Stepich did a series of article on designing instruction. Each article presented a job aid (a template) for a different type of learning. If I remember correctly, the series had 10 different articles.

Seminars. A long time ago, I learned a wonderful way of analyzing, structuring, and presenting information from Robert Horn. This methodology has become a proprietary product and is available through Information Mapping, Inc. For more details, check www.infomap.com.

Borrowing from CBT authoring software. Many CBT authoring systems use templates. I have frequently used these templates even when I am designing some non-CBT instructional material such as a workbook or an instructor-led course.

Course development software. I strongly recommend [Darryl Sink's](#) CourseWriter software. Designed for use in producing non-CBT materials, this software contains some useful templates. Although I have not yet reviewed it, some of my friends recommend another software package from Langevin Associates.

Books. Here are four books that contain contain relevant information:

- Jonassen, David H., Beissner, Katherine, & Yacci, Michael. (1993). *Structural Knowledge: Techniques for Representing, Conveying, Acquiring Structural Knowledge*.
- Clark, Ruth Colvin. (1989). *Developing Technical Training*
- Leshin, Cynthia B., Pollock, Joellyn, & Reigeluth, Charles M. (1992). *Instructional Design Strategies and Tactics*.
- Rothwell, William J. & Kazanas, H. C. (1992). *Mastering the Instructional Design Process*.

Dr. Sivasailam "Thiagi" Thiagarajan has been the president of the International Society for Performance Improvement (ISPI). A highly recognized author and keynote speaker, Thiagi is currently president of Workshops by Thiagi, Inc which has recently merged with Qube Learning, to form QBInternational. Visit Thiagi's website at: www.thiagi.com



The Bookshelf

Bringing Out the Best in People

by Aubrey C. Daniels

The classic bestseller on performance management is updated to reflect changes in today's working environment. When an employer needs to know how to gain maximum performance from employees, renowned behavioral psychologist--Aubrey Daniels is the man to consult. What has made Daniels the man with the answers? His ability to apply scientifically based behavioral stimuli to the workplace while making it fun at the same time. Now Daniels updates his ground-breaking book with the latest and best motivational methods, perfected at such companies as Xerox, 3M, and Kodak. All-new material shows how to: create effective recognition and rewards systems in line with today's employees want; Stimulate innovations and creativity in new and exciting ways; overcome problems associated with poorly educated workers; motivate young employees from the minute they join the workforce.

The Web Learning Fieldbook : Using the World Wide Web to Build Workplace Learning Environments

by Valorie Beer

There is a helter-skelter rush to use the web as a training delivery vehicle. Unfortunately, this typically means that training developed for another medium (such as classroom or CD) is simply being converted to html and uploaded to a web site. Many corporate training departments are being asked to put some arbitrarily chosen percentage of their training on the web in a very short time. This often ends up being classroom binder material posted to a web site. This book fills a unique place in the market. Current books either cover "web-based training" in a manner that talks mostly about instructional design, or talk about using the web as a presentation tool without addressing learning, or talk about using the web at such a fragmented and abstract level as to be useless to the practitioner.

The book will include myriad basic and advanced templates and tools covering all aspects of training development that the reader can use immediately to create learning-based web sites. The book's companion web site will include electronic versions of all of the tools so that readers can download and use them immediately. Readers will also be encouraged to post their own tools and ideas to the web site for others to use. It is intended that the field book and web site will become a rich collaborative space for educators who are using the web for learning purposes.



More Books

Good to Great: Why Some Companies Make the Leap... and Others Don't
by James C. Collins

Five years ago, Jim Collins asked the question, "Can a good company become a great company and if so, how?" In *Good to Great* Collins, the author of *Built to Last*, concludes that it is possible, but finds there are no silver bullets. Collins and his team of researchers began their quest by sorting through a list of 1,435 companies, looking for those that made substantial improvements in their performance over time. They finally settled on 11--including Fannie Mae, Gillette, Walgreens, and Wells Fargo--and discovered common traits that challenged many of the conventional notions of corporate success. Making the transition from good to great doesn't require a high-profile CEO, the latest technology, innovative change management, or even a fine-tuned business strategy. At the heart of those rare and truly great companies was a corporate culture that rigorously found and promoted disciplined people to think and act in a disciplined manner. Peppared with dozens of stories and examples from the great and not so great, the book offers a well-reasoned road map to excellence that any organization would do well to consider. Like *Built to Last*, *Good to Great* is one of those books that managers and CEOs will be reading and rereading for years to come.

Fish! A Remarkable Way to Boost Morale and Improve Results
by Stephen C. Lundin Ph.D., et al

Here's another management parable that draws its lesson from an unlikely source--this time it's the fun-loving fishmongers at Seattle's Pike Place Market. In *Fish!* the heroine, Mary Jane Ramirez, recently widowed and mother of two, is asked to engineer a turnaround of her company's troubled operations department, a group that authors Stephen Lundin, Harry Paul, and John Christensen describe as a "toxic energy dump." Most reasonable heads would cut their losses and move on. Why bother with this bunch of losers? But the authors don't make it so easy for Mary Jane. Instead, she's left to sort out this mess with the help of head fishmonger Lonnie. Based on a bestselling corporate education video, *Fish!* aims to help employees find their way to a fun and happy workplace. While some may find the story line and prescriptions--such as "Choose Your Attitude," "Make Their Day," and "Be Present"--downright corny, others will find a good dose of worthwhile motivational management techniques. If you loved *Who Moved My Cheese?* then you'll find much to like here. And don't worry about Mary Jane and kids. *Fish!* has a happy ending for everyone.

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.

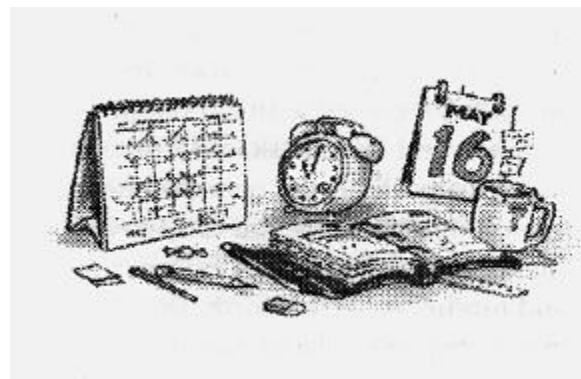
Chapter Aims

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.

Chapter Executive

President	Lori Smith	432-2188
President Elect	David Cory	431-3343
Past President	Adrienne White	821-5188
VP Finance	Penny Bees	984-8586
VP Marketing	David Cory	431-3343
VP Programs/ Special Events	Vali Marling	661-7305
VP Communications	Julie Spink	432-2588
VP Member Services	Bruce Thompson	431-3302



Up-Coming Events

March 13, 2002
ISPI SPECIAL EVENT

Beyond the Bottom Line: Strategies for Dramatic Human Resource Performance Improvement
Cy Charney

Time 8:30am to 12:30 pm

Location: Media Lounge, BC Place Stadium

Registration: Registration Forms Available on the ISPI website. (www.ispi-van.org)

Members \$50.00

Guests \$75.00

A Light Breakfast will be served

How to Contact ISPI Vancouver:

Web Site: www.ispi-van.org
Voice Message Line: 878-3484